

# 1| Childhood (Being Me)



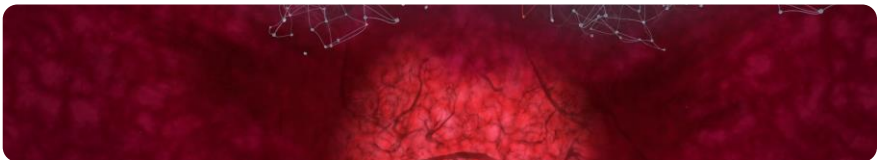
## (1) Adoption (06:44) *Adopter recruitment and preparation*

- **Overview:** A 6-minute experience to be used in recruitment of adopters (no directly traumatic scenes).
- **Uses:** All stages of recruitment for carers, including assessment; preparation for placements; placement support; Prospective carers, adoption, fostering, family and friends; Training for professionals in social care, education, youth services and health.



## (2) Fostering (06:44) *Foster carer recruitment and preparation*

- **Overview:** A 6-minute experience to be used in recruitment of foster carers (no directly traumatic scenes).
- **Uses:** All stages of recruitment for carers, including assessment; preparation for placements; placement support; Prospective carers, adoption, fostering, family and friends; Training for professionals in social care, education, youth services and health.



## (3) In utero (02:14) *Drugs, alcohol and domestic abuse: the unborn child's view*

- **Overview:** A 2-minute 'in-situ' experience showing in utero exposure to drugs, alcohol and domestic abuse.
- **Uses:** All stages of recruitment for carers; preparation for placements; placement support; parenting assessments; early years training; Early years support with parents. Training for professionals in social care, education, police, youth services and health.



## (4) Carnaby Street (04:22) *Trauma, abuse and neglect in the early years*

- **Overview:** A 4-minute direct view of trauma, neglect and shame from an infant's perspective placing you 'in-situ' as the child.
- **Uses:** Preparation for placement; placement support; parenting assessments; survivors and perpetrators of domestic violence; Training for professionals in social care, education, police, youth services and health.



## (5) School triggers (00:47) *School triggers: children with early life trauma at school*

- **Overview:** An observation of children's triggers at school and how different responses from teachers impact the child.
- **Uses:** To support education placements and understanding of children's difficulties in a school setting; Training for professionals in social care, education, youth services and health.



## (6) Style A – school (00:59) *Children with early life trauma at school (style A)*

- **Overview:** An observation of children's triggers at school and how different responses from teachers impact the child.
- **Uses:** To support education placements and understanding of children's difficulties in a school setting; Training for professionals in social care, education, youth services and health.



## (7) Style B – school (01:18) *Children with early life trauma at school (style B)*

- **Overview:** An observation of children's triggers at school and how different responses from teachers impact the child.
- **Uses:** To support education placements and understanding of children's difficulties in a school setting; Training for professionals in social care, education, youth services and health.



## (8) Therapeutic approach - at school (01:41) *Children with early life trauma at school (therapeutic approach)*

- **Overview:** An observation of children's triggers at school and how different responses from teachers impact the child.
- **Uses:** To support education placements and understanding of children's difficulties in a school setting; Training for professionals in social care, education, youth services and health.



## (9) Style A – home (01:03) *Children with early life trauma at home (style A)*

- **Overview:** An observation of children's triggers at home and how different responses from care givers impact the child.
- **Uses:** Preparation for placement; placement support; parenting assessments; survivors and perpetrators of domestic violence; Training for professionals in social care, education, youth services and health.



## (10) Style B – home (01:45) *Children with early life trauma at home (style B)*

- **Overview:** An observation of children's triggers at home and how different responses from care givers impact the child.
- **Uses:** Preparation for placement; placement support; parenting assessments; survivors and perpetrators of domestic violence; Training for professionals in social care, education, youth services and health.



## (11) Therapeutic approach – at home (02:46) *Children with early life trauma at home (therapeutic approach)*

- **Overview:** An observation of children's triggers at home and how different responses from care givers impact the child.
- **Uses:** Preparation for placement; placement support; parenting assessments; survivors and perpetrators of domestic violence. Training for professionals in social care, education, youth services and health.



## 2| Adolescence (Between Us)



(1) Joe introduction (01:56) *Joe: teenagers with early life trauma at home – introduction*

- **Overview:** An introduction to how early life trauma, issues of identity and school life can impact on challenging behaviour in home settings.
- **Uses:** In recruitment, assessment and preparation scenarios; contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services; peer to peer abuse.



(2) Joe A at home (01:55) *Joe: teenagers with early life trauma at home (style A)*

- **Overview:** An observation of how early life trauma, issues of identity and school can impact on challenging behaviour in a home setting. Style A helps to illustrate how adult communication styles can escalate adolescents struggling with these issues.
- **Uses:** In recruitment, assessment and preparation scenarios; contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services.



(3) Joe B at home (02:03) *Joe: teenagers with early life trauma at home (style B)*

- **Overview:** An alternative observation of how early life trauma, issues of identity and school can impact on challenging behaviour in a home setting. Style B illustrates how adult communication styles can support adolescents struggling with these issues.
- **Uses:** In recruitment, assessment and preparation scenarios; contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services.



(4) Joe with friends (01:15) *Joe: teenagers with early life trauma and extra-familial risks*

- **Overview:** An experience examining extra-familial risk and the context in which this can occur.
- **Uses:** Contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for social care, education, youth work and health professionals.



(5) Aisha introduction (02:39) *Aisha: introduction*

- **Overview:** An introductory look at how early life trauma can make young people more vulnerable to exploitation (e.g. sexual, and grooming for drug trafficking).
- **Uses:** Contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); building placement stability; sexual abuse; peer to peer abuse; training for professionals in social care, education, youth and health services.



(6) Aisha A (01:32) *Aisha: teenagers with early life trauma (style A)*

- **Overview:** Style A looks at how early life trauma can make young people more vulnerable to exploitation (e.g. both sexual, and grooming for drug trafficking) and shows the complexities of the issues that face young people. Viewers will see how an adult response can present further challenges to young people.
- **Uses:** Contextual safeguarding training; training for parents and carers (adopters; foster carers and family and friends carers); building placement stability; sexual abuse; peer to peer abuse; training for professionals in social care, education, youth and health services.



(7) Aisha B (01:17) *Aisha: teenagers with early life trauma (style B)*

- **Overview:** : Style B similarly looks at how early life trauma can make young people more vulnerable to exploitation (e.g. both sexual, and grooming for drug trafficking), however viewers will see an adult response that is designed to open a dialogue and to support young people.
- **Uses:** Contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); building placement stability; sexual abuse; peer to peer abuse; training for professionals in social care, education, youth and health services.



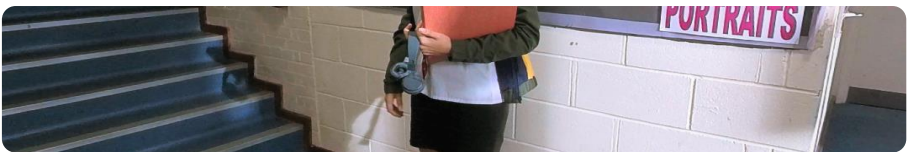
(8) Aisha disclosure (02:41) *Aisha: disclosure*

- **Overview:** This experience examines young people vulnerable to exploitation, and the process of disclosure. The viewer will witness disclosure (from an adolescent) and a response from an adult.
- **Uses:** Contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); building placement stability; sexual abuse; peer to peer abuse; training for professionals in social care, education, youth and health services; disclosure.



(9) Rayleigh introduction (00:48) *Rayleigh: introduction*

- **Overview:** Introductory observation of adolescent at school and how her early life trauma is triggered.
- **Uses:** Building Placement stability (in education settings); contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services; peer to peer abuse.



(10) Rayleigh A at school (01:21) *Rayleigh: teenagers with early life trauma (style A)*

- **Overview:** Observation of an adolescent at school with early life trauma. Style A examines how meetings involving adolescents' can be ineffective and how responses from adults could negatively impact upon young people's outcomes.
- **Uses:** Building placement stability (in education settings); contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services.



(11) Rayleigh B at school (01:25) *Rayleigh: teenagers with early life trauma (style B)*

- **Overview:** Observation of adolescence at school, with early life trauma, and how responses from adults can support young people's learning outcomes.
- **Uses:** Building placement stability (in education settings); contextual safeguarding training; training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services.



(12) At the park (02:30) *Park scene: teenagers susceptible to extra-familial risks*

- **Overview:** An observation of when and where children are susceptible to contextual dangers.
- **Uses:** Contextual safeguarding training, training for parents and carers (adopters; family and friends and foster carers); training for professionals in social care, education, youth and health services.



### 3| Third party room

- Alzheimer’s Research UK



#### (1) A walk through dementia – at the supermarket (04:52)

- Overview:** Popping to the shops is no easy task. It requires planning, decision making, concentration, spatial navigation and calculation. All of these get harder when you have dementia.



#### (2) A walk through dementia – walking home (03:20)

- Overview:** Busy streets and noisy crowds can be overwhelming for someone with dementia full of unfamiliar places and people.



#### (3) A walk through dementia – at home (02:49)

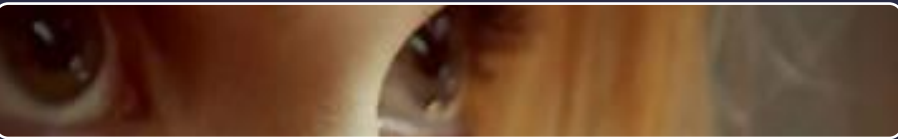
- Overview:** Home is familiar and comforting. Many people with dementia spend more time at home, where they feel safer. But even your own home can present challenges.

- National Autistic Society



#### (1) Make it stop (01:20)

- Overview:** Through the story of a schoolgirl, Holly, this video wants people to understand that autistic people need extra time to process information.



#### (2) Diverted (01:02)

- Overview:** Focuses on the impact that unexpected changes can have on autistic people.



#### (3) What is autism? (02:41)

- Overview:** 16% of autistic people and their families think the public understand autism in a meaningful way. This video seeks to raise awareness and create a society that works for autistic people.



#### 4) Could you stand the rejection? (01:49)

- Overview:** Only 16% of autistic people are in full-time employment. As part of their employment campaign, the National Autistic Society talked to autistic people and found out they felt that employers don’t see their ability, but rather their autism.




#### (5) Can you make it to the end? (01:24)

- Overview:** 11-year-old Alex Marshall stars in the National Autistic Society’s first film. In partnership with The Guardian, this video has seen over 400,000 visits and a 26% rise in autism awareness.

# 4| Young People’s Room

- Ric Flo



(1) Reflections (02:38)

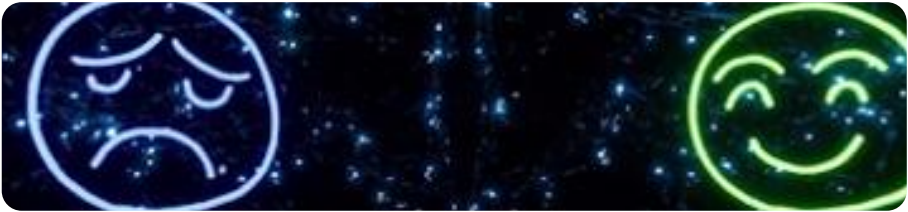
- Overview:** Rap artist and creative director of the hip-hop collective Jungle Brown, Ric Flo, uses the art of rap to empower foster children through telling his story of being in foster care.



(2) Do you (04:21)

- Overview:** A music video, from Ric Flo, using the art of rap to empower children in care.

- Brain CGI (male and female versions for all 3 experiences)



(1) Welcome to the teenage brain (02:18)

- Overview:** Introduction to parts of the teenage brain, such as the developing prefrontal cortex (PFC), which can impact decision-making during the teenage years.



(2) The brain explained (03:58)

- Overview:** This film examines three core parts of the brain and situates them in the context of adolescence: the cerebrum, the cerebellum and the brain stem.



(3) The connected brain (03:21)

- Overview:** Adolescent brains are exposed to new stimulus during the teenage years. This clip focuses on teenage issues, such as exposure to drugs and alcohol, and how adults around them can support them to make the right decisions.