



How have familial and societal environments shaped the identities of the young people you work with?

- How does race, religion or class affect their ability to fit into wider society?
- How might their sexual identity be received or understood by their communities?
- How might gender norms be enforced in their communities?
- How might the arts be perceived by the communities they come from?
- The social model of disability is that people are disabled by the environments in which they live. How might different communities view those with additional needs?
- Is neurodivergence understood at home?
- What might you have to do to find authentic answers to these questions?

Bringing your self-awareness to your work can improve positive outcomes for young people. You become more aware of why you do what you do, and more conscious of your thoughts as well as your emotions, behaviours and actions. You will also become critically alert to the range of internal and external forces that influence your responses to the young people you work with.

Knowing your strengths and weaknesses is essential for young people to develop trust in you. When trust is established, positive outcomes are more likely. You are the strongest and best tool in your professional toolbox.

Reflect on your self in relation to your work with young people.

What makes you good at what you do?

By whose definition?

What makes a good practitioner in your field?

How can you help young people develop self-expression, exploration and acceptance?