National Youth Partnership

Youth Loneliness One Day Training Programme

HM Government

co op Foundation

September 2019

Contents

Introduction

This training programme has been designed for those workers who either have little or no experience of working with young people that are experiencing feelings of loneliness or isolation, or those professionals who may be at the early stages of working with young people on these kinds of issues. Funded by the Co-operative Foundation, the programme has been developed by a range of partners who work in the youth sector and have experience of delivering projects specifically focused on tackling youth loneliness and isolation.Youth loneliness and isolation is a complex subject. This training programme does not provide a set of answers; it instead provides a structure to begin to explore, debate and discuss some of the core themes associated with feelings, thoughts and experiences of being, or becoming, lonely or isolated. Through research in recent years, we are beginning to get an insight into the scale of youth loneliness and isolation, and the impact being lonely or isolated can have on individuals.

Young people feel loneliness more intensely and more frequently than any other age group, new research has found. Two-fifths (40 per cent) of people aged 16-24 say they feel lonely often or very often." **(BBC Loneliness Experiment, 2018)**

Loneliness and isolation can be difficult and sensitive subjects; subjects that can feel overwhelming at times, but we can help young people begin to explore the issues, to start taking positive steps in their own lives, and even build the confidence and motivation to help others.

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Learning outcomes for the day

By the end of the day participants will have explored:

- Definitions of youth loneliness
- Causes and consequences of youth loneliness
- The changing nature and context of youth loneliness
- How to introduce the subject with young people
- Drivers, evidence, assumptions and considerations for youth loneliness work with young people
- How to involve young people
- Action planning
- Available resources to support work with young people

Timings - 10am – 4pm

Welcome and Introduction

5 minutes

Open the session by welcoming people to the group and providing an outline of the day. Explain that there is no single answer to tackling loneliness and isolation, that this is an open forum to discuss and debate youth loneliness and isolation, as well as learning from each other and giving thought to developing some practical actions to help young people tackle loneliness and isolation.

Encourage everyone to take part, and to listen and learn from each other – it is likely that there will be a mix of people with different levels of understanding about youth loneliness and isolation.

At this point it is useful to provide an overview of timings for the training. cover health and safety regulations, and ensure people are aware where the facilities are located in proximity to the room you are using.

Activity: Icebreaker

10 minutes

Hold a short activity so participants can begin to get to know each other and begin working as a group. Pick something fun and engaging, loneliness and isolation are difficult subjects and some attendees could be a little apprehensive attending a day's training on these topics.

Depending on the space available, activities which allow attendees to move around and mix more freely can encourage people to start to leave their comfort zone and create a sense of community within the room.

Resources needed:
- Materials for your chosen activity

Activity: 'Lonely' word association

20 minutes

Ask group members to write down the things that come to mind when they hear the word 'lonely' and the word 'isolated'. This can be done individually or you might want to split participants into groups. Encourage the group to not dwell on their responses, this activity works well if people get a lot of thoughts out of their head rather than trying to find one correct phrase or definition. If the group are struggling, suggest they think a bit more broadly – perhaps the type of people that might be lonely, the feelings associated with being isolated or things people might do when they feel lonely. They might draw images rather than use words or pick out images from provided postcards/pics.

Get group members to feedback some of the key words and phrases they have written down and facilitate a discussion around the thoughts stimulated by the activity. Are there a lot of similar views? Is someone looking at the issue from a different angle? This activity is also a useful exercise in order to gain a degree of insight into the level of knowledge in the room or where you might want to place a particular focus during the rest of the session – perhaps some key aspects of youth loneliness and isolation may have been missed or you might want to explore some of the points made by the group in further detail.

Resources needed:
- Flipchart paper and pens
- Photos/postcards

Activities overview

Introduction **5 minutes**	To make sure the group are clear about the purpose and structure for the day and to encourage them to take a full part.
Resources:	None

Icebreaker **10 minutes**	Help the group relax and feel comfortable, as well as a way to get to know each other.
Resources:	Materials for your chosen ice breaker

'Lonely' and 'Isolated' word association **20 minutes**	To get the group thinking about the issues and to begin discussing some of the themes around youth loneliness and isolation.
Resources:	Flip chart paper and pens

Activity: Define loneliness and isolation

20 minutes

Split participants into smaller groups and ask them to produce their own definition of loneliness and a definition of isolation.

There are lots of ways of understanding and defining loneliness and isolation. This activity is not testing group members to see if they come up with the 'right definition' – it is more about them discussing and exploring how they see loneliness and isolation, and what they think it actually is. The activity can illustrate how complex youth loneliness and isolation really is, but also provides a useful way of framing it so we can begin thinking about ways to tackle it.

Ask each group to feedback their definitions and facilitate a wider discussion. How difficult was the exercise? How easy was it to reach agreement?

There are a range of definitions, but the following ones are widely accepted as helpful by those working on youth loneliness as well as by academics and researchers.

"Loneliness is the difference between desired and actual social relations - either in quantity or quality of relationships (or both)" (Perlman & Peplau, 1981).

"Isolation is a state in which the individual lacks a sense of belonging socially, lacks engagement with others, has a minimal number of social contacts and they are deficient in fulfilling and quality relationships" (Nicholson, 2009).

Resources needed:
- Flipchart paper and pens
- Template 1 showing definittions

Activity: Causes & Consequences

30 minutes

Split the group in half. One side writes down the causes of being lonely and isolated. The other side writes down the consequences of being lonely. Facilitate a whole group discussion based on their thoughts. Look for things that match or link. Does either group think the other may have missed some important points out? Do people agree with the various causes and consequences?

This activity helps group members explore the links between causes and consequences, many of which are more serious than people expect, of loneliness and isolation.

Introduce and discuss the stats around loneliness and isolation. Are the group surprised? Did they know some of this already? Do the figures fit with their understanding in relation to the young people they work with?

Resources needed:
- Flipchart paper and pens
- Template 2 on types/ causes of loneliness and isolation
- Template 3 on consequences of loneliness
- Template 4 on recent statistics around loneliness

Suggested comfort break here

Activity: Is it a new issue?

15 minutes

While people are familiar with elderly loneliness, youth loneliness and isolation is still an issue that is widely misunderstood. This activity begins to frame loneliness and isolation for today's young people. Running the activity as a general discussion session, ask the group's views on the nature of youth loneliness and isolation. Is it a relatively recent thing? Is there a different aspect to it in the 21st Century than there has been for previous generations?

A question that is often asked is whether this is a new issue for the current generation. There is no right or wrong answer to this – in many respects, it cannot be a new issue as there have always been lonely young people. It does feel to be more of an issue these days, but this could be because we are beginning to do more research and are asking young people questions about feelings and experiences of being lonely or isolated.

More research is needed, but there does feel to be a different aspect to youth loneliness and isolation in the present day. We now have generations born into a highly technological world, technology that allows people to communicate digitally without the need for significant social interaction. For many young people, social media is woven into the fabric of their lives and while this provides us with new and positive ways to connect; social media also has the capacity to isolate and to exacerbate feelings of loneliness in very sophisticated and subtle ways.

Resources needed:
- Flipchart paper and pens

Activities overview

Define loneliness and isolation

20 minutes

To get the group to think about what is meant by the terms loneliness and isolation

Resources:

Flipchart paper and pens.

Peplau and Perlman, and Nicholson definitions (these are included as Template 1 toward the end of this document).

Causes and consequences

30 minutes

To enable the group to consider the various reasons young people are lonely and isolated, and the impact this has on their wellbeing.

Resources:

Flipchart paper and pens.

Template 2 on types/causes of loneliness and isolation and Template 3 on consequences are included toward the end of this document).

Template 4 has some of the recent stats around loneliness and isolation.

Comfort break

Is it a new issue?

15 minutes

To get the group considering the nature of youth loneliness and isolation in the 21st Century.

Resources:

Flipchart paper and pens

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Activity: Difficult conversations – introducing a sensitive subject

45 minutes

Get the group to share their ideas, experiences, concerns, etc around the different ways we might start conversations about loneliness and isolation with young people. It might be helpful to split this discussion into two parts – firstly, starting conversations with young people who workers feel, or know, may be struggling with being lonely or isolated. Secondly, ways to introduce the topic with young people into more general discussions, such as awareness raising sessions in schools or group sessions at youth projects. It might be helpful to run this activity in two groups and ask them to feedback.

Explore the barriers around these kinds of conversations, but work towards the group identifying some positive tips or approaches that can be usefully employed by participants in their own work.

As workers, we are often required to have discussions with young people about difficult issues, but there is something that can feel particularly sensitive when it comes to talking to young people about their feelings of loneliness and isolation. This can be for all kinds of reasons, such as not always feeling we have the right vocabulary or not being clear on what we can practically do to help a young person who says they feel terribly lonely.

Activity: Difficult conversations – introducing a sensitive subject (cont.)

(Please note film is 10 minutes long)

Working on projects specifically focused on youth loneliness and isolation, we have found that if we provide a safe and supportive environment, one that is non-judgemental, a lot of young people can speak quite openly about feelings of loneliness and isolation. Demystifying the issue and breaking the stigma around their own loneliness and isolation can be difficult for a young person, but it is a powerful action that enables many young people to begin taking positive steps forward.

Show the 'We Are You' film as an example of a tool that can be used to start conversations around loneliness and isolation. We find that many young people can talk about the characters' situations rather than being put on the spot talking directly about their own very personal experiences. A useful exercise around the film is to ask young people how they would make their own ten-minute film – they can be critical of the acting, or the diversity of the cast, or the major themes that haven't been included. Ask group members how they would make such a film and what things they would include.

Resources needed:
- Flipchart paper and pens
- Template 5 has the link to the We Are You film to be shown during this activity

Lunch Break

Activities overview

Difficult
conversations -
introducing a
sensitive subject

To get the group working together to share effective ways to support young people to discuss loneliness and isolation.

Resources:

Flipchart paper and pens
Temple 5 has the link to the We Are You film to be shown during this activity

Lunch

45 minutes

15

Activity: What is your organisation's driver for tackling loneliness and isolation?

20 minutes

Facilitate a group discussion on the reasons the group member's organisations are either currently working on youth loneliness and isolation or want to create a new project to tackle it.

The obvious driver is that loneliness and isolation are such horrible things for any individual to deal with, we feel morally there is a need for us to respond. There can, however, be a risk that we jump in to help young people without a clear plan of action.

This part of the training programme is designed to get people thinking, reflecting and, to some degree, challenging their rationale for wanting to work on tackling youth loneliness and isolation. This is not to deter people from responding positively, but organisations need to be clear on what they can offer young people and what outcomes they might realistically help achieve.

Resources needed:
- Flipchart paper and pens

Activity: What is your evidence base?

20 minutes

Facilitate a group discussion (or split into smaller groups) on the different ways the group's organisations know or think youth loneliness and isolation is an issue. Are staff picking up issues? Are young people saying it is an issue? If young people aren't discussing it, it doesn't mean it isn't there, so how do we check this out?

We need to make sure workers use a range of sources – to collect information, but to also get different angles or views on this information. These sources include staff observations from their practice, staff discussions with young people, comments and views from project impact measurement and evaluation, dedicated sessions or approaches that ask young people the question directly. Link this activity to previous parts of the discussion where they may have already touched on examples of evidence they have or can use.

Resources needed:
- Flipchart paper and pens

Activity: The assumptions we might make

20 minutes

The purpose of this activity is to get workers thinking about the ways to get a good insight into the nature of someone's situation before jumping straight to action.

Facilitate a group discussion around the assumptions workers might make about young people who are lonely or isolated, or are at risk of becoming so. For example, do we assume that the quiet long-term unemployed young person is lonely while the chatty and engaged university student is not? We may assume, wrongly, that a very quiet and withdrawn young person will not want to talk, when being supported to do so may be of benefit to them.

Resources needed:
- Template 6 on some common assumptions

Activities overview

What is your organisation's driver for tackling loneliness and isolation? **20 minutes**	To get the group to think through the reasons they are looking to work on loneliness and isolation.
Resources:	Flipchart paper and pens
What is your evidence base? **20 minutes**	To get the group to develop methods to gather intelligence to inform future delivery.
Resources	Flipchart paper and pens
The assumptions we might make **20 minutes**	To help the group think through and challenge some of the assumptions that may influence the work we go on to do with young people.
Resources	Info sheet on some common assumptions is on Template 6 toward the end of this document

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Considerations

20 minutes

Working as individuals, ask the group members to write down on post-it notes the things that they feel need to be in place in order to be able to work effectively with young people to tackle loneliness and isolation.

Organisations need to make sure they have effective processes and support systems in place before beginning their work with young people. Do staff have a good enough understanding of the issues around youth loneliness and isolation? Has the organisation the right environment for sensitive conversations – for example, it is not helpful to have a conversation about loneliness with a young person in a busy communal area. Do staff have good peer support and line management systems in place? Do you know which other organisations can help you support young people to tackle loneliness and isolation? Are there organisations that you can signpost young people to once they are ready to take the next step?

Resources needed:
- Post-it notes and pens
- Template 7 showing some considerations

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Ways to involve young people in designing and delivering your youth loneliness and isolation work

30 minutes

Split the group into two and ask them to write down the different ways young people can inform and influence the development of your work to tackle loneliness and isolation. You may want to get them to consider two aspects – how they involve young people currently (whether this is on youth loneliness and isolation projects or not) and how they would like to involve young people in the future.

Open up a group discussion on the pros and cons of different approaches. Be prepared to throw in some ideas if the group struggle.

Young people with experience or feelings of loneliness and isolation must shape the work we do. It is obviously important that responses are not developed based on the views of one or two young people, but young people with a lived experience bring an insight into this issue that the majority of workers may not have – regardless of how long we have been working on this subject or even if we have had our own struggles with loneliness and isolation. There is also the opportunity for some young people to develop skills to deliver some sessions alongside staff.

Resources needed:
Template 8 has a few ideas for ways young people can inform and influence your loneliness and isolation work

Activities overview

Considerations	For the group to think through the building blocks that should be in place to support the effective development and delivery of projects..
20 minutes	

Resources:	Post-it notes and pens

Comfort Break - 10 Minutes

What is young people in the design and delivery of youth isolation projects	To get the group discussing the different ways that young people can inform and influence the develop and delivery of your work.
30 minutes	

Resources	Template 8 for ideas

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Developing positive actions

30 minutes

Facilitate a group discussion on the sorts of things group members can do or would like to do in their organisations that would help young people begin to tackle loneliness and isolation.

Look at what people can do now as well as longer-term outcomes that may need to be developed through a robust strategy.

Without introducing too much negativity, get the group to be realistic about the positive actions they are looking at – one of the biggest issues when working with young people who are lonely or isolated is building expectations that cannot always be met. Also, do not lose sight of the fact that small changes can have a meaningful impact and it is those small changes that can be the stepping stones to more positive actions.

A longer, thirty hour, training course is available where these initial ideas can be worked through in more detail.

Resources needed:
Provide the group with information on the range of resources which are available to support their work on youth loneliness and isolation. Discuss what they feel would be useful, where there may be potential for people in the sector to develop tools, and encourage them to share the good practice and resources they might create.

Ask participants to honestly evaluate the session. A suggested evaluation sheet is included in this document
Close the session

Activities overview

Developing
Positive actions

30 minutes

For the group to begin thinking through some practical actions they could develop in their own organisations.

Resources

15 minutes

Share available resources that may help participants in their work to tackle loneliness and isolation.

Resources

Template 9 includes a list of helpful resources

Evaluation

10 minutes

To get the group to tell you what worked in the session and what could be improved

Resources

Template 10 is a suggested evaluation form

Close session

Template 1: Definitions of loneliness and isolation

"

"Loneliness is the difference between desired and actual social relations - either in quantity or quality of relationships (or both)"

Perlman & Peplau, 1981

"

"Isolation is a state in which the individual lacks a sense of belonging socially, lacks engagement with others, has a minimal number of social contacts and they are deficient in fulfilling and quality relationships"

Nicholson, 2009

"

"Loneliness and social isolation are different but related concepts. Social isolation can lead to loneliness and loneliness can lead to social isolation. Both may also occur at the same time.

People can experience different levels of social isolation and loneliness over their lifetime, moving in and out of these states as their personal circumstances change.

Loneliness and social isolation also share many factors that are associated with increasing the likelihood of people experiencing each, such as deteriorating health, and sensory and mobility impairments"

Age UK, 2019

Template 2: Types/causes of loneliness

This is not an exhaustive list of types or characteristic groups of youth loneliness and isolation:

- Unemployed.
- Young Carers.
- Mental Health Conditions – both those diagnosed and also young people who would likely be diagnosed.
- Developmental Difficulties – Autism and Asperger's.
- Low self-esteem, low confidence, self-harm and anxiety. Sometimes it is one of these, sometimes it is all of them.
- Poor communication/social skills.
- Learning difficulties and disabilities.
- Those engaged in risky behaviours and/or have chaotic lives – precarious friendships, forming and ending what they see as close friendships very quickly and frequently.
- Dropped by friends, seen as being unpopular, judged by others, people do not want to be friends with you.
- Young parents.
- Physical disability.
- Young people from ethnic minorities.
- Young people with English as a second language.
- Substance misuse.
- People who like their own company – being alone, with the risk of this tipping into loneliness.

There is something within and around these categories related to the key transition points in young people's lives. The challenges of transition are being exacerbated by being a young person growing up in the 21st Century. Also impacting, though we do not know enough about this from an evidence-based point of view, is the impact of technology in general, and social media in particular.

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Template 3: Consequences of loneliness

This is not an exhaustive list of the consequences of loneliness and isolation:

Impact on our physical health – research suggests increased risk of stroke and heart attacks.

Loneliness raises levels of circulating stress hormones and levels of blood pressure. It undermines regulation of the circulatory system so that the heart muscle works harder and the blood vessels are subject to damage by blood flow turbulence.

The social interactions lonely people do have are not as positive as those of other people, hence the relationships they have do not buffer them from stress as relationships normally do.

Lonely individuals report higher levels of perceived stress even when exposed to the same stressors as non-lonely people, and even when they are relaxing.

Loneliness sets in motion a variety of "slowly unfolding pathophysiological processes." The net result is that the lonely experience higher levels of cumulative wear and tear.

It has been argued that living alone increases the risk of suicide for young and old alike.

There can be the sense that loneliness and isolation cannot be overcome. Psychologically, it takes a lot of effort to break the cycle; steps that people are not always sure will result in positive changes.
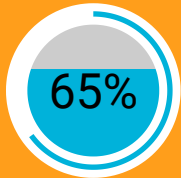
There can be a loss of motivation and energy to take part in things. There is a lack of fun in people's lives.

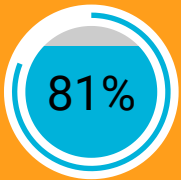Loneliness puts individuals at greater risk of cognitive decline.

Lonely individuals are more prone to depression.
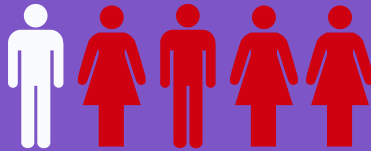
Template 4:
Loneliness and isolation statistics

Co-op Foundation, 2017

65%

of young people feel loneliness is a problem for people their age.

81%

cite the fear of people's reactions as a barrier to speaking about loneliness

Less than one in five feel youth loneliness is taken seriously as a social issue.

Young people are four times as likely to reach out to a friend who seems lonely, than admitting they feel lonely themselves.

Young people from lower-income groups are less comfortable asking for help.

BBC Loneliness Experiment, 2018

Young people feel loneliness more intensely and more frequently than any other age group, new research has found. Two-fifths (40 per cent) of people aged 16-24 say they feel lonely often or very often.

Social relationships and mortality risk: a meta-analytic review. Holt-Lunstad J, Smith TB, Layton JB. PLoS Med 2017
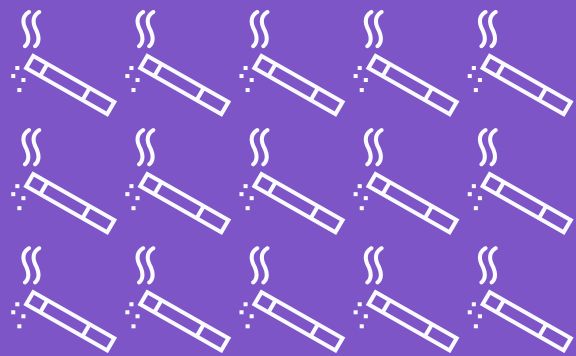
Loneliness can be as harmful for health as smoking 15 cigarettes a day.

Research shared by the Briitish Heart Foundation suggests that loneliness and social isolation are linked to a 29 per cent increased risk of a heart attack or angina and a 32 per cent heightened risk of having a stroke. (University of York, 2016).

Template 5:
We Are You Film for introducing sensitive subjects activity
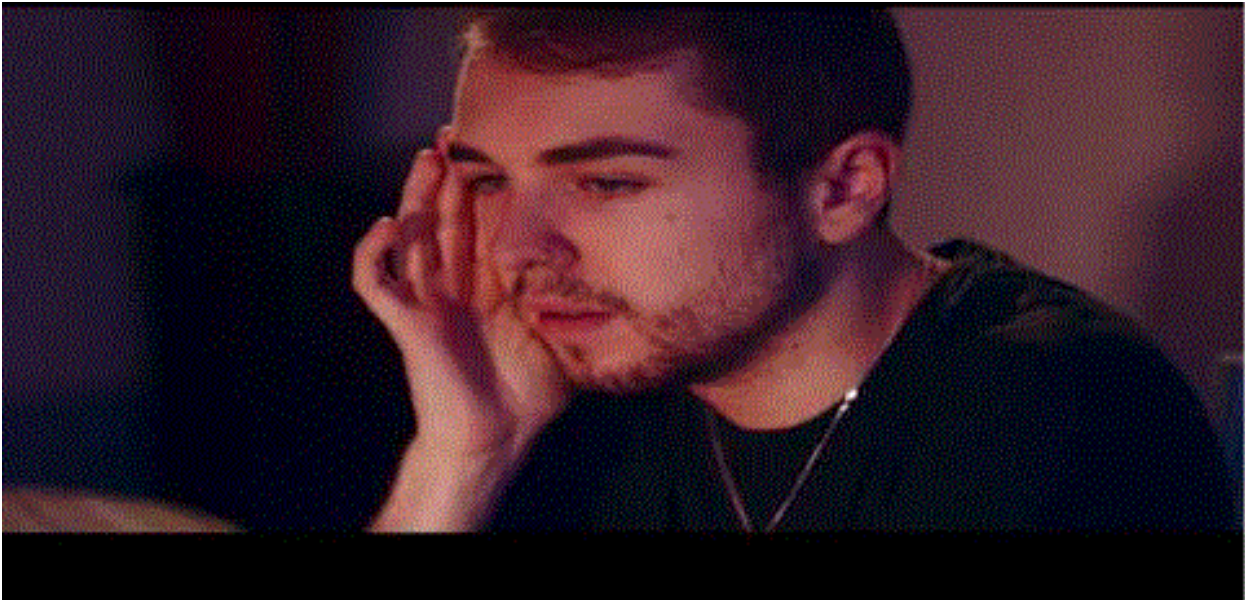
This film was created by young people working with Youth Focus North East. The scenarios where chosen by young people as important issues they faced in their lives.The links to the film are:

https://www.youtube.com/watch?v=yDWQzBpr_NY

https://youthfocusne.org.uk/we-are-you/

Template 6:
Some common assumptions made about youth loneliness and isolation

Young people are not really lonely – they have lots of people around them at school, college or university.

It happens to the elderly.

It is just a state of mind.

It was never an issue in my day.

Young people do not want to talk about loneliness and isolation.

Young people cannot talk about loneliness and isolation.

It only happens to young people struggling with their emotional wellbeing.

It is just something everybody goes through.It is easy for young people to try new things and meet new people – for many young people their anxiety about new situations prevents them from taking new opportunities.

We cannot reach those young people that are truly lonely – we might not be able to on day one of a project, but people share information about youth loneliness work in all kinds of ways with at times unexpected outcomes.

That a lonely young person does not have any friends – they might be surrounded by people, but still suffer loneliness for a variety of reasons.

Template 7: Considerations before developing responses to tackle youth loneliness and isolation

Are you clear on why you want to tackle loneliness and isolation?

Are you clear on what support you can offer immediately and the support you can develop over time?

Is your project specifically about youth loneliness or isolation, or does your project have a different focus, which has benefits around these themes?

Do staff understand enough about youth loneliness and isolation?

Do you have robust mechanisms to support young people to inform and influence your loneliness and isolation work?

Do you have systems in place to support staff working on youth loneliness and isolation?

Can you create the environment to effectively support young people begin to discuss and explore this challenging subject?

Do you know what good might look like?

Do you know the challenges and risks involved in delivering projects around youth loneliness and isolation?

An example might be that a very effective project could create a level of dependency that means a young person is reluctant to 'move on'.Do you know what outcomes you want for your project, and can you achieve those outcomes?

Template 8:
Some ways to involve young people in shaping your project

Focus group sessions specifically about loneliness and isolation.

Discussion group sessions that might be one part of a longer session.

One-to-one discussions with young people who attend your project.

Surveys and questionnaires.

A steering group of young people set up to help shape your project.

Feedback from individual sessions.

Evaluation of sessions and/or longer projects and programmes.

Peer to peer research/evaluation.

Template 9:
Resource list

Some helpful resources that provides information about youth loneliness and isolation:

All our emotions are important – Breaking the silence about youth loneliness

Co-operative Foundation report - https://www.coopfoundation.org.uk/youth/all-our-emotions-research/

Loneliness Connects Us – Young people exploring and experiencing loneliness and friendship

42nd Street and Manchester Metropolitan University report - http://42ndstreet.org.uk/projects-activities/youth-loneliness-peer-research-project/

A Connected Society – a strategy for tackling loneliness

HM Government report - https://www.gov.uk/government/publications/a-connected-society-a-strategy-for-tackling-loneliness

A place to belong – the role of local youth organisations in addressing youth loneliness

UK Youth report - https://ukyouth.org/wp-content/uploads/2018/08/A-Place-To-Belong-The-role-of-local-youth-organisations-in-addressing-youth-loneliness.pdf

Trapped in a bubble – an investigation of triggers for loneliness in the UK

Kantar Republic report for the Co-op and British Red Cross - https://www.co-operative.coop/campaigning/loneliness

Template 10:
Suggested evaluation sheet

Name		Date:	
Location			

What did you enjoy about the session? What did you learn?

What could be changed or improved?

How was your trainer?

Any other comments?

Template 11:
Activity List

Session 1 Activity	Aim	Timing	Suggested Resources
Introduction	To make sure the group are clear about the purpose and structure for the day and to encourage them to take a full part	5 minutes	
Icebreaker	Help the group relax and feel comfortable, as well as a way to get to know each other	10 minutes	Materials for your chosen icebreaker
'Lonely' and 'Isolated' word association	To get the group thinking about the issues and to begin discussing some of the themes around youth loneliness and isolation	20 minutes	Flip chart paper and pens. Photos/postcards if required.
Session 1 Activity	Aim	Timings	Suggested Resources
Define loneliness and isolation	To get the group to think about what is meant by the terms loneliness and isolation	20 minutes	Flipchart paper and pens. Peplau and Perlman, and Nicholson definitions (these are included as Template 1 toward the end of this document).
Causes and consequences	To enable the group to consider the various reasons young people are lonely and isolated, and the impact this has on their wellbeing.	30 mins	Flipchart paper and pens. Template 2 on types/causes of loneliness and isolation and

Template 11:
Activity List continued

			Template 3 on consequences are included toward the end of this document). Template 4 has some of the recent stats around loneliness and isolation.
Comfort break		10 mins	
Session 2 Activity	**Aim**	**Timings**	**Suggested Resources**
Is it a new issue?	To get the group considering the nature of youth loneliness and isolation in the 21st Century.	15 minutes	Flipchart paper and pens.
Activity	**Aim**	**Timings**	**Suggested Resources**
Difficult conversations – introducing a sensitive subject	To get the group working together to share effective ways to support young people to discuss loneliness and isolation.	45 minutes	Flipchart paper and pens. Temple 5 has the link to the We Are You film to be shown during this activity.
Lunch		45 minutes	

Template 11:
Activity List continued

Session 3 Activity	Aim	Timings	Suggested Resources
What is your organisation's driver for tackling loneliness and isolation?	To get the group to think through the reasons they are looking to work on loneliness and isolation.	20 minutes	
What is your evidence base?	To get the group to develop methods to gather intelligence to inform future delivery.	20 minutes	
The assumptions we might make	To help the group think through and challenge some of the assumptions that may influence the work we go on to do with young people.	20 minutes	Info sheet on some common assumptions is on Template 6 toward the end of this document.
Considerations	For the group to think through the building blocks that should be in place to support the effective development and delivery of projects	20 minutes	Post-it notes and pens

Template 7 toward the end of this document includes some suggested considerations. |
| Comfort break | | 10 minutes | |

Template 11:
Activity List continued

Session 4 Activity	Aim	Timings	Suggested Resources
Involving young people in the design and delivery of youth loneliness and isolation projects	To get the group discussing the different ways that young people can inform and influence the develop and delivery of your work	30 minutes	Template 8 has a few ideas for ways young people can inform and influence your loneliness and isolation work.
Developing positive actions	For the group to begin thinking through some practical actions they could develop in their own organisations	30 minutes	
Resources	Share available resources that may help participants in their work to tackle loneliness and isolation	15 minutes	Template 9 includes a list of helpful resources around loneliness and isolation.
Evaluation	To get the group the group to tell you what worked in the session and what could be improved	10 minutes	Template 10 is a suggested evaluation form.
Close session			