

Your resource for

# Improving children and young people's understanding of their wellbeing

A resource for teachers and  
practitioners working with  
children and young people



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Preston Lodge High, East Lothian

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**Note:** Some of the suggestions for participation and engagement activities in this resource may draw on established techniques and those developed over time for use in schools and other settings throughout Scotland. If you have any questions about the suggested activities, please email [policy@childreninscoland.org.uk](mailto:policy@childreninscoland.org.uk)

# Background

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➔ Children in Scotland was commissioned by the Scottish Government to produce a resource for teachers and practitioners to support children and young people's understanding of their wellbeing. The resource is intended to support teachers and practitioners to explore wellbeing and complements existing Getting it right for every child information. It is also relevant with regards to Curriculum for Excellence's focus on health and wellbeing.

It has been designed in response to the views of children and young people, teachers and practitioners, who have been involved in consultations, scoping and knowledge exchange sessions. Children and young people told us they wanted activities that were fun, creative, engaging and suitable for their age group. Teachers and practitioners emphasised the need for clear, practical and accessible resources and activities linked to wellbeing indicators.

## Why is this resource needed?

The resource provides a wide range of activities, practical materials and links to books and additional external resources for teachers and practitioners to support the wellbeing needs of children and young people from Early to Third level. It aims:

- To form a central hub for wellbeing
- To promote easy and open access to practical tools and information
- To reduce time locating materials and producing materials
- To complement existing resources and approaches

It is also designed to support the implementation of the United Nations Convention on the Rights of the Child (UNCRC),

in recognition that children and young people's rights are central to their wellbeing.

For more information on children and young people's rights visit:

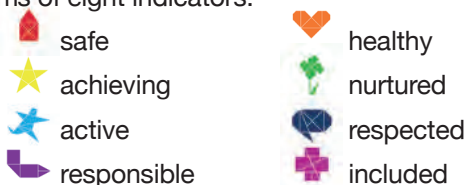
<https://www.cypcs.org.uk/rights/uncrcarticles>

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2016/03/childrens-rights-wellbeing-impact-assessments-crwia-training-tool/documents/crwia---20-minute-training-tool---version-2---february-2019/crwia--20-minute-training-tool---version-2--february-2019/govscot%3Adocument/CRWIA%2B-%2B20%2Bminute%2Btraining%2Btool%2B-%2Bversion%2B2%2B-%2BFebruary%2B2019.pdf>

## What is wellbeing?

Wellbeing is about developing as a person physically, emotionally and socially. A child or young person's wellbeing is influenced by all the experiences and needs they have at different times in their lives. Every child is unique and will progress differently depending on their circumstances. However, every child and young person has the right to expect the appropriate support from adults to ensure they can reach their potential. Helping children and young people to develop a positive outlook on life is crucial. This can be achieved by building social and emotional competencies such as resilience, self-esteem and interpersonal skills. These encourage healthy behaviours and aid achievement in and out of school.

To promote a common understanding of what wellbeing means, in Scotland it is described in terms of eight indicators:



For more information on Getting it right for every child and wellbeing visit:

 <http://www.gov.scot/girfec>

### Getting it right for every child

Getting it right for every child policy supports families by making sure children and young people can receive the right help, at the right time, from the right people. The policy's aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

It is an ambition and a way of working that empowers services and families to work better together. The aim is for all children and families having access to high quality support wherever they live or learn with access to a clear point of contact if and when they need it.

For more information on Getting it right for every child and wellbeing visit:

 <http://www.gov.scot/girfec>

### How the resource is structured

The wellbeing indicators are inextricably linked to the Experiences and Outcomes which are the Responsibility of All, and span across the four levels of Curriculum for Excellence reflecting a holistic approach to promoting the health and wellbeing of children and young people.

Grouping the experiences and outcomes together under themes will help making embedding them across the learning community more manageable.

One way to do this is to align them with the wellbeing indicators. [This resource](#) from Education Scotland exemplifies the links and how you can make this work in your setting.

The resource is arranged under four main levels linked to Curriculum for Excellence from Early to Third level. However, there is flexibility for teachers and professionals to use and adapt resources and activities as appropriate to the needs and aptitudes of the children and young people.

*'The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly high attaining.'*

#### 1.2 Achievement of Curriculum for Excellence levels

The resources and activities are signposted with the main wellbeing indicators they focus on, using a set of icons indicated in the left column on the page. This will enable teachers and practitioners to identify what is most appropriate. It will also support schools to further develop and embed the indicators into their curricular planning.

New materials and activities created to support this resource include the 'There's a Spider in My Hair' storybook and activities designed for young children aged approximately 3-7 years and 'Becky's Story', a series of films and activities designed for children aged approximately 9 to 12 years. These resources were developed with the help of children and young people, teachers and practitioners. While every effort has been made to include relevant and useful resources it is expected that teachers and practitioners will make their own professional judgements on the resources and select those best suited to the needs of their children and young people. There are clear indications where resources are free or can be purchased: **Free or £**. If training is available to support the delivery of a resource this is also indicated: **Training**

### Tell us how you are using this resource!

We would welcome any feedback from children, young people, teachers and practitioners throughout Scotland on how this resource could be improved. You can pass your comments to:

[policy@childrenscotland.org.uk](mailto:policy@childrenscotland.org.uk) You will also find an evaluation form and link to an online evaluation survey in the appendices.

Improving understanding of wellbeing at

# Early level

for children in the final two years of early learning and childcare before starting school and P1, or later for some

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→ This section is designed to support the exploration of wellbeing with children within the Early level but may also be useful for teachers working with children at other levels.


A key resource developed for this age range is a specially commissioned e-storybook ‘There’s a Spider in My Hair’, a fun and engaging story that explores being safe, healthy, nurtured, respected, responsible and included. It tells the story of two pups who make a series of choices that lead them to get lost and they have to seek help. By using this resource and accompanying suggested activities, teachers and practitioners can explore with children who they can seek help from if they are worried or need help.

There is a strong emphasis on supporting children by helping them to recognise their own emotions and developing the language to be able to communicate this. This section also includes links to other external resources and suggested books on wellbeing for this age group.

## Suggested activities

The following activities will help children explore the events and characters within the book and share them in different ways. They will identify the feelings the characters experienced that influenced their choices, expand their understanding of different emotions and begin to link these to their own feelings. We also encourage teachers and practitioners to develop and share their own resources surrounding the book with each other.

While these activities are teacher/practitioner led, it is important to recognise that the children will all respond differently to the themes within the book and may want to explore something in their own way.

 **ebook** 'There's a Spider in My Hair!' written by Anna Bogie and illustrated by Dave Sutton

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### Activity 1: All about feelings



#### Resources provided:

- [Feelings dice](#)
- [Pictures of children showing two different emotions](#)

#### What will children learn?

- To use words and phrases to express feelings
- To recognise that everyone experiences different emotions
- To take turns and listen to others

Depending on the age or needs of the children this activity can be spread over several short sessions. These activities could be done before the children look at the e-story.

1. With the youngest children it may work best to take only two emotions from the dice to start with e.g. happy and sad. In small groups they can use the pictures provided and sort and match them to the happy or sad symbol.

- Do you think that girl/boy is happy or sad?
- How do you know?

Identify facial expressions that tell us what emotion someone is experiencing.

Act these out.

- Show me your happy/sad face.

Draw or paint pictures of a happy or sad face.

In other sessions introduce angry, excited, worried and scared in a similar way.

2. With a small group of children use the Feelings dice to identify six emotions: happy, sad, angry, worried, excited and scared.

Take turns throwing the dice and act out the feeling that is uppermost.

Encourage the children to think about body language as well as facial expressions.

Take turns to play a charades-type game when a child can decide on an emotion they are going to act out for the others to guess.

#### Success criteria

Children will:

- Use words or phrases that describe different emotions
  - Identify how others are feeling e.g. in stories or pictures
  - Show an awareness of when to take turns and listen to others
- 

### Activity 2: Characters and feelings



#### Resources provided:

- ['There's a Spider in My Hair': e-story](#)
- [Character dice](#)
- [Feelings dice](#)
- [Pictures of the characters](#)

#### What will the children learn?

- To identify the main characters in the story
- To talk and share their ideas about the characters
- To explore feelings the characters may have had
- To share what they have learned about the characters in different ways



This may have to be spread over more than one session and it may be helpful to revisit the e-story.

**1.** With the youngest children it may be better to start by using the pictures of the characters. After watching the e-story talk about the characters:

- Who is this?
- Can you remember their names?
- Who did you like best?
- Why did you like them best?

Colour in the pictures of the characters or draw their own.

**2.** With a small group of children, use the character dice. Take turns to throw the dice and identify the character on the uppermost face and encourage them to tell one thing they know about that character from the story.

**3.** Reintroduce the Feelings dice. Take turns to throw both dice. Match the feeling to the character in the story. E.g:

- Excited Bud
- Did Bud get excited in the story?
- What did he get excited about?
- Worried Dee
- Was Dee worried about anything?
- How do we know she was worried?

### Success criteria

Children will:

- Be able to name the characters
- Show an awareness of what makes each character different
- Share their likes and dislikes
- Be able to link feelings to the characters at different times in the story

## Activity 3: What happened in the story?



### Resources included:

- [Pictures of main events from the story](#)
- [Story mat sheets](#)

### What will the children learn?

- To recall the main events
- To sequence these events
- To think about the events and share their thoughts

- To ask questions to deepen understanding of what happened
- To make choices on how to share their ideas

**1.** With younger children or children with additional support needs, a few of the pictures of scenes from the story will provide prompts to recall main events in the story.

- What was happening in this picture?
- Who can you see in this picture?
- Can you think what happened first?
- What happened next?
- How did the story end?

Let the children choose a part of the story to share. Provide them with a choice of materials to draw, paint or make a model of the scene.

- Tell me about your picture/model.
- Did you like that part of the story?
- Do you think Bud and Dee were being sensible and safe?
- What would you like to say to Bud and Dee?

**2.** Some children at this level could work with a partner, using an enlarged Story Mat from the resource. The partner could be another child or an adult.

Using the prompts on the Story Mat to indicate the start and end of the story, children should be encouraged to talk about and decide what the main events were in the story and draw pictures to show these.

- What happened first?
- What happened next?
- How did the story end?

Give the children some stickers e.g. smiley/sad faces or coloured stickers, green for good and red for bad, and ask them to show when they think Bud and Dee made good choices or bad choices, by adding their stickers to their pictures on the Story Mat.

- Why do you think that was a good/bad choice?
- What do you think the pups should have done?
- What would you have done?

### Success criteria

Children will:

- Be able to recall some of the main events in the story
- Be able to put them in the right sequence, with support
- Talk and listen
- Make choices
- Communicate their thoughts and link this to their own lives



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## Activity 4: People who can help



### What will the children learn?

- To identify who can help
- To develop awareness of when to seek help
- To use words and phrases to communicate how they feel

**1.** To ensure children feel safe and supported, the teacher or practitioner should work with a group

- Who can help you when you are at nursery/ school?
- What kinds of things do they help you with?
- Who can help you if you are ill?
- What can they do to make you feel better?
- Who can help you if you get lost? etc

Finish this discussion either with a song or a story.

**2.** Some children at this level or later could follow this activity by playing a game to let them think about who they could ask for help or talk to in different situations and practice what they should say.

Who would you go to for help if:

- You've hurt yourself at school
- What would you say to them?
- You get lost in a shop when you're out with your mum/dad/Gran/carer etc
- What would you say to them?
- A friend wants you to do something that worries you (like Dee)
- What would you say to them? etc

### Success criteria

Children will:

- Be aware of different people who can support them
- Recognise when they need support
- Use words or phrases to communicate how they are feeling

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## Activity 5: Feelings bookmarks



### What will the children learn?

- To develop self-awareness
- To talk about feelings
- To develop awareness that feelings can affect their own or others' behaviour

**1.** Make a few bookmarks for or with the children, each with a picture of a different emotion e.g. happy, sad, angry, scared, excited, surprised

Explore other picture books with the children and ask them:

- Can you find a bit of that book that makes you feel (happy/sad etc)?

Ask the child to place the appropriate bookmark in that page. Talk about what made them feel (happy/sad etc).

Repeat with different feelings bookmarks.

**2.** When you are reading a book to a child/ children ask them:

- What do you think (the character) was feeling then?
- Why do you think (the character) behaved like that?
- How did that make you feel?

Have a selection of the feelings bookmarks and encourage the children to choose one that matches their feeling about that part of the story.

### Success criteria

Children will:

- Show that they understand feelings can change depending on what is happening
- Use language appropriately to express feelings

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## Additional activities: Songs and rhymes

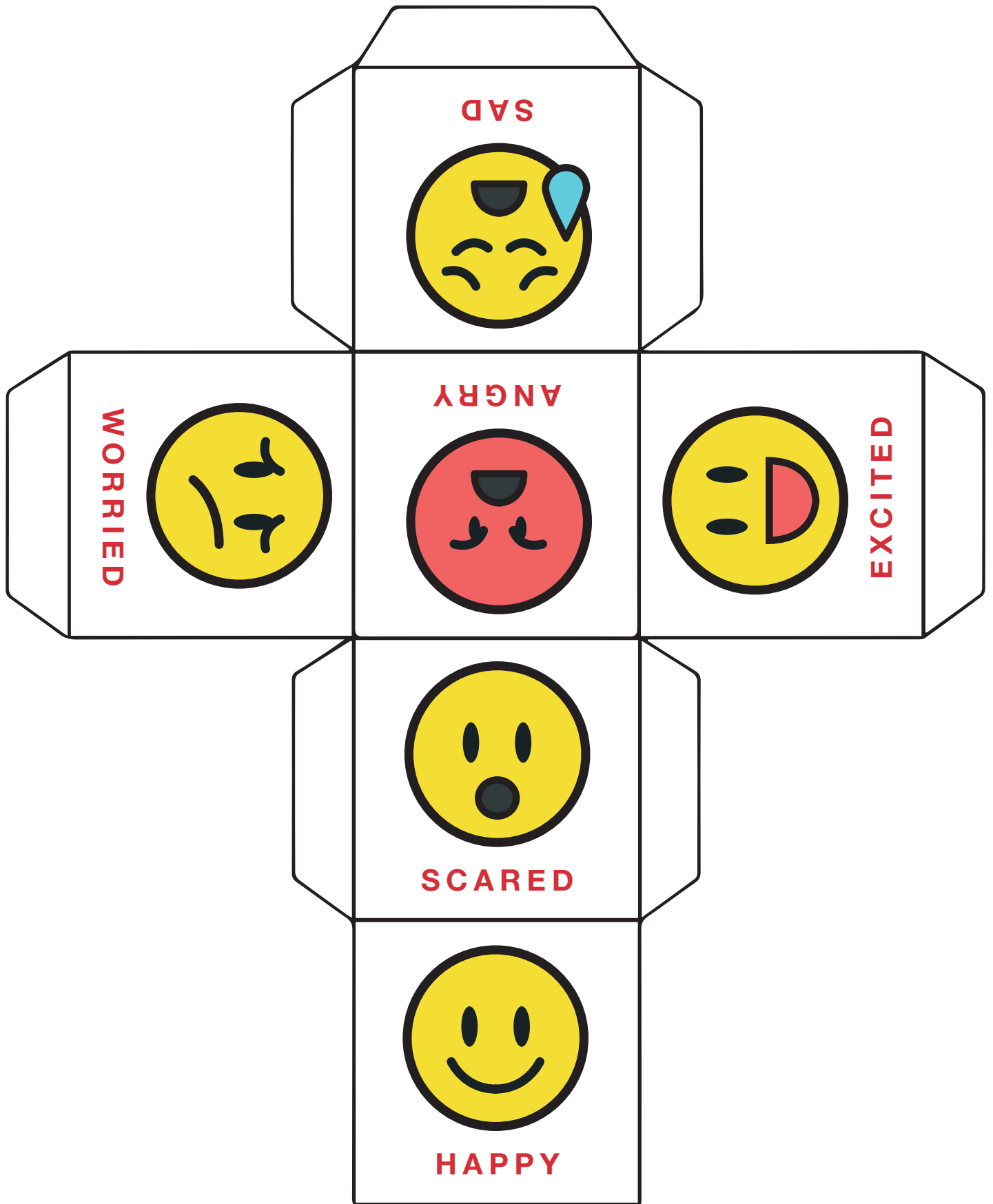


There are many songs and rhymes that can be used to reinforce the themes in the story. These can be used at any appropriate times:

- If you're happy and you know it, clap your hands
- Incy, Wincy Spider
- The Wheels on the Bus

- The More We Get Together:  
 The more we get together, together,  
 together  
 The more we get together, the happier we  
 will be  
 Because your friends are my friends  
 And my friends are your friends  
 The more we get together, the happier we  
 will be.
- I Look in the Mirror  
 I look in the mirror and what do I see?  
 I see a happy face looking at me  
 I look in the mirror and what do I see?  
 I see a sad face looking at me.  
  
 Continue with as many other verses as  
 you want as you and the children make  
 'feelings' faces. They can mirror you or,  
 where possible, they could actually be  
 looking into a mirror.
- This can include adaptations to traditional  
 songs to fit the theme: Sung to the tune:  
 BINGO  
  
 There was a fellow that I know who was  
 happy all the time-o  
 H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y, he was  
 happy all the time-o.  
  
 Continue with other emotions that have five  
 letters such as ANGRY, TIRED.
- Sung to the tune: Twinkle, Twinkle Little Star  
 (lots of actions can be added!)  
  
 I have feelings, so do you  
 Let's all sing about a few  
 We get happy, we get sad  
 We get scared, we get mad  
 I am proud of being me  
 That's a feeling too, you see  
 I have feelings, so do you  
 We just sang about a few.

Activity resource: Feelings dice



**Activity resource:** Pictures of children showing two different emotions



**HAPPY**



**SAD**

**Activity resource:** Character dice

**SPIDER**



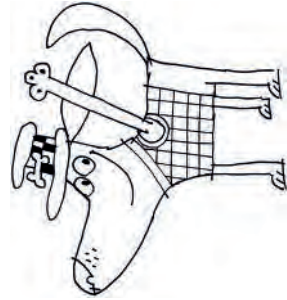
**GRANNY**



**UNCLE GUS**



**POLICE DOG**



**DEE**



**BUD**





**Activity resource:** Pictures of the characters



**BUD**



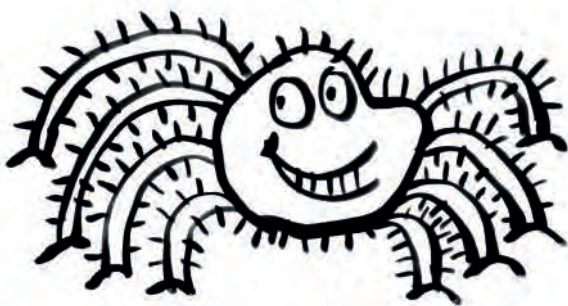
**DEE**



**UNCLE GUS**



**POLICE DOG**



**SPIDER**



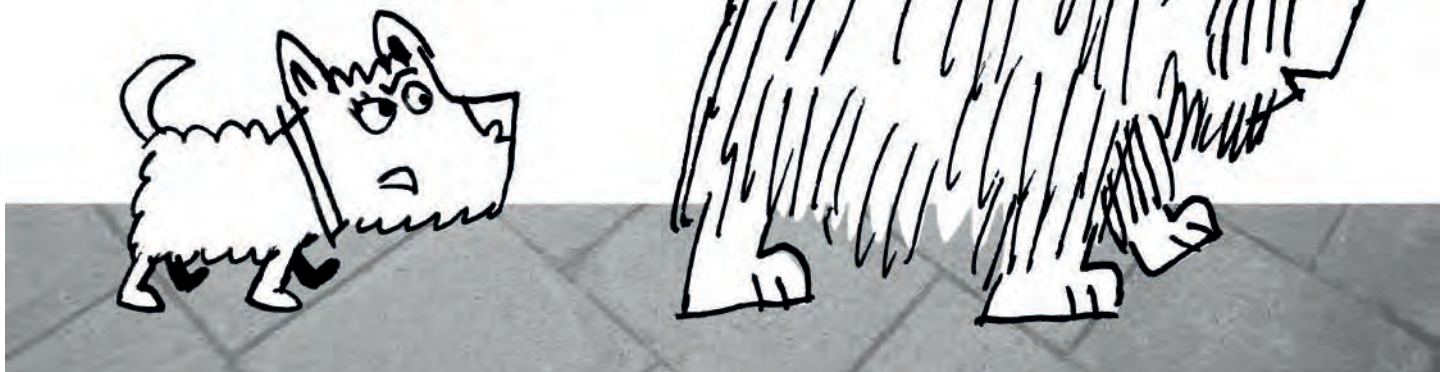
**GRANNY**



**Activity resource:** Picture of main event from the story (1/3)



"Wait!" Dee yapped,  
"I'll come too,  
but it's a bad idea...  
I'm warning you!"



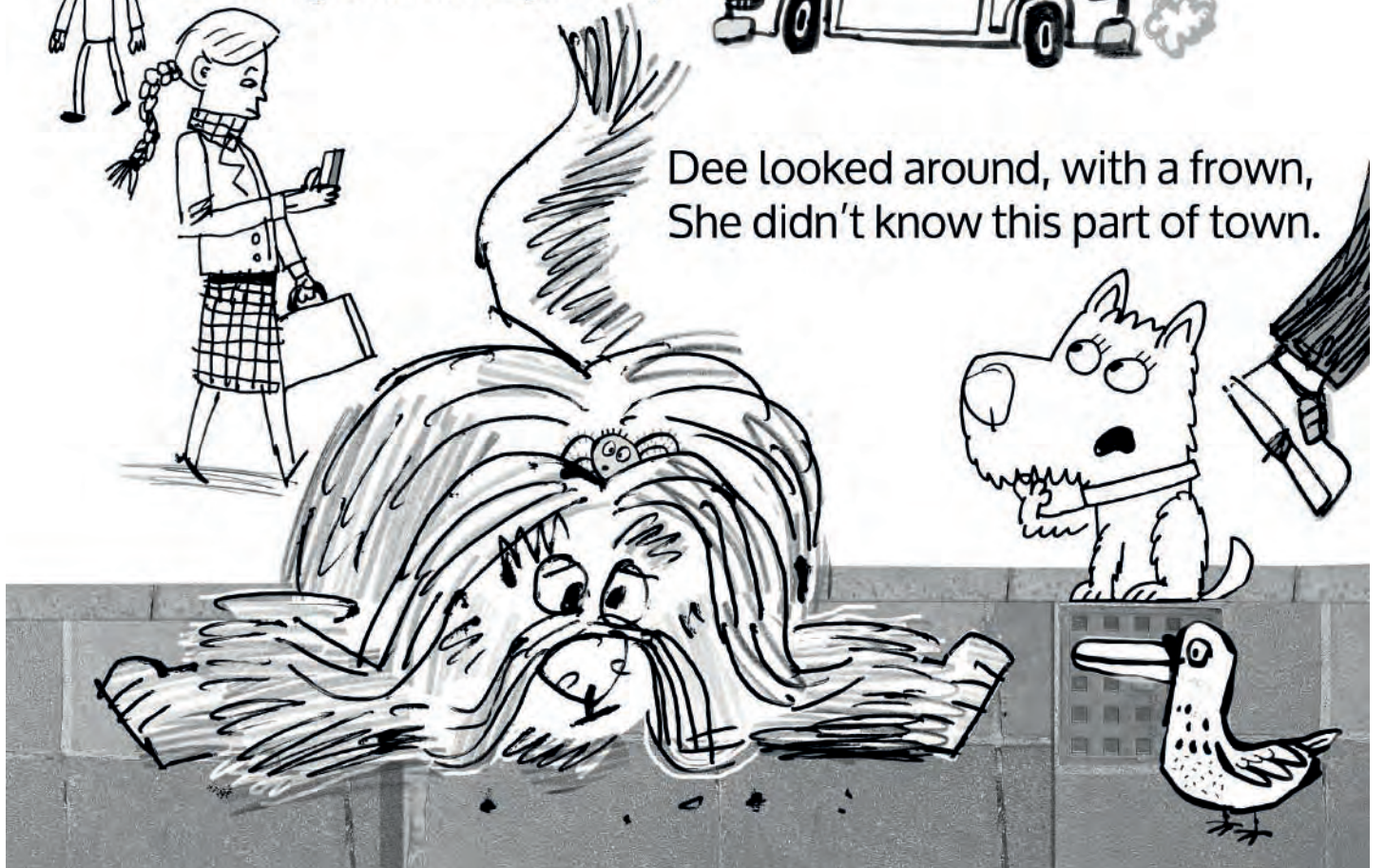


**Activity resource:** Picture of main event from the story (2/3)



Bud lay in a muddy heap,  
Looking like a frizzy sheep.

Dee looked around, with a frown,  
She didn't know this part of town.





**Activity resource:** Picture of main event from the story (3/3)



"Hello, young pup, are you in distress?"

"Yes,"  
whimpered Dee,  
"we're in a mess!"



Spotting Bud, the police dog laughed,  
"I see that now, he does look daft!"



**Activity resource:** Story mat sheets

**START**

**FINISH**



## Resources and activities for children at Early level



New resource! '**There's a Spider in My Hair!**' is a specially commissioned e-storybook that explores emotions, choices and the role of adults in a child's life. It tells the story of two pups who make a series of choices that lead them to get lost and they have to seek help. A bank of suggested activities has been developed to accompany the book and these are available to download and adapt as part of the resource. **The book is freely available as an e-book with this resource.** There are some notes for parents, carers and teachers at the end of the book to signpost ways of using the book in addition to the activities. This beautifully written and illustrated story will engage a wide range of children at this level and later.

Free



**Road Safety Scotland** has produced a range of online resources for all levels, from early through to senior phase. All are developed specifically to fit in with Curriculum for Excellence, providing easy links to experiences and outcomes.

<http://www.gosafewithziggy.com>

Free



**I Am Me** is a community charity that works in partnership with Police Scotland to raise awareness and increase understanding of a range of disabilities. A resource pack has been developed for primary schools from P1-7.

<http://www.iamscotland.co.uk/training-and-educational-resources/primary-school-resource>

Free



**The Daily Mile** is widely used in Scottish schools to encourage regular activity and exercise. This simple approach, with no preparation or resources required, has also been shown to improve children's confidence, concentration and behaviour, thereby supporting learning.

<http://thedailymile.co.uk/getting-started>

Free




### Children Harmed by Alcohol Toolkit (C.H.A.T.)

is a new resource developed in consultation with practitioners from social work, young carers and treatment services. C.H.A.T. contains a range of interactive materials that can be used with children, young people and families to build resilience and protective factors. 'Oh Lila!' is designed for pre-school age children. The resource pack does not talk about alcohol or any other substance. The aim of the pack is to build resilience and protective factors in young children.

 <http://www.ohlila.org.uk>

**Training** £


The **Rory** resource is aimed at primary children from age 5-11. The pack is based on the Rory storybook, which tells the story of a dog who cannot understand why his owner is acting in a certain way, until it is explained to him that his owner drinks too much alcohol.

 <http://www.roryresource.org.uk>

**Training** £



The **Seasons for Growth** programme aims to build the resilience of children who are dealing with significant loss or change. Seasons for Growth helps children develop the language needed to express their feelings and gives them a safe place to talk about them.

 <http://www.seasonsforgrowth.org.uk/programmes/children-and-young-peoples-programme>

**Training** £



**Talking Mats** is a well-researched resource designed to enhance communication, using a mat and visual images to create a visual record of a conversation between a practitioner and a child or young person. It is an innovative way to obtain the views of children and young people and supports teachers and practitioners in recording these views. It can be used within education, health and social work settings. It covers three age groups:

- Early years: 3-7 years
- Primary: 7-12 years
- Secondary: 13-17+

It targets the key areas of:

- My body and skills
- What I do and my support
- My wider world

This resource is linked directly to the wellbeing indicators and takes account of the legislative and policy frameworks required for an integrated and streamlined approach to intervention: Getting it right for every child in Scotland and its equivalent in England, Wales and Northern Ireland. This resource is now being used in some schools as a useful communication tool in the transition process from nursery to P1.

For further information about the resource and training, visit:

 <http://www.talkingmats.com>

**Training** £



'**Bounceback**' is a whole school social and emotional learning curriculum programme, promoting positive mental health, wellbeing and resilience. It is taught by classroom teachers and is based predominantly on children's literature (especially younger and older picture books) and follow-up language/literacy activities. There is a strong focus on circle time, cooperative learning approaches and educational games to build positive relationships and emotions, and teach social-emotional skills. It can be used from age 3-14 years. It is currently being successfully used in schools in Scotland.

£



**The Knowing Me, Knowing You** resource, developed by Playback Ice, a parent-led charity, offers a social and emotional development programme designed to support the core principles of the health and wellbeing experiences and outcomes in Curriculum for Excellence and Getting it right for every child. It aims to promote healthy, inclusive practices and is based on the wellbeing indicators.

It offers a wide range of lesson plans for children from nursery to Primary 7. This is currently being used in schools in Scotland.

<http://playbackice.com/our-learning-resources/knowning-me-knowing-you>

£



Also produced by Playback Ice is '**Mojo and Friends**'. This resource contains seven stories each centred round different characters. Each of the characters tell an individual story in a very carefully planned and sensitive way allowing children to explore difference, their feelings towards it, how that makes them feel, and how they cope with feelings and attitudes. The resource is aimed at 3-8 year olds.

<http://playbackice.com/our-learning-resources/the-playback-storybook>

£



# Scottish Book Trust book list for the Early level, or later, on wellbeing

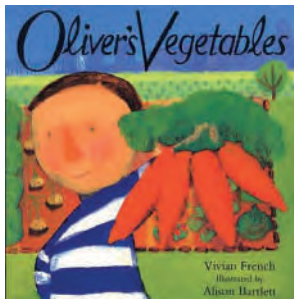
## 8 Books Which Support Wellbeing

Books are a safe place to learn about and explore issues that affect our mental, social and physical wellbeing – including for young children. These book suggestions explore and celebrate all aspects of a young child’s wellbeing.



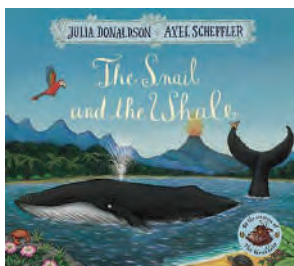
### Ruby's Worry by Tom Percival

Ruby has a worry and it's not going away. In fact, it's getting bigger. When she shares her worry with a friend, however, it quickly disappears. This is a sensitive story that encourages children to express their anxieties and reassure them that there are always people around who can help them feel safe and secure.



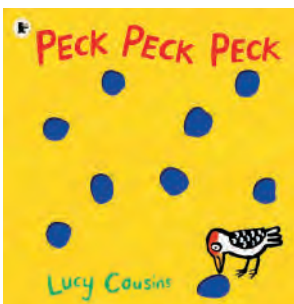
### Oliver's Vegetables by Vivian French and Alison Bartlett

The only thing that Oliver will eat is chips so he spends the week at his grandpa's looking for potatoes growing in the garden. His grandpa gets him to try every vegetable he finds, so it's not long before he's eating carrots, beetroot, cabbage and other healthy foods! A great story to help promote healthy eating with little ones.



### The Snail and the Whale by Julia Donaldson and Axel Scheffler

A beautiful rhyming story about a little snail who sets out on a big adventure with a humpback whale. When the whale becomes stuck on land, little snail doesn't give up and manages to help the whale to safety. A powerful story about resilience, teamwork and following your dreams.

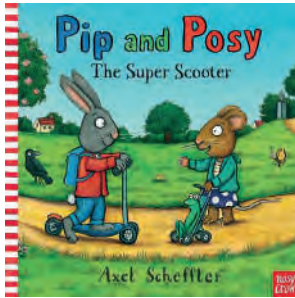


### Peck, Peck, Peck by Lucy Cousins

It's time for Little Woodpecker to learn how to peck. With plenty of positive encouragement and guidance from Daddy Woodpecker, it's not long before he's pecking holes all over the place! Thankfully Daddy is there to put the tired wee bird to bed at the end of the day.







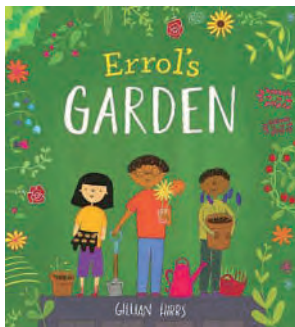
### **Pip and Posy: The Super Scooter by Axel Scheffler**

Pip and Posy are great friends who love playing together. In this sweet story, Posy has snatched Pip's scooter and tries to ride it – she soon falls off and hurts her knee. Instead of being cross, Pip comes running to help and they all decide to play together in the sandpit where it's nice and soft.



### **How to be a Lion by Ed Vere**

Leonard's best friend is a duck. But lions eat ducks...don't they? This is an empowering tale about the importance of being true to yourself and respecting individual difference – and a reminder that you don't have to roar to be heard!



### **Errol's Garden by Gillian Hibbs**

Errol loves to grow things so is delighted to discover an outdoor space at the top of his block of flats! With the support of his family and neighbours, he makes a plan to create a community garden that will bring everyone together. Everyone is happy to have their own jobs to do in the garden and they all get to enjoy the tasty results of their hard work!



### **Everybody's Welcome by Patricia Hegarty and Gregg Abbott**

Little Mouse dreams of building a home that open its doors to everyone. With the help of rabbits, a frog, a brown bear and other woodland friends, this dream soon becomes a reality. A real celebration of inclusivity and acceptance.



For more books like these see our reading lists: [🌐 http://scottishbooktrust.com/reading](http://scottishbooktrust.com/reading)

Improving understanding of wellbeing at

# First level

for children from P2 to the end of P4, but later for some

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➔ This section is designed to support the discussion and exploration of wellbeing with children at First level or later. It includes a series of suggested activities, links to external resources and suggested books on wellbeing.

The activities are each stand-alone for practitioners to use or can be incorporated as part of a unit of work on wellbeing linked to existing materials or making use of other suggested resources.

They are designed to be active, participative sessions, supported by a teacher or practitioner.

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## Activity 1: What do children need to be safe, and healthy?



### Resources provided:

- [Example of a Journey Map](#)

### What will the children learn?

- To use words and phrases to express feelings
- To recognise that everyone experiences different emotions
- To take turns and listen to others

When exploring feelings and wellbeing it is important to create a safe, relaxed and comfortable environment. Icebreaker activities can help. There is a section in the appendices with a selection of ideas to choose from.

### Journey Mapping

Prepare a large journey map for each group with pictures of children from pre-birth to the present with a road connecting these ([see example](#)). Some children at this level could prepare their own Journey Map. Ask the children to talk together and write, or draw, what they think children need at these different times of their lives to be safe and healthy (pre-birth, baby, toddler, 5 years, present).

Following this, allow time for the groups to look at each other's posters, ask questions and return to their own poster. Are there things they want to add to their own poster? Review their ideas.

### Key questions

- Are there things children need at every age?
- Do children need different things as they get older?
- What do you think is the most important thing that children need when they are growing up?

### Success criteria

Children will:

- Contribute their own ideas

- Show awareness of the needs of children at different times in their lives
- Listen to other people's ideas

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## Activity 2: Adults who can help



### What will the children learn?

- To identify the adults in children's lives who can support them
- To explore and prioritise what they think adults should do to best support them
- To participate in a group and share their own opinions

#### 1. Star qualities

Ask the children to discuss what helps them to feel able to talk to someone about a worry or to share how they are feeling. In pairs or groups, they should discuss and record these 'star qualities' on a star or heart shaped piece of paper (for example, 'Good listener'). They can be encouraged to record their ideas in writing, drawing or having someone record what they say. The teacher/practitioner will place all of the stars inside the outline of a person, allowing the children to see the different qualities they have identified and discuss what they think about them.

#### 2. Circles of support

Draw three concentric circles on large paper for each group. Explain that a child is going to be in the centre of these circles and ask them to draw small pictures of children and stick these in the innermost circle.

Discuss who they think are the people closest to children that they would expect support from in their lives. Encourage terms such as 'parents' 'grandparents', 'carers' etc. Ask them to write that name or draw a picture within the second circle.

Discuss who are the types of people who should support children outside of the ones they identified as the closest. Encourage the children to write the names or draw pictures in the third circle. This could be 'doctors', 'police' etc. It is suggested that the focus is on who can support children in general. This will safeguard children's privacy and will encourage them to think more widely.

### 3. The support we want


Use the Star Qualities from this session and ask the group of children to rank them in order of importance. There will be very animated discussion about this! The teacher/practitioner should give them space without intervening but if they are finding it difficult to decide, suggest they can organise them in any way they want e.g. more than one in a row. Ask them to share their ideas. It is important to emphasise there are no right or wrong answers. This activity would link well with other work on the rights children have and the UNCRC.

#### Success criteria

Children will:

- Show they can evaluate qualities that make adults approachable
- Make decisions and express opinions
- Work cooperatively, building on social skills

Useful resources/links on children's rights:

 <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

 <http://www.cypcs.org.uk/rights>

 <http://www.childrensparliament.org.uk>

## Activity 3: My wellbeing



#### Resources provided:

- [Sample of wellbeing wheel](#)

#### What the children will learn

- To build awareness of what their wellbeing is
- To link this to their lives

Before starting the activities ask the children if they can describe what the word 'wellbeing' means to them? Record their ideas on a poster.

#### 1. Musical wellbeing

Prepare eight large-scale sections of the wellbeing wheel on card or paper, each one labeled with an indicator i.e. Safe, Healthy etc. Discuss what they think the words mean to check their understanding.


 <http://www.gov.scot/Resource/0043/00438640.jpg>

Explain that they are going to play a game like musical statues but when the music stops they should go to one of the labeled sections, which have been spread around an area on the floor (depending on numbers, it may be better to have more than one set of indicators). Each child should carry a pen and write on one section what being safe, healthy, active, nurtured, achieving, respected, responsible or included means to them. They could give an example of when they feel safe etc. Start the music and give plenty of opportunities for fun and dance between writing their ideas. Repeat until everyone has visited most or all of the indicators.

Recreate the wellbeing wheels and review everyone's ideas.

#### 1. Wellbeing Game

To further develop children's understanding of their wellbeing they can make and play a game. Explain to the children that they are going to play another game but first they have to make something. Give each child/pair a copy of the Chatterbox design on the link below and go through the instructions of how to make it. Once they have made them, encourage them to play the game with different partners.

 [http://www.childminding.org/Media/Docs/paper%20game%20CHILD\\_477328.pdf](http://www.childminding.org/Media/Docs/paper%20game%20CHILD_477328.pdf)

Compare the ideas on the Chatterbox with their own ideas gathered in 'Musical Wellbeing'. Were there any differences? Did they agree/disagree with the ideas on the Chatterbox?

Ask the children to describe what the word 'wellbeing' means to them. Record their ideas. Compare these with the ideas recorded at the beginning of the session. Are they the same? Are there any new ideas?

#### Success criteria

Children will:

- Show an increased awareness of what they understand by their wellbeing
- Be able to give examples of what the wellbeing indicators mean

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## Activity 4: Personal strengths



### What will the children learn?

- To recognise their own strengths and talents
- To recognise the strengths of others in their group
- To build confidence and self-esteem
- To further build on their understanding of what their wellbeing is

### 1. Treasure chests

Using pre-bought treasure chests or pre-made boxes made with card or simple egg cartons, ask the children to decorate their own box, using paints, pens, stickers, glue, sequins etc (whatever is available). Remember to leave a lid to open!

Provide paper, card, pens and scissors to create 'treasure' to go in the boxes. Each piece of 'treasure' should have a talent, skill, achievement or positive characteristic belonging to that child written or drawn on it. Encourage children to share their treasure boxes with other people, children and adults, and to suggest things for each other that may not have been identified. It is recommended that adults working with children on this activity make their own treasure chest and share their ideas about their talents, skills and strengths with the children. Some children (and adults) will have difficulty identifying what they are good at. It is important to encourage them to think beyond academic achievements and to highlight personal characteristics and strengths such as being brave, fair, kind, having a good sense of humour or being a good friend.

Useful link about personal strengths:

<http://www.handsonscotland.co.uk/flourishing-and-wellbeing-in-children-and-young-people/flourishing-topic-frameset.htm>

The discussions between children or between adults and children during this activity are very valuable for building confidence. The treasure chests are something both children and adults can go back to if they need a confidence boost.

### 2. Talking, Thinking, Wellbeing Book

The purpose of this activity is to encourage children to recognise and document the things around them, which have a positive impact on their wellbeing. The book can be split into eight sections to represent each of the different indicators. The children should be encouraged to take ownership of the book, by planning the layout and deciding what things they would like to include. They can use photographs, pictures, quotes, stories and drawings to show the things that help them to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. This could be a Big Book created by the whole class or a group activity. It is an inclusive activity with every child contributing in a way they enjoy and feel comfortable with.

The children should be encouraged to share and discuss what they have included within the book, helping to increase their understanding of their wellbeing and the things that support them within their lives.

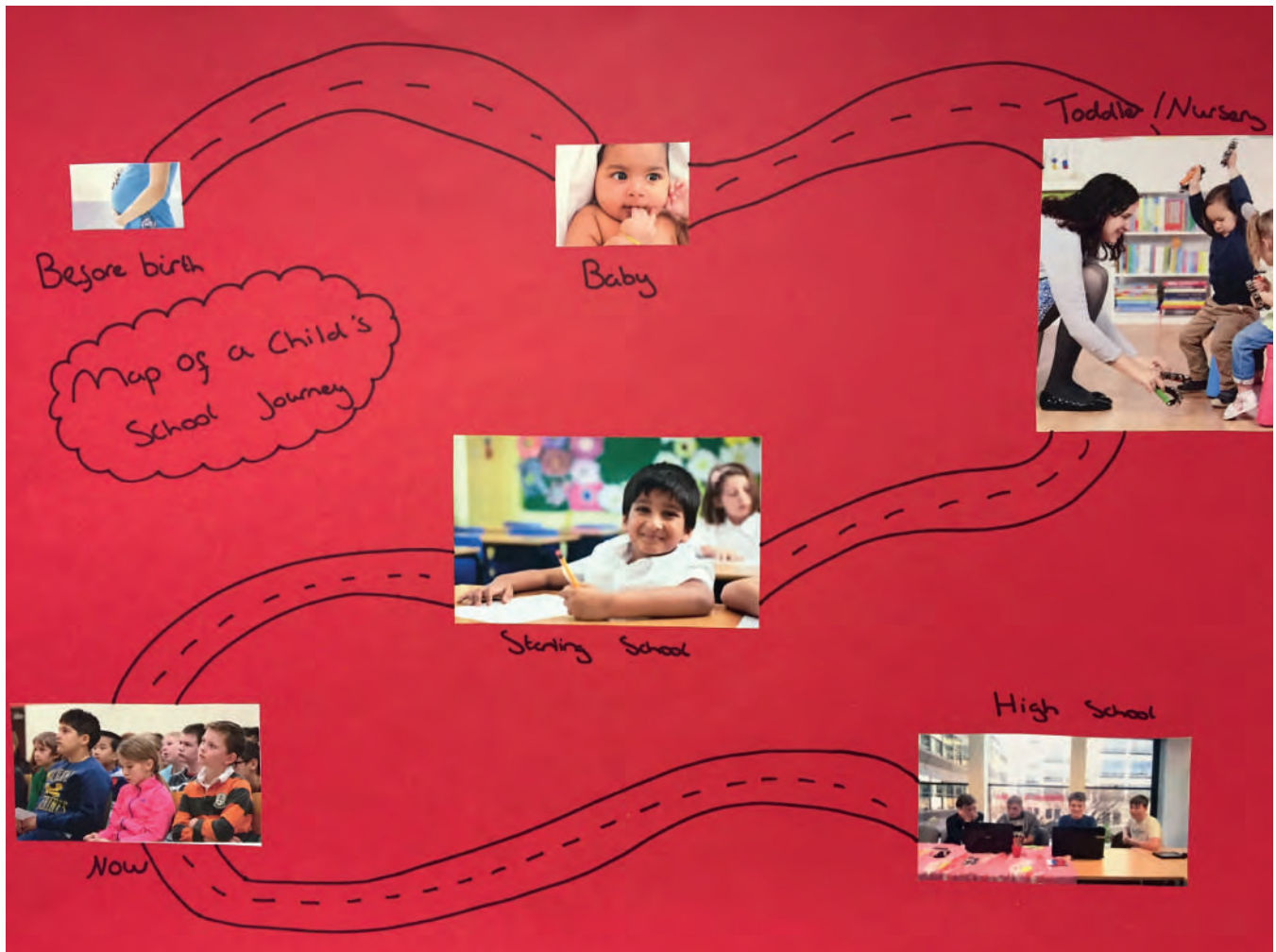
### Success criteria

Children will:

- Identify their own talents, strengths and skills
- Be supportive of others
- Show confidence in their own self-worth by sharing their 'treasures'
- Show improved understanding of their wellbeing by contributing to the Talking, Thinking, Wellbeing Book



## Activity resource: Example of a Journey Map



**Activity resource:** Sample of wellbeing wheel





## Resources and activities for children at First level



**New resources!** There are four suggested sets of activities included in the resource to help developing children's understanding of their wellbeing. These can be used in flexible ways to enhance existing approaches to wellbeing.

Free



**Hands On Scotland** is a website providing a toolkit of helpful responses to encourage children and young people's emotional wellbeing. It gives practical information, tools and activities to respond constructively to troubling behaviour and to help children and young people to flourish. There are sections for parents, carers and anyone who works with children and young people. The Flourishing section gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and to help improve your own mental health and create a flourishing community.

<http://www.handsonscotland.co.uk>

Free



**Relationships Scotland** has developed resources for children and young people whose parents are divorcing or separating. There are useful messages for children, young people and parents. Teachers may find these helpful when supporting children and young people experiencing this.

<http://www.relationships-scotland.org.uk/family-support/parenting-apart-groups/resources/messages-for-children>

Free



**The Daily Mile** is widely used in Scottish schools to encourage regular activity and exercise. This simple approach, with no preparation or resources required, has also been shown to improve children's confidence, concentration and behaviour, thereby supporting learning.

<http://thedailymile.co.uk/getting-started>

Free




**Respect Me** is Scotland's anti-bullying service. It provides a comprehensive service for adults and children and young people in dealing with bullying and its impacts. There is a wide range of resources available to download on the website.

<http://respectme.businesscatalyst.com/resources.html>

Free




**Kitbag for Schools** is a set of tools designed to help children become calm, relaxed, resilient and confident, helping to build positive relationships in school and in families. It contains a set of resources to help deal with challenges, encouraging qualities like kindness and patience and the use of imagination. It promotes wellbeing and builds psychological capacity. The tools include a feelings card, calming oil, animal cards, presence cards (used with a timer to create a minute of calm reflection), a pair of animal finger puppets, a wooden, crafted talking stick and a story with specially composed, relaxing music. This resource is being used in schools in Scotland.

 <http://www.internationalfuturesforum.com/p/kitbag-for-schools>

Training £



**The Pupils' Audit** has been developed and used widely in primary schools in the Scottish Borders. It is a resource designed to empower children to reflect on and have a voice on what happens in their school. Directly linked to Curriculum for Excellence, the resource includes session plans and resources to support teachers working with a class or group carrying out the audit. This resource can be used with younger children but it is more effective with P4 and later.

 [http://www.childreninScotland.org.uk/sites/default/files/Pupils\\_Audit\\_FINAL.pdf](http://www.childreninScotland.org.uk/sites/default/files/Pupils_Audit_FINAL.pdf)

Training £



**Talking Mats** is a well-researched resource designed to enhance communication, using a mat and visual images to create a visual record of a conversation between a practitioner and a child or young person. It is an innovative way to obtain the views of children and young people and supports teachers and practitioners in recording these views. It can be used within education, health and social work settings. It covers three age groups:

- Early years: 3-7 years
- Primary: 7-12 years
- Secondary: 13-17+

It targets the key areas of:

- My body and skills
- What I do and my support
- My wider world

This resource is linked directly to the wellbeing indicators and takes account of the legislative and policy frameworks required for an integrated and streamlined approach to intervention: Getting it right for every child in Scotland and its equivalent in England, Wales and Northern Ireland.

For further information about the resource and training, visit:

 <http://www.talkingmats.com>

Training £



The **Seasons for Growth** programme aims to build the resilience of children who are dealing with significant loss or change. Seasons for Growth helps children develop the language needed to express their feelings and gives them a safe place to talk about them. This resource is widely used in Scottish schools.

 <http://www.seasonsforgrowth.org.uk/programmes/children-and-young-peoples-programme>

Training £



**The Knowing Me, Knowing You** resource, developed by Playback Ice, a parent-led charity, offers a social and emotional development programme designed to support the core principles of the health and wellbeing experiences and outcomes in Curriculum for Excellence and Getting it right for every child. It aims to promote healthy, inclusive practices and is based on the wellbeing indicators.

It offers a wide range of lesson plans for children from nursery to Primary 7. This is currently being used in schools in Scotland.

 <http://playbackice.com/our-learning-resources/knowning-me-knowing-you>

£



**'Bounceback'** is a whole school social and emotional learning curriculum programme, promoting positive mental health, wellbeing and resilience. It is taught by classroom teachers and is based predominantly on children's literature (especially younger and older picture books) and follow-up language/literacy activities. There is a strong focus on circle time, cooperative learning approaches and educational games to build positive relationships, positive emotions and teach social-emotional skills. It can be used from age 3-14 years. It is currently being successfully used in schools in Scotland.


For further information visit:

 <http://www.bounceback.com.au>

£



Also produced by Playback Ice is **'Mojo and Friends'**. This resource contains seven stories each centred round different characters. Each of the characters tell an individual story in a very carefully planned and sensitive way allowing children to explore difference, their feelings towards it, how that makes them feel, and how they cope with feelings and attitudes. The resource is aimed at 3-8 year olds.

 <http://playbackice.com/our-learning-resources/the-playback-storybook>

£

# Scottish Book Trust book list to support wellbeing at First level and later

## 8 Books Which Support Wellbeing

Books are a safe place to learn about and explore issues that affect our mental, social and physical wellbeing. These book suggestions explore and celebrate all aspects of a child's wellbeing.



### **Little People, Big Dreams: Rosa Parks** by Lisbeth Kaiser and Marta Antelo



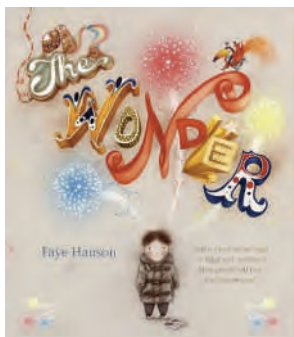
Rosa Parks grew up in Alabama and became a civil rights activist. Her decision in 1955 to refuse to give her seat to a white man on a segregated bus sparked the Montgomery Bus Boycott. Her action eventually led to the end of segregation on public transport. She never stopped working for equal rights.



### **Green Eggs and Ham** by Dr. Seuss



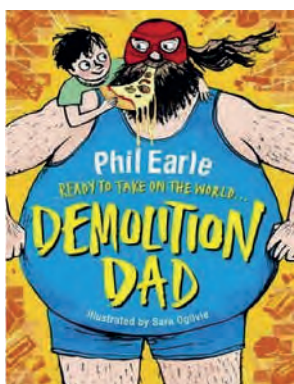
When Sam-I-am persists in pestering a grumpy grouch to eat a plate of green eggs and ham, perseverance wins the day, teaching us all that we cannot know what we like until we have tried it!



### **The Wonder** by Faye Hanson



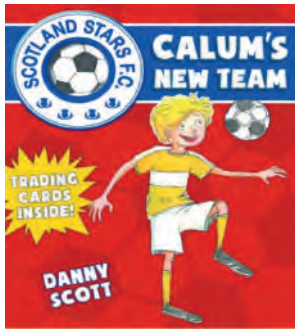
This is a story about a boy whose head is always full of wonder. We follow him on an average-seeming school day, where his daydreams transform the world around him. Unfortunately, lots of other people tell him to get his head out of the clouds. It is only in art class that he realises he can bring the wonder out of his head for the whole world to enjoy.



### **Demolition Dad** by Phil Earle



George spends all week knocking down buildings and all weekend knocking down wrestlers. He's the Demolition Man, and his son Jake couldn't be prouder. A book with a huge heart, which explores the ups and downs of father-son relationships.



### Calum's New Team by Danny Scott

Calum has just moved to Caleytown from the Highlands and is worried he won't fit in. That is, until he finds out from football-mad new pals Leo and Erika that a new boys' football team is starting at school. Calum is determined to impress the coach and make it onto the team, but two things stand in his way: a pair of decent boots and star striker Jordan McPride.



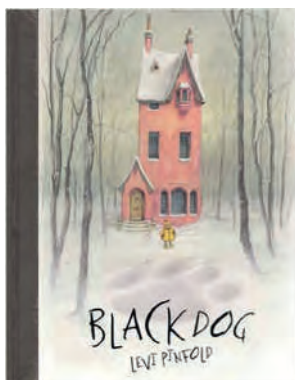
### The Spy who Loved School Dinners by Pamela Butchart

Izzy is really pleased to have been put in charge of the new girl at school. Mathilde is French, and Izzy and her friends can't wait to show her their den and its moth, and to help her avoid school dinners (also known as POISON). But Mathilde LOVES school dinners and even has SECONDS! Could Mathilde be a spy sent to steal their secrets?



### The Promise by Nicola Davies and Laura Carlin

A thief tries to snatch an old woman's bag. But she finds she can't have it without promising something in return — to “plant them all”. When she finds the bag is full of acorns, the young thief embarks on a journey that changes her own life and the lives of others for generations to come. The story is inspired by the belief that a relationship with nature is essential for everyone.



### Black Dog by Levi Pinfold

A black dog appears outside the Hope family's home. As each member of the household sees it and hides, the dog grows bigger and bigger. Only Small, the youngest Hope, has the courage to face the Black Dog. When she shows no fear, it grows smaller and smaller. Finally, the Black Dog is welcomed and understood as a new friend.



For more books like these see our reading lists: [📖 http://scottishbooktrust.com/reading](http://scottishbooktrust.com/reading)



Improving understanding of wellbeing at

# Second level

for children from P5 to the end of P7, but later for some

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→ This section is designed to support the discussion and exploration of wellbeing with children at Second level and later. A key resource developed, in response to the views of children of this age, is a specially commissioned film, ‘Becky’s Story’.

 <https://vimeo.com/177673020>

Children and young people who took part in participative consultation sessions said that film was one of the best ways to explore wellbeing but that it had to be appropriate for their age group. ‘Becky’s Story’ focuses on a range of wellbeing issues linked to relationships with peers but has an emphasis on developing coping strategies including asking for help.

It also highlights the pressures and challenges children and young people in different family situations can experience. This film was created through a co-design process with young people and facilitators. The themes and script emerged from workshop sessions and drew on experiences of children and young people in these circumstances.

This section also includes links to other resources and suggested books to enhance children and young people’s understanding of wellbeing.

## Suggested activities for the film

The following activities will allow teachers and practitioners to explore the issues arising from the film with children over a series of at least four sessions. It is designed to allow flexibility in the time allocated. Each session should be developed around a viewing of a section of the film followed by an activity/ activities to explore the issues. At the end of Parts 1-3 there is an opportunity to listen to the characters talking to camera about what happened. The pupils can then compare and contrast their own ideas and opinions with those of the characters.

There is a range of activities suggested to provide teachers and practitioners with choices to meet the needs of their children and young people and flexibility to adjust sessions to fit with available time. There is scope to extend the work about the issues in the film and additional resources are included to support this.

### Activities to follow Part 1



#### What will children learn?

- To build their knowledge and understanding of the characters
- To respond to different types of questions about the characters
- To explore what they value in friendships

#### 1. Character Carousel

Establish four groups and give each group a poster with the name of one of the characters from the film written on it (Becky, Zoe, Alex, Teacher). Ask each group to write what they know about that character on the poster. This could include their impressions of their personality, their likes or dislikes, their friendships or families. After two minutes ask the groups to pass their poster on to the next group. Each group should read and review what has been written, tick anything they agree with and add to the poster. This should continue until each group has had all four of the character posters.

As a whole class, explore some of these questions about the characters:

- Who do you think is a caring person? Give a reason.
- Who do you think shows self-confidence? Give a reason.
- Why do you think Zoe was interested in Becky's family?
- What do you think Becky should do about the book being taken?

#### 2. Friendship Chain

Give each child a strip of coloured sticky paper. Ask them to write one quality they value

in a friend on their piece of paper. Reinforce that it does not matter if they write the same as someone else. Qualities that are repeated emphasise their importance. Join all the pieces together into a long chain and hang it somewhere in the room.

3. Watch the last section of Part 1 and learn what the characters were thinking.

#### Key questions

- Did anything surprise you?
- Does it change what you were thinking about that character?
- What do you think will happen next?

#### Success criteria

Children/young people will:

- Express views and opinions
- Share ideas about the characters

### Activities to follow Part 2

#### Resource included

- [Sheet of statements](#)

#### What will the children learn?

- To form opinions
- To give reasons for their ideas
- To listen and reflect on others' opinions
- To develop confidence in expressing ideas

#### 1. Where do I stand?

Use the sheet of statements in the resource. Depending on the size of the class, the pupils could form a few groups for this activity, with a pupil taking a leader role in each group to ask the questions. Pupils should be encouraged to stand on the continuum (a piece of string laid on the floor with labels 'Agree' and 'Disagree'



placed at either end) in response to each statement. The teacher or pupil leader should ask individuals to explain why they are standing at their point and ask additional questions.

Review the group's ideas.

2. Watch the last section of Part 2 and learn what the characters were thinking.

### Key questions

- What do you think about Becky's reasons for how she behaved?
- What would you have done in these circumstances?
- What do you think will happen next?

### Success criteria

Children/young people will:

- Communicate their ideas
- Be respectful of others' opinions

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## Activities to follow Part 3

### Resource provided:

- [Brick Wall template, enlarged to A3](#)

### What will the children learn?

- To consider what would encourage children to seek help
- To explore who they could get support from

#### 1. Graffiti wall

This activity should be conducted in groups to encourage greater pupil participation. The purpose of the activity is to stimulate discussion about what qualities they value in adults that would encourage them to seek help when they are worried about something and to encourage them to seek support in the future.

Each group should have one A3 Brick Wall and pens. Ask the children to consider the kind of people they might go to if they needed help or advice e.g. family, teachers, youth group leaders etc. In their groups they should record these types of people across the top of the wall.

Following this, encourage the children to suggest the qualities they would look for in an adult they go to for help or advice e.g. a good listener. They can record all their ideas across the wall in different coloured pens. To ensure every child participates, encourage drawings in addition to words.

The walls from each group can be joined into a long graffiti wall and displayed in the classroom.

2. Watch the last section of Part 3 and learn what the characters were thinking.

### Key questions

- What do you think about what Zoe asked Becky to do?
- What would you have done in these circumstances?
- What do you think will happen next?

### Success criteria

Children will:

- Express their ideas and opinions
- Listen to the opinions of others
- Work collaboratively

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## Activities to follow Part 4

### Resource provided:

- [Speech bubble sheet](#)

### What will the children learn?

- To contribute their views
- To develop awareness of their rights
- How to gain access to support when it is needed

#### 1. What should happen next?

Either individually or in pairs, ask the children to have a say about what they think should happen next and record their ideas in their speech bubbles.

2. Watch the film from Respect Me: video on how to deal with bullying

<https://www.youtube.com/watch?v=KSbV1W-nmqo-t=11>

3. Discuss the film with the children and relate it to their ideas expressed in the Speech Bubble activity.

### Success criteria

Children/young people will:

- Understand they have a right to be involved in decisions that affect them
- Show greater awareness of people who can support them

## Additional suggested activities and resources

1. Working as pairs or in small groups, the pupils could communicate with a character of their choice to give their suggestions on how they could change things for the better. This could take the form of:

- A video message (vox pop)
- A song
- A letter

2. If teachers/practitioners wish to explore further what it means to be a looked after child or young person, additional resources are:

A film to improve understanding of what it means to be a looked after child or young person

 [https://www.youtube.com/watch?v=QRTFEDM\\_9P0](https://www.youtube.com/watch?v=QRTFEDM_9P0)

**Activity resource:** Sheet of statements

**DO YOU AGREE OR DISAGREE WITH THE STATEMENT?**

Stand on the line to show what you think.

You should  
always tell an  
adult if you are  
upset or worried

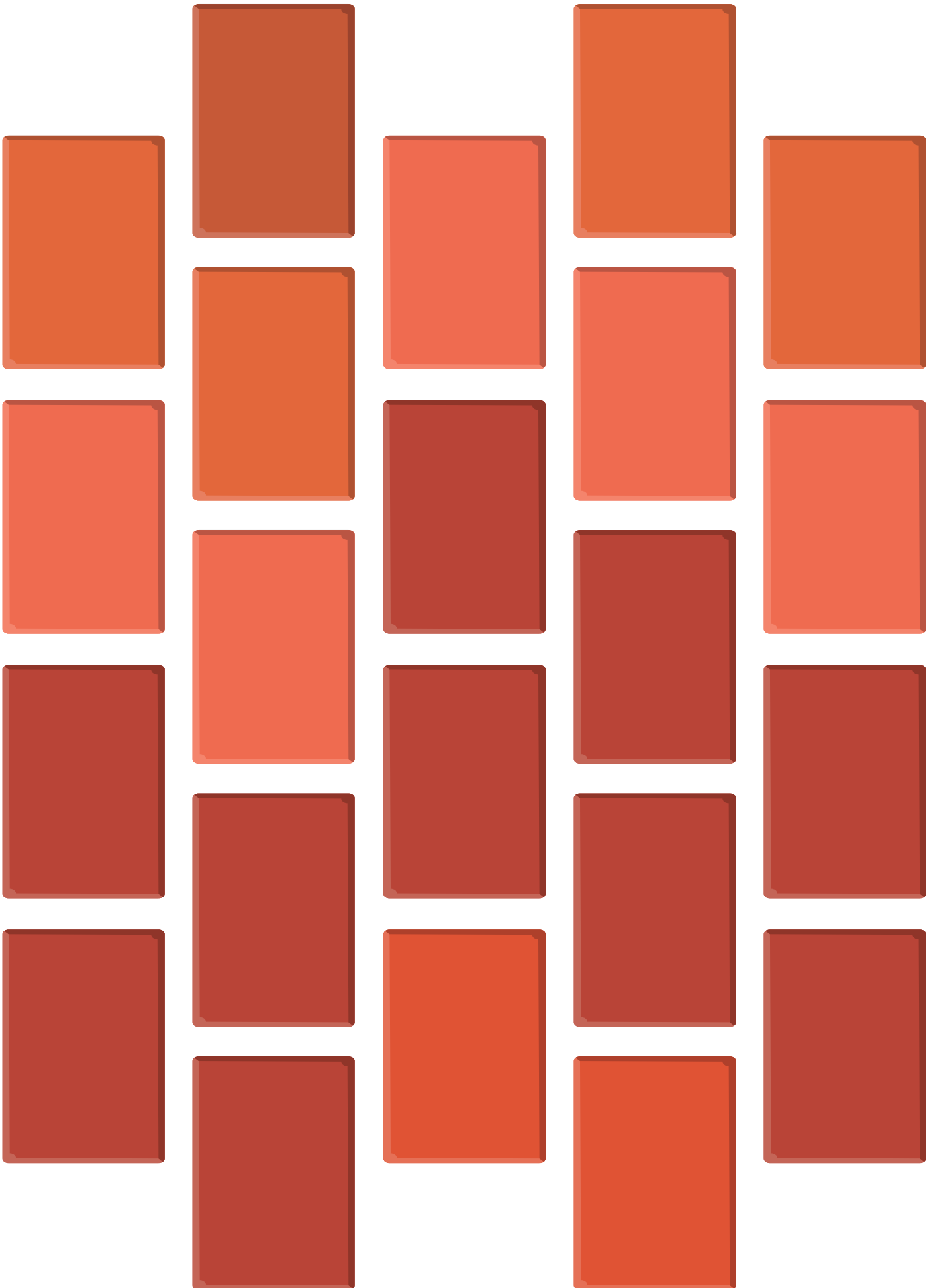
You should  
not do  
something  
you feel is  
wrong

You should try  
to help people  
who are left out

Your life outside  
school can  
affect the way  
you behave

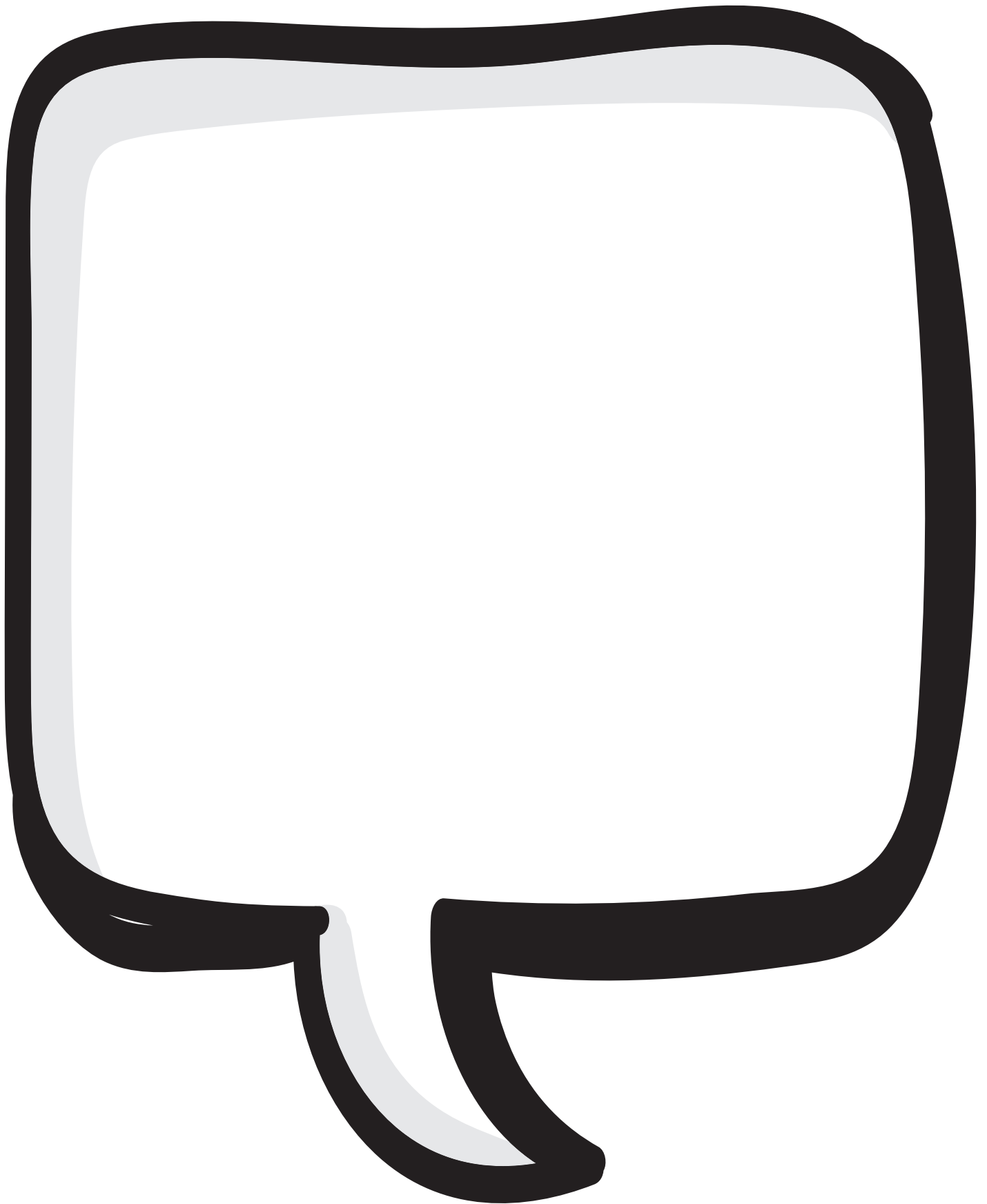
You should  
always stand by  
your friends

**Activity resource:** Brick Wall template





**Activity resource:** Speech bubble sheet



## Resources and activities for children at Second level



**New resource! A specially commissioned film, 'Becky's Story'**, has been co-designed and produced by children and young people working with facilitators. It highlights wellbeing issues linked to relationships with peers but has an emphasis on developing coping strategies including asking for help. It also highlights the pressures and challenges children and young people in different family situations can experience. Within the film one character is a looked after young person and another lives in a family in which her parents are separated. A range of suggested participative activities and external resources will support exploration of these themes and help to raise awareness of the challenges faced by some young people.

<https://vimeo.com/177673020>

Free



**Hands On Scotland** is a website providing a toolkit of helpful responses to encourage children and young people's emotional wellbeing. It gives practical information, tools and activities to respond constructively to troubling behaviour and help children and young people to flourish. There are sections for parents, carers and anyone who works with children and young people. The Flourishing section gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and improve your own mental health and create a flourishing community.

<http://www.handsonscotland.co.uk>

Free



**Relationships Scotland** has developed resources for children and young people whose parents are divorcing or separating. There are useful messages for children, young people and parents. Teachers may find these helpful when supporting children and young people experiencing this.

<http://www.relationships-scotland.org.uk/family-support/parenting-apart-groups/resources/messages-for-children>

Free



**Stonewall** produce a range of resources for primary and secondary schools to tackle homophobic, biphobic and transphobic bullying and help create more inclusive schools. There are kits, DVDs and anti-bullying tips.

<http://www.stonewallscotland.org.uk>

Free



**Look, Smile, Chat** is part of a campaign by the National Deaf Children's Society (NDCS) to improve understanding of deafness among teenagers and help deaf and hearing teenagers to communicate with each other. There are films and free resources to download.

<http://youngpeople.ndcsbuzz.org.uk/looksmilechat>

Free



**I Am Me** is a community charity that works in partnership with Police Scotland to raise awareness and increase understanding of a range of disabilities. A resource pack has been developed for primary schools. Three films have also been made, aimed at P5-7 pupils. Secondary schools may also find these useful. 'Judged' explores issues that can affect dyslexic pupils. 'Happiness Heroes' has been made by Epilepsy Scotland. 'Lucky Break' explores the consequences of disability hate crime.

<http://www.iammescotland.co.uk/training-and-educational-resources/primary-school-resource>

Free



Childline has resources to support wellbeing. There is a video for children and young people with advice on how to deal with **online bullying**.

<https://www.youtube.com/watch?list=PLT09K6WFBVGNaxNK8CMupN0XqUb-JDBxu&v=9HocoOVVUDY>

Childline also has a teacher pack, designed for working with young people with **additional support needs**. It supports work on recognising different emotions, identifying strategies to deal with bullying and who to go to in school and in the community.

<http://endbullying.org.uk/wp-content/uploads/2014/05/All-About-Me-KS3.pdf>

Free



**Respect Me** is Scotland's anti-bullying service. It provides a comprehensive service for adults and children and young people in dealing with bullying and its impacts. There is a wide range of resources available to download on the website.

<http://respectme.businesscatalyst.com/resources.html>

Free



The following Fixers UK films about being a young carer would be a useful resource to improve awareness and understanding of the life of a young carer. They could be used as part of an exploration of different family situations and the impact this can have on a child or young person's life.

<http://www.fixers.org.uk>

<https://www.youtube.com/watch?v=ofFatYwBh-g>

<https://www.youtube.com/watch?v=4SPzjrTPO1I>

Free



**The Daily Mile** is widely used in Scottish schools to encourage regular activity and exercise. This simple approach, with no preparation or resources required, has also been shown to improve children's confidence, concentration and behaviour, thereby supporting learning.

<http://thedailymile.co.uk/getting-started>

Free



**Reach** is a website for young people who are experiencing difficulties at school. It offers advice and support on a wide range of issues and includes films and information. This website is run by Enquire, the Scottish advice service for additional support for learning.

<https://reach.scot>

Free



The **Pupils' Audit** has been developed and used widely in primary schools in the Scottish Borders. It is a resource designed to empower children to reflect on and have a voice on what happens in their school. Directly linked to Curriculum for Excellence, the resource includes session plans and resources to support teachers working with a class or group carrying out the audit.

[http://www.childreninscotland.org.uk/sites/default/files/Pupils\\_Audit\\_FINAL.pdf](http://www.childreninscotland.org.uk/sites/default/files/Pupils_Audit_FINAL.pdf)

Training

£



The **Rory** resource, produced by Alcohol Focus Scotland, is aimed at primary children from age 5-11. The pack is based on the Rory storybook, which tells the story of a dog who cannot understand why his owner is acting in a certain way, until it is explained to him that his owner drinks too much alcohol.

<http://www.roryresource.org.uk>

Training

£



The **Seasons for Growth** programme aims to build the resilience of children who are dealing with significant loss or change. Seasons for Growth helps children develop the language needed to express their feelings and gives them a safe place to talk about them.

<http://www.seasonsforgrowth.org.uk/programmes/children-and-young-peoples-programme>

Training

£



**Talking Mats** is a well-researched resource designed to enhance communication, using a mat and visual images to create a visual record of a conversation between a practitioner and a child or young person. It is an innovative way to obtain the views of children and young people and supports teachers and practitioners in recording these views. It can be used within education, health and social work settings. It covers three age groups:

- Early years: 3-7 years
- Primary: 7-12 years
- Secondary: 13-17+

It targets the key areas of:

- My body and skills
- What I do and my support
- My wider world

This resource is linked directly to the wellbeing indicators and takes account of the legislative and policy frameworks required for an integrated and streamlined approach to intervention: Getting it right for every child in Scotland and its equivalent in England, Wales and Northern Ireland.

For further information about the resource and training, visit:

<http://www.talkingmats.com>

Training

£





'Bounceback' is a whole school social and emotional learning curriculum programme, promoting positive mental health, wellbeing and resilience. It is taught by classroom teachers and is based predominantly on children's literature (especially younger and older picture books) and follow-up language/literacy activities. There is a strong focus on circle time, cooperative learning approaches and educational games to build positive relationships, positive emotions and teach social-emotional skills. It can be used from age 3-14 years. It is currently being successfully used in schools in Scotland.

For further information visit:

 <http://www.bounceback.com.au>

£

# Scottish Book Trust book list to support wellbeing at Second level

## 8 Books Which Support Wellbeing

Books are a safe place to learn about and explore issues which affect our mental, social and physical wellbeing. These book suggestions explore and celebrate all aspects of wellbeing for older children and pre-teens.



### Shadowsmith by Ross MacKenzie

'Are you brave?' When the mysterious Amelia Pigeon turns up at Kirby's bedroom window in the dead of night, this is the question she asks him — right before they tumble into a world of ancient malevolent spirits who have torn their way into Kirby's quiet seaside village. Kirby isn't feeling brave at all. His mother is in a coma following a freak (or was it?) accident, and he's hardly talking to his dad. He's convinced a spider is spying on him, and now a weird girl in a yellow raincoat, who claims to be a powerful, evil-banishing Shadowsmith, is dragging him into unknown danger. How brave is he really?



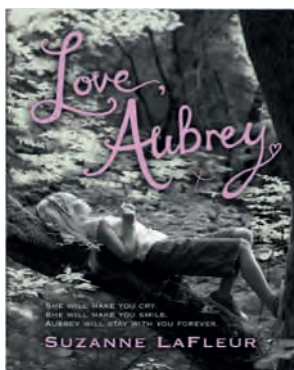
### The 10pm Question by Kate De Goldi

Twelve-year-old Frankie Parsons has a head full of questions. Only Ma takes him seriously, but unfortunately she is the cause of the most worrying question of all, the one Frankie can never bring himself to ask. Then a new girl arrives at school with questions of her own, questions that make Frankie's carefully controlled world begin to unravel...



### My Dad's A Birdman by David Almond and Polly Dunbar

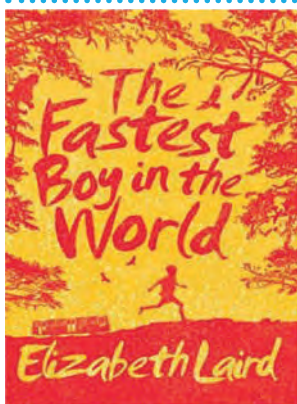
There's something unusual going on: why is Dad building himself a pair of wings and studying the birds to see how they fly? The Great Human Bird Competition of course! This is a novel which will encourage children to believe in themselves and to understand and embrace difference.



### Love, Aubrey by Suzanne LaFleur

Something terrible has happened. Eleven-year-old Aubrey is on her own. She's determined to hide away and take care of herself, because facing the truth is too much to bear. But with the love of her grandmother and the letters she writes, can Aubrey begin to see that even though she's lost everything, all is not lost?





### The Fastest Boy in the World by Elizabeth Laird



Solomon loves to run, and dreams that one day he'll compete for the Ethiopian national team, in spite of his ragged shorts and bare feet. When his grandfather collapses, Solomon knows that getting help from his village is up to him. It's a 20-mile run from the city to home, and grandfather's life hangs in the balance. Can the small bare-footed runner with the big heart do it?



### Wonder by R C Palacio



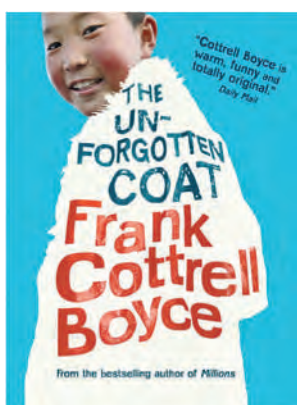
Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school — and he's dreading it. All he wants is to be accepted — but can he convince his new classmates that he's just like them, underneath it all?



### Out of the Clouds by Diana Hendry



Oliver Coggin lives with his chaotic family in Dizzy Perch, a crazy house on top of a mountain somewhere remote in Scotland. Not everyone always listens to what he has to say. Or appreciates him. But what does Oliver want himself? He'd like to escape the house sometimes. He'd like a friend, like the new boy he sees in the village. Most of all, he'd like to understand why his father went away. And where's he's gone. So Oliver sets out on a long journey to try to get Pa back.



### The Unforgotten Coat by Frank Cottrell Boyce



Two refugee brothers from Mongolia are determined to fit in with their Liverpool schoolmates, but share so much of Mongolia that their new friend, Julie, is hard-pressed to know truth from fantasy as she recollects a wonderful friendship that was abruptly ended when Chingis is forced to leave.

For more books like these see our reading lists: <http://scottishbooktrust.com/reading>

Improving understanding of wellbeing at

# Third level

for young people in S1 and S2

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➔ This section is designed to support the discussion and exploration of wellbeing with young people at Third level within Curriculum for Excellence. A key resource developed, in response to the views of children of this age, is a specially commissioned film, 'Becky's Story'.

 <https://vimeo.com/177673020>

Children and young people who took part in participative consultation sessions said that film was one of the best ways to explore wellbeing but that it had to be appropriate for their age group. 'Becky's Story' focuses on a range of wellbeing issues linked to relationships with peers but has an emphasis on developing coping strategies including asking for help.

It also highlights the pressures and challenges children and young people in different family situations can experience. This film was created through a co-design process with young people and facilitators. The themes and script emerged from workshop sessions and drew on experiences of young people in these circumstances.

This section also includes links to other resources and suggested books to enhance young people's understanding of wellbeing.



## Suggested activities for the film

The following activities will allow teachers and practitioners to explore the issues arising from the film with young people over a series of at least four sessions. It is designed to allow flexibility in the time allocated. Each session should be developed around a viewing of a section of the film followed by an activity/activities to explore the issues. At the end of Parts 1-3 there is an opportunity to listen to the characters talking to camera about what happened. The pupils can then compare and contrast their own ideas and opinions with those of the characters.

There is a range of activities suggested to provide teachers and practitioners with choices to meet the needs of their children and young people and flexibility to adjust sessions to fit with available time. There is scope to extend the work about the issues in the film and additional resources are included to support this.

### Activities to follow Part 1



#### Resource provided

- [Character profile template](#)

#### What will the young people learn?

- To build their knowledge and understanding of the characters
- To evaluate the actions of the characters
- To identify what emotions the characters are experiencing

#### 1. Character Profiles

Working in pairs or small groups, use the character profile template to record what they have learned about the characters. Following this, review their ideas

#### Key questions

- How did Becky react when Zoe approached her?
- Why do you think she reacted the way she did when she saw Zoe?
- Why do you think Becky was reluctant to go to the teacher?
- “Your parents don’t look like you... but, so... my parents aren’t even coming!” What do you think this means?
- Why do you think Becky and Alex are friends?

2. Watch the last section of Part 1 and learn what the characters were thinking.

#### Key questions

- Did anything surprise you?
- Does it change what you were thinking about that character?
- What do you think will happen next?

#### Success criteria

Children/young people will:

- Express views and opinions
- Share ideas about the characters
- Interpret what characters were feeling from their actions

### Activities to follow Part 2

#### Resource provided

- [Sheet of statements](#)

#### What will the children/young people learn?

- To form opinions
- To give reasons for their ideas
- To listen and reflect on others’ opinions
- To develop confidence in expressing ideas

#### 1. Where do I stand?

Use the sheet of statements and additional questions in the resource. Depending on the size of the class, the pupils could form a few groups for this activity, with a pupil taking a leader role in each group to ask the questions. Pupils should be encouraged to stand on the continuum (a piece of string laid on the floor with labels ‘Agree’ and ‘Disagree’ placed at either end) in response to each statement. The teacher or pupil leader should ask individuals to explain why they are standing at their point and ask additional questions.

Review the group’s ideas.

2. Watch the last section of Part 2 and learn what the characters were thinking.

#### Key questions

- What do you think about Becky’s reasons for how she behaved?

- What would you have done in these circumstances?
- What do you think will happen next?

### Success criteria

Children/young people will:

- Communicate their ideas
- Be respectful of others' opinions

## Activities to follow Part 3

### Resource provided

- [Brick Wall template, enlarged to A3](#)

### What will the children/young people learn?

- To consider barriers that may stop children/young people seeking help
- To devise solutions

#### 1. Breaking down the wall

This activity can be conducted with the whole class but would be more effective in groups to encourage greater pupil participation. The purpose of the activity is to stimulate discussion about the barriers that might prevent children and young people from seeking help when they are worried about something and to encourage them to seek support in the future.

Each group should have one A3 Brick Wall and coloured Post-Its. Ask the children/young people to consider the things that get in the way of seeking help e.g. feeling embarrassed. In their groups they should discuss their ideas and record one 'barrier' on each Post-It and attach it to the wall.

Following this, encourage the children/young people to suggest what would help remove any of the barriers on their walls. When they have identified a solution they should remove that brick. The suggestions given are key messages about what children and young people value and how they want to be supported. Any that are not removed are powerful indicators of challenges facing the children and young people. They should be reassured that these views and ideas are listened to and valued.

2. Watch the last section of Part 3 and learn what the characters were thinking.

### Key questions

- What do you think about what Zoe asked Becky to do?

- What would you have done in these circumstances?
- What do you think will happen next?

### Success criteria

Children/young people will:

- Express their ideas and opinions
- Listen to the opinions of others
- Work collaboratively
- Develop awareness of their rights

## Activities to follow Part 4

### What will the children/young people learn?

- To contribute their views
- To develop awareness of their rights
- How to gain access to support when it is needed

#### 1. What should happen next?

This activity, called '**Walkabout, Talkabout**', should be done after the short scene in section 4, finishing with Becky plucking up the courage to speak to her teacher. The aim is to consider with the children/young people who they might seek help from if they are worried about anything and what they would want that person to do or not to do.

Place three large posters around the room with the titles:

- Who could you go to for help or advice, in or out of school?
- What would you want that person to do?
- What would you not want that person to do?

Ask the young people to take a pen and visit each poster, filling in their ideas and opinions. Encourage them to read what other people have written but to add their own even if they think it is the same or similar to someone else's. If they agree with someone else's opinion they can tick it to show their agreement. Encourage them to talk about the ideas on the posters as they are considering each question.

2. Watch the video from Respect Me, about how to deal with bullying

 <https://www.youtube.com/watch?v=KSbV1W-nmqo1>

3. Discuss the film with the children/young people and relate it to their ideas expressed in the Walkabout, Talkabout activity.

## Success criteria

Children/young people will:

- Understand they have a right to be involved in decisions that affect them
  - Show greater awareness of people who can support them
- 

## Additional suggested activities and resources

**1.** Working as pairs or in small groups, the pupils could communicate with a character of their choice to give their suggestions on how they could change things for the better. This could take the form of:

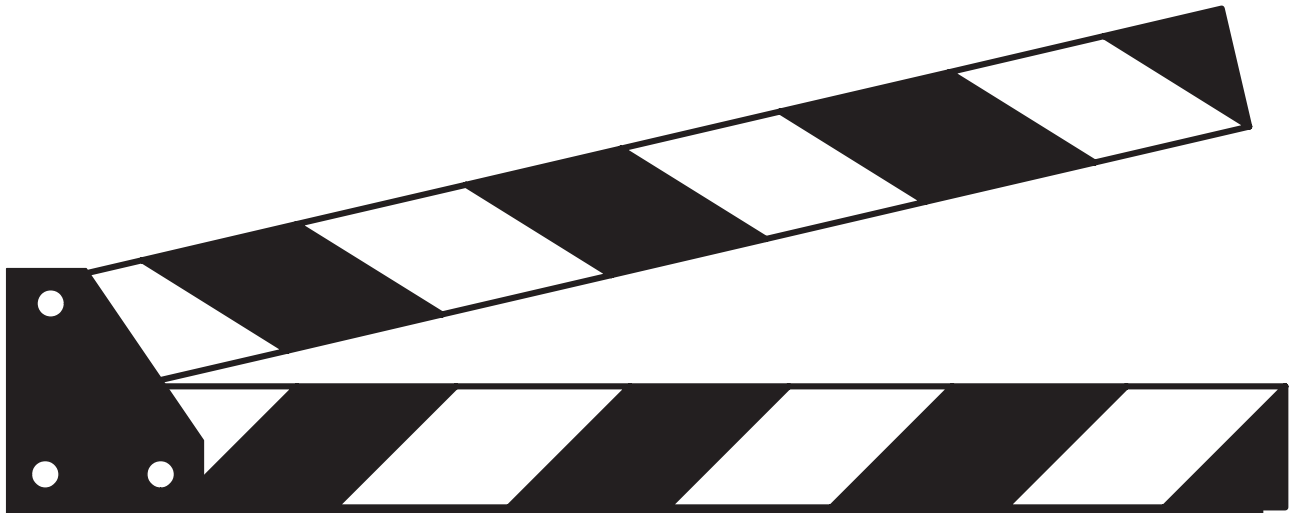
- A video message (vox pop)
- A song
- A letter

**2.** If teachers/practitioners wish to explore further what it means to be a looked after child or young person, additional resources are:

A film to improve understanding of what it means to be a looked after child or young person.

 [https://www.youtube.com/watch?v=QRTFEDM\\_9P0](https://www.youtube.com/watch?v=QRTFEDM_9P0)

## Activity resource: Character profiles (1/4)



### **BECKY**

Draw a picture of this character

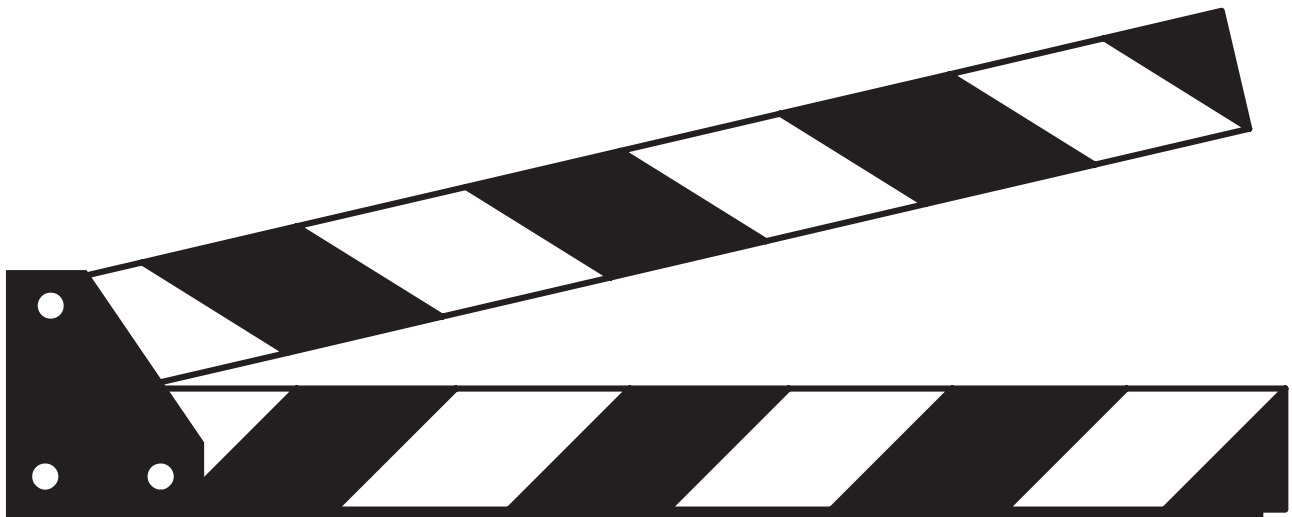
What kind of person do you think Becky is?

What do you know about her family and friends?

What do you think she is feeling in this scene?

What do you think about her choices and actions?

**Activity resource:** Character profiles (2/4)



**TEACHER**

Draw a picture of this character

A large, empty white rectangular box intended for a student to draw a picture of the character.

What kind of person do you think the teacher is?

A white rectangular box for writing the student's response to the question about the teacher's personality.

What do you think she should do?

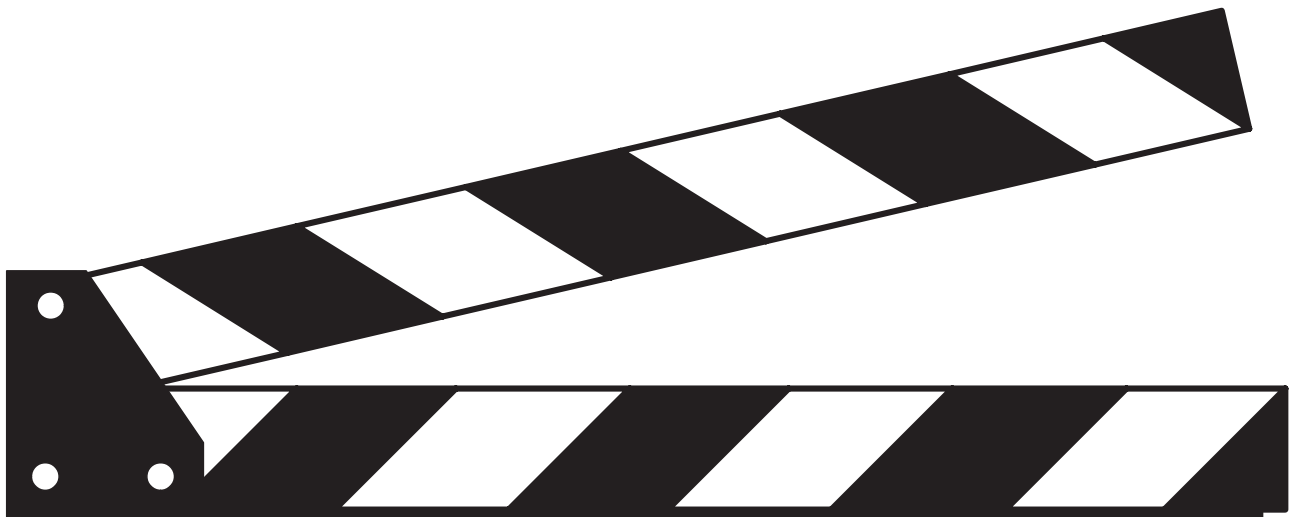
A white rectangular box for writing the student's response to the question about what the teacher should do.

When do you think you should tell an adult about something?

A white rectangular box for writing the student's response to the question about when to tell an adult.



## Activity resource: Character profiles (3/4)



### ZOE

Draw a picture of this character

A large white rectangular box intended for drawing a picture of the character Zoe.

What kind of person do you think Zoe is?

A white rectangular box for writing an answer to the question about Zoe's personality.

What do you know about her family and friends?

A white rectangular box for writing an answer to the question about Zoe's family and friends.

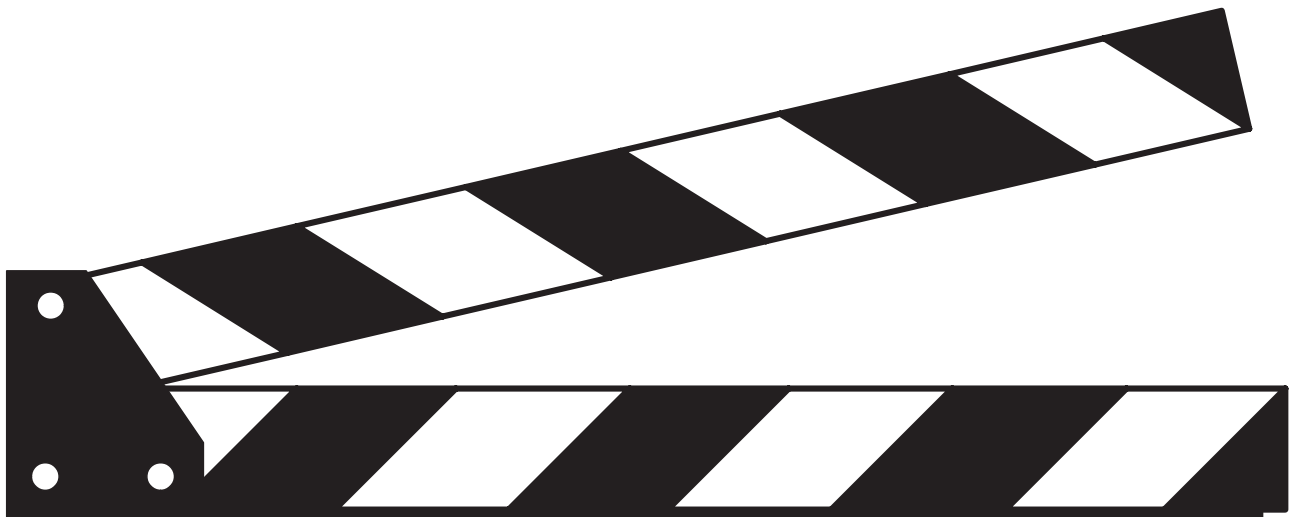
What do you think she is feeling in this scene?

A white rectangular box for writing an answer to the question about Zoe's feelings.

What do you think about her choices and actions?

A white rectangular box for writing an answer to the question about Zoe's choices and actions.

## Activity resource: Character profiles (4/4)



### Alex

Draw a picture of this character

A large white rectangular box intended for drawing a picture of the character Alex.

What kind of person do you think Alex is?

A white rectangular box for writing an answer to the question about Alex's personality.

What do you know about his family and friends?

A white rectangular box for writing an answer to the question about Alex's family and friends.

What do you think he is feeling in this scene?

A white rectangular box for writing an answer to the question about Alex's feelings.

What do you think about his choices and actions?

A white rectangular box for writing an answer to the question about Alex's choices and actions.

**Activity resource:** Sheet of statements

**DO YOU AGREE OR DISAGREE WITH THE STATEMENT?**

Stand on the line to show what you think.

You should  
always tell an  
adult if you are  
upset or worried

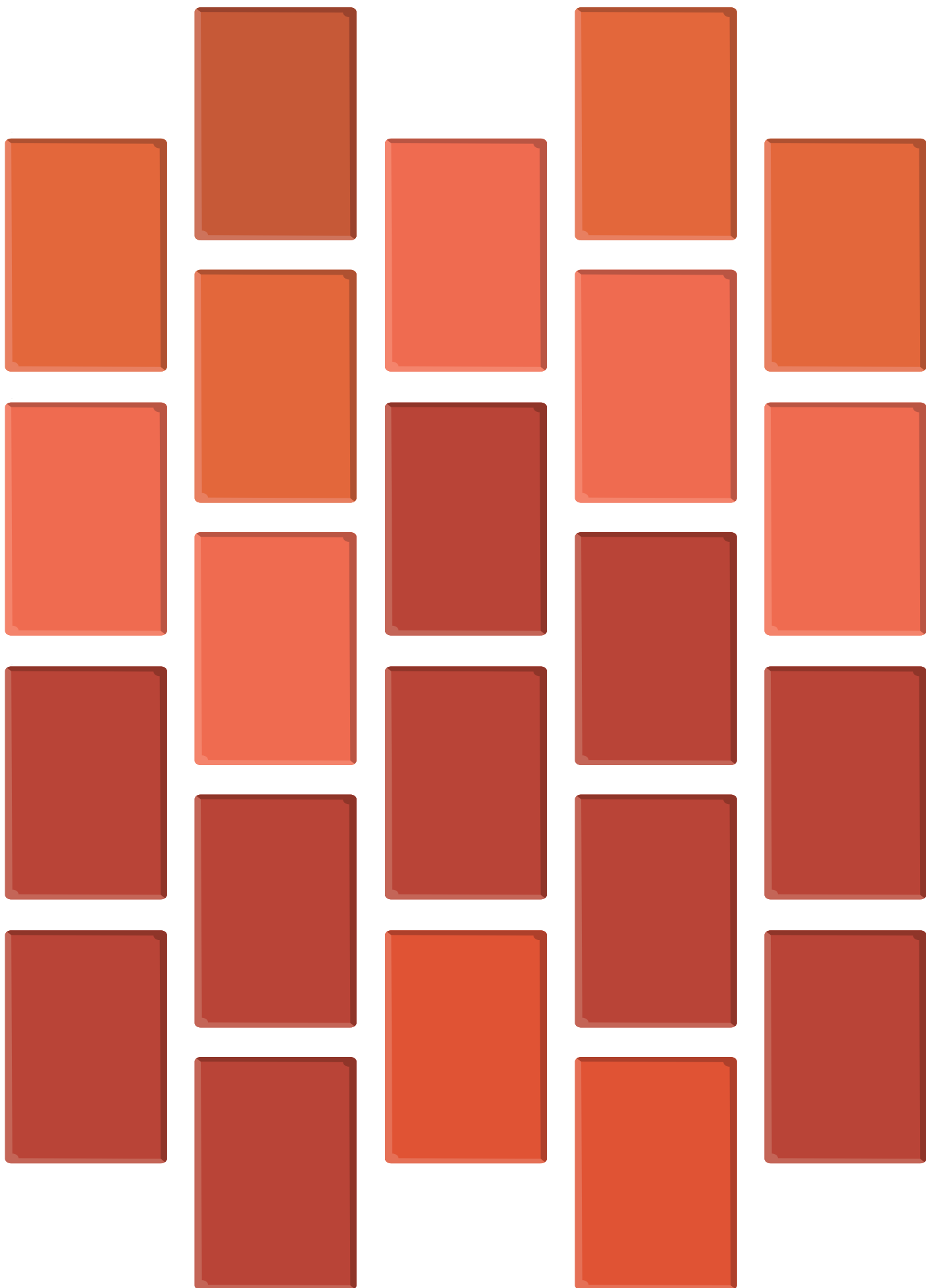
You should  
not do  
something  
you feel is  
wrong

You should try  
to help people  
who are left out

Your life outside  
school can  
affect the way  
you behave

You should  
always stand by  
your friends

## Activity resource: Brick Wall template



## Resources and activities for children at second level



**New resource! A specially commissioned film, 'Becky's Story'**, has been co-designed and produced by children and young people working with facilitators. It highlights wellbeing issues linked to relationships with peers but has an emphasis on developing coping strategies including asking for help. It also highlights the pressures and challenges children and young people in different family situations can experience. Within the film one character is a looked after young person and another lives in a family in which her parents are separated. A range of suggested participative activities and external resources will support exploration of these themes and help to raise awareness of the challenges faced by some young people.

<https://vimeo.com/177673020>

Free



**Hands On Scotland** is a website providing a toolkit of helpful responses to encourage children and young people's emotional wellbeing. It gives practical information, tools and activities to respond constructively to troubling behaviour and to help children and young people to flourish. There are sections for parents, carers and anyone who works with children and young people. The Flourishing section gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and to help improve your own mental health and create a flourishing community.

<http://www.handsonscotland.co.uk>

Free



**An NHS information site on anxiety in children.** This resource includes sections on how to spot signs of anxiety and gives tips on how to help. There are useful links to films on building self-esteem in children and to another website that explains relaxation techniques to use with children.

<http://www.nhs.uk/conditions/stress-anxiety-depression/pages/anxiety-in-children.aspx>

Free



**'Our Health, Our Place, Our Voice'** is a teacher toolkit, co-designed with young people in S1-3, for use in secondary schools. The toolkit suggests ways of learning about issues such as health inequalities, wellbeing, asset-based approaches, digital innovation, citizen voice and ways of engaging with local and national decision-making. It can help teachers and practitioners to train young people to map anything they feel supports wellbeing in their area. It contains a range of ideas, links and interactive learning resources. There are links throughout to learning outcomes in Curriculum for Excellence.

<http://www.alliance-scotland.org.uk/aliss-resources>

Free



**Relationships Scotland** has developed resources for children and young people whose parents are divorcing or separating. There are useful messages for children, young people and parents. Teachers may find these helpful when supporting children and young people experiencing this.

<http://www.relationships-scotland.org.uk/family-support/parenting-apart-groups/resources/messages-for-children>

Free





The Samaritans has produced lesson plans and downloadable resources. These include videos to help young people develop a range of coping strategies, and understand that everyone experiences problems at some time in their lives and that building up resilience helps you work through challenging times.

<http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources/developing-emotional-awareness-and/copin-2>

Free



Stonewall produces a range of resources for primary and secondary schools to tackle homophobic, biphobic and transphobic bullying and help create more inclusive schools. There are kits, DVDs and anti-bullying tips.

<http://www.stonewallscotland.org.uk>

Free



Tobacco Free Generation has been developed by ASH Scotland in collaboration with the Youth Sector Tobacco Prevention Group. It has been developed after consultations with youth work service providers and youth workers to provide information on tobacco, session ideas and resources, and case studies. Teachers may also find this a useful resource.

<http://www.youthworkessentials.org/youth-tobacco.aspx>

Free



Look, Smile, Chat is part of a campaign by the National Deaf Children's Society (NDCS) to improve understanding of deafness among teenagers and help deaf and hearing teenagers to communicate with each other. There are films and free resources to download.

<http://youngpeople.ndcsbuzz.org.uk/looksmilechat>

Free



On Edge is a resource developed by NHS Greater Glasgow and Clyde. It is widely used and aimed at S2 and above. It aims to tackle the myths that surround self-harm, reduce the stigma associated with it by increasing understanding of its function, reduce the barriers to help seeking by raising awareness of its function, reduce the barriers to help seeking by raising awareness of sources of support and promote a consistent humane response to a behaviour which is the manifestation of distress.

<https://www.seemescotland.org/media/6804/onedgepack02.pdf>

Free



Childline has resources to support wellbeing. There is a video for children and young people with advice on how to deal with **online bullying**.

<https://www.youtube.com/watch?list=PLT09K6WFBVGNAXNK8CMupN0XqUb-JDBxu&v=9HocoOVVUDY>

Childline also has a teacher pack, designed for working with young people with **additional support needs**. It supports work on recognising different emotions, identifying strategies to deal with bullying and who to go to in school and in the community.

<http://endbullying.org.uk/wp-content/uploads/2014/05/All-About-Me-KS3.pdf>

Free



These Fixers UK films about being a young carer would be a useful resource to improve awareness and understanding of the life of a young carer. It could be used as part of an exploration of different family situations and the impact this can have on a child or young person's life.

- <http://www.fixers.org.uk>
- <https://www.youtube.com/watch?v=ofFatYwBh-g>
- <https://www.youtube.com/watch?v=4SPzjrTPO1I>

Free



**Respect Me** is Scotland's anti-bullying service. It provides a comprehensive service for adults and children and young people in dealing with bullying and its impacts. There is a wide range of resources available to download on the website.

- <http://respectme.businesscatalyst.com/resources.html>

Free



**Reach** is a website for young people who are experiencing difficulties at school. It offers advice and support on a wide range of issues and includes films and information. This website is run by Enquire, the Scottish advice service for additional support for learning.

- <https://reach.scot>

Free



**A.D.A.M** - Another's Drinking Affects Me - is a website for teenagers who are affected by someone else's drinking. A.D.A.M is aimed at 11-16 year olds and offers advice on how to cope using five animated characters who tell real life stories.

- <http://www.chatresource.org.uk/adam>

Training £



The **Seasons for Growth** programme aims to build the resilience of children who are dealing with significant loss or change. Seasons for Growth helps children develop the language needed to express their feelings and gives them a safe place to talk about them.

- <http://www.seasonsforgrowth.org.uk/programmes/children-and-young-peoples-programme>

Training £



**Talking Mats** is a well-researched resource designed to enhance communication, using a mat and visual images to create a visual record of a conversation between a practitioner and a child or young person. It is an innovative way to obtain the views of children and young people and supports teachers and practitioners in recording these views. It can be used within education, health and social work settings. It covers three age groups:

- Early years: 3-7 years
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- Secondary: 13-17+

It targets the key areas of:

- My body and skills
- What I do and my support
- My wider world

This resource is linked directly to the wellbeing indicators and takes account of the legislative and policy frameworks required for an integrated and streamlined approach to intervention: Getting it right for every child in Scotland and its equivalent in England, Wales and Northern Ireland. In some schools in Scotland, this resource is also being used to aid communication in LAC reviews.

For further information about the resource and training, visit:

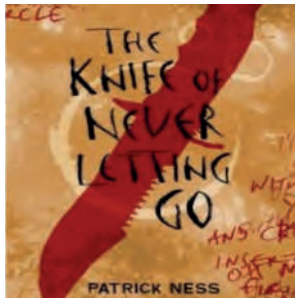
- <http://www.talkingmats.com>

Training £

# Scottish Book Trust book list to support wellbeing at Third level

## 8 Books Which Support Wellbeing

Books are a safe place to learn about and explore issues which affect our mental, social and physical wellbeing. These book suggestions explore and celebrate all aspects of wellbeing for older pre-teens and young teens.



### **The Knife of Never Letting Go by Patrick Ness**

Imagine you're the only boy in a town of men. And you can hear everything they think. And they can hear everything you think. Imagine you don't fit in with their plans... Todd Hewitt is just one month away from the birthday that will make him a man. But his town has been keeping secrets from him. Secrets that are going to force him to run.



### **The Unlikely Hero of Room 13B by Teresa Toten**

When Adam meets Robyn he is drawn to her almost before he can take a breath. He's determined to protect and defend her, to play Batman to her Robin, whatever the cost. But when you're 14 and the everyday problems of dealing with divorced parents and step-siblings are supplemented by the challenges of OCD, it's hard to imagine yourself falling in love.



### **The School for Good and Evil by Soman Chainani**

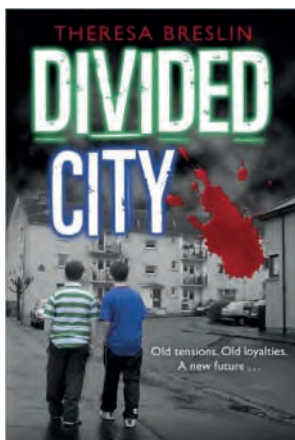
Legend has it kidnapped children are sent to the School for Good and Evil, where they become fairytale heroes or villains. Sophie, the most beautiful girl in town, has always dreamed of her place at the School for Good while her friend Agatha, with her dark disposition seems destined for the School for Evil. But when the two are kidnapped they find their fortunes reversed...



### **A Greyhound of a Girl by Roddy Doyle**

12-year-old Mary O'Hara's beloved, joke-cracking grandmother is near the end of her life. Letting go is hard — until the ghost of Granny's long-dead mammy arrives with a mission to help her dying daughter say goodbye to the ones she loves. *A Greyhound Of A Girl* is a perfectly-pitched, sharp and tender tale of family history and cracking characters.





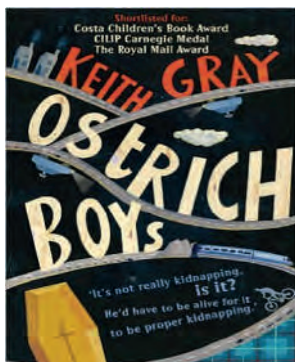
### Divided City by Theresa Breslin

Graham doesn't want to be involved in the Orange Walks. He just wants to play football with his new mate, Joe. But when he witnesses a shocking moment of violence, suddenly he and Joe are involved. With Catholics, and with Protestants. With a young Muslim asylum-seeker, and his girlfriend. With all the old rivalries - and fears...



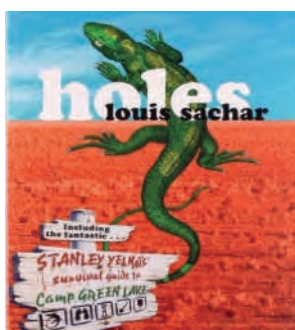
### The Lie Tree by Frances Hardinge

Faith uses the powers of a mysterious tree that feeds on lies to discover the suspicious circumstances of her father's death. Our teen heroine's interest in science is casually dismissed by the adults in her life as 'not becoming a young lady.' Instead, Faith develops a talent for spreading lies, and reveals ever greater and more alarming truths.



### Ostrich Boys by Keith Gray

Kenny, Sim and Blake are about to embark on a remarkable journey of friendship. Stealing the urn containing the ashes of their best friend Ross, they set out from the east coast to travel 261 miles to the tiny hamlet of Ross. They feel this will be a fitting memorial for a friend who changed all their lives. Little do they realise just how much Ross can still affect life for them even though he's now dead.



### Holes by Louis Sachar

When Stanley Yelnats is sent to a juvenile detention camp for a crime he did not commit, life becomes much more of a challenge. He has to dig a hole (as deep as a man) a day in the baking Texas heat, looking for who knows what, and avoid the cruel wardens. *Holes* is a book that will help readers understand that, through friendship, you can overcome challenges.



For more books like these see our reading lists: <http://scottishbooktrust.com/reading>



# Icebreakers

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➔ The following links will provide a wealth of suggested icebreaker games and activities. Icebreakers can help to establish an atmosphere of trust, cooperation and participation. They promote working together, respecting and listening to each other. Icebreakers can help children and young people to relax and feel comfortable with each other and the teacher or practitioner, especially when they may be exploring issues linked to their wellbeing.

They can be used at the start of a session or work equally well as a refresher during a session. If the session has dealt with difficult issues, playing one of these games at the end of a session can help to ensure that the participants leave with a positive feeling.

[https://insight.typepad.co.uk/40\\_icebreakers\\_for\\_small\\_groups.pdf](https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

<http://wilderdom.com/games/Icebreakers.html>

<http://dramaresource.com/drama-games>

<http://documents.manchester.ac.uk/display.aspx?DocID=7582>



# Evaluation form

➔ Thank you for taking the time to complete this form. We would like to keep improving this resource and welcome your feedback to help us with this. We want to know how the resource is being used and how it can be improved for the future.

## Participant Information

We would like to know who the resource has been able to reach and would be grateful if you could fill out the following information.

Occupation

School / organisation

Local authority area

## How are you using the resource?

1. Where/how did you hear about the resource? Please select those that apply:

<input type="checkbox"/> Education Scotland	<input type="checkbox"/> Glow
<input type="checkbox"/> Scottish Government	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Children in Scotland	<input type="checkbox"/> A colleague
<input type="checkbox"/> Times Educational Supplement Scotland (TESS)	<input type="checkbox"/> Scottish Book Trust
<input type="checkbox"/> Another organisation Please state...	

2. What age group(s) have you been using the activities with?

3. What part(s) of the resource did you use? Please select those that apply:

**Early level**

E-Story

Resources and activities linked to my story

External links to relevant resources

Scottish Book Trust list

**First level**

Lesson plans on wellbeing

External links to relevant resources

Scottish Book Trust book list

**Second level**

Becky's Story: film

Suggested activities linked to the film

External links to relevant resources

Scottish Book Trust book list

**Third level**

Becky's Story: film

Suggested activities linked to the film

External links to relevant resources

Scottish Book Trust book list

Other resources

Icebreakers

4. How useful did you find the resource?

1	2	3	4	5	6	7	8	9	10
not at all useful					extremely useful				

Comments

.....

5. Please describe anything you think is missing from the resource or would make it more helpful to you

6. How easy did you find the resource to navigate?

1	2	3	4	5	6	7	8	9	10
extremely difficult					extremely easy				

Comments

7. Any other comments about the resource:

.....

➔ Thank you for taking the time to complete this evaluation form. You can print this form and return it by post to: **Children in Scotland, Level 1, Rosebery House, 9 Haymarket Terrace Edinburgh, EH12 5EZ.**

Or you can save and send as it an attachment to **[policy@childreninscotland.org.uk](mailto:policy@childreninscotland.org.uk)**

You can also send your feedback electronically by completing an online survey, available here **<https://bit.ly/2tmHk2t>**

[Click here to read our Privacy Policy.](#)







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