



# The Compassionate and Connected Classroom curricular resource

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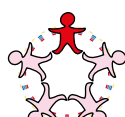
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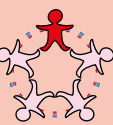
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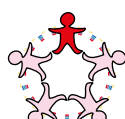
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# Introductory Guidance



## Introduction

The Compassionate and Connected Classroom is a Health and Wellbeing curricular resource that supports delivery of Responsibility of All within Curriculum for Excellence. It is part of a wider suite of resources entitled The Compassionate and Connected Classroom and Community which consists of a curricular and a professional learning resource. This suite of resources aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate against the impact of these experiences.

The curricular resource is designed to specifically support the mental wellbeing of children in upper primary and build teacher confidence in exploring these issues with children.

It aims to:

- Support children to understand that experiencing adversity and trauma can happen to anyone.
- Help children to understand the possible impact of adversity and trauma on their wellbeing.
- Recognise the importance of positive, nurturing relationships in protecting children from the impact of adversity and trauma.
- Support children to develop compassion, empathy and tolerance in their relationships with others.
- Provide children with strategies and skills to help them cope with challenge and develop resilience.
- Support children to understand that they have the right to be protected and supported by the adults in their lives.

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Key to the successful implementation of this resource is the role of the teacher and other trusted adults in creating a positive ethos and culture of respect and trust in the class. The strength of the relationships between adults and children and the willingness of the teacher to approach and engage in discussion, without judgement and with empathy and compassion, is crucial to the potential positive impact of this resource.

Children affected by trauma may be resistant to opening up to others and this has to be noticed, understood and respected. This resource is intended to support the mental wellbeing of all children but may have a particular resonance with children living with adversity.

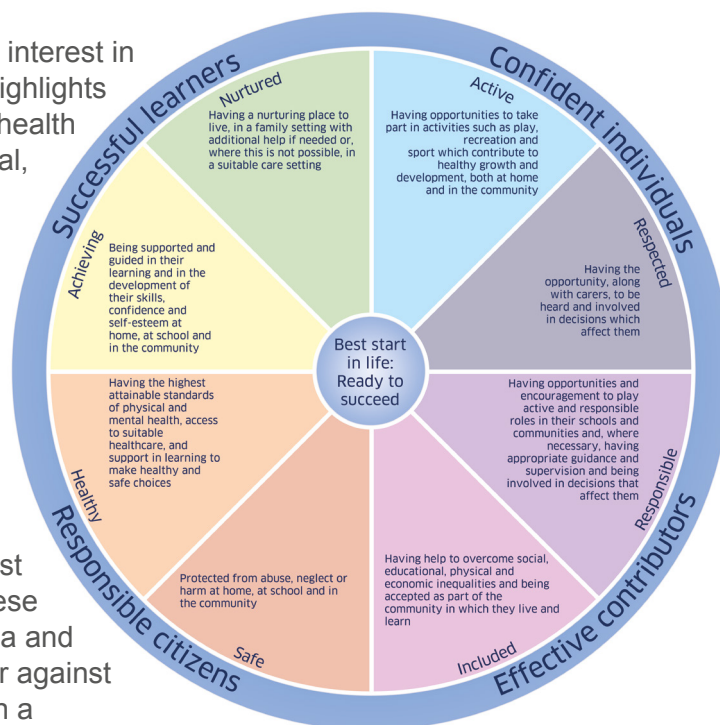


## Rationale

Scottish education has a clear focus on wellbeing and relationship-based approaches to support children and young people which is influenced by the United Nations Convention on the Rights of the Child (UNCRC). An understanding of how early experiences impact on children and young people's social and emotional development and the importance of relationships in shaping later outcomes is the foundation which underpins much of Scottish policy. [Getting in Right for Every Child](#) (GIRFEC) recognises that children and young people have different experiences in their lives, but that every child and young person has the right to expect adults to allow them to grow and develop and reach their full potential. This is now enshrined in legislation in the [Children and Young Person's \(Scotland\) Act \(2014\)](#).

This message has been reinforced by the recent interest in Adverse Childhood Experiences (ACEs) which highlights the impact that adversity can have on long term health and social outcomes. (Felliti et al, 1998; Bellis et al, 2014; Bellis et al, 2015) The ACE studies have shown that ACEs are common across the population and that there is an increased risk of experiencing ACEs if you live in an area of high deprivation. In addition, recent research has highlighted that young people involved in youth justice had a significantly higher number of ACEs (Cesaroni, 2017).

Research has demonstrated that there are a number of factors that can help to mitigate against the negative impact of adversity and trauma. These include increasing staff understanding of this area and encouraging positive relationships that can buffer against the negative impact that early stress can have on a developing child. (Bellis, 2018; Bergin and Bergin, 2009, Okonofua et al, 2016, Harvard centre of the developing child, 2015). As much of the early adversity and trauma experienced by children and young people takes place within the context of relationships, it is vital that staff in schools are able to build trusting relationships to ensure that children are given the support they need to grow and develop. A whole school nurturing approach as outlined in ['Applying nurture as a whole](#)



[school approach](#)' (Education Scotland, 2017) is an example of a relationship based approach which is widely used in Scottish schools. This approach can offer both universal and targeted support for children who have experienced adversity and trauma. A nurturing approach is based largely on the theory of [attachment](#) and an understanding of the impact of early adversity. Whole school approaches have been shown to have a greater impact on wellbeing and mental health in schools especially when there is an enabling and supportive policy framework and professional learning is provided for all staff (Weare, 2015).

There is also increasing evidence about the importance of providing safe and trauma informed environments for children and young people and supporting the development of social and emotional skills. Self-regulation in particular has been found to be critical for school success and is predictive of academic outcomes as well as later life outcomes (Durlak, 2011, Diamond, 2013, Feinstein, 2015). In addition, the development of resilience in children and young people and the building of strong and resilient communities around children and young people can play a part in helping to mitigate against the negative impact of early life experiences. (Hughes et al, 2018)

Relationship-based approaches support professionals to understand that children's behaviours can communicate what they think and feel, but are sometimes unable to articulate, and recognise that their early experiences have shaped these thoughts, feelings and behaviours. A relationship-based approach can also support those within the school community to develop compassion and empathy with others. Consequently, it is hoped that this curricular resource will be delivered in the context of a wider relationship-based approach.

“At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people...”

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## Safeguarding

This resource involves themes and activities that may link to sensitive and personal subject matter for children and young people. It is important that a safe space is provided in the classroom for children to talk. To make children feel safe within the activities, it should be clear that they can contribute to sessions in ways which make them feel comfortable. This might include choosing to talk about their own experiences, using an anonymous example, recording their thoughts in written form, or sharing their concerns out with the sessions.

It should be emphasised that children may also choose not to contribute or share any information during sessions. Some children may not feel ready, or be able, to take this step and this choice should be respected. There is no expectation that children will disclose personal information during sessions if they don't feel comfortable doing so.

Children should be reminded that any personal information discussed within the context of the activities should not be shared out with the class. Children and young people may share personal information about things that worry them or make them anxious and this can in some instances lead to them disclosing information that requires staff to follow local authority safeguarding processes and guidance on child protection.

Teachers should make it clear to children that information they share about things that worry them would only ever be shared with other people if they were at risk of harm or were in danger.

Staff will know the children in their class best and should pick up on children who appear uncomfortable and/or anxious during the session. They should provide an opportunity for these children to speak with them at an appropriate time.

It may be helpful to remind children at the start of sessions that they can share any concerns with an adult of their choosing or can use class systems to share concerns, for example a worry jar. It is important to remind children to add their name to any note or card expressing their worry or concern so that the teacher can identify who needs help.

Staff involved in this programme may wish to have an opportunity to talk about their personal responses to the content of the sessions or information shared by children. Senior leaders should consider how best to provide opportunities for staff to talk or to access support if required.

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## How to use this resource

### Embedding this resource within whole school systems

To ensure the most positive impact from the activities it is important that all staff in the school are aware of the work being undertaken and understand the links to the curriculum for health and wellbeing and existing approaches within the school. These might include:

- Nurturing approaches
- Restorative approaches
- Seasons for Growth
- Relationships policy
- Getting it right for every child
- Children's rights

Links should also be made to previous professional learning such as inputs on:

- Attachment
- Nurturing principles
- Trauma and adversity
- Wellbeing
- Risk and resilience

Senior managers should use the [introductory presentation](#) to raise awareness and engage staff in discussion about planned activities. It is important that everyone in the school is aware of the resource even if they are not involved in using it. Positive attitudes towards mental health, wellbeing and emotional support are fundamental to the successful implementation of this resource.

The leadership and ongoing support of senior managers will be crucial in driving and monitoring the impact of the programme and for this reason, it should be included in the school's priorities for improvement planning.

Within the programme, children will be asked to think about a trusted adult that they could approach with a worry or concern. This may not be their class teacher or a member of the management team but could be any adult in the school they feel a connection to and would trust to act in their best interests.

Relevant staff will be told if they have been nominated by a child or children as their trusted adult and should quietly and discreetly check in with them from time to time. Trusted adults should be fully aware of the school's safeguarding policy.

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Parents and carers (herein referred to as parents) need to be made aware of the resource and planned activities so that they understand what is being taught and why. The **parent information leaflet** and **supplementary information** outline key information about the resource and reinforces the importance of the development of empathy and respectful relationships within the school community. This leaflet may also be of interest to teachers and support staff in conjunction with the introductory presentation.

Inviting parents to a meeting about the Compassionate and Connected Classroom will provide them with opportunities to find out about the activities being taught, ask questions and offer feedback. This meeting could also be used to highlight possible changes in behaviour or feelings which may become evident at home, or in school, as a result of the activities. Staff may wish to have an agreement about how they will respond in such circumstances.

Existing parents' meetings and events can also be used to highlight and share the work being done, helping to further develop whole school awareness.

## Implementation

This resource is targeted at 2<sup>nd</sup> level and can be used with one class or across a number of classes at this level. The resource can also be used to plan and deliver a 3 year progressive programme of activities in the upper primary.

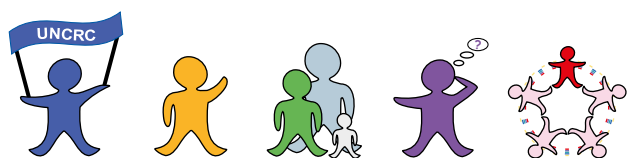
It is divided into five themes which are outlined in **Table 1**. These are further divided into sessions which have a range of activities. Activities can be delivered during a single session or split up over a period of time. It is estimated that most of these sessions could last between 1 and 2 hours but this would be dependent on the depth of the discussion and children's engagement in the activities.

Within the sessions, different bullet points indicate how these could be broken down into smaller sections if required. Teachers are best placed to determine the timescales for the delivery of each theme or session, tailoring the pace to the needs of their class.

Prior learning within the school should be taken into account and may determine how the sessions are delivered. For example, children may have experience of:

- Rights based approaches and UNCRC Articles
- Wellbeing indicators

Teachers should adapt the activities to refresh previous learning and ensure coherence.



**Table 2** provides an overview of the links to the Health & Wellbeing Responsibility of All Experiences and Outcomes and links to the Wellbeing Indicators and articles from the UNCRC.

Staff may also find helpful information in the [Making the Link](#) resource. Please note that there are no learning intentions or success criteria for the themes or sessions. Instead, each session has a few key messages which are developed and reflected on to ensure breadth and depth of discussion and learning. This will be individual to every class and the teacher is free to follow the children's lead.

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A **pro forma planning sheet** is provided to support teacher reflection and planning. This could complement or supplement the school's own planning and evaluation processes for the curriculum for health and wellbeing.

Discussion prompts are provided for each session. Staff should select the ones they feel are most relevant. They do not all need to be used in one session. The prompts can be woven into discussions during the sessions, can be used to link one session to another, or can be used to recall and reflect on key messages at other times in the day/week/term.

Each theme begins with an overview describing what the theme is about, the session titles, key messages and accompanying resources. The key below will be used to describe each accompanying resource.

Facilitator Resource – FR

Lesson Resource – LR

Personal Journal – PJ

**Table 3** shows how each session is laid out.

The activities within each session are written as a script. They have been written in this form to help develop teachers' skills and confidence in delivering aspects of the curriculum for health and wellbeing, some of which are sensitive in nature. Some staff may feel that they already have the experience and confidence to plan and teach the sessions in their own way from the key messages. Please use the resource to plan and develop the programme in a way that is appropriate for you and for your class.



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## Evaluating the impact of the programme

Evaluating the impact of learning in aspects of the curriculum for health and wellbeing can be complex and challenging as the feelings and experiences of the learner and the teacher can vary from day to day and can also be very subjective.

The sensitive nature of the key messages being discussed can also mean that some children will be hesitant to openly share their thoughts and feelings and may need personalised support to benefit from the learning and teaching involved.

Supporting children to reflect on and evaluate their experiences and learning is done mostly through discussion and the use of personal journals in which children are asked to record their thoughts and understanding. A reflective pro forma is also provided which can support teachers' evaluation of ongoing learning and can be used at the end of each theme. This pro forma can help teachers to evaluate how well the key messages have been absorbed and provide information on adapting future sessions where appropriate.



## Methods to support evaluation of impact of the curricular resource

### 1. Observation

Staff may observe changes in the confidence, behaviour, engagement and coping strategies of children as they develop the programme with their class. This information can be recorded as evidence of the impact of the programme on children.

### 2. Discussion

Discussions between staff or with parents can elicit helpful information on whether children have developed new coping strategies or are demonstrating any specific evidence of being more supportive or empathic towards others.

### 3. Pre and post-evaluation measures

A **baseline measurement of knowledge and skills for staff** and a **baseline measurement of knowledge and skills for children** are provided. These can be used at both the beginning and end of the programme to support evaluation of the impact of the resource.

### 4. Standardised Health & Wellbeing measures

A range of standardised Health & Wellbeing measures are available which can be used to measure the impact of the resource on both children and teacher knowledge. These include the Stirling Children's Wellbeing Scale (copy in additional resources) and The [Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#) which can explore staff wellbeing.

### 5. Practitioner Enquiry

Practitioner Enquiry can also be used to explore impact. Some examples of questions which could be answered through practitioner enquiry might include:

- Children use a wider range of emotional vocabulary to describe their worries and anxieties.
- Children are observed undertaking actions which show care and compassion to one another in the playground.

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## Wider evaluation measures to explore impact of resource on culture and ethos within the school

It is hoped that the implementation of this resource will have a positive overall impact on the wellbeing of children and staff by creating a more compassionate and connected culture within the school.

Whole school and individual readiness tools are provided to highlight current levels of knowledge and skills and identify areas for professional learning. Staff should be prepared to be learners as well as teachers. The tools can help determine staff readiness to undertake the delivery of the resource but can also support evaluation of changes in skills and knowledge of staff.

[How Good is our School? 4](#) and [Applying Nurture as a Whole School Approach](#) can both be used to evaluate and reflect on practice and plan for change.

[Getting it right for every child evaluating wellbeing guide](#) uses Wellbeing Indicators to explore the impact on children.

### Additional support materials

#### Personal Journals

**Personal Journals** provide opportunities to further engage children in Compassionate and Connected Classroom activities and support them to reflect on their own, and others', experiences.

Specific journal pages appropriate to the sessions are identified within each theme. Journals also contain 'diary' pages where children can record their own thoughts and ideas.

The Journals are completed and retained by the children but with their agreement, can be shared and discussed with the class teacher.

The teacher should explain to children that they can choose to share personal experiences or not, either in class discussions or in their journals. If preferred, children can choose to use the experiences of others as examples.

It is important that children understand that they can approach their teacher, or any trusted adult of their choosing, if they are worried or upset about anything. Teachers should use their knowledge of individual children to evaluate their responses and reactions during the activities. As a result, they may be required to provide individual support to some children.

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### Emotional check-ins and relaxation activities

**Emotional check-ins** and **relaxation activities** are a crucial part of every theme and are to be used at the start and end of each session. Guidelines are provided at the start of the section on emotional check-ins to ensure teachers are confident in how to use these and in how to respond appropriately to feedback from children. A list of prompts and question stems will also support appropriate discussion.



The class teacher is best placed to select the check-ins and relaxation activities which best meet the needs of the children. Banks of activities are provided for this reason.

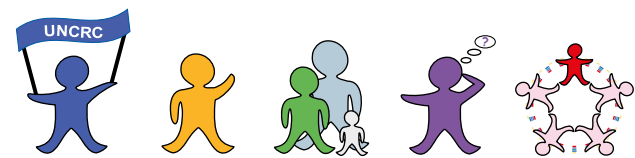
Teachers may wish to use the same check-ins and activities for each theme or can mix and match to suit each core activity. Emotional check-ins may already be a feature of the health and wellbeing curriculum in the school and should complement, but not replace, the check-ins for this programme.








## Table 1 Overview of themes

| Theme   | Aims of theme  | Sessions   |
|---|--|--|
| <p><b>Theme 1: My Rights</b></p> <p>Introducing the compassionate and connected classroom and making links to children's rights</p>        | <p>This theme introduces children to the concepts of compassion and connection and emphasises the importance of helping each other to build strong relationships and care for one another. It also focuses on children's rights to be safe, cared for and protected.</p>   | <ol style="list-style-type: none"> <li>1. Our compassionate and connected classroom</li> <li>2. What shakes our branches?</li> <li>3. Wants, needs and rights.</li> <li>4. UNCRC and how it links with compassion and connection.</li> </ol> |
| <p><b>Theme 2: Me and my life</b></p> <p>Exploring how children can have different experiences that impact on them in different ways</p>  | <p>This theme outlines key activities that explore how life experiences shape us. The activities emphasise that difficult experiences happen to us all and there are things in our communities, families and ourselves that can help us when we experience difficulties. Activities focus on recognising strengths in themselves and others and how children can be supported to overcome adversity. These activities could be set within the context of children's rights, the UNCRC and/or GIRFEC.</p> | <ol style="list-style-type: none"> <li>1. Cross the line – Building connections with others</li> <li>2. So you think you know me?</li> <li>3. Experiences shape us</li> <li>4. Changes</li> </ol>  |



| Theme   | Aims of theme  | Sessions   |
|---|--|--|
| <p><b>Theme 3:</b> My relationships – developing empathy, compassion and tolerance</p>   | <p>This theme focuses on the importance of how connecting with people, building strong relationships and developing a sense of belonging can help us when we are having difficult experiences. This theme also begins to explore how some relationships are not always healthy or helpful</p>                      | <ol style="list-style-type: none"> <li>1. What is empathy?</li> <li>2. Empathy in action</li> <li>3. The people in my life</li> <li>4. Positive relationships are good for us</li> </ol>     |
| <p><b>Theme 4:</b> How I think, feel and behave..</p> <p>Developing an understanding that all behaviour is communication</p>           | <p>This theme explores the impact of our experiences on our bodies, brains and behaviours. Children will reflect on situations and challenges that caused them and others to feel stressed and anxious. They will develop their understanding of how individuals react to, and cope with, challenge or stress.</p> | <ol style="list-style-type: none"> <li>1. The Waiting game</li> <li>2. Worries, anxieties and stresses – How are we coping?</li> <li>3. Behind the mask</li> <li>4. Flip the lid</li> </ol>  |
| <p><b>Theme 5:</b> Developing our resilience together</p> <p>Helping children to create a compassionate and connected classroom</p>  | <p>This theme explores activities which can help children to cope with different circumstances and challenges in their lives.</p> <p>They will learn skills and strategies to help them better manage their feelings and behaviours in stressful and challenging situations.</p>                                   | <ol style="list-style-type: none"> <li>1. What works for me?</li> <li>2. My coping card</li> <li>3. When we need adult help</li> <li>4. Our compassionate and connected classroom</li> </ol> |



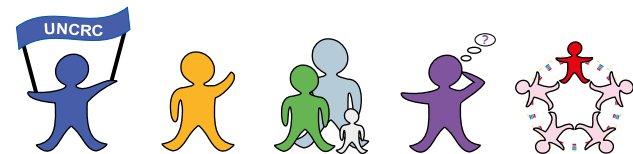


## Table 2 Links to CfE, GIRFEC and UNCRC

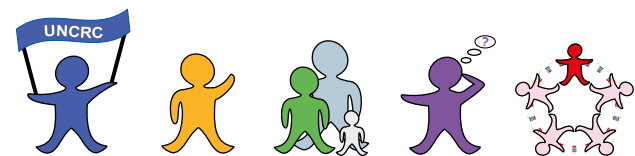
These tables outline how the resource links to the Experiences & Outcomes within Responsibility of All along with the wellbeing indicators and UNCRC articles.

The list is not exhaustive & these may differ depending on your own class and circumstances.

|  | <i>Theme 1</i>   | <i>Theme 2</i>          | <i>Theme 3</i>          | <i>Theme 4</i>                      | <i>Theme 5</i>                            |
|--|------------------|-------------------------|-------------------------|-------------------------------------|---|
|  | <i>My Rights</i> | <i>Me &amp; my life</i> | <i>My relationships</i> | <i>How I think, feel and behave</i> | <i>Developing our resilience together</i> |
| <i>I am aware of and able to express my feelings and am developing the ability to talk about them. <b>HWB 2-01a</b></i>  |                  |                         |                         |                                     |   |
| <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. <b>HWB 2-02a</b></i>   |                  |                         |                         |                                     |   |
| <i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances <b>HWB 2-03a</b></i>   |                  |                         |                         |                                     |   |
| <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <b>HWB 2-04a</b></i>  |                  |                         |                         |                                     |   |
| <i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <b>HWB 2-05a</b></i>  |                  |                         |                         |                                     |   |
| <i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. <b>HWB 2-06a</b></i> |                  |                         |                         |                                     |   |
| <i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. <b>HWB 2-07a</b></i>   |                  |                         |                         |                                     |   |
| <i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <b>HWB 2-08a</b></i>  |                  |                         |                         |                                     |   |

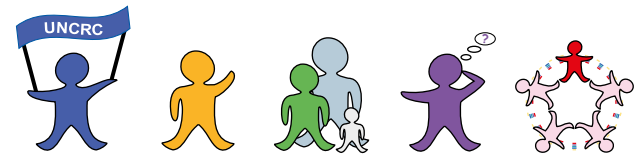


|   | <b>Theme 1</b>   | <b>Theme 2</b>          | <b>Theme 3</b>          | <b>Theme 4</b>                      | <b>Theme 5</b>                            |
|---|------------------|-------------------------|-------------------------|-------------------------------------|---|
|   | <b>My Rights</b> | <b>Me &amp; my life</b> | <b>My relationships</b> | <b>How I think, feel and behave</b> | <b>Developing our resilience together</b> |
| <i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others <b>HWB 2-09a</b></i> |                  |                         |                         |                                     |   |
| <i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. <b>HWB 2-10a</b></i>           |                  |                         |                         |                                     |   |
| <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 2-15a</b></i>  |                  |                         |                         |                                     |   |
| <i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. <b>HWB 2-16a</b></i>  |                  |                         |                         |                                     |   |
| <i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. <b>HWB 2-44b</b></i>   |                  |                         |                         |                                     |   |
| <i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. <b>HWB 2-45a</b></i>   |                  |                         |                         |                                     |   |



## Links to the Wellbeing indicators

|             | Theme 1 | Theme 2 | Theme 3 | Theme 4 | Theme 5 |
|-------------|---------|---------|---------|---------|---------|
| Safe        |         |         |         |         |         |
| Healthy     |         |         |         |         |         |
| Active      |         |         |         |         |         |
| Nurtured    |         |         |         |         |         |
| Achieving   |         |         |         |         |         |
| Respected   |         |         |         |         |         |
| Responsible |         |         |         |         |         |
| Included    |         |         |         |         |         |

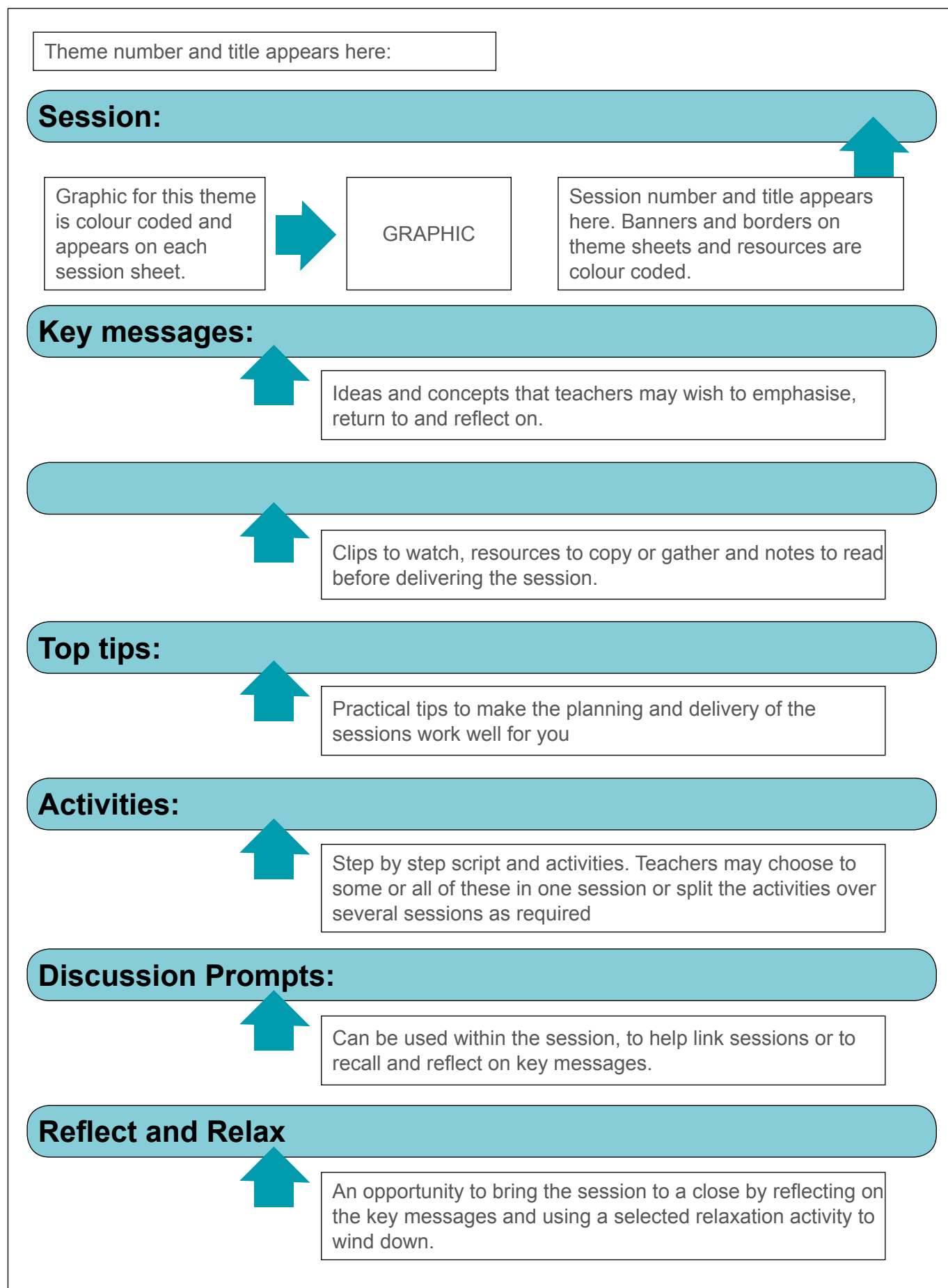


## Links to the UNCRC

In addition, The Compassionate and Connected Classroom also resonates with the majority of the UNCRC articles but the following articles have particular relevance:

|            |  |
|------------|--|
| Article 2  | You have the right to protection against discrimination.                               |
| Article 3  | Adults should do what's best for you.  |
| Article 4  | You have the right to have your right's made a reality by the government.              |
| Article 12 | You have the right to an opinion and for it to be listened to and taken seriously.     |
| Article 19 | You have the right to be protected from being hurt or badly treated.                   |
| Article 20 | You have the right to special protection and help if you can't live with your parents. |
| Article 22 | You have the right to help and special protection if you are a refugee.                |
| Article 26 | You have the right to help from the government if you are poor or in need.             |
| Article 27 | You have the right to a good enough standard of living.                                |
| Article 28 | You have the right to an education   |
| Article 37 | You have the right not to be punished in a cruel or hurtful way.                       |
| Article 39 | You have the right to help if you have been hurt, neglected or badly treated.          |
| Article 42 | All children and adults should know about this convention.                             |



**Table 3: Explanation of Session layout**

# Theme 1: My rights





| Theme   | Sessions  | Key messages  | Facilitator resources | Lesson resources                                     | Personal journals |
|---|---|---|-----------------------|--|-------------------|
| <b>Theme 1: My Rights</b><br><br>The theme introduces children to the concepts of compassion and connection and emphasises the importance of helping each other to build strong relationships and care for one another. It also focuses on children's rights to be safe, cared for and protected. | <b>Our compassionate and connected classroom</b>      | <ul style="list-style-type: none"> <li>When things are difficult, sometimes we can have strong emotions and feelings</li> <li>Having people we trust to listen and to help can makes us feel stronger and more able to cope with challenges in our lives</li> <li>We want our classroom to be a safe and caring place</li> </ul>  |                       | 1.1 YouTube clip<br><br>Selection of magazines       |                   |
|   | What shakes our branches?                             | <ul style="list-style-type: none"> <li>Experiences affect people in different ways. Some may bounce back quickly, others may struggle and need help and support</li> <li>When we are having a difficult time, we benefit from others showing us care and compassion and helping us become stronger</li> <li>We all have strengths and sharing our strengths with others makes us all stronger and more resilient</li> </ul> |                       | 1.2 Getting it right for every child wellbeing wheel |                   |
|   | Being safe and protected – Wants, needs and rights.   | <ul style="list-style-type: none"> <li>We all have things that we want and need and these can be different for different people</li> <li>A right is not the same as a want or need</li> <li>A human right is something to which someone is entitled to and helps us all live with dignity</li> <li>Being caring and compassionate supports us all to live with dignity</li> </ul>   |                       | 1.3a Rights powerpoint                               |                   |
|   | UNCRC and how it links with compassion and connection | <ul style="list-style-type: none"> <li>The UNCRC outlines a special set of rights that relate to children and young people.</li> <li>All rights within the UNCRC put responsibility on adults to make sure that children and young people are safe and cared for.</li> <li>Understanding that others have rights, as well as us, can help us have more compassion and tolerance and connect with them better.</li> </ul>    | 1.4 UNCRC booklet     | 1.4 Child friendly articles                          |                   |

**Possible links to the experiences and outcomes within health and wellbeing Responsibility of All.**

HWB 2-02a, HWB 2-03a, HWB 2-9a, HWB 2-15a, HWB 2-45a





## Session 1: Our compassionate and connected classroom

### Key messages:

- When things get difficult, sometimes we can have strong emotions and feelings.
- Having people we trust to listen and to help can make us feel stronger and more able to cope with challenges.
- We want our classroom to be a safe and caring place.

### You will need:

- Flip chart or Smartboard pages with titles Compassionate, Connected
- Magazines to make a collage to illustrate compassion and connection
- Lesson Resource 1.1 YouTube clip <https://www.youtube.com/watch?v=DOHcGyfYxVM>
- Flip chart or Smartboard page with title **Our Compassionate and Connected Class Charter**.
- Individual journals

### Don't forget!

Your emotional check in and relaxation activities!

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### Top tips:

You may wish to split this session up over a period of time to allow good opportunities for discussion.

Tell children to come and speak to you if any of the things you discuss makes them feel worried or anxious

Talk to children about their journals. Explain that they will be using them throughout the programme and that they will be theirs to keep. (See additional resources section in introduction)





## Activities

**Begin the session with your choice of emotional check-in and then:**

- ➔ Explain to the children that we are going to learn how looking out for each other and having strong and positive relationships will help us cope when times are difficult or challenging. The Compassionate and Connected Classroom programme will help us learn more about our strengths and how we can use these to help ourselves and others.
  - We are going to learn what being compassionate and connected to others means for us as individuals and as a class.
  - Introduce YouTube clip. LR 1.1 Explain that although some of the children may be younger than them, listening carefully to their explanations will help them to create their own definitions of what being compassionate and connected means to them.
  - Discuss what the words compassionate and connected means to them in their own words. Generate a list for each, for example:  
Compassionate – helpful, kindness, patience, understanding, tolerance  
Connected – getting along, relationships, knowing each other well, being a team
  - Create a display using the 2 lists. Ask children to find/draw/cut out images that illustrate the words they have chosen and add to the display.
- ➔ In small groups, ask the children to think about a time they were compassionate to someone else. How did it make them feel/ how did the other person feel?
  - What helps us feel more connected to others? For example: having a shared experience, being in the same team, knowing each other's likes and dislikes, hopes and fears.
  - Explain to children that talking about being compassionate and connected means that we might be sharing our hopes and fears, likes and dislikes, strengths and worries. We need to feel that we are in a safe place and can trust each other. We need to have some guidelines or 'rules' so that everyone in the class shows respect for other's experiences and thoughts. Mention rights here if children are aware of these – we all have the right to feel safe, respected and to get the best from education.
  - Children also need to know that they can choose not to share if this is difficult for them at this time.
  - Tell children that sometimes, and this will not be very often, children tell an adult something that makes that person become very worried that they are in danger or at risk of harm. In that case, the adult must share information with others to get the child the right help and support. This would be for the protection of that child.





- If children are aware of classroom charters – discuss the need for a charter for doing this work. If they haven't come across this, explain a little about a 'charter.' A charter is an agreement to help provide us with some ideas to keep us safe and respectful of each other.
- What are some of the ideas that should be on this charter? Display on flipchart. Refer to these throughout the programme and remind children of their importance.

#### Discussion prompts:

- **Why is it important to treat each other with respect and kindness?**
- **Why is it important to keep what we share confidential and not talk about it with others**
- **What makes our class a safe and caring place to be?**

#### Reflect and relax

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## Session 2: What shakes our branches?

### Key messages:

- Experiences affect people in different ways. Some may be able to bounce back quickly, others may struggle and need help and support.
- When we are having a difficult time, we benefit from others showing us care and compassion and helping us become stronger.
- We all have strengths and when we connect with each other and share our strengths, we become more compassionate and connected as individuals, as a class and as a community.

### You will need:

- To draw a large outline of a tree
- Leaf shapes to write on and stick on to tree
- Getting It Right For Every Child Wellbeing wheel [LR 1.2](#)  
(On Smartboard or one copy per group)

### Don't forget!

Your emotional check in and relaxation activities!

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### Top tips:

You may wish to use natural materials or recycled materials to create your class tree





## Activities

**Begin the session with your choice of emotional check-in and then:**

- Remind children about the class as a safe space and class charter
  - Discuss – How can being more compassionate and connected be positive for us as individuals, a class, a school community?
  - Introduce outline of tree and say that this tree represents our class.
  - Roots – what are the things in our lives that help to make us feel safe and secure? These might include: families, people in our community, friends, our bedroom, a soft toy, pet dog. Write examples on the roots.
  - Trunk – represents our class. What are our strengths as a class? What do we do well/ are good at? What makes our class a safe place to be? Write examples on the trunk.
  - Branches – our life experiences. Sometimes things are going well and then suddenly something changes and our branches don't feel so steady and strong. (Link to strong wind blowing and shaking the branches) Talk about what kind of changes might happen in our lives and upset us or make us anxious. for example falling out with friends, an illness in the family, moving house, starting a new school, being bullied. Write these on the leaf shapes and attach them to the branches.
- Divide children into small groups. Give each group a leaf and ask them to discuss how that change might make them feel and do. What strengths in the roots and trunk of our class tree might help them to feel/cope better?
  - Ask each group to share their thought with the rest of the class.
  - Tell children that there is a forest of trees with strong roots and trunks helping to protect them from harm and challenges in their lives. Remind them about Getting it right for every child and the wellbeing indicators. This is one way in which Scotland is helping children and young people to be protected and cared for.
  - The United Nations Convention for the Rights of the Child is another tree in the forest of care and protection around them. It exists to ensure that children and young people are protected from harm and supported by the adults in their lives. We will find out more about UNCRC in the next session.

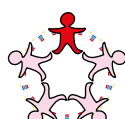


**Discussion prompts:**

- What might it feel like if someone had a tree that didn't have very many strong roots and had a very thin trunk. What might happen if the strong winds blew on that tree?
- What do you think that someone who is anxious and worried might do and say?
- How could we show compassion and help them to feel stronger?
- How might this help them feel? How might their behaviour change?

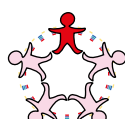
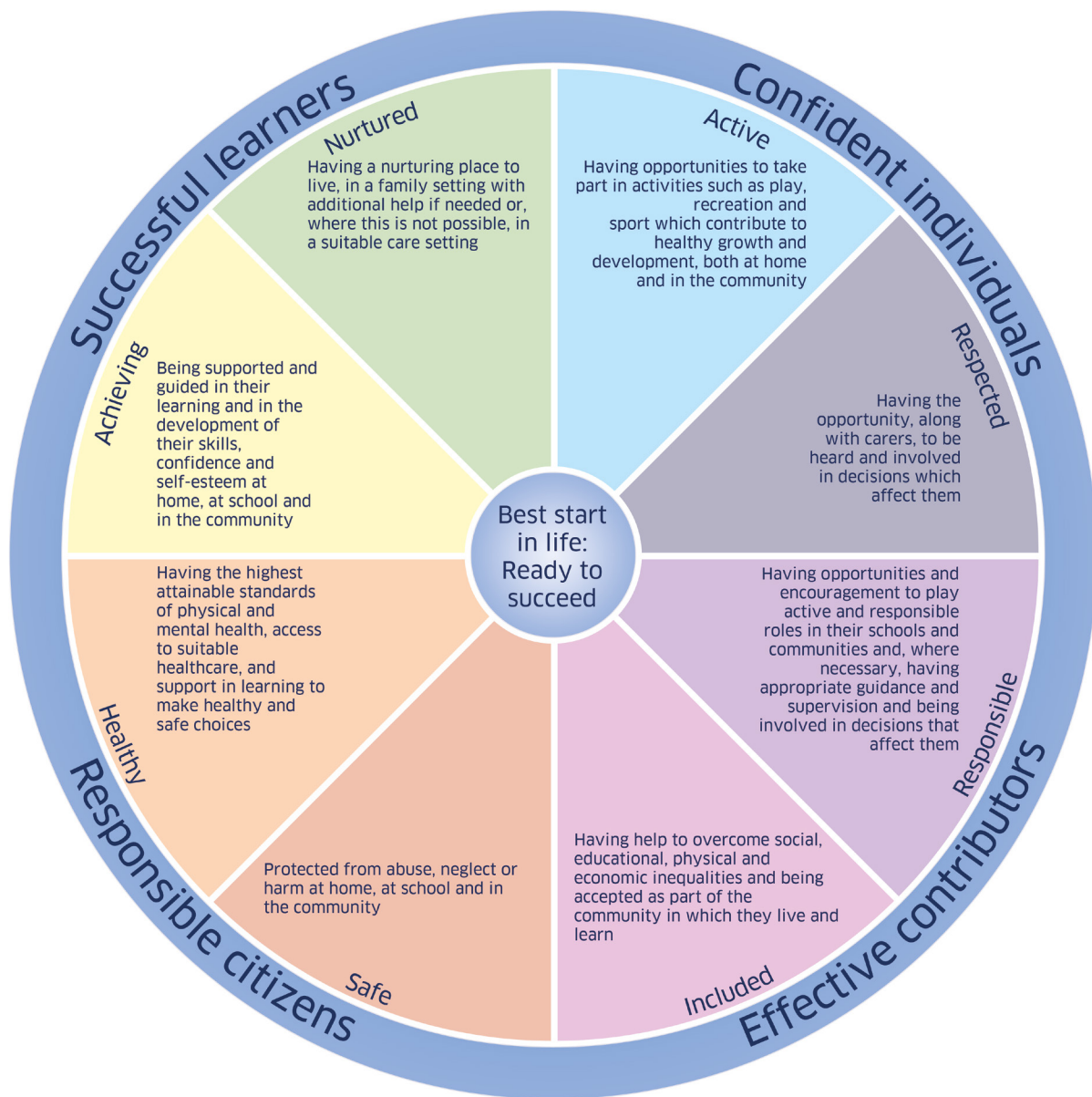
**Reflect and relax****Remind children of key messages****Allow time for them to add to their journal****Finish with your choice of relaxation activities**

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## LR. 1.2 Getting it right for every child wellbeing wheel







## Session 3: Being safe and protected – Wants, needs and rights

### Key messages:

- We all have things that we want and need and these can be different for different people.
- A right is not the same as a want or need.
- A human right is something to which someone is entitled to and helps us all live with dignity.
- Being caring and compassionate supports us all to live with dignity.

### You will need:

- Large pieces of paper to create body templates
- Sticky notes (2 different colours if possible)
- **LR 1.3** Wants, needs and rights power point

### Don't forget!

Your emotional check in and relaxation activities!

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

### Top tips:

Your school/class may already understand and use Rights based approaches. If you feel your class already have this knowledge and understanding, feel free to move on to session 4.

Please read through the power point presentation and the accompanying notes prior to delivering this session.





## Activities

**Begin the session with your choice of emotional check-in and then:**

→ Remind children of their class charter and refer to the classroom tree created in the previous session.

- Explain to children that in this session we are going to look looks at wants and needs and rights and how understanding about ours and others' rights helps us all to live safely and with dignity.

→ Group activity – Wants, Needs and Rights\*

- Supply each group with a piece of flip-chart paper, 2 colours of post-it notes, and marker pens.
- Invite each group to draw a large outline of a person on each sheet.
- Inform the groups that they will be asked to think about what people need and want in order to have a good life. (The powerpoint [LR 1.3](#) can be used to help take the children through the following activities.)
- NEEDS should be listed on pink post-it notes (or other colour): these should be posted INSIDE the outline of the body.
- WANTS should be listed on yellow post-it notes (or other colour): these should be posted on the OUTSIDE of the outline of the body.
- Give groups 5 minutes, or so, to discuss and list the needs/wants, posting their notes in or around the body outline on the flipchart paper as appropriate.
- Discuss lists with class – are there any similarities in the group lists? Why are some wants and some needs?

→ Ask children to look carefully at the NEEDS they have identified.

- Why did they choose these ones?
- Which of these do they think should be RIGHTS and that we should all have? Ask children to highlight these by circling or by putting an asterisk beside them.
- (Children don't need to know the definition of a right at this point)





- Why did they choose these ones? Why are they so important? (Not all needs will be rights but most of them will be)
- Now show the children the slide of what a want is, what a need is and what a right is (see accompanying power point)  
Discuss the difference between these definitions.
- Show the children the slide showing examples of children's rights taken from the United Nations Convention on the Rights of the Child. Explain that this is a special group of rights for children and that they will be learning more about them in the next session.
  - Ask them if any of the rights they created seem similar to or match the examples? Why are these important rights for children to have? How do these rights work to help and protect you?
  - Ask each group to choose one of the examples from the slide and discuss how that might come alive for them. (for example education, they are provided with a trained teacher, they have books and other resources, they are taught different subjects, they have been provided with a building, tables, chairs, their progress is monitored and supported)
  - After each group has shared their examples, discuss how understanding ours and others rights might help us to make connections with people and be more compassionate towards them.
- \*(adapted from Welsh Material [Save the Children])

### Discussion prompts:

- **Think of your own needs and wants – how do they differ from other people?**
- **What is the difference between a want, need and a right? (Clarify this and ensure they realise it is a human entitlement – governments are obligated to give us these)**
- **Do children need their own rights? Why might that be the case?**

### Reflect and relax

**Remind children of key messages and class charter**  
**Finish with your choice of relaxation activities**





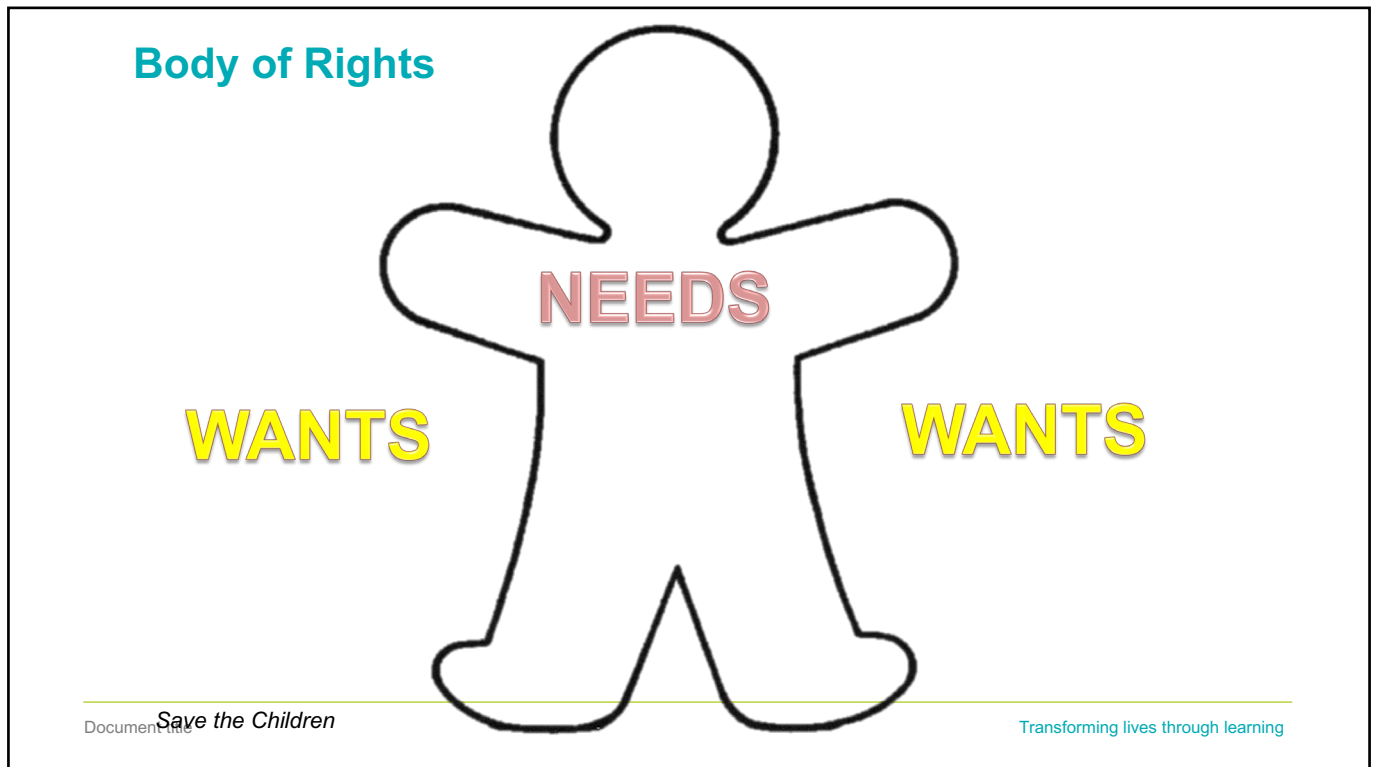
## LR. 1.3 Wants, needs and rights powerpoint presentation



### Being safe and protected – wants, needs and rights

For Scotland's learners, with Scotland's educators





## Notes

### Group activity – Body of Rights (adapted from Welsh Material [Save the Children])

- Supply each group with a piece of flip-chart paper, 2 colours of post-it notes, and marker pens.
- Invite each group to draw a large outline of a person on each sheet.
- Inform the groups that they will be asked to think about what people need and want in order to have a good life:
  - NEEDS should be listed on pink post-it notes (or other colour): these should be posted INSIDE the outline of the body.
  - WANTS should be listed on yellow post-it notes (or other colour): these should be posted on the OUTSIDE of the outline of the body.
- Give groups 5 minutes, or so, to discuss and list the needs/wants, posting their notes in or around the body outline on the flipchart paper as appropriate.



## Body of Rights

Circle those you  
would you make into  
rights



Document title

For Scotland's learners, with Scotland's educators

## Notes

### Group activity – Body of Rights (adapted from Welsh Material [Save the Children])

- Ask children to think about what makes a 'right'.
- Ask them to focus on the NEEDS, and highlight which of these needs would they turn into rights; groups could highlight their chosen needs/rights by circling or putting a large asterisk next to them.

Discuss why they circled particular ones – what would make a need a right? Why are they important? Not all needs will be rights but most of them will be.





## Body of Rights – Wants, needs and rights

Want - a desire for something

Need - the state of requiring help, or of lacking basic necessities such as food

Right - a moral or legal entitlement to have or do something. These rights are for everyone

Document title

For Scotland's learners, with Scotland's educators

## Notes

### Body of Rights Activity (continued)

Discuss the following with participants:

- Are we clear on the difference between these? Are they easily confused?
- Understanding what rights really are is an essential part of leading colleagues through this professional learning experience; it is quite easy for wants, needs and rights to become confused when talking about children's rights. Rights are not mere wants: they are core entitlements.

Recap main learning points:

- **Wants** refers to something you don't need but would like to have. Looking at something from a position of wants can make the person wanting something appear greedy.
- A **need** is an aspiration that can be quite legitimate, but it is not necessarily associated with an obligation to cater for it; satisfaction of a need cannot be enforced. Looking at something from a perspective of need may put the person in need in a position of weakness, as it may rely on the benevolence of others to share that which is needed.
- **Rights** come from needs, but not all needs have rights associated with them. A human right is something to which someone is entitled solely by virtue of being alive; it is something which enables a person to live with dignity. A right can be enforced before the government and entails an obligation on the part of the government. Looking at something from a perspective of rights puts the person with that right in a position of strength: it protects their core entitlements.





## Examples of children's rights

Human rights are for everyone but children have their own special rights. Here are a few examples:

### Article 3

Adults should do what's best for you.

### Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

### Article 19

You have the right to be protected from being hurt or badly treated.

### Article 28

You have the right to education

### Article 31

You have the right to play and relax by doing things like sport, music and drama.

Document title

For Scotland's learners, with Scotland's educators

## Notes

The rights given here are taken from the UNCRC – we will go into the UNCRC in more detail in the next session. It may be helpful to link some of the rights here with some of those that have been identified by the children in the previous exercise.







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## Session 4: UNCRC and how it links with compassion and connection

### Key messages:

- The United Nations Convention for the Rights of the Child outlines a special set of rights that relate to children and young people.
- All of the rights within the UNCRC put a responsibility on adults to ensure children are safe and cared for and that childhood is protected.
- Understanding that others have rights as well as us can help us to have more compassion towards them and connect with them better.

### You will need:

- **Facilitator Resource 1.4** Booklet with explanation of UNCRC
- **Lesson resource 1.4** Copies of child-friendly versions of the articles. One set per group (Can be cut up for sorting and discussion)
- Poster paper and art materials
- Children's personal journals – End of theme reflection

### Don't forget!

Your emotional check in and relaxation activities!

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### Top tips:

If children have already done lots of work on rights, you may just want to remind them about UNCRC and then go on to the activity of looking at articles in terms of protection and care.





## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Remind the children about previous activity around the need for children to have their own rights – explain that this is outlined in the United Nation Convention of the Rights of the Child. Give a brief overview of how the convention came about. (see [Facilitators notes 1.4](#))
  - Give out the article cards to the children ([Lesson resource 1.4](#))
  - Let the children know that the UNCRC has three themes about **Protection, Provision and Participation**. Adults need to help children with these themes. They are all important and we need to have all our rights met by those around us including the school, government, families, etc.
  - Today we are going to focus on the theme of Protection.
  - Either in small groups or wider class groups ask children to identify which articles are about protection and care, i.e.:
    - **Article 3** – Adults should do what’s best for you.
    - **Article 19** – You have the right to be protected from being hurt or badly treated.
    - **Article 20** – You have the right to special protection and help if you can’t live with your parents.
    - **Article 22** – You have the right to special protection and help if you are a refugee.
    - **Article 26** – You have the right to help from the government if you are poor or in need.
    - **Article 37** – You have the right not to be punished in a cruel or hurtful way.
  - Ask each group to choose one article about protection and design a group poster to illustrate it
  - Each group should share their poster with the rest of the class.
- ➔ Come back together and introduce children to the concept of their rights perhaps not being met by those who should be protecting them.
  - There are times when our rights to be cared for by adults might not be met, such as when an adult shouts angrily at us or says hurtful things to us. This can be very difficult to deal with and can affect us in a number of ways.





- How do you think that things like this might affect children? What might they do or say?
  - Tell children that during future sessions we will be thinking of how other people might help if these things happen to us and about how we can find someone to help us if we ever need that.
- Understanding that we all have rights means that we can show compassion and care for ourselves- and others when ours or their rights are not met.
- Ask each group to think about their poster. What would it mean to a person if these rights were not met? How might it make that person feel or behave?
  - Could we do anything to show care and compassion for the person?

### Discussion prompts:

- **Why is it important for children and young people to know about UNCRC?**
- **How do the wellbeing indicators link to the articles in UNCRC?**
- **How does our class charter link to the articles in UNCRC?**

### Reflect and relax

Remind children of key messages and class charter  
Finish with your choice of relaxation activities





## FR 1.4 UNCRC: Information for facilitators

### United Nation Convention of the Rights of the Child: Information for facilitators

#### Universal Declaration of Human Rights

The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The Commission on Human Rights was made up of 18 members from various political, cultural and religious background and was chaired by Eleanor Roosevelt, widow of American President Franklin D. Roosevelt.

#### United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) was developed in 1989 and is the first legally binding international instrument to incorporate the full range of human rights for children —civil, cultural, economic, political and social.

It is a recognition by world leaders that children have human rights and people under 18 years old often need special care and protection that adults do not.

By 'ratifying' the Convention governments across the world have committed themselves to protecting and ensuring children's rights and to hold themselves accountable for this commitment before the international community. The UK Government ratified the convention in 1991.

The Convention sets out these rights in 54 articles and two Optional Protocols. The four core principles of the Convention are:

- **non-discrimination;**
- **the best interests of the child;**
- **the right to life, survival and development;**
- **and respect for the views of the child.**

UNCRC - A universally agreed set of standard and obligations to protect the human rights of children

Through these guiding principles, the articles can be separated into three separate themes including:

1. **Protection**
2. **Participation**
3. **Provision**





|  |  |
|--|--|
| <p><b>Article 1</b><br/>For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.</p>  | <p><b>Everyone under 18 has these rights.</b></p>                                  |
| <p><b>Article 2</b><br/>1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.<br/>2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.</p>   | <p><b>You have the right to protection against discrimination.</b></p>             |
| <p><b>Article 3</b><br/>1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.<br/>2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.<br/>3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p> | <p><b>Adults should do what's best for you.</b></p>                                |
| <p><b>Article 4</b><br/>States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation</p>   | <p><b>You have the right to have your rights made a reality by government.</b></p> |
| <p><b>Article 5</b><br/>States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.</p>   | <p><b>You have the right to be given guidance by your parents and family.</b></p>  |
| <p><b>Article 6</b><br/>1. States Parties recognize that every child has the inherent right to life.<br/>2. States Parties shall ensure to the maximum extent possible the survival and development of the child.</p>  | <p><b>You have the right to life.</b></p>  |





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| <p><b>Article 7</b></p> <ol style="list-style-type: none"> <li>1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.</li> <li>2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.</li> </ol>  | <p><b>You have the right to have a name and a nationality.</b></p>   |
| <p><b>Article 8</b></p> <ol style="list-style-type: none"> <li>1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.</li> <li>2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.</li> </ol>   | <p><b>You have the right to an identity.</b></p>   |
| <p><b>Article 9</b></p> <ol style="list-style-type: none"> <li>1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.</li> <li>2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.</li> <li>3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.</li> <li>4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned</li> </ol> | <p><b>You have the right to live with your parents unless it is bad for you.</b></p>                             |
| <p><b>Article 10</b></p> <ol style="list-style-type: none"> <li>1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious</li> </ol>   | <p><b>If you and your parents are living in different countries, you have the right to get back together</b></p> |





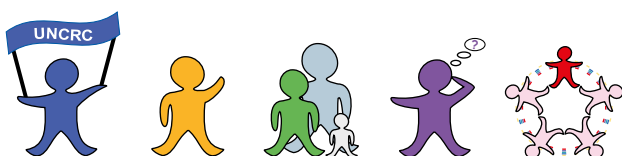
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| <p>manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.</p> <p>2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.</p> | <p><b>and live<br/>in the same place.</b></p>   |
| <p><b>Article 11</b></p> <p>1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.</p> <p>2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.</p>  | <p><b>You should not be<br/>kidnapped.</b></p>  |
| <p><b>Article 12</b></p> <p>1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.</p> <p>2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.</p>  | <p><b>You have the right to an<br/>opinion and for it to be<br/>listened to and taken<br/>seriously.</b></p>  |
| <p><b>Article 13</b></p> <p>1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.</p> <p>2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:</p> <ul style="list-style-type: none"> <li>(a) For respect of the rights or reputations of others; or</li> <li>(b) For the protection of national security or of public order (ordre public), or of public health or morals.</li> </ul>   | <p><b>You have the right to<br/>find out things and say<br/>what you think, through<br/>making art, speaking<br/>and writing unless it<br/>breaks the rights of<br/>others.</b></p> |
| <p><b>Article 14</b></p> <p>1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.</p> <p>2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.</p>  | <p><b>You have the right to<br/>think what you like and<br/>be whatever religion you<br/>want to be with your<br/>parents guidance</b></p>  |







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| <ol style="list-style-type: none"> <li>3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.</li> <li>4. States Parties shall respect the right of the child to freedom of thought, conscience and religion.</li> <li>5. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.</li> <li>6. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.</li> <li>7. States Parties shall respect the right of the child to freedom of thought, conscience and religion.</li> <li>8. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.</li> <li>9. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.</li> </ol> |   |
| <p><b>Article 15</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.</li> <li>2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (order public), the protection of public health or morals or the protection of the rights and freedoms of others.</li> </ol>   | <p><b>You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</b></p>          |
| <p><b>Article 16</b></p> <ol style="list-style-type: none"> <li>1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.</li> <li>2. The child has the right to the protection of the law against such interference or attacks.</li> </ol>   | <p><b>You have the right to a private life. For example, you can keep a diary that other people are not allowed to see.</b></p> |
| <p><b>Article 17</b></p> <p>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially</p>  | <p><b>You have the right to collect information from the media.</b></p>   |



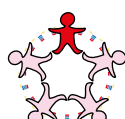


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| <p>those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:</p> <ul style="list-style-type: none"> <li>(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;</li> <li>(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;</li> <li>(c) Encourage the production and dissemination of children's books;</li> <li>(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;</li> <li>(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.</li> </ul> |  |
| <p><b>Article 18</b></p> <ol style="list-style-type: none"> <li>1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.</li> <li>2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.</li> <li>3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.</li> </ol>                 | <p><b>You have the right to be brought up by your parents if possible.</b></p>     |
| <p><b>Article 19</b></p> <ol style="list-style-type: none"> <li>1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</li> <li>2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</li> </ol>   | <p><b>You have the right to be protected from being hurt or badly treated.</b></p> |





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| <p><b>Article 20</b></p> <ol style="list-style-type: none"> <li>1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.</li> <li>2. States Parties shall in accordance with their national laws ensure alternative care for such a child.</li> <li>3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.</li> </ol>   | <p><b>You have the right to special protection and help if you don't live with your parents.</b></p>        |
| <p><b>Article 21</b></p> <p>States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:</p> <ol style="list-style-type: none"> <li>(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;</li> <li>(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;</li> <li>(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;</li> <li>(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;</li> <li>(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.</li> </ol> | <p><b>You have the right to have the best care for you if you are adopted or living in foster care.</b></p> |
| <p><b>Article 22</b></p> <ol style="list-style-type: none"> <li>1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.</li> </ol>  | <p><b>If you are a refugee, you should get help to make sure your rights are respected.</b></p>             |



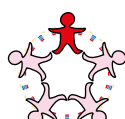


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| <ol style="list-style-type: none"> <li>2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.</li> <li>3. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.</li> <li>4. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.</li> </ol> |  |
| <p><b>Article 23</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.</li> <li>2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.</li> <li>3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's</li> </ol>   | <p><b>You have the right to the best health possible and to health care and information.</b></p> |



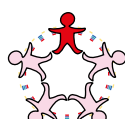


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| <p>achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.</p> <p>4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.</p>   |   |
| <p><b>Article 24</b></p> <p>1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.</p> <p>2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:</p> <ul style="list-style-type: none"> <li>(a) To diminish infant and child mortality;</li> <li>(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;</li> <li>(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;</li> <li>(d) To ensure appropriate pre-natal and post-natal health care for mothers;</li> <li>(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;</li> <li>(f) To develop preventive health care, guidance for parents and family planning education and services.</li> </ul> <p>3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p> <p>States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.</p> | <p><b>You have the right to have your living arrangements checked regularly if you are living away from home.</b></p> |
| <p><b>Article 25</b></p> <p>States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment</p>  | <p><b>You have the right to help from the government if you are poor or in need.</b></p>                              |





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| provided to the child and all other circumstances relevant to his or her placement   |   |
| <p><b>Article 26</b></p> <ol style="list-style-type: none"> <li>1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.</li> <li>2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.</li> </ol>  |   |
| <p><b>Article 27</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.</li> <li>2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.</li> <li>3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.</li> <li>4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.</li> </ol> | <p><b>You have the right to a good enough standard of living.</b></p> |
| <p><b>Article 28</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:             <ol style="list-style-type: none"> <li>(a) Make primary education compulsory and available free to all;</li> <li>(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;</li> <li>(c) Make higher education accessible to all on the basis of capacity by every appropriate means;</li> <li>(d) Make educational and vocational information and guidance available and accessible to all children;</li> </ol> </li> </ol>   | <p><b>You have the right to education.</b></p>                        |





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| <ol style="list-style-type: none"> <li>2. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.</li> <li>3. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</li> <li>4. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</li> </ol>   |  |
| <p><b>Article 29</b></p> <ol style="list-style-type: none"> <li>1. States Parties agree that the education of the child shall be directed to:             <ol style="list-style-type: none"> <li>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;</li> <li>(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;</li> <li>(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;</li> <li>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;</li> <li>(e) The development of respect for the natural environment.</li> </ol> </li> <li>2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.</li> </ol> | <p><b>You have the right to education which develops your personality, respect for others rights and the environment.</b></p>                      |
| <p><b>Article 30</b></p> <p>In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.</p>   | <p><b>If you come from a minority group you have the right to enjoy your own culture, practice your own religion and use your own language</b></p> |
| <p><b>Article 31</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</li> <li>2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the</li> </ol>  | <p><b>You have the right to play and relax by doing things like sport, music and drama.</b></p>  |





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| <p>provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>   |   |
| <p><b>Article 32</b><br/>                 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.<br/><br/>                 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:</p> <ul style="list-style-type: none"> <li>(a) Provide for a minimum age or minimum ages for admission to employment;</li> <li>(b) Provide for appropriate regulation of the hours and conditions of employment;</li> <li>(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.</li> </ul> | <p><b>You have the right to protection from work which is bad for your health or education.</b></p> |
| <p><b>Article 33</b><br/>                 States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.</p>   | <p><b>You have the right to be protected from dangerous drugs.</b></p>                              |
| <p><b>Article 34</b><br/>                 States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:</p> <ul style="list-style-type: none"> <li>(a) The inducement or coercion of a child to engage in any unlawful sexual activity;</li> <li>(b) The exploitative use of children in prostitution or other unlawful sexual practices;</li> <li>(c) The exploitative use of children in pornographic performances and materials.</li> </ul>   | <p><b>You have the right to be protected from sexual abuse.</b></p>                                 |
| <p><b>Article 35</b><br/>                 States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.</p>  | <p><b>No one is allowed to kidnap you or sell you.</b></p>  |
| <p><b>Article 36</b><br/>                 States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.</p>  | <p><b>You have the right to protection from any other kind of exploitation.</b></p>                 |
| <p><b>Article 37</b><br/>                 States Parties shall ensure that:</p>  | <p><b>You have the right not to be punished in a cruel or hurtful way.</b></p>                      |





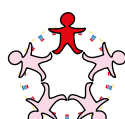


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| <p>(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;</p> <p>(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;</p> <p>(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;</p> <p>(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.</p> |   |
| <p><b>Article 38</b></p> <ol style="list-style-type: none"> <li>1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.</li> <li>2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.</li> <li>3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.</li> <li>4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.</li> </ol>   | <p><b>You have the right to protection in times of war. If under 15, you should never have to be in the army or battle.</b></p> |
| <p><b>Article 39</b></p> <p>States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.</p>  | <p><b>You have the right to help if you have been hurt, neglected or badly treated.</b></p>                                     |
| <p><b>Article 40</b></p> <ol style="list-style-type: none"> <li>1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a</li> </ol>   | <p><b>You have the right to help in defending yourself if you are</b></p>   |





|  |  |
|--|--|
| <p>manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.</p> <p>2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:</p> <p>(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;</p> <p>(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:</p> <p>(i) To be presumed innocent until proven guilty according to law;</p> <p>(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;</p> <p>(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;</p> <p>(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;</p> <p>(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;</p> <p>(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;</p> <p>(vii) To have his or her privacy fully respected at all stages of the proceedings.</p> <p>3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:</p> <p>(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;</p> <p>(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.</p> <p>4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and</p> | <p><b>accused of breaking the law.</b></p> |
|--|--|

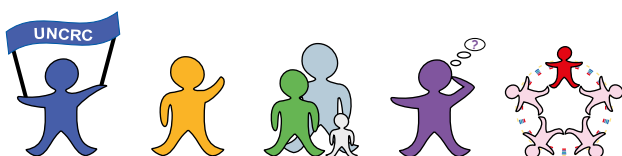




|   |   |
|---|---|
| <p>vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.</p>   |   |
| <p><b>Article 41</b><br/>                 Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:<br/>                 (a) The law of a State party; or<br/>                 (b) International law in force for that State.</p> | <p><b>You have the right to any rights in laws in your country or internationally that give you better rights than these.</b></p> |
| <p><b>Article 42</b><br/>                 States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.</p>   | <p><b>All adults and children should know about this convention.</b></p>  |

**Further Articles**

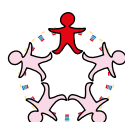
Articles 43-54 are about how governments and international organisations will work to give children their rights





## LR 1.4 Child Friendly Article Cards

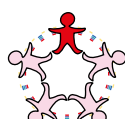
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| <p><b>Article 1</b><br/>Everyone under 18 has these rights.</p>                                    | <p><b>Article 2</b><br/>You have the right to protection against discrimination.</p>  |
| <p><b>Article 3</b><br/>Adults should do what's best for you.</p>                                  | <p><b>Article 4</b><br/>You have the right to have your rights made a reality by government.</p>  |
| <p><b>Article 5</b><br/>You have the right to be given guidance by your parents and family.</p>    | <p><b>Article 6</b><br/>You have the right to life.</p>   |
| <p><b>Article 7</b><br/>You have the right to have a name and a nationality.</p>                   | <p><b>Article 8</b><br/>You have the right to have an identity.</p>   |
| <p><b>Article 9</b><br/>You have the right to live with your parents unless it is bad for you.</p> | <p><b>Article 10</b><br/>If you and your parents are living in different countries, you have the right to get back together and live in the same place.</p> |
| <p><b>Article 11</b><br/>You should not be kidnapped.</p>  | <p><b>Article 12</b><br/>You have the right to an opinion and for it to be listened to and taken seriously.</p>   |





## LR 1.4 Child – friendly articles cards

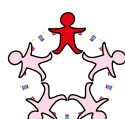
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| <p><b>Article 13</b><br/>You have the right to find out things and say what you think, through making art, speaking and writing unless it breaks the rights of others.</p> | <p><b>Article 14</b><br/>You have the right to think what you like and be whatever religion you want to be with your parents' guidance.</p>    |
| <p><b>Article 15</b><br/>You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>                                      | <p><b>Article 16</b><br/>You have the right to a private life. For example, you can keep a diary that other people are not allowed to see.</p> |
| <p><b>Article 17</b><br/>You have the right to collect information from the media.</p>   | <p><b>Article 18</b><br/>You have the right to be brought up by your parents if possible.</p>  |
| <p><b>Article 19</b><br/>You have the right to be protected from being hurt or badly treated.</p>  | <p><b>Article 20</b><br/>You have the right to special protection and help if you can't live with your parents.</p>                            |
| <p><b>Article 21</b><br/>You have the right to have the best care for you if you are adopted or living in foster care.</p>   | <p><b>Article 22</b><br/>You have the right to special protection and help if you are a refugee.</p>   |
| <p><b>Article 23</b><br/>If you are disabled, either mentally or physically, you have the right to special care and education.</p>   | <p><b>Article 24</b><br/>You have the right to the best health possible and to medical care and information.</p>                               |





## LR 1.4 Child – friendly articles cards

|   |  |
|---|--|
| <p><b>Article 25</b><br/>You have the right to have your living arrangements checked regularly if you are living away from home.</p>          | <p><b>Article 26</b><br/>You have the right to help from the government if you are poor or in need.</p>  |
| <p><b>Article 27</b><br/>You have the right to have a good enough standard of living.</p>   | <p><b>Article 28</b><br/>You have the right to education.</p>  |
| <p><b>Article 29</b><br/>You have the right to education which develops your personality, respect for other's rights and the environment.</p> | <p><b>Article 30</b><br/>If you come from a minority group you have the right to enjoy your own culture, practice your own religion and use your own language.</p> |
| <p><b>Article 31</b><br/>You have the right to play and relax by doing things like sport, music and drama.</p>                                | <p><b>Article 32</b><br/>You have the right to protection from work which is bad for your health or education.</p>   |
| <p><b>Article 33</b><br/>You have the right to be protected from dangerous drugs.</p>   | <p><b>Article 34</b><br/>You have the right to be protected from sexual abuse.</p>   |
| <p><b>Article 35</b><br/>No one is allowed to kidnap you or sell you.</p>   | <p><b>Article 36</b><br/>You have the right to protection from any other kind of exploitation.</p>   |





## LR 1.4 Child – friendly articles cards

|  |  |
|--|--|
| <p><b>Article 37</b><br/>You have the right not to be punished in a cruel or hurtful way.</p>  | <p><b>Article 38</b><br/>You have the right to protection in times of war. If under 15, you should never have to be in the army or a battle.</p> |
| <p><b>Article 39</b><br/>You have the right to help if you have been hurt, neglected or badly treated.</p>                                       | <p><b>Article 40</b><br/>You have the right to help in defending yourself if you are accused of breaking the law.</p>                            |
| <p><b>Article 41</b><br/>You have the right to any rights in laws in your country or internationally that give you better rights than these.</p> | <p><b>Article 42</b><br/>All adults and children should know about this convention.</p>  |



# Theme 2: Me and my life



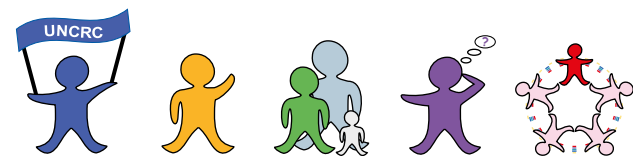




| Theme   | Sessions  | Key messages  | Facilitator resources                    | Lesson resources                             | Personal journals                               |
|---|---|---|--|--|---|
| <b>Theme 2: Me and my life</b><br><br>This theme outlines key activities that explore how life experiences shape us. The activities emphasise that difficult experiences happen to us all and there are things in our communities, families and ourselves that can help us when we experience difficulties. Activities focus on recognising strengths in themselves and others and how children can be supported to overcome adversity. These activities could be set within the context of children's rights, the UNCRC and/or GIRFEC. | <b>Cross the Line –</b><br>Building connections with others | <ul style="list-style-type: none"> <li>We are not alone</li> <li>We all have life experiences</li> <li>Our experiences make us who we are</li> </ul>  | FR 2.1<br>Cross the line notes           |  |   |
|   | <b>So you think you know me?</b>                            | <ul style="list-style-type: none"> <li>All our experiences, both positive and negative, shape the person we become</li> <li>Strong relationships can help us through challenging times</li> <li>Our personal strengths can help us when things get difficult</li> </ul>   | FR 2.2<br>A. Joshua or 2.2a M. Yousafzai | LR 2.2<br>Made To Move clip – link in FR 2.2 |   |
|   | <b>Our experiences shape us</b>                             | <ul style="list-style-type: none"> <li>Challenges and adversity can happen to us all</li> <li>Our experiences, both positive and negative, impact on how we feel, think and behave</li> <li>There are things in our communities, families and ourselves that can be helpful when difficult things happen</li> </ul> | FR 2.3<br>Case study – Jack              | LR 2.3<br>Experience cards                   | Our experiences shape us activity               |
|   | <b>Changes</b>  | <ul style="list-style-type: none"> <li>We all have changes in our lives</li> <li>Changes can be big or small, difficult or exciting, sudden or planned</li> <li>We all react differently to changes</li> </ul>  |  | LR2.4 Change cards                           | Changes activity<br><br>End of theme reflection |

**Possible links to the experiences and outcomes within health and wellbeing Responsibility of All.**

HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-05a, HWB 2-06a, HWB 2-07a, HWB 2-08a, HWB 2-09a, HWB 2-10a, HWB 2-15a, HWB 2-44b, HWB 2-45a





## Session 1: Cross the line – building connections with others

### Key messages:

- You are not alone.
- We all have life experiences.
- Our experiences make us who we are.

### You will need:

- Masking tape
- Cross the Line (FR 2.1)

### Don't forget!

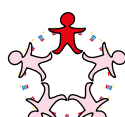
Your emotional check in and relaxation activities!

### Top tips:

To assist with planning and running this session, you may find it helpful to watch the YouTube clips on the facilitator resource sheet. (Links on [FR 2.1](#))

The activity below does not involve experiences which children are likely to find upsetting but the following discussion will ask them to reflect on other experiences which may cause strong feelings in them or in others. This is the beginning of supporting them to think about the impact of adversity and trauma on people's lives.

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## Activities

**Begin the session with your choice of emotional check-in and then:**

- ➔ Prepare room (children need space to walk.) Put a masking tape line on the floor.
  - Ask children to stand in a row (or rows) behind the line. Explain the activity – we are going to do an activity called ‘Cross the Line’ where we will think about our life experiences and the life experiences of those around us in our class. (See [FR2.1](#) for examples of experiences)
  - Explain to children that sometimes, as they think about their lives, they may have memories of things that have happened and these might cause them to have strong feelings like happiness, sadness or anger. Point out that all feelings are important and that we all need to be respectful and caring about how others feel.
  - Explain that you will read a series of statements about general experiences they may have had in their lives. If anyone has had that experience they should move from their place and walk across the line like this. Demonstrate. They will then turn and face those who did not cross the line. After a few moments you will say ‘Go back across the line’ and children should return to their places. This will be repeated for each of the statements.
  - Emphasise that this should be done in silence and that only you are permitted to speak. There will be an opportunity to talk about the activity at the end.
  - Provide an example and model – See [FR 2.1](#)
  - Tell the children that if they do not feel comfortable crossing the line, even if they have had that experience, that’s okay. They can choose to stay in their place.
  - They must respect other’s choices. It is important that they do not say anything to anyone else.
  - When the activity is finished, ask the children to return to their seats/ carpet for discussion.
- ➔ Discuss with the children how that activity made them feel.
  - Did they feel confident about ‘crossing the line’?
  - Did it make it easier to take part when you saw someone else ‘cross the line’?
  - Did they learn anything about the others in their class?
  - How did it feel to be across the line with a group of people who shared your experience?





→ Remind the children that earlier you had said that thinking about their experiences could sometimes cause them to have strong feelings. Imagine if you had read out some different experience statements like:

- You have had a pet who has died
- You have been bullied
- You have had nightmares
- Your parents aren't together
- You sometimes find it hard to learn new things
- You wish you had more friends.

Would they have felt differently about taking part? Would they have taken part at all? Why?

→ What feelings might people who did take part in this imaginary 'Cross the line' activity experience?

- Do you think that more than one person in the class might have also had that experience?
- How would it feel to know that other people also shared your experience?
- If someone was brave enough to share a very personal experience, how might the rest of us respond?
- What could we do to support or help that person?
- How could our class charter help?

### Discussion prompts:

- What feelings did you have during this activity?
- What was the hardest part for you?
- What did you learn about yourself?
- What did you learn about others?
- Do you feel any different towards others?

### Reflect and relax

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## FR 2.1 – Cross the line notes

### Cross The Line

The following clip is an example of how to do this exercise. **It is intended for teacher viewing only.** Please note the participants are of high school age and the focus is on more challenging and emotional experiences than the exercise which follows. It is intended to help the adult understand the thinking behind the key messages in this theme.

Cross the Line <https://www.youtube.com/watch?v=VVudFbSFVOg>

Provide an example for pupils:

- Read a statement, for example, 'Please cross the line if you have blue eyes'. Explain to children, 'If you have blue eyes, walk forward to here (model walking forward). Stop. Turn around and look to see who else crossed the line with you. Those who have crossed the line will stay here until I say 'Go back to your place'.
- Remind pupils. Listen to the statement. If the statement applies, walk across the line. Look around and wait. Each time a statement applies to you, cross over the line.

### Suggested Experience Statements

Please cross the line if:

- You have brown hair
- You have a birthday in September
- You have a pet
- You can swim
- You have the letter A in your name
- You have brothers or sisters
- You go to a club or group out of school
- You enjoy reading
- You have green eyes
- You like to sing
- You are left handed
- You can ride a bike
- You have ever won a medal
- You can speak a language other than English
- You can do a handstand
- You like maths
- You keep your room tidy
- You like musicals
- You are wearing black shoes

Questions and discussion prompts can be found in the script for Theme 2 session 1 'Cross the Line'.

Facilitator notes 2.1





## Session 2: So you think you know me

### Key messages:

- All our experiences, both positive and negative, shape the person we become.
- Strong relationships can help us through challenging times.
- Our personal strengths can help us when things get difficult.

### You will need:

- Anthony Joshua story [FR 2.2](#) or Malala Yousafzai story [FR 2.2a](#)
- Photo of Anthony Joshua or Malala Yousafzai to display.
- Access to YouTube to show the following clip LR 2.2 Made to Move <https://www.youtube.com/watch?v=nQk98HV8-AA> (this is embedded in FR 2.2)
- Flipchart paper

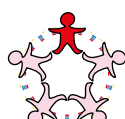
### Don't forget!

Your emotional check in and relaxation activities!

### Top tips:

You may wish to select a different celebrity who has also faced adversity and whose story your class may better relate to (for example Lady Gaga, Ed Sheeran).

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## Activities

**Begin the session with your choice of emotional check-in and then:**

- ➔ Show children picture / screen shot of Anthony or Malala and give children the opportunity to say if they are familiar with him/ her and find out what they already know about him/her
  - Read out life story (FR 2.2 or FR 2.2a) and then show YouTube clip (LR2.2) if looking at Anthony Joshua
- ➔ Set out three flip chart sheets either per group (or as a class) with the titles Community, Family and Individual.
  - Discuss Anthony or Malala's life experiences and with the children, list all the challenges he/she faced. With the whole class, or in groups, sort them into the headings on the sheets. that is, challenges faced in the community, in the family and by the individual.
  - Discuss what things helped him to achieve despite these challenges. Encourage children to think about these things under the same headings and write them on the other side of the sheet.
  - How have their experiences made them the person they are today?
  - Highlight that despite adversity, Anthony has overcome these difficult experiences to be World Heavyweight boxing champion. Malala now has a global voice to continue her fight against inequalities.

### Discussion prompts:

- Can you think of other famous people who have overcome challenges to be successful?
- Can you think of people you know who have had lots of difficult things happen to them in their lives but have coped with these challenges in a positive way?
- What is it in our communities that are helpful/unhelpful when we are faced with challenges?
- Are there gangs/crime in our communities? How might this be a risk to us?
- Are our relationships positive, do we have people we trust, do we receive encouragement? Do we have friends?
- What is it in within ourselves that can be help when we are faced with challenges?

### Reflect and relax

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## FR 2.2 – Anthony Joshua

### **Anthony Joshua**

#### **Background**

- Born in the UK in 1989
- Moved to Nigeria and attended a boarding school there
- At this school he had to get up at 5.30 am every morning to collect water and was regularly beaten.
- At 12 he returned to the UK when his parents split up
- Attended Kings Langley Secondary School just north of London
- Showed talent in football and running at school
- Broke the record for his year running 100 metres in just over 11 seconds
- At 16 he got into a fight during a football match in school and was charged with actual bodily harm for throwing another person over his shoulder
- At 17 he was arrested for possession of drugs
- He pled guilty and was given a community order
- At 17 his cousin took him to a local boxing club to try to distract him from the streets
- He showed talent in boxing and the coaches at the club supported him to achieve success
- Had a job as a bricklayer
- Further issues in the community involving fighting led to being on remand and wearing an electronic tag
- Despite this he was determined to make a go of his boxing career
- He completed in the Olympics in London 2012 where he won gold.
- He had another (final) run in with the law when he was stopped for speeding and in possession of cannabis – he was wearing his team GB tracksuit at the time
- After advice and support from his friends, family and mentors he made a decision to leave his criminal past behind him for good
- He turned professional in 2013.
- Was awarded an OBE for services to boxing
- He is currently the world heavyweight champion.
- He is a keen chess player and loves to read.
- In 2017 moved back to live with his mum

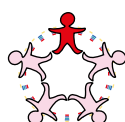
Access to you tube to show the following clip - Made to Move  
<https://www.youtube.com/watch?v=nQk98HV8-AA>

#### **Adversity/challenges faced:**

#### **Community**

- Change of school
- Physical abuse at boarding school
- Drug possession
- Fighting in school and community

Facilitator notes 2.2





**Family**

- Moved from UK to Nigeria then back to UK
- Parents splitting up

**Individual**

- Has been violent towards others

**Protective factors****The community**

- Access to school
- Attended boxing club where he developed positive relationships with coaches
- Had a bricklaying job

**The family**

- Relationship with his mum
- Cousin also a boxer and took him to boxing club

**Individual**

- Athletic
- Interested in reading
- Playing chess – think of skills involved
- Loyal – still living with mum
- Caring
- Determined

Facilitator notes 2.2

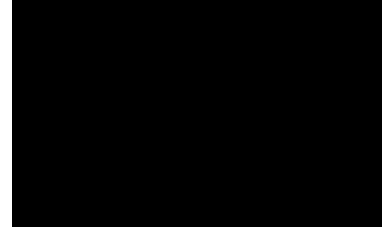




## FR 2.2a – Malala Yousafzai

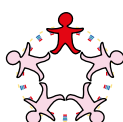
### Malala Yousafzai

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#### Background

- Born in Pakistan in 1997.
- Lived with her mother, father and two younger brothers in the city of Mingora in the Swat Valley.
- Her father strongly believed in education as a right for all and ran a school in the city.
- Had a thirst for knowledge from a very young age and used to pretend she was a teacher.
- When Malala was 10 there were huge changes in the part of Pakistan where she lived with her family.
- The Taliban changed many rules; girls were banned from attending school, dancing and watching television were forbidden and over 400 schools were completely destroyed.
- Malala was very upset that her right to education had been taken away from her and other girls.
- At age 11, alongside her teacher father, she became a critic of the Taliban rules and was interviewed on Pakistani television. She talked about her fear of a full-blown war in the beautiful valley where she lived.
- At age 12 she began an anonymous blog on the Urdu language website of the BBC and talked about her fears and the fact she was forced to stay at home.
- In May, 2009 Pakistan's war with the Taliban meant that Malala's family, and many others, were forced to leave their homes and flee to a place of safety hundreds of miles away.
- When it was safe to return, Malala and her family went back to Mingora and continued to campaign for her right to go to school.
- She and her father became very well known in Pakistan for their fight to give girls in Pakistan access to quality, free education.
- Malala was nominated for a number of awards for her work and won Pakistan's National Youth Peace Prize in 2011.
- The Taliban were very unhappy about her opposition to their rules. In 2012, when she was 15, Malala was shot in the head by a member of the Taliban as she and her friends were travelling home from school.
- Seriously wounded, Malala was treated first in Pakistan and then transferred to a specialist unit in Birmingham.
- She endured many operations and months of therapy but fortunately suffered no brain damage.
- As soon as she was well enough, she insisted on going to school in Birmingham.
- Her incredible story brought her to the attention of the whole world and she received global support.





- She has spoken at the United Nations, written a book and in 2014 became a joint Nobel Peace Prize winner. Age 17 , she was the youngest person ever to receive this award.
- The Malala Fund was established to empower girls to achieve their potential through education and funds projects in six countries.
- Malala currently lives in Birmingham and remains a strong advocate for education and for girls to become confident and strong leaders in their communities.

### **Adversity/ challenges faced**

#### **Community**

War  
Being refused education

#### **Family**

Having to leave her family home to find safety  
Being separated from her mother and brothers for her medical treatment

#### **Individual**

Being shot  
Multiple surgeries and treatment

### **Protective factors**

#### **Community**

Having access to education  
Her love of her country  
Being able to make her voice heard in her blogs and interviews  
World – wide support for her protests

#### **Family**

Her relationship with her family  
Her dad's support for her campaign

#### **Individual**

Her belief in the right to an education  
Her thirst for knowledge  
Her courage  
Her determination





## Session 3: Our experiences shape us

### Key messages:

- Challenges and adversity can happen to us all.
- Our experiences, both positive and negative, impact on how we feel, think and behave.
- There are things in our communities, families and ourselves that can be helpful or unhelpful to us when difficult things happen.

### You will need:

- Jack case study with prompts (FR 2.3)
- Experience cards (LR 2.3)
- Children's personal journals
  - Our experiences shape us activity

### Don't forget!

Your emotional check in and relaxation activities!

### Top tips:

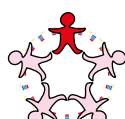
You may feel that this case study too closely reflects the lives of particular children in your class and may wish to adapt it.

You can also use a suitable story as a context for this activity.

You may also prefer to split the activities and develop them over several sessions.

Remind children to come and see you if there are things that they do not wish to share in class but do want to talk about.

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## Activities

Begin the session with your choice of emotional check-in and then:

- Remind children about the Anthony Joshua or Malala Yousafzai story.
  - Read through short case study about Jack. (FR 2.3)
  - Discuss what experiences Jack has had in the community/school – help children to think of the experiences as either positive and protective or negative and challenging.
  - Then think about Jack’s family and discuss in the same way.
  - Lastly think of Jack himself and what strengths/qualities/interests he has and how having these could make things easier or harder for him.
  - Ask the children to sort the experience cards (LR2.3) into 2 groups. Positive and protective experiences and negative/ challenging experiences. How might these shape how Jack feels and acts?
  - Highlight that all these experiences make Jack the person he is and make him feel and behave a certain way.
- Give the children an example of a challenge you have faced. (for example; failing a driving test, missing a flight, losing a cash card, burning a dinner)
  - How did it make you feel and behave? What or who helped you to feel better?
  - In their journal ask children to write about or draw a difficult life experience they have had or that someone they know has had. How did this make the feel and behave? What helped them to feel better?
  - Share a positive life experience you have had and how this made you feel and behave
  - In their journal ask children to write or draw a positive life experience they have had – how did this make them feel and behave?



**Discussion prompts:**

- Can we think of any other experiences/changes that are positive and protective?
- How might people feel when they have these experiences?
- How might they behave?
- Can we think of any other experiences/changes that are negative or difficult?
- How might people feel when they have these experiences?
- How might they behave?
- Highlight that what might be difficult for one person might not be for another. Why might this be?

**Reflect and relax**

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## FR 2.3 – Case Study: Jack

### FR 2.3

### Case study – Jack

#### Background

- Jack is 9 years old and he lives at home in Cherryhill with his mum and younger sister Maisie who is 5.
- Jack's dad died suddenly of a heart attack when he was 7
- Jack was very close to his dad and they often went to football matches together
- After his dad died the family moved house to be nearer his gran
- They live in a very small flat in the high flats and he shares a room with his sister
- Jack spends a lot of time at his gran's house and they are very close
- Jack and his gran play cards together and watch movies which was what he like do with his dad
- Jack's mum finds it difficult to support him as she is often alone in her room crying and upset
- Jacks mum did not go back to work after his dad died
- The family have not got much money
- Jack is very close to his sister and looks after her when his mum is upset
- Jack doesn't go out much at night as there is often fighting between gangs and he feels scared.
- Jack attends a local football club once a week
- The coach at the football club, Mike encourages Jack to play for the team at the weekends.
- Jack gets on well with Mike and they have a good laugh together
- Jack has made friends at the football club some who attend his school
- Jack walks to school with some of his friends
- Jack loves to read but finds it hard to concentrate at times
- He gets on well with his teacher and has a trusted adult in school who he checks in with every day.
- Jack has just been chosen to be in the school show

#### Experiences ( Those in green might be considered positive/ protective, those in red negative/ a risk.)

##### Community/school

- Fighting in community
- Attends football club
- Relationship with Mike
- Attends school
- Friends at school
- Taking part in school show
- Checks-in with adults at school
- Others?

##### Family

- Death of his dad
- Moving house – could be red or green - discuss
- Seeing mum upset

Facilitator notes 2.3



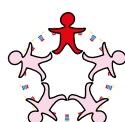


- Mum's mental health
- Relationship with his dad
- Looks after his sister – could be red or green – discuss
- Relationship with his mum – could be red or green – discuss
- Relationship with his gran
- Lack of money in family
- Others?

#### Individual

- Athletic
- Interested in reading
- Caring
- Can find it hard to concentrate
- Others?

Facilitator notes 2.3

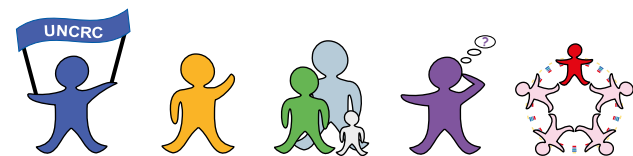






## LR 2.3 – Experience Cards

|  |   |   |  |
|--|---|---|--|
| <b>Dad dying suddenly</b>                      | <b>Moving house</b>                             | <b>Seeing his mum alone and crying</b>      | <b>Being chosen to be in school show</b> |
| <b>Playing for the local football team</b>     | <b>Checking in daily with his trusted adult</b> | <b>Witnessing violence in his community</b> | <b>Looking after his little sister</b>   |
| <b>Doesn't go to football matches any more</b> | <b>Doesn't have his own room any more</b>       | <b>Spends more time with his gran</b>       | <b>His mum doesn't have much money</b>   |
| <b>Mike the coach makes Jack laugh</b>         | <b>Likes to watch movies and play cards</b>     | <b>Walks to school with friends</b>         | <b>Reading</b>                           |





## Session 4: Changes

### Key messages:

- We all have changes in our lives.
- Changes can be big or small, difficult or exciting, sudden or planned.
- We all react differently to changes.

### You will need:

- LR 2.4 Change cards
- Children's personal journals
  - Changes activity
  - End of theme reflection

### Don't forget!

Your emotional check in and relaxation activities!

### Top tips:

Use the class tree created in Theme 1 to remind children of things that can 'shake their branches'.

## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Talk to the children about what change means to them. What are good changes and what are the not such good changes in our lives? What would we see as the ups and downs in our lives?
  - In small groups write headings '**Sudden change, Difficult change, Exciting change and Small change**' on paper.
  - Give each group a set of Change cards (LR 2.4) and ask them to think where they might place each change.
  - Which ones seem obvious? How did you decide?
  - Did everyone agree?
  - Did anyone think of any other changes that have affected them – any other ups and downs?
- ➔ What can help us prepare for changes and challenges that may lie ahead?
  - Choose one of the changes and ask pupils to think of how best to prepare for and cope with this change. What thoughts could they practice to help them cope with the change? What actions could they take beforehand?
  - Remind children of their class tree. How do we help each other cope with changes?

### Reflect and relax

Remind children of key messages and class charter

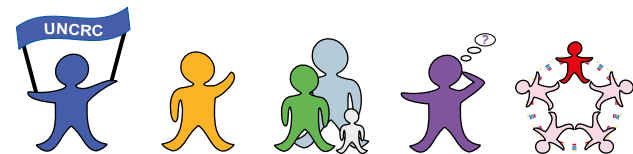
Finish with your choice of relaxation activities





## LR 2.4 – Change cards

|  |                                 |  |  |
|--|---------------------------------|--|--|
| <b>Moving school</b>                     | <b>Death of a pet</b>           | <b>Sudden death of a family member</b>             | <b>Moving house</b>                                    |
| <b>A close friend leaves your school</b> | <b>You get a new teacher</b>    | <b>You are picked to be in the school show</b>     | <b>You are nominated to be in school Eco Committee</b> |
| <b>You get a new hairstyle</b>           | <b>You need to wear glasses</b> | <b>Family member has cancer</b>                    | <b>You have a new baby sister</b>                      |
| <b>Parents split up</b>                  | <b>You have to change class</b> | <b>You have to stay with your gran for a while</b> | <b>Your mum has a new boyfriend</b>                    |



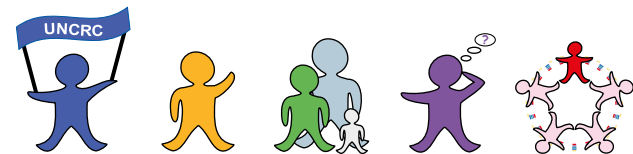


# Theme 3: My relationships





| Theme  | Sessions                        | Key messages   | Facilitator resources | Lesson resources   | Personal journals                                   |
|--|---------------------------------|--|-----------------------|--|---|
| <p><b>Theme 3: My relationships</b></p> <p>Developing empathy, compassion and tolerance</p> <p>This theme focuses on the importance of how connecting with people, building strong relationships and developing a sense of belonging can help us when we are having difficult experiences. This theme also begins to explore how some relationships are not always healthy or helpful.</p> | <p><b>What is empathy?</b></p>  | <ul style="list-style-type: none"> <li>• Changes and challenges in our lives can have a big impact on how we feel, think and behave</li> <li>• We can all learn to put ourselves in someone else’s shoes and understand how they might be feeling</li> <li>• We can all learn to be more empathic by practising empathy skills</li> </ul>  |                       | <p>3.1a Empathy clip</p> <p>3.1b Empathy guide</p> <p>3.1c Scenario cards</p> <p>3.1d Joy and Heron clip</p> | <p>Points to remember and copy of empathy guide</p> |
|  | <p><b>Empathy in action</b></p> | <ul style="list-style-type: none"> <li>• Thinking about a situation from another’s point of view helps us to understand their feelings</li> <li>• We can feel empathy and offer compassion even when we don’t get on or don’t know someone</li> <li>• We can show tolerance to people by being patient with them, not making fun of them and by not reacting with annoyance to things that they do</li> <li>• We all have the capacity to make someone’s life better in a small way</li> </ul> |                       | <p>3.2a Empathy can change the world clip</p> <p>3.2b Lion and cubs clip</p>                                 |   |

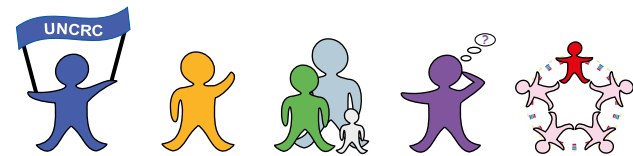




| Theme | Sessions                                      | Key messages   | Facilitator resources | Lesson resources           | Personal journals  |
|-------|---|--|-----------------------|----------------------------|--|
|       | <b>The people in my life</b>                  | <ul style="list-style-type: none"> <li>• Positive relationships help us feel included, connected and respected</li> <li>• It benefits everyone to have support</li> <li>• The people who support each one of us will all be different</li> <li>• Our needs for support can change and so can the people who support us</li> </ul>  |                       |                            | The people in my life activity                                 |
|       | <b>Positive relationships are good for us</b> | <ul style="list-style-type: none"> <li>• Positive relationships with people we trust are good for us</li> <li>• Sometimes we can have a relationship with someone which is not positive or helpful</li> <li>• We can get help if we are worried or anxious. No problem is too big or too small to deal with</li> <li>• Solving even very big problems starts by telling someone what the problem is and how it is making you feel</li> </ul> |                       | 3.4 Problem scenario cards | Positive relationships activity<br><br>End of theme reflection |

**Possible links to the experiences and outcomes within health and wellbeing Responsibility of All.**

HWB 2-02a, HWB 2-03a, HWB 2-05a, HWB 2-06a, HWB 2-08a, HWB 2-15a, HWB 2-45a





## Session 1: What is empathy

### Key messages:

- Changes and challenges in our lives can have a big impact on how we feel, think and behave.
- We can all learn to put ourselves in someone else's shoes and understand how they may be feeling.
- We can all learn to be more empathic by practising empathy skills.

### You will need:

- LR 3.1a Access to video clip 'What is empathy?'  
<https://youtu.be/icIIUdTEQnU>
- LR 3.1b 5 Steps Towards Showing Empathy guide for each child.
- LR 3.1c Empathy scenario cards Lesson resource (Cut up and place in basket or bowl)
- LR 3.1 d Access to YouTube clip 'Joy and Heron'  
<https://www.youtube.com/watch?v=ZQGuVKHtrxc>
- Children's personal journals  
– What is empathy? reflection

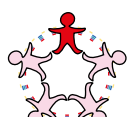
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** You may find it helpful to review the clips before showing it to the class. You could choose to use Joy and Heron as an introduction/ recap to the next session.

You may also wish to split this session across a number of inputs to allow more time for discussion.

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## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Explain to children that we are going to be learning about empathy (caring for others, wanting to help them, being aware of and understanding how they feel and are thinking)
  - Ask children ‘**What is empathy?**’
  - List their answers on smartboard or flipchart.
  - Show children the video clip.
  - Discuss and compare their answers to the responses from the students in the clip.
  - Highlight similarities.
  - One of the students talked about walking in someone else’s shoes. In small groups, discuss what this means and share thoughts with rest of class.
  - Give children an example to consider for example a new boy has just started our school. He has moved with his family from England. He is sitting all by himself at playtime. Ask groups to write down words which might describe how **he** is feeling.
  - Ask the children to write down words which might describe how **they** are feeling. Have they ever been in that kind of situation?
  - Discuss whether feeling sorry for someone (having sympathy for their situation) is the same as having empathy (seeing things through their eyes and showing that you care).
  - How might they show empathy to their new classmate?
- ➔ Explain to children that we can learn to be more empathic and understanding by improving our empathy skills. Give each child a 5 Steps Towards Showing Empathy Guide (LR 3.1b)
  - Talk through the steps and relate to the ‘new boy’ example. Stress the importance of listening to the other person and thinking about what they might be feeling rather than just rushing in with your own ideas.
  - Ask each group to select an Empathy Scenario card.(LR 3.1c). (Some blank cards are provided to add your own.) Using their Empathy Guides and going through the 5 steps, ask them to discuss how they might show empathy in that situation.
  - Use their responses to collate a bank of helpful questions/ responses to step 5 ‘Show you care’
  - Ask each group to select another Empathy Scenario card and to again use the Empathy Guide to help them respond, Which of the bank of responses might be helpful to use in Step 5? Did anyone think of any new responses?







→ Watch the YouTube clip 'Joy and Heron'.

- Ask the children what happened when Joy put herself in Heron's shoes. Why did she change her attitude and behaviour? What messages does this film give us? Examples might include:
  - We can jump to conclusions without knowing what is going on.
  - When we understand what is going on we think, feel and behave differently.
  - When we are compassionate it has positive benefits for us too.
  - It makes the world a happier place.
- Ask the children to practise their empathy skills with each other in the classroom, playground and at home.

#### Discussion prompts:

- Can you think of a time when someone has shown you empathy?
- What did they do and how did you feel?
- What difference did it make?
- If we are practicing our empathy skills, what are important things to remember?

#### Reflect and relax

Remind children of key messages and class charter

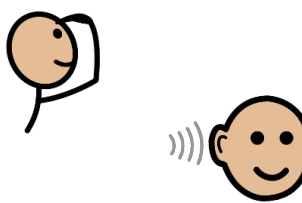

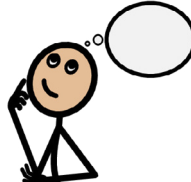


Finish with your choice of relaxation activities





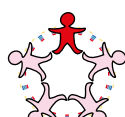
## LR 3.1b 5 steps towards showing empathy guide

### LR 3.1b Five Steps Towards Showing Empathy

|               |  |   |
|---------------|--|---|
| <b>Step 1</b> | <b>Watch and listen</b><br>How is the person acting?<br>What is the person saying?   |     |
| <b>Step 2</b> | <b>Remember</b><br>Think of a time when you felt the same way.   |    |
| <b>Step 3</b> | <b>Imagine</b><br>How would you feel in this situation?  |   |
| <b>Step 4</b> | <b>Ask</b><br>Find out how the person is doing.<br>Find out how the person is feeling.   |  |
| <b>Step 5</b> | <b>Show you care</b><br>Let the person know you care through your words and actions<br>e.g. Can I help you? Are you ok?<br>Do you want to talk about it? |   |

#### Key Points to Remember:

Helping someone is important but rushing in when another person is upset and solving the person's problem might not be as helpful as letting the person know you are there for them to listen and that you care.





## LR 3.1c Empathy scenario cards

### LR 3.1c Empathy Scenario Cards

Have to start wearing glasses.



Granny is in hospital.



Mum and Dad had an argument.





## Empathy Scenario Cards

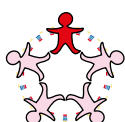
Pet dog just died.



Big brother is being really mean.



Not invited to a birthday party.  
Everyone else is invited.





## Empathy Scenario Cards

Hungry. Don't have a snack.





## Empathy Scenario Cards

Fell and scraped knee.



Friend playing with someone else.



Gave the wrong answer.  
Someone laughed.





## Empathy Scenario Cards

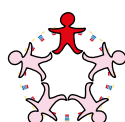
Mum always busy.



Don't understand the maths question.



Lots of mistakes on spelling test.





## Empathy Scenario Cards

Didn't get picked for the football team.



Dropped lunch tray in front of everyone.



Moving away and going to a new school.







## Empathy Scenario Cards

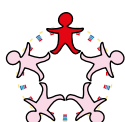
Need to have an operation.



No new clothes. Everyone else has new stuff.



No money to go on the trip.





## Empathy Scenario Cards

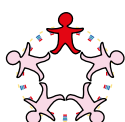
New baby brother.



Got the lead part in the school play.



Getting a new puppy.





## Session 2: Empathy in action

### Key messages:

- Thinking about a situation from another's point of view helps us to understand their feelings and how they act.
- We can feel empathy and can offer compassion even when we don't get on or don't know someone.
- We can show tolerance to people by being patient with them, not making fun of them and by not reacting with annoyance to things that they do.
- We all have the capacity to make someone's life better, even in a small way.

### You will need:

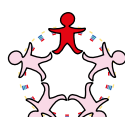
- LR 3.2a Internet access to Empathy Can Change the World  
<https://www.youtube.com/watch?v=aU3QfyqvHk8>
- LR 3.2b Lion and cubs  
<https://www.youtube.com/watch?v=KQ6Jhg-HGEg>

### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** You may wish to look up information about some of the people mentioned at the end of the session. Feel free to use others that you know.

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## Activities

Begin the session with your choice of emotional check-in and then:

- Remind pupils that we have been learning about empathy – “*The ability to understand and share the feelings of another.*” (Oxford English Dictionary) and to do this as if they were your own feelings.
- Explain that today we are going to be learning about empathy in action: showing kindness and compassion to others. Compassion motivates people to go out of their way to help others
  - Play the video ‘Empathy Can Change the World’. (LR 3.2a) Discuss as a class – How do you think the girl at the table in the dinner hall felt? What might have happened had the girl from the other table not gone over?
  - In small groups, ask the children to think about other situations where they (or someone they know) have felt excluded. How did they feel? Did someone show compassion? How did the situation end?
  - Thinking back to the girl in the dinner hall video. What if you were the girl at the other table and you were going to go over but your friends started to tease you and call you names? Would they influence your actions? Would it be easy or difficult to show compassion in that situation?
  - Lots of different things can influence us positively or negatively and can shape how we think and behave. Can the children think of some of these? For example, family, peers, cultural background, religion, people we think of as cool or role models, celebrities, music, media
  - Sometimes people do not show compassion to others – they look down on them for some reason and make them feel excluded. In groups, discuss what might those reasons be? For example, not from same group of friends, don’t wear the same kind of clothes, have spots, don’t have much money, go to a different school, like different music etc.
  - Put yourself in the shoes of the person being excluded – is it your fault that you go to a certain school, don’t have much money, have a skin condition? How would it feel to be that person?
  - Link to UNCRC and living with respect and dignity. We all deserve to be treated with respect even when others might not agree with us or understand our interests or background. We need to have empathy for others and become more tolerant even if we might find someone annoying or don’t agree with what they say or do.

→ To help the children begin to explore what tolerance means, you may wish to watch this short clip of a lion and cubs LR 3.2b

<https://www.youtube.com/watch?v=KQ6Jhg-HGEg>

Do you think the lion would let other adult lions climb all over him and bite him? Why is he not reacting? He knows that the cubs are little, they are exploring and learning, they do not realise that they are annoying him. He is displaying tolerance and understanding.

Can you think of any ways you have been shown tolerance by others? Have you ever displayed tolerance to others? In what ways could we be more tolerant of others in our class?





- Can you think of any people who have had empathy for others and have shown compassion and understanding by trying to help them? (for example Mother Teresa, Josh Littlejohn (Co-founder of Social Bite), Magnus MacFarlane Barrow (founder of Mary's Meals), Oskar Schindler. Perhaps there is someone in your family or circle of friends who shows empathy for others. What difference has their compassion made to others?

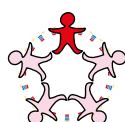
**Discussion prompts:**

- How can we show empathy and demonstrate our compassion in the class, in the playground, at home?
- What could we do if some people put pressure on us not to be compassionate or tolerant to others?
- Would you be able to show compassion or tolerance to someone you had fallen out with?

**Reflect and relax**

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## Session 3: The people in my life

### Key messages:

- Positive relationships help us feel included, connected and respected.
- It benefits everyone to have support.
- The people who support each one of us will all be different.
- Our needs for support can change and so can the people who support us.

### You will need:

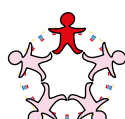
- Concentric circles diagram (draw on board)
- Children's personal journals  
– The People in my life activity

### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** You may choose to run this session with session 4.

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## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Being empathic and showing compassion and tolerance helps us to build positive relationships. We are now going to look at how relationships can help us to be supported when we face challenges.
- ➔ Draw circle diagram (3 concentric circles) and introduce the circles
  - Explain circle 1 (the circle in the centre) – represents all the people in your life who you are very close to, who are important to you, who you spend a lot of time with or who you love and who love you. These can be members of your family, past and present. They can be people you used to see but don't any more or people who you see a lot of. These can be very good, close friends, people you really care about and who care about you.
  - Use yourself as an example to complete circle 1.
  - Explain circle 2 – this is the next circle out and this is all the people in your life that you get on really well with, These might be people in your family, or they might be good pals. These are the sorts of people that you might want to talk to about good news or go to when you have a worry. People that you like to spend time with and enjoy doing fun things with.
  - Complete circle 2 for yourself as an example
  - Explain circle 3 – this is the outside circle and this is people in your life that you may see quite often or from time to time. These are people like Scouts/Brownies/Boys' Brigade leaders, dance/karate/football instructors. They may also be teachers that you like, your hairdresser, shopkeepers, your doctor, and so on. They may be pals that you see at your Scouts/dancing and so on. You may like these people and enjoy being with them but you do not feel as close as you do with those in the other circles.
  - Complete this circle for yourself as an example.
  - Ask children to complete their circles in their journals. Remind them that there are no right or wrong answers and the important thing is that they think about how you get along with these people in their life.
  - Tell the children that each person can only be in one circle. They can change their minds and move people to a different circle if they wish.
  - The children do this privately and don't share
  - You may notice that some children are struggling to think of people; they may need some prompting such as 'Could you add a teacher? Could you add someone from the class? Do you have a friend in a club or activity you go to?'
  - Discuss how it feels when you have lots of people in your circle or if you only have a few. Tell them we will come back and talk about these relationships the next time.





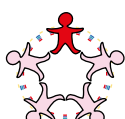
**Discussion prompts:**

- Does it matter how many names you have in your circles?
- Do you think you might be in someone else's circle? Why?
- Is there anyone in your circles that could support you that you hadn't thought of before?
- Which circle has the names of the people you trust to look out for you when you are having a difficulty?
- How do these people make you feel?

**Reflect and relax**

**Remind children of key messages and class charter**  
**Finish with your choice of relaxation activities**

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## Session 4: Positive relationships are good for us

### Key messages:

- Positive relationships with people we trust are good for us.
- Sometimes we can have a relationship with someone which is not positive or helpful.
- We can get help if we are worried or anxious. No problem is too big or too small to deal with.
- Solving even very big problems starts by telling someone what the problem is and how it is making you feel.

### You will need:

- Sticky notes or rectangles of paper to create a Positive Relationships Wall
- **LR 3.4** Problem scenario cards (you may wish to cut these up and give each group a few to work with)
- Children's personal journals – Positive relationships activity  
– End of theme reflection

### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** For some children in your class, this activity might trigger a memory or an anxiety. Watch out for any signs of distress and offer appropriate support. Remind all of the children that the class is a safe and supportive place and that they can come to you, or a trusted adult, for support at any time.

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## Activities

Begin the session with your choice of emotional check in and then:

→ Remind children of their Circles activity

- Talk to them about how positive relationships with the people in our lives help to protect us from harm and make us feel safe and happy. Some of the relationships will have lasted a long time, others might be new. We may only see some of the people from time to time but they still make us feel cared for and supported.
  - Discuss in small groups ‘What makes a good relationship?’ What qualities might the people have? (truthful, honest, share with others, caring, understanding, unselfish, welcoming, sense of humour, think about what is best for us, go out of their way to help, look out for us, make us feel included, help us make good decisions) Each group writes down the qualities on the notes or rectangles.
  - Each group feeds back to the rest of the class. Are some qualities the same for each group? Are any different? Are some more important than others?
  - Display the rectangles in the form of a wall. This wall represents solid, strong and positive relationships. Are our relationships always strong and positive?
  - What would happen if the bricks in the wall had negative qualities written on them? (selfish, not truthful, not welcoming, not thinking what is best for us) How might these relationships affect us?
- We can all have some days when we are cross or fall out with someone or not feel happy about something. This could be with adults or children, Problems can be small and can get sorted out by talking to the person and getting a bit of support from our friends or family.
- Sometimes the problem is bigger. Sometimes people in our circles do things that are not ok. We can be hurt or feel bullied. We do not feel safe or protected. Our rights are not being respected. Our needs are not being met. We can feel that this problem is too big to deal with. What should we do?
  - Use problem scenario cards (LR 3.4). Ask each group to pick 2 or 3 out of a hat. Ask them to think which of their chosen scenarios would be a big problem, a little problem, easy to resolve, would need help to resolve? Can they think of solutions and strategies to help resolve the problem?
  - Ask each group to choose one problem scenario and feed back to the group. Why did they choose this one, did they think it was a big or little problem, what did they think could help, who did they think could help? Do other groups agree? Do they have other ideas or opinions?
  - If time permits, repeat with another round of scenarios.





- Remind children that they need to look out for each other, notice when someone might be feeling excluded or unhappy and act with compassion.
- For the bigger problems, who might they turn to? Who would they trust to listen?
- Do you know how to get help? What would you do to get help? What would you say? What can adults in school do to make sure you know how to get help ?
- Remind children about the trees in the forest that we spoke about in theme 1 – people who can help us in the wider community. We have people around us that are there to help. Staff in school, family members, police, counsellors, Childline. Solving even very big problems starts by telling someone what the problem is and how it is making you feel.

**Discussion prompts:**

- **Can it help to have different people to help us with different problems?**
- **Have you been a good friend to someone recently? How did you help? How did this make the person feel? How did you feel?**

**Reflect and relax**

**Remind children of key messages and class charter**

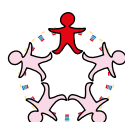
**Finish with your choice of relaxation activities**





### LR 3.4 Problem scenario cards

|  |   |  |
|--|---|--|
| My best friend won't play with me any more                           | People are laughing at my new shoes                                     | Our new teacher is scary. She shouts a lot.                                  |
| I feel lonely at breaks  | I wish I could kick a ball properly                                     | I don't understand fractions   |
| My sister is drinking alcohol and I am worried about her             | I am so tired. My wee sister cries all night                            | I don't want to come to school. Some older boys say they are going to get me |
| I am so angry. My friend told a lie about me and I got into trouble. | I have a secret and I can't tell anyone. It is giving me a sore stomach | I need braces and I am worried everyone will laugh at me                     |



# Theme 4: How I think, feel and behave

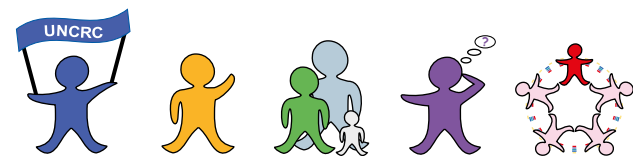




| Theme   | Sessions  | Key messages  | Facilitator resources                 | Lesson resources  | Personal journals                                    |
|---|---|---|---------------------------------------|---|--|
| <b>Theme 4: How I think, feel and behave</b><br><br><b>Developing an understanding that all behaviour is communication</b><br><br>This theme explores the impact of our experiences on our bodies, brains and behaviours. Children will reflect on situations and challenges that caused them and others to feel stressed and anxious. They will develop their understanding of how individuals react to, and cope with, challenge or stress. | <b>The waiting game</b>                                     | <ul style="list-style-type: none"> <li>We all react differently to situations</li> <li>We might be very stressed by something and another person is not stressed at all</li> <li>We need to be respectful and aware of what others might find stressful and treat them with compassion</li> </ul>   |                                       | 4.1a<br>Reaction scale<br><br>4.1b<br>Body outline      |  |
|   | <b>Worries, anxieties and stresses – how are we coping?</b> | <ul style="list-style-type: none"> <li>Our brains and bodies are designed to keep us safe</li> <li>Survival reactions are there to protect us</li> <li>Our thoughts, feelings and reactions are all linked</li> </ul>   | 4.2 Stresses and challenges exemplars | 4.2a Stresses and challenges<br><br>4.2b Scenario cards | How are we coping activity                           |
|   | <b>Behind the mask</b>                                      | <ul style="list-style-type: none"> <li>Everyone experiences stress</li> <li>Stress affects how we feel and behave</li> <li>Sometimes people hide how they feel</li> <li>Recognising, identifying and talking about how we feel can help</li> </ul>  |                                       |   |  |
|   | <b>Flip the lid</b>   | <ul style="list-style-type: none"> <li>Sometimes our brains can be overwhelmed with feelings</li> <li>It is difficult to think clearly and make good decisions when you are feeling overwhelmed</li> <li>When stressed we may struggle to interact positively with others</li> <li>Recognising, identifying and talking about how we feel can help</li> </ul> |                                       | 4.4a Emotions clip<br><br>4.4b 'I need' statements      | Flip the lid activity<br><br>End of theme reflection |

**Possible links to the experiences and outcomes within health and wellbeing Responsibility of All.**

HWB 2-01a, HWB 2-02a, HWB 2-03a, HWB 2-04a, HWB 2-07a, HWB 2-015a, HWB 2-16a, HWB 2-45a





## Session 1: The waiting game

### Key messages:

- We all react differently to situations.
- We might be very stressed by something and another person is not stressed at all.
- We need to be respectful and aware of what others might find stressful and treat them with compassion.

### You will need:

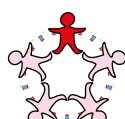
- Your choice of activity that creates a sense of anticipation for example blowing up and popping a balloon, giant jenga, pie face game
- Reaction scales [Lesson resource 4.1a](#)
- Body outline sheets [Lesson resource 4.1b](#)
- (For the class activity, you may wish to draw a body outline on the chalk/ smart board.)

### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** These activities may trigger an emotional response in some children. Remind all the children that if they are worried about anything, they can talk to you, or any adult with whom they have a positive relationship. Be alert for any children who may need some support during the activities.

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## Activities

Begin the session with your choice of emotional check-in and then:

→ Create a sense of anticipation with your chosen activity

- How did the children respond? Take them through the Reaction scale. 1 being “No reaction/I am relaxed” to 5 “Feeling overwhelmed/very stressed”.
- In groups, ask children to rate where they are on the scale.
- Feed back to class. Any similarities? Anything interesting?
- Talk about how we might respond to other situations for example fireworks, someone shouting boo, finding a spider on your bed. Where would children rate themselves on the reaction scale?
- Why might our responses be so different to each other? What factors might be involved? For example, a good or bad previous experience, our personality, our likes and dislikes, liking the feeling of excitement or not, liking to take risks or not.

→ Stress can make us feel anxious and scared but can also make us feel excited and happy. Ask children to think of something that they personally would rate high on the reaction scale (rollercoaster ride, going to the dentist, singing on a stage, a strange dog barking at them).

- Choose one example to work on with the whole class using the body outline drawn on the board.
- Ask the children what they noticed happening in their bodies during the experience. (tummy, head, heart, skin, legs, mouth). Write down the responses on the board with lines going to the affected part on the diagram.
- Ask them to describe any feelings they may have had. Write these around the diagram.
- Ask them what they were thinking. Write these as speech bubbles.
- Ask children to choose an experience that caused them to feel stressed and overwhelmed.

→ Repeat the activity on individual sheets. (LR 4.1b) You may need to remind them to note down what is happening in their body, what they were feeling and what they were thinking.

- Ask if anyone would be willing to share their experiences with the class?
- Highlight similarities and differences as interesting rather than as positive or negative.
- Conclude that although we may have shared experiences, our responses can be very different. Important to acknowledge and respects the feelings and reactions of others.







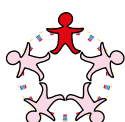
**Discussion prompts:**

- Could a situation cause you to be very stressed one day but feel much better about it on another day? Why might that be?
- Do we always know how someone will react to something?
- How might we help someone who is feeling very stressed?

**Reflect and relax**

**Remind children of key messages and class charter**

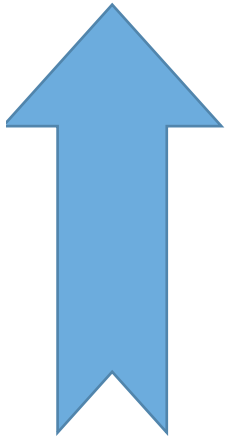
**Finish with your choice of relaxation activities**



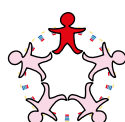


## LR 4.1a Reaction scale

## Reaction scale

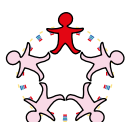
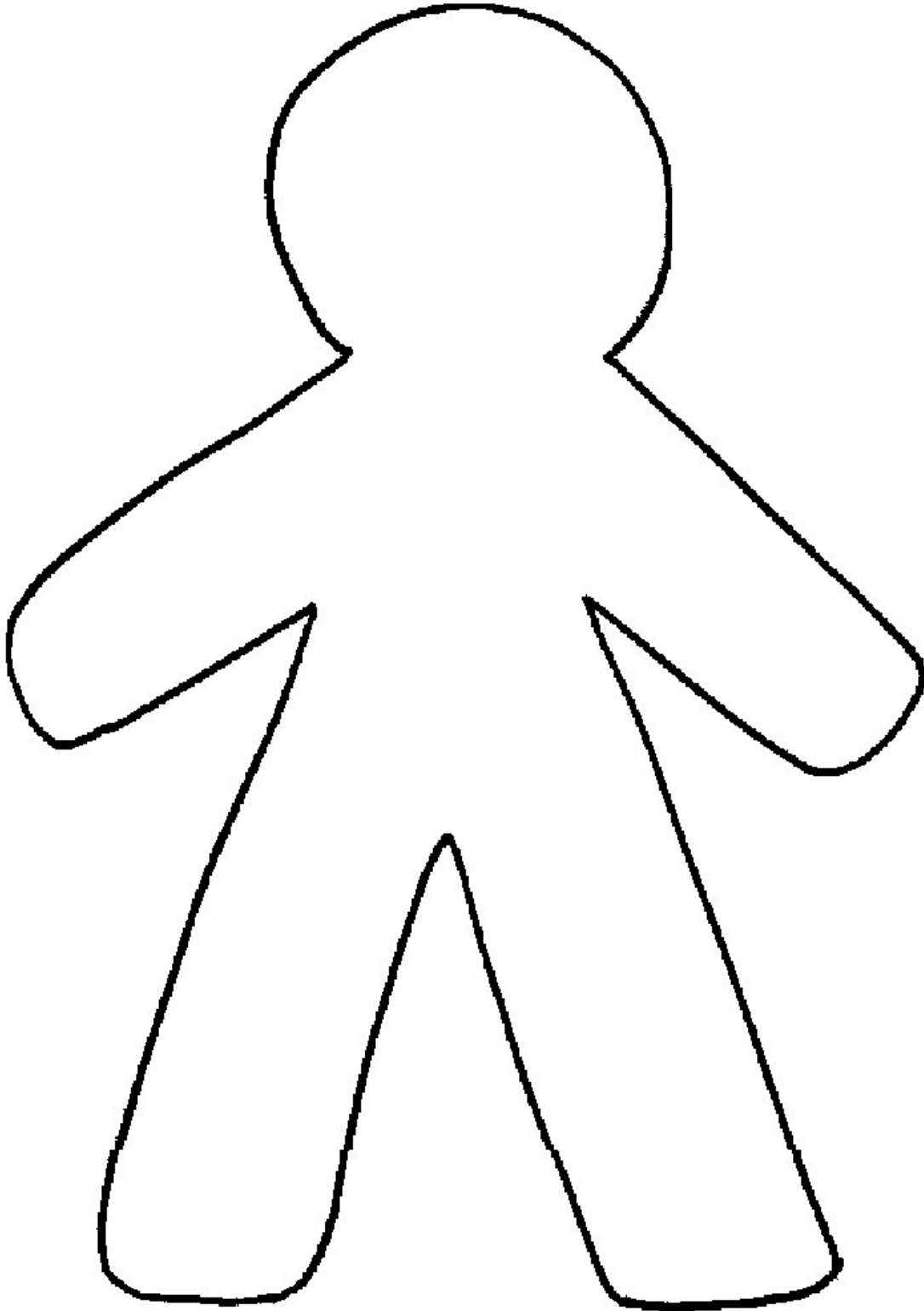


|   |                                  |  |
|---|----------------------------------|--|
| 5 | I feel overwhelmed               |  |
| 4 | Feeling stressed and panicky     |  |
| 3 | Feeling uncomfortable            |  |
| 2 | Slightly anxious                 |  |
| 1 | I have no reaction. I am relaxed |  |





## LR 4.1b Body outline sheet





## Session 2: Worries, anxieties and stresses – how are we coping?

### Key messages:

- Our brains and bodies are designed to keep us safe.
- Survival reactions are there to protect us.
- Our thoughts, feelings, reactions and behaviours are all linked.

### You will need:

- Responding to stresses and challenges – exemplars  
[Facilitator resource 4.2](#)
- Responding to stresses and challenges sheets  
[Learning resource 4.2a](#)
- Stresses and challenges scenario cards [Learning resource 4.2b](#)  
(1 cut up set for each group)
- Children's personal journals – How are we coping? activity

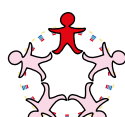
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** Read the facilitator resource exemplars and select the one which most suits the needs of the children in your class.

The stresses and challenges cards contain scenarios which reflect the lives of many children in Scotland. Some may trigger an emotional response from particular children in your class. Be prepared to offer individual support as required.

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## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Remind children about the waiting game and the responses we had to the activity. We could not help the way we responded. Our bodies and brains did that for us. We reacted in an automatic way without thinking.
  - Our bodies and brains are designed to protect us and keep us safe when we are in danger.
  - This response has developed over many thousands of years. Early man faced many dangers in everyday life – being charged by a woolly mammoth, attacked by a sabre toothed tiger or being trapped by a forest fire.
  - Adrenaline and other stress hormones flooded their bodies and prepared them for action, affecting their breathing, their movements and even their temperature.
  - They developed survival responses – fight, flight or freeze. Discuss with the children what these might mean. How would they help protect a caveman or woman faced with a real danger?
  - We may not face the same challenges and dangers that our early ancestors did but we all have challenges and stresses in our lives. Our bodies still react in the same ways to protect us. Refer back to the body outline activity and the thoughts and feelings the children described.
- ➔ Some stress can be helpful as it can help us to react to things quickly, for example, breaking really quickly on your bike if someone runs in front of you. It can also motivate us to practise for a test or run faster in a race but too much stress can be unhelpful and can affect our physical, mental and emotional health
  - We can learn to recognise when we are beginning to get into a in a fight, flight or freeze situation and can use strategies to help us cope better.
  - Distribute the Responding to stresses and challenges sheets (1 per group)
  - Using one of the prepared exemplars, talk the children through how to use the sheets.
  - Ask each group to select one scenario card from the set and work together to complete the sheet
  - Share with the rest of the class



**Discussion prompts:**

- What signs do our bodies and brains give us to warn us that we are stressed?
- Can thinking about how your body and brain is responding to stress help you to understand what is happening and cope better?
- How can we recognise signs of stress in others? How can we help to improve outcomes for them?

**Reflect and relax**

Remind children of key messages and class charter  
Finish with your choice of relaxation activities





## FR 4.2 Responding to stresses and challenges – exemplars

### Theme 4 Session 2 Worries, anxieties and stresses – how are we coping?

#### Responding to stresses and challenges – exemplar 1

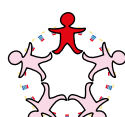
Going to an audition for a part in the school concert

|                                       |   |
|---------------------------------------|---|
| How might you feel?                   | Excited, nervous, embarrassed, worried  |
| What might be happening to your body? | Butterflies, dry mouth, sweaty palms, heart beating faster, forget words, face goes red   |
| How might you behave?                 | Talking very fast, breathing faster, nervous laughter, push friends away because you are trying to concentrate  |
| What could you do to help yourself?   | Take some deep breaths, find a quiet place to sit, read over your words, have some water with you   |
| What could someone else do or say?    | Your friends might wish you well and praise you<br>They might recognise that you need a bit of space<br>The teacher might reassure you and give you a big smile |
| What might be the outcome?            | You are still nervous but you are feeling a bit calmer<br>You sing your song and don't forget the words<br>You get the part.                                    |

#### Exemplar 2

Riding your bike on a busy road

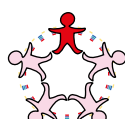
|                                       |  |
|---------------------------------------|--|
| How might you feel?                   | Nervous, worried, excited  |
| What might be happening to your body? | Dry mouth, sweaty palms, heart beating faster, feeling very alert, gripping the handlebars very tightly  |
| How might you behave?                 | Might go a bit faster than you should, might try to look cool. Constantly looking round about you  |
| What could you do to help yourself?   | Breathe slowly and deeply, think about what you practised in the school playground for your proficiency test. If too busy, walk your bike on the pavement and go to a quieter road. Wait until you have more experience before going on the busiest roads. |
| What could someone else do or say?    | Car drivers give you extra space   |
| What might be the outcome?            | You have a feeling of satisfaction and achievement<br>You have stayed safe and obeyed the rules of the road. You can't wait to do it again.  |





Exemplar 3  
Being bullied

|                                       |  |
|---------------------------------------|--|
| How might you feel?                   | Frightened, alone, worried, stressed   |
| What might be happening to your body? | Sore stomach, feel sick, sore head, shaky, crying<br>You can hear your heart beating in your ears  |
| How might you behave?                 | Might want to hide. You keep your hood up. You can't concentrate. You try to avoid people. You don't want others to know. You don't go home the usual way  |
| What could you do to help yourself?   | Remember you deserve to be treated with care and respect. Find someone you trust and tell them. Find friends who you know care about you and tell them.  |
| What could someone else do or say?    | An adult could reassure you and speak to the bully<br>They could help you plan what to do if you feel threatened e.g. by offering you a safe space to go at breaks<br>Your friends could stay with you at play and home time |
| What might be the outcome?            | You start to feel more confident and less stressed<br>The bully realises that they are not being caring or respectful and says sorry<br>You don't feel you need to hide any more   |







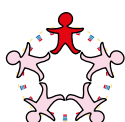
## LR 4.2a Responding to stresses and challenges sheet

**Worries, anxieties and stresses – how are we coping?**

**Responding to stresses and challenges**

Experience or situation -

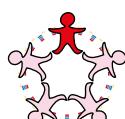
|                                       |  |
|---------------------------------------|--|
| How might you feel?                   |  |
| What might be happening to your body? |  |
| How might you behave?                 |  |
| What could you do to help yourself?   |  |
| What could someone else do or say?    |  |
| What might be the outcome?            |  |





## LR 4.2b Stresses and challenges scenario cards

|  |   |  |
|--|---|--|
| My friends keep leaving me out                                 | I have to go into hospital for an operation                       | I have to move to a new house and go to a new school                 |
| I have to get a vaccination and I hate injections              | I keep making mistakes in mental maths and everyone knows         | I don't have anyone at home to help with homework                    |
| My big brother takes my pocket money                           | My mum and dad shout at each other all the time                   | My dad is really sick and is in hospital. I am so worried about him. |
| I can't go to the same secondary school as my friends          | I am really worried about something but don't know who to talk to | My gran has died and I feel sad all the time                         |
| My mum is getting married again and I will have a step brother | I have to speak in front of the whole school                      | My friend wants me to steal sweets from the corner shop              |





## Session 3: Behind the mask

### Key messages:

- Everyone experiences stress.
- Stress affects how we feel and behave.
- Sometimes people hide how they feel.
- Recognising, identifying and talking about how we feel can help.

### You will need:

- Any kind of mask
- A glass, a jug of water and a sink or basin

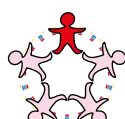
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** This activity may strike a chord with a number of children in the class. Remind them they can choose to share their experiences or not during the discussion. They can also anonymously discuss an experience that someone else has had.

Be alert for children who may display signs of stress and offer ongoing support. Not all children will choose to share their worries or problems. Remind children of your class system for signalling concerns, for example a worry jar or box, and that if they use this, to remember to put their name on the slip so that you know who to help.

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## Activities

**Begin the session with your choice of emotional check-in and then:**

- ➔ Remind the children about the reaction response scale in session 1. People could experience the same situation and have very different responses.
  - Some people had very obvious and overwhelming responses to stress and challenges whereas others said they were cool or not bothered to the same situation.
  - While that can be true, sometimes people hide what they really think and feel. Put on your mask.
  - They hide their true feelings and thoughts from others – they ‘put on a mask’
  - Discuss with class reasons why this might be (embarrassed, it triggers a bad memory they don’t want to share, they might panic and ‘freeze’, they might never have had that experience before and not know how to react, they might worry about what others might say or do if they showed a reaction, they might want to appear cool)
  - We talked before about our stress reactions – fight, flight and freeze. ‘Putting a mask’ on feelings and emotions is a way some people respond to adverse circumstances.
  - They hide their true feelings and emotions but this is not helpful. Keeping in how you feel and bottling things up doesn’t make them go away and can make things worse.
- ➔ Bring out glass, jug of water and basin.
  - Talk to the children. Imagine this glass is a person. This jug of water represents all the stresses and challenges they face, sometimes even before they get to school. Here are some examples. Some of you may have similar challenges too but don’t talk about them.
    - Mum and dad were arguing last night so no one got much sleep – pour some water into the glass
    - Nothing in the cupboard for breakfast – pour more water
    - Didn’t manage to practise spelling words for the test today because I had to look after my little sister – pour more water
    - Red Nose day but no money for cakes or red nose. Pour water into glass until it overflows.
  - This person might not appear to be upset by all that is going on but his emotions and feeling have to overflow sometime.



- Often, people who mask their feelings are full of hurt and stress and this can result in them being angry and upset about small things or losing their temper for what seems like no reason. They can make a big deal out of a little thing like not having a pencil, not getting the seat that they want or missing a turn in a game.
  - They can feel even more upset that they have not masked their feelings as they usually try to do.
- ➔ Have you ever hidden your true feelings about something? (Remind children they only need to share if they feel comfortable doing so)
- Use an exemplar from your own experience. For example someone leaving a mess that you then have to tidy up.
  - You could add some prompts or exemplars. For example children being asked to comment on whether they would prefer to stay with their mum or their dad, being asked how they feel by an adult.
  - How might that make them feel?
  - What might help?
  - We need to remember that we all react differently to stress and adversity. We don't always know what a person is hiding behind their 'mask'. We can offer empathy and compassion even when we don't know the whole story.
  - If anyone might be hiding their true feelings behind a mask, then remember that recognising that is happening, identifying what you are feeling and sharing that with someone you trust can be the start of helping you cope better with the challenges and stresses in your life.

#### Discussion prompts:

- **How can we show we care to someone who is showing signs of being stressed, even if they don't want to talk about it at that time?**

#### Reflect and relax

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## Session 4: Flip the lid

### Key messages:

- Sometimes our brains can be overwhelmed with feelings.
- It is difficult to think clearly and make good decisions when you are feeling overwhelmed.
- When stressed we may struggle to interact positively with others.
- Recognising, identifying and talking about how we are feeling can help.

### You will need:

- LR 4.4a Access to internet to show clip. 'Why do we lose control of our emotions?'  
<https://www.youtube.com/watch?v=3bKuoH8CkFc>
- LR 4.4b 'I need' statements  
(One set for each group - cut up to help with sorting.)
- Children's personal journals – Flip the lid activity  
– End of theme reflection

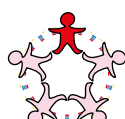
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** Watch the clip carefully prior to the lesson with the needs of your class in mind. You may wish to show the whole clip or break it down into small segments. Either way you will probably wish to show it a few times and refer back to it, as it contains a lot of information and food for thought and discussion.

These activities may again trigger an emotional response in some children. Remind all the children that if they are worried about anything, they can talk to you, or any adult with whom they have a positive relationship. Watch out for any children who might need some support during the activities.

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## Activities

**Begin the session with your choice of emotional check-in and then:**

- ➔ Remind children of previous session and how we all react differently to challenges and stresses in our lives
  - Sometimes we try to hide our feelings and emotions behind a ‘mask’ but sometimes our automatic survival responses react and keep us on high alert – as if the danger was all around us all the time and we have to be ready to run away (flight), become aggressive (fight) or become completely helpless (freeze.). When we feel like these we would have a high score on the reaction response scale.
  - Can you think what this would feel like? Discuss with class – heart beating faster, panicky, anxious, very alert, noises seem louder, can’t think clearly, don’t hear what people are saying to you.
  - When people have this reaction, they don’t always realise it – sometimes they feel like this a lot of the time because they have a lot of challenges and stresses in their lives. They have dealt with a lot of adversity.
  - Their behaviour is communicating that they don’t feel safe and they are very anxious.
  - This can mean that a very small thing could be enough to trigger a very big response – imagine a bottle of cola being dropped onto the floor. You pick it up and open it and – whoosh! It fizzes up and overflows.
  - When someone is feeling stressed and anxious, they can lose control of their emotions over something quite small. Sometimes people say that they ‘flipped their lid’. Can you think of any other ways to describe that feeling of ‘overflowing’? (exploding, going into melt down, freaking out).
- ➔ It can be very difficult for people in this situation to think clearly. They may not be able to listen to what you are trying to say because they are so overwhelmed. They may get really angry and push people and objects out of their way because they feel so panicked.
  - This clip will help to explain what is happening in the brains and bodies of people who are overwhelmed. <https://www.youtube.com/watch?v=3bKuoH8CkFc> (LR 4.4a)
  - In groups, talk about what they have just seen. Has anyone had a similar experience to the boy who missed his soccer game? How did they feel during it and how did they feel afterwards? (tired, annoyed with themselves, embarrassed, wish it hadn’t happened.)
  - It could happen to any of us – even adults. We need to remember that everybody can have difficult times and challenges in their lives and we don’t always know. Try to treat everyone with empathy and compassion.
  - The important thing to remember, just as we discussed before, getting help with even very big problems can start by telling someone about how you feel.





→ This can be tricky as sometimes we do not know where to start or what to say. In the clip, they talked about 'I need' statements. These can be a good way of opening up a conversation with someone who has a positive relationship with you.

- In groups, look at the statements from the clip. (LR 4.1b) Which ones would be most helpful? Can you think of any others?
- After discussion – collate statements that the class think would be helpful. Consider displaying these in the class to help with future conversations.
- Tell the class that in the next sessions we will be learning about ways to help manage emotions and behaviours. We can all learn ways to reduce our stress and help us feel more calm and relaxed. We will think about ways that we as a class, can help support each other to reduce stress and practise regulating our emotions.

#### Discussion prompts:

- What kinds of situations might cause us to lose control of our emotions?
- Can you think of times when someone famous has lost control of their emotions?
- What sort of things might help someone when they have 'flipped their lid'?

#### Reflect and relax

Remind children of key messages and class charter

Finish with your choice of relaxation activities

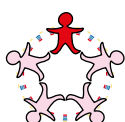




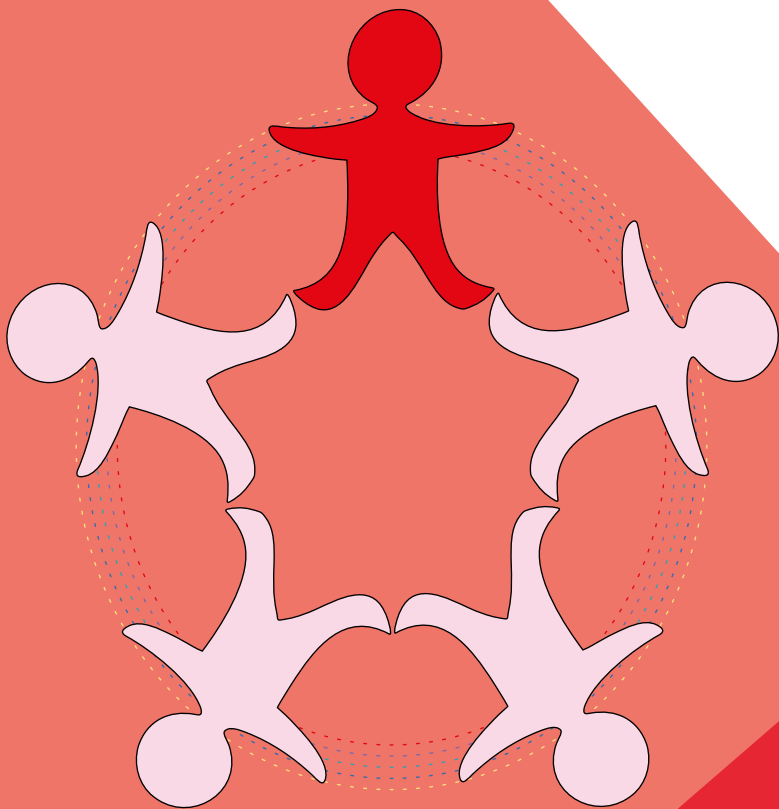


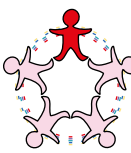
## LR 4.4b 'I need' statement cards

|                                |                            |                                 |
|--------------------------------|----------------------------|---------------------------------|
| I need some alone time         | I need you to listen to me | I need you to see what I can do |
| I need a walk                  | I need another chance      | I need a hug                    |
| I need you to explain it again |                            |                                 |

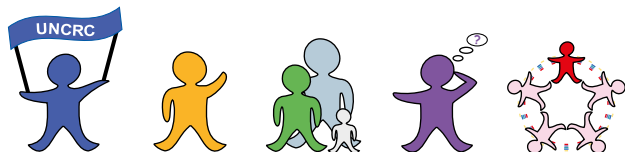


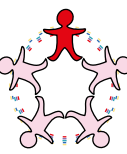
# Theme 5: Developing our resilience together





| Theme   | Sessions   | Key messages   | Facilitator resources  | Lesson resources                           | Personal journals              |
|---|--|--|--|--|--------------------------------|
| <p><b>Theme 5: Developing our resilience together</b></p> <p>Helping children to create a compassionate and connected classroom</p> <p>This theme explores activities which can help children to cope with different circumstances and challenges in their lives. They will learn skills and strategies to help them better manage their feelings and behaviours in stressful and challenging situations.</p> | <p><b>What works for me?</b></p>                                 | <ul style="list-style-type: none"> <li>• There are activities that can help us to cope better when we are feeling anxious or stressed</li> <li>• Activities can be used to help regulate our emotions or to prevent our emotions from becoming overwhelming</li> <li>• Different activities can help us to cope with different feelings</li> <li>• We all need to find the activities that work best for us</li> </ul> | <p>Allow time to collect materials and equipment for de-stressing activities</p> | <p>LR 5.1<br/>What works for me? sheet</p> |                                |
|   | <p><b>My coping card</b></p>                                     | <ul style="list-style-type: none"> <li>• We might all have different ways of managing our emotions. We need to find what works for us</li> <li>• We can all learn to cope better with challenges and become more resilient</li> <li>• We can help our wellbeing by practising our chosen activities regularly</li> <li>• Different activities will help us at different times</li> </ul>                               | <p>Large box to decorate</p>   |  | <p>Coping card activity</p>    |
|   | <p><b>Being positive, Being hopeful, Building resilience</b></p> | <ul style="list-style-type: none"> <li>• We all have different activities which can help us cope better when we are feeling stressed</li> <li>• Other activities may help us to feel more positive and hopeful about our thoughts and feelings</li> <li>• We all deserve to feel happy, proud, hopeful and positive</li> </ul>   | <p>Allow time to collect music and texts to share with class</p>                 |  | <p>Being positive activity</p> |



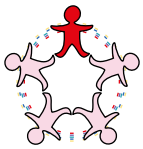


| Theme | Sessions  | Key messages  | Facilitator resources        | Lesson resources | Personal journals              |
|-------|---|---|------------------------------|------------------|--------------------------------|
|       | <p><b>Our compassionate and connected classroom</b></p> | <ul style="list-style-type: none"> <li>• We are stronger together</li> <li>• Being compassionate and tolerant to each other makes everyone feel included and respected</li> <li>• Acts of kindness show we are compassionate and connected</li> </ul> | <p>The class chosen song</p> |                  | <p>End of theme reflection</p> |

**Possible links to the experiences and outcomes within health and wellbeing Responsibility of All.**

HWB 2-03a, HWB 2-04a, HWB 2-06a, HWB 2-07a, HWB 2-15a, HWB 2-16a, HWB 2-44b, HWB 2-45a





## Session 1: What works for me?

### Key messages:

- There are activities that can help us to cope better when we are feeling stressed or anxious.
- We can all learn to cope better with challenges and become more resilient.
- Activities can be used to help regulate our emotions or to prevent our emotions from becoming overwhelming.
- Different activities can help us to cope with different feelings.
- We all need to find the activities that work best for us.

### You will need:

- LR 5.1 What works for me? sheet
- Mandalas to colour
- Breathing cards
- Music and headphones
- Playdough/gloop
- Yoga ball or space hopper
- Moisturiser (self-hand massage)
- Fidget toys
- Ball
- Bubble wrap
- Range of texts including magazines and comic books

### Don't forget!

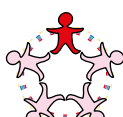
Your emotional check in and relaxation activities!

**Top tips:** This session allows exploration of a wide range of activities which will support relaxation and self-regulation. They can be tried as small groups or as a whole class. You may wish to split this session across several days to allow time to explore and compare a few activities at a time. You may also wish to include some activities in your planning for outdoor learning. The Daily Mile or a similar activity could also be included in the list.

You may also like to view the 'Take a break' poster designed by kineticmotions

<http://kineticmotions.ca/relax>

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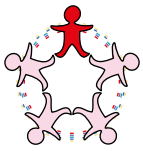
## Activities

Begin the session with your choice of emotional check-in and then:

→ Set up a carousel of different activities such as:

- Hand massage
- Mandala colouring
- Squeeze balls
- Listening to music – offer options such as classical, rock, dance, pop
- Count to calm – slowly count to 10 and repeat
- Rolling a ball back and forth to a partner
- Bouncing or rolling on yoga ball
- Giggle switch – trying to make your partner laugh
- Making snakes and balls with playdough
- Lying down (with a blanket and cushion) and breathing slowly
- Jumping jacks
- Wall pushing (palms against the wall and push hard for a minute)
- Dancing (free style or to a routine)
- Bubble wrap to pop
- Basic yoga poses
- Read and relax
- Children should spend at least 5-10 minutes on each activity to allow engagement and reaction.
- Encourage children to discuss how they felt before and after each activity and record this on their 'What works for me?' sheet.
- Repeat the session (s) until all of the children have tried a variety of activities. They should continue to record their thoughts on their worksheets and retain these for the next session.
- Discuss with the children if there are other activities they didn't try today that helps them to cope and de-stress.





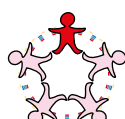
**Discussion prompts:**

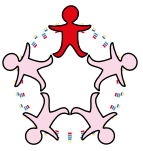
- Do you think that you will feel the same about these activities if you did them tomorrow?
- Do you like the same activities as your friends?
- Which activities would you like to do again? Where could you do them?
- What other things help you to cope and de-stress? (Break time, PE, swimming, playing team games, going out on your bike, playing with your dog, playing a musical instrument, hanging out with friends, reading, computer games...)
- Are there any other activities you could suggest for us to try?

**Reflect and relax**

**Remind children of key messages and class charter**

**Finish with your choice of relaxation activities**

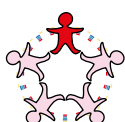




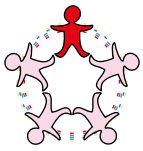
## LR 5.1 What works for me? sheet

Exploring activities that might help you to cope better when you are feeling stressed or anxious.

| Name of activity | How did it make you feel? | How would you rate it? |
|------------------|---------------------------|------------------------|
|                  |                           |                        |
|                  |                           |                        |
|                  |                           |                        |
|                  |                           |                        |
|                  |                           |                        |
|                  |                           |                        |
|                  |                           |                        |







## Session 2: My coping card

### Key messages:

- We might all have different ways of managing our emotions. We need to find what works for us.
- We can all learn to cope better with challenges and become more resilient.
- We can help our wellbeing by practising our chosen activities regularly.
- Different activities will help us at different times.

### You will need:

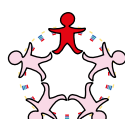
- Area in class to create a 'Coping wall' for the class
- Blank strips of paper to record children's choice of class activities
- Large box to decorate – this will be used to hold agreed equipment for de-stressing and self-regulation activities.
- Children's personal journals – Coping card activity

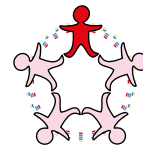
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** It would be helpful to think of some activities you use to de-stress or to regulate your emotions and share these with the class. (Zumba, cleaning, a warm bath, going for a walk, going to the gym, meeting friends for coffee, going to the cinema, cooking, playing with your children).

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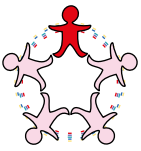


## Activities

Begin the session with your choice of emotional check-in and then:

- Refer to the What works for me? sheets the children made of their engagement with the activities.
  - Ask them to pick out their most and least favourite activity. Did everyone make the same choices?
  - Discuss how different activities made them feel in their bodies and in their brains. Which made them feel more relaxed and positive about themselves?
  - Talk to the children about how you de-stress and self-regulate.
  - Do some activities work better when they are in school/at home? (Remind them about activities discussed in first session)
- Ask children to select their top two activities for use at home
  - Record these on the relevant page in their personal journal.
  - Remind the children that these activities are good for their health and wellbeing and should become part of their daily/weekly routines.
  - Ask them to think when/where would be a good time to practise their home activities.
  - Remind them that sometimes they might choose a different activity if they feel that would help them cope better with a different situation.
  - Repeat the steps for their two favourite school based activities.
- In small groups, ask the children to choose two activities that they could do together as a class or as individuals if they feel stressed. They can use their record sheets to help remind them of activities they have tried or can suggest others.
  - Take feedback and agree a choice of class or individual activities.
  - Display these on the Coping Wall and begin to gather equipment for the Coping Box for example mandalas to colour, stress balls, breathing cards, bubble wrap, joke books.
  - Discuss and agree when these class strategies should be used and how this should be done, for example at the same time every day, at the end of a particularly busy day. Can children choose something from the box for a five minute chill time whenever they feel they need it?
  - Discuss being respectful of others and being tolerant when people are showing signs of stress.





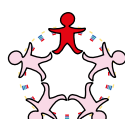
**Discussion prompts:**

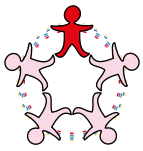
- How will connecting with others and practising our coping skills help us become more resilient when we face challenges in our lives?
- What things can we do if we are feeling down or stressed? What could make us feel happier and more positive?
- Are there any people we connect to that would be interested in hearing about our coping activities? How might that be helpful to us?

**Reflect and relax**

**Remind children of key messages and class charter**

**Finish with your choice of relaxation activities**





## Session 3: Being positive, being hopeful, building resilience

### Key messages:

- We all have different activities which can help us cope better when we are feeling stressed.
- Other activities may help us to feel more positive and hopeful about our thoughts and feelings.
- We all deserve to feel happy, proud, hopeful and positive.

### You will need:

- Your choice of uplifting and inspirational music, songs, verses, mantras and images  
Examples might include:

#### Songs

Heather Small, M People, 'Proud'  
Keala Settle, The Greatest Showman 'This is me'  
Lady Gaga, 'Born this way'

#### Verses

I'm Glad To Be Me  
Dirt on my shirt  
Let no one steal your dreams

#### Mantras

Don't wish for it – work for it  
Imagine with all your mind  
Believe with all your heart  
Achieve with all your might  
Big journeys begin with small steps

- Children's personal journals – Being positive activity

### Don't forget!

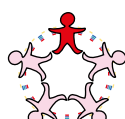
Your emotional check in and relaxation activities!

#### Music

Bhangra  
Scottish jig or reel  
Rock  
Classical

**Top tips:** You may wish to plan access to the internet/school library to allow children to search for inspiring poems, stories etc. This session may need to run over several days. Children could talk to their families and friends about their personal sources of hope and inspiration.

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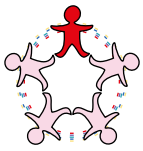


## Activities

Begin the session with your choice of emotional check-in and then:

- ➔ Play/read your own choice of inspirational or hopeful song, verse, music, mantra. Talk to the children about what this means to you and why you find it helpful.  
(Reminds you of a happy time, makes you smile, makes you feel more positive, cheers you up, reminds you that things can get better, makes you feel like dancing)
- Ask the children to discuss in groups if they or their families have a piece of music, a song, a mantra etc. that helps them cope better if they are not feeling their best. Some families may have a prayer that is meaningful to them and their faith.
- Begin to compile a list of ideas and suggestions.
- Allow time for children to research, discuss and select different sources of hope and inspiration.
- Ask children to select a piece of music or text that is special to them. This can be recorded in their personal journal.
- ➔ If children are willing, plan a time for children to share their personal source of inspiration and hope with others, either in small groups or as a class. Remind them to be respectful of the choices that others make.
- Talk to children about the possibility of choosing a song or tune or mantra that is special to them as a class. Would this help us to connect as a class and help us all to feel stronger and more caring?
- Ask children to work in groups to create a shortlist of three. Collate these and then vote for the favourite.





**Discussion prompts:**

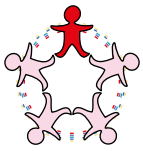
- Why do some pieces of music, songs, verses or mantras stir strong emotions in us?
- Will we all have the same response to hearing a piece of music or reading a certain text?
- Why?
- Is there music or a song that really makes you want to get up and dance? How does that make you feel? How does your body react?
- Can different types of music cause us to have different responses? (happy/sad, relaxed/excited) How can we use this knowledge to help us in challenging times?

**Reflect and relax**

Remind children of key messages and class charter

Finish with your choice of relaxation activities





## Session 4: Our compassionate and connected classroom

### Key messages:

- We are stronger together.
- Being compassionate and tolerant to each other makes everyone feel included and respected.
- Acts of kindness show we are compassionate and connected.

### You will need:

- Your classroom charter
- Your class song or inspirational music
- Small pieces of card or paper, big enough to write a name on
- A box or bowl to put names in
- Children's personal journals – end of theme reflection

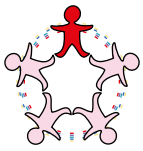
### Don't forget!

Your emotional check in and relaxation activities!

**Top tips:** This session tracks the journey that the class has made in developing their connections with, and compassion for, each other. You may wish to discuss with the class whether they would like to share some of that journey with others. for example during a school assembly or a stay and share session for parents and plan for this.

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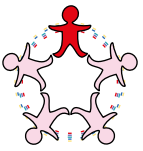
## Activities

Begin the session with your choice of emotional check-in and then:

- Remind children of the start of their journey and look at the class charter. Discuss the impact of this on the class? On reflection, would they change any of their agreed statements? Why?
- Talk to the children about the displays they have created during different sessions (class tree, coping wall, words to describe the meaning of compassionate and connected, positive relationships wall). This may take a couple of sessions and can be adapted to suit.
- In small groups, ask the children to think about their journey. Can each group think of three or four key things that they have learned/ remembered? Did each group select the same?
- In small groups, ask the children to think of any changes that they have seen in themselves or others in the class as a result of their journey. Can they identify them? (less arguments, fewer people left out at playtime, more sharing of worries.) Did each group select the same?
  - Now ask each group to think about a wish for the future. One that would help them as a class to develop even stronger and more positive relationships, to be even more supportive of each other, to even better at helping each other cope when they are not feeling their best.
  - Can children agree which of our wishes for the future (you can agree the number) could be made into an action plan to help them move their journey forward into the future? How could they work together? What could they do/say to make these wishes some true?
- Ask children to write their name on a piece of paper, fold it over and place it in the chosen box or bowl. (You can include your own name) Explain that each of us will be choosing the name of someone in the class to receive a secret act of kindness.
  - Over the next few days we will each think of something we can do to make that person's life a little better in a small way. (for example sharing a snack, letting them have a first turn, giving them a special compliment.) You may wish to ask children to discuss possible ideas to help them think of things to do. How might the person receiving the secret act of kindness feel? How might the giver feel? This will help us to show care and compassion for each other.
  - Finish by playing the class song or music and enjoying singing and dancing together!







**Discussion prompts:**

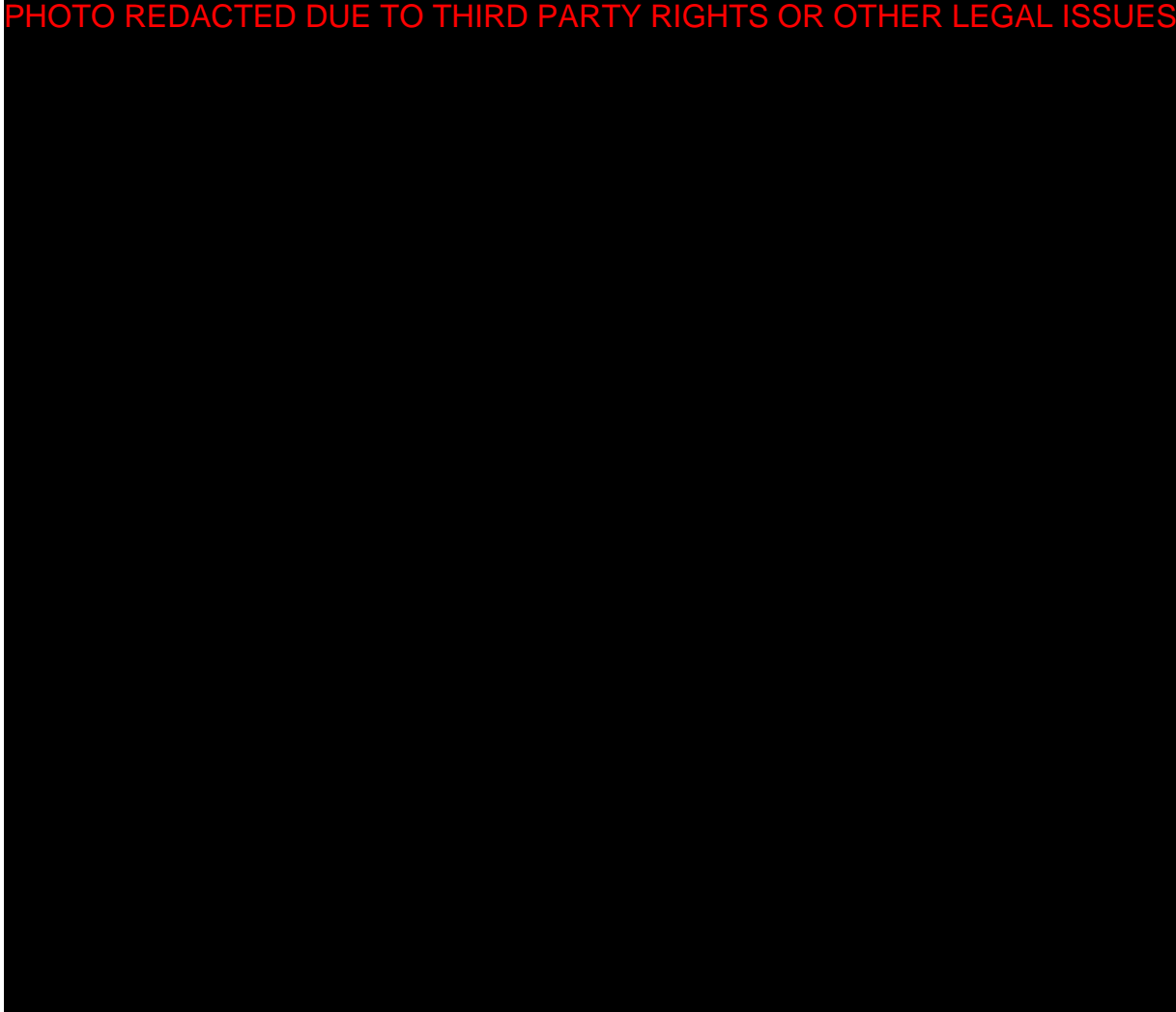
- What three words would you use to describe our journey as a compassionate and connected class?
- Have you noticed any changes in yourself as a result of this journey?
- How might your personal journal help you in the future?

**Reflect and relax**

Remind children of key messages and class charter

Finish with your choice of relaxation activities

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# Additional Resources



## AR 1 – Introductory Presentation



# The Compassionate and Connected Classroom

Introductory presentation

For Scotland's learners, with Scotland's educators



## Aims of presentation

- To explore the rationale for developing a resource to support staff understanding of adversity and trauma.
- To explore what a positive culture and ethos might look like for a school wishing to develop the Compassionate and Connected Classroom.
- To explain what we mean by adversity and trauma and look at common approaches to supporting this.
- To provide an overview of the resource.
- To reinforce the importance of safeguarding within the resource.
- To support schools in their implementation of the resource.

Document title

For Scotland's learners, with Scotland's educators



## Time to reflect and connect



- What types of adversity and trauma are children in your setting likely to experience?
- What impact is this likely to have on them?
- How might this impact on staff?
- When do you think adversity is likely to be traumatic?

Document title

For Scotland's learners, with Scotland's educators

## Notes

**Adverse childhood experiences (ACEs)** range from experiences that directly harm a child (such as suffering physical, verbal or sexual abuse and physical or emotional neglect), to those that affect the environment in which a child grows up (including parental separation, domestic violence, mental illness, problematic alcohol or drug use, and a family member being in prison).

The Annual Report of the **Director of Public Health 2018 (NHS Highlands)**

This is taken from an initial study by Felitti. However, a more recent understanding of adversity is also likely to include events such as bullying, bereavement and bullying.

**Trauma** occurs when adversity poses a threat or perceived threat to life of self or others or when adversity occurs in the absence of a supportive relationship, causing toxic stress. Children can have different reactions and responses to apparently similar adverse experiences. This can be due to the supports that might or might not be available to them, their resilience or whether they have a strong, nurturing relationship with someone important to them. Children who have fewer supports or protective factors in their lives are more likely to suffer long term trauma as a result of their experiences.

You may wish to read more about adversity and trauma. This Education Scotland document may be helpful to your ongoing learning.

Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches

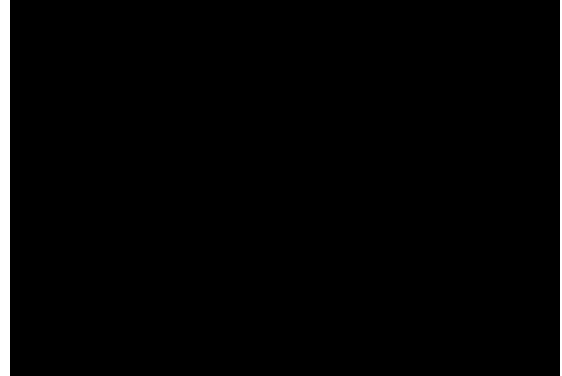
<https://education.gov.scot/improvement/self-evaluation/inc83-nurture-adverse-childhood-experiences-and-trauma-informed-practice>



## Aims of the resource

- To support children to understand that experiencing adversity and trauma can happen to anyone
- To help children to understand the possible impact of adversity and trauma on their wellbeing
- To recognise the importance of positive, nurturing relationships in protecting children from the impact of adversity and trauma
- To provide children with strategies and skills to help them cope with challenge and develop resilience.
- To support children to understand that they have the right to be protected and supported by the adults in their lives

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## Notes

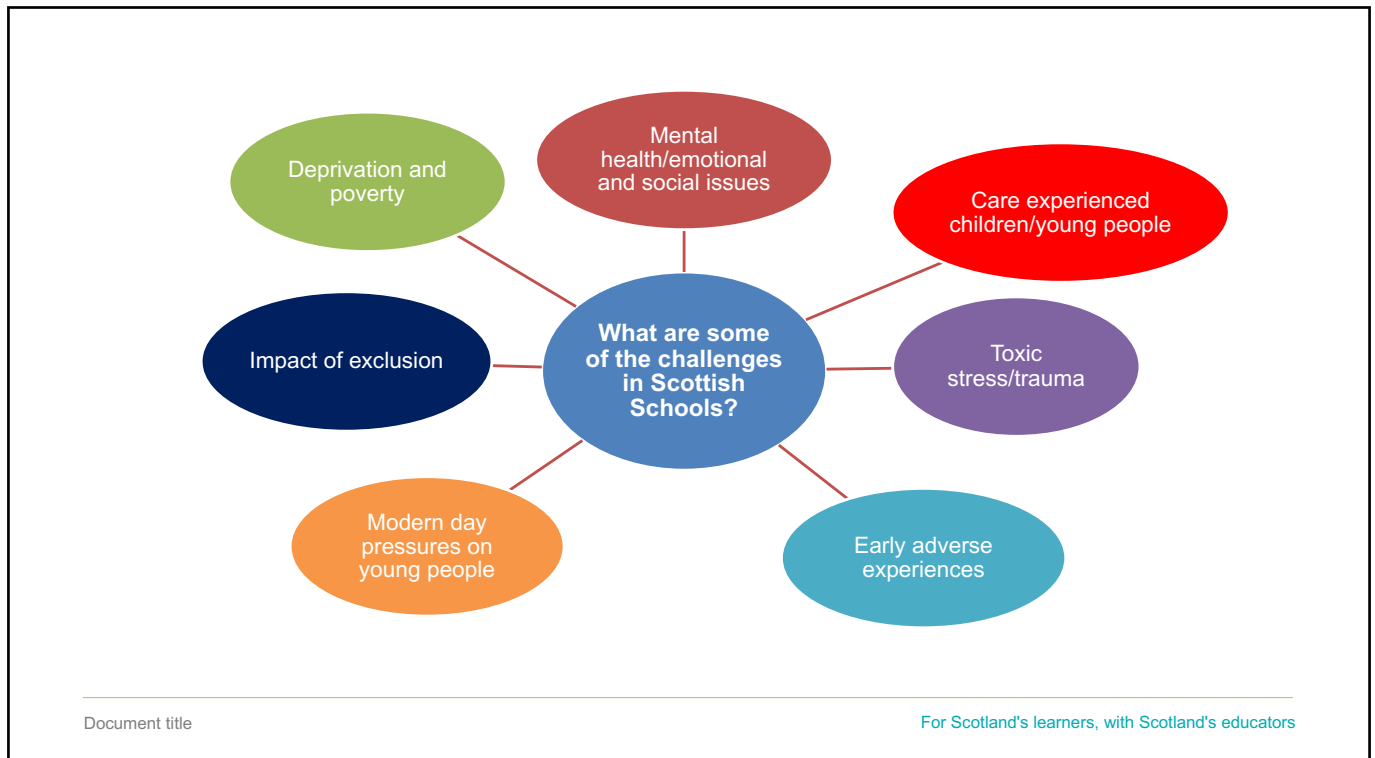
We are all very aware of the current focus on good mental health and wellbeing. Our lives are challenging and have many ups and downs but some children and families are living with adversity and trauma every day and over long periods of time. Adverse experiences can include mental illness, addictions, abuse, neglect, domestic violence and loss and bereavement. These, and other adverse experiences such as food poverty, racism and bullying, can have a negative impact on wellbeing and success in life and in learning. We are beginning to be more aware of the impact of trauma and adversity on the way children think, feel and behave and of the need for early, positive and compassionate interventions to support children and mitigate the impact of trauma on their lives. Learning to cope with challenge and develop resilience is a key element of the resource and can benefit all children.

You have discussed and identified some of the adversities faced by families you know and have reflected on the impact on them and on you as staff.

Here are some more of the current challenges faced by schools in Scotland.

<https://education.gov.scot/improvement/self-evaluation/inc83-nurture-adverse-childhood-experiences-and-trauma-informed-practice>





## Notes

- Care experienced children/ young people** – we know that they don't attain as well as children who are not looked after, we know that they are 6-7 times more likely to be excluded from school, have poorer leaver destinations and attain less well
- Deprivation/ Attainment challenge** – already at age 5 gaps are established, 6-13 months in problem-solving ability gap between least and most deprived, GUS  
11-18 months in expressive vocabulary – gap  
Not all in deprived areas, Rowntree foundation - Most children living in poverty don't live in poor neighbourhoods – around one in three,  
the attainment gap needs to be addressed within every school and cluster
- Multiple risk factors – influential U.S. study called the Adverse Childhood Events Study;**  
<http://acestudy.org>  
The ace study had 17000 patients and found that Childhood abuse, neglect, and exposure to other traumatic stressors which we term adverse childhood experiences (ACE) are common. Almost two-thirds of the study participants reported at least one ACE, and more than one of five reported three or more ACE. The short- and long-term outcomes of these childhood exposures include a multitude of health and social problems, eg. Alcoholism and alcohol abuse, Depression, Health-related quality of life, Illicit drug use, Smoking, Suicide attempts, Unintended pregnancies  
“staggering proof of the health, social and economic risks that result from childhood trauma”.



## Notes (continued)

### 4. Mental health issues

- 1 in 10 children/young people diagnosed with a mental health disorder
- Anti-social behaviour and conduct disorder affect 5% of children
- Depression and anxiety affect 4% of children
- Suicide one of 3 most common deaths in youth and rising

12 million young people aged 0-15, 1 in 10 have low level of happiness, From The Children's society

The Good Childhood Report 2015 reported that children in England experienced the highest levels of emotional bullying out of the 15 countries that were surveyed. ONS has also found that children who have been bullied are more likely to have low personal well-being (Exploring the well-being of children in the UK, 2014).

The article, Insights into children's mental health and well-being, identifies that in the year ending March 2012, 1 in 8 (12.4%) of children had symptoms of mental ill-health<sup>5</sup>. This was similar for boys and girls (12.4%). Children who were bullied frequently were 4 times more likely to report a high or very high score for symptoms of mental ill-health, than those that were bullied less frequently or not at all (40.9% compared to 8.5%).

### 5. Pressures on children and young people

67 % of 9 -16 year olds have a profile on a social networking site

28% 11- 16 year olds have had an upsetting experience on social media, 11% were dealing with upsetting experiences on a daily basis.

Consumerism, etc.

School and exam pressures

### 6. Toxic stress/trauma

Consistently high levels of stress hormones with no respite or repair can have a devastating impact on the development of the body and brain, particularly in children. Can lead to mental, emotional, social and cognitive impairment. Can cause children to struggle with appropriate relationships, communicating their needs and feelings, understanding and respecting boundaries and processing and retaining information. Huge impact on learning, attainment and achievement. Generations have felt the impact and felt alone and at fault.



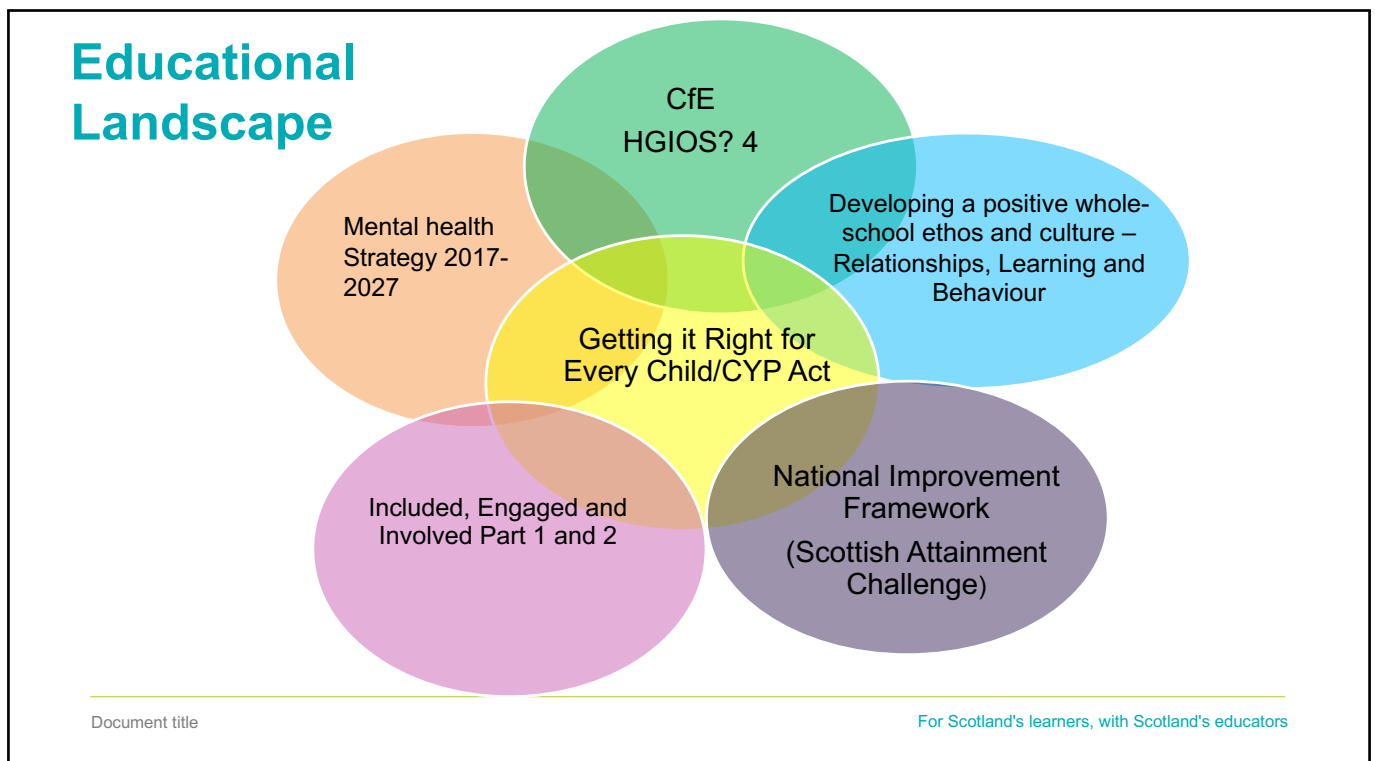


## 7. Impact of Exclusion

A number of groups more likely to be excluded, including LAC, ASN (partic. SEBN) or those from poorer areas. Know long term impact of exclusion, Polmont study – 80% of young offenders had been excluded at school, Edinburgh Study of Youth Transitions and Crime – exclusion linked to later offending behaviour, chronic offenders – much more likely to have been excluded from school, Children involved with panel more likely to be still offending 1 year later.

Seems to point to better outcomes for those where schools are seeking alternatives to exclusion and employing other interventions rather than referring to panel.





## Notes

Within the landscape in Scotland at the present time the focus is on wellbeing and positive relationships and behaviour.

### GIRFEC

You will all be aware of GIRFEC – getting it right for every child – one of the key policy documents that seeks to put the child at the centre and plan, assess and intervene around them using the wellbeing (SHANARRI) indicators – this recognises the importance of the child's environment and working in and through this but in a timely and proportionate way. Getting it Right for every child places wellbeing at the heart of all assessment and planning. It recognises that children and young people will have different experiences in their lives and have the right to expect appropriate support from adults.

### SAC

The Scottish Attainment Challenge is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. Was launched by the First Minister in February 2015. In order to reduce the poverty related attainment gap, we need to look at how we support wellbeing as well as attainment.



**CYP Act**

Children and Young Persons Act pulls much of GIRFEC together and makes a number of aspects of it statute (law)

All underpinned by UNCRC is United Nation of the Convention of the Rights of the Child and it is an international agenda that puts the rights of children at the heart of everything we do, eg. Consider the views of child, a right to education, etc.

**CfE**

Again puts personalisation of learning at the heart and seeks to help children to develop the 4 capacities eg. Confident individuals, responsible citizens, successful learners and effective contributors. There is a focus on emotional literacy throughout the descriptors

**Developing a whole school ethos and culture – Relationships, Learning and behaviour (2018)**

This policy guidance builds on and supersedes the 2013 BRBLBB guidance. This document outlines new policy guidance in response to the Behaviour in Scottish Schools Research (BISSR, 2016) Main findings from BISSR – majority of staff in schools report positive behaviour which is consistent with previous research. Perceptions of ethos remain a strong predictor of experiences of negative behaviour. Use of relationship based approaches has increased, for example RA and SOA. Low level disruptive behaviour in primary schools has slightly increased and primary support staff report slightly higher levels of general abuse. A positive school culture and ethos is essential to developing good relationships and positive behaviour. Next steps from this guidance include: programme of CLPL for support staff, resources to support staff and CYP to understand the impact of trauma, stress and loss, consideration of findings from PSE review and continuation of support to develop policies and strategies to implement this guidance and continue to provide CLPL to develop positive relationships and behaviour.

<https://beta.gov.scot/binaries/content/documents/govscot/publications/guidance/2018/06/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/documents/00537041-pdf/00537041-pdf/govscot:document/>

**National Improvement Framework – 4 priorities**

Improvement in attainment, specifically in reading, writing and numeracy

Closing the attainment gap between the most and least disadvantaged children

Improvement in children and young people's health and wellbeing

Improvement in sustained school leaver destinations for all young people



Health and wellbeing is the 'responsibility of all' and one of the key drivers in the NIF

- Every child has a right to be listened to, heard and respected in Scottish schools
- A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and **a focus on positive relationships across the whole school community**.
- The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which **promotes positive relationships**, learning and behaviour;
- Everyone in a learning community should feel they are **in a safe and nurturing environment**.
- The ability of children and young people to learn in the classroom does not exist in isolation from their wider circumstances at home and in their community...We must work together across school, local authority and national boundaries to ensure that support for improvement is consistent across the country.

**Mental Health Strategy** – a number of actions refer to education including; the recent review of PSE, the role of pastoral guidance in schools, services for counselling for CYP and the creation of a matrix of evidence- based interventions to improve mental health and wellbeing.

<https://www.gov.scot/publications/mental-health-strategy-2017-2027/>



## How good is our school? 4 – The framework

- We build and maintain constructive relationships within our setting and beyond , which foster collective responsibility and mutual support.
- Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help.
- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes
- The ethos and culture of our school reflects a commitment to children’s rights and positive relationships.
- We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing.
- Learners, parents, carers, staff and partners feel they are treated with respect and in a fair and just manner

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Document title

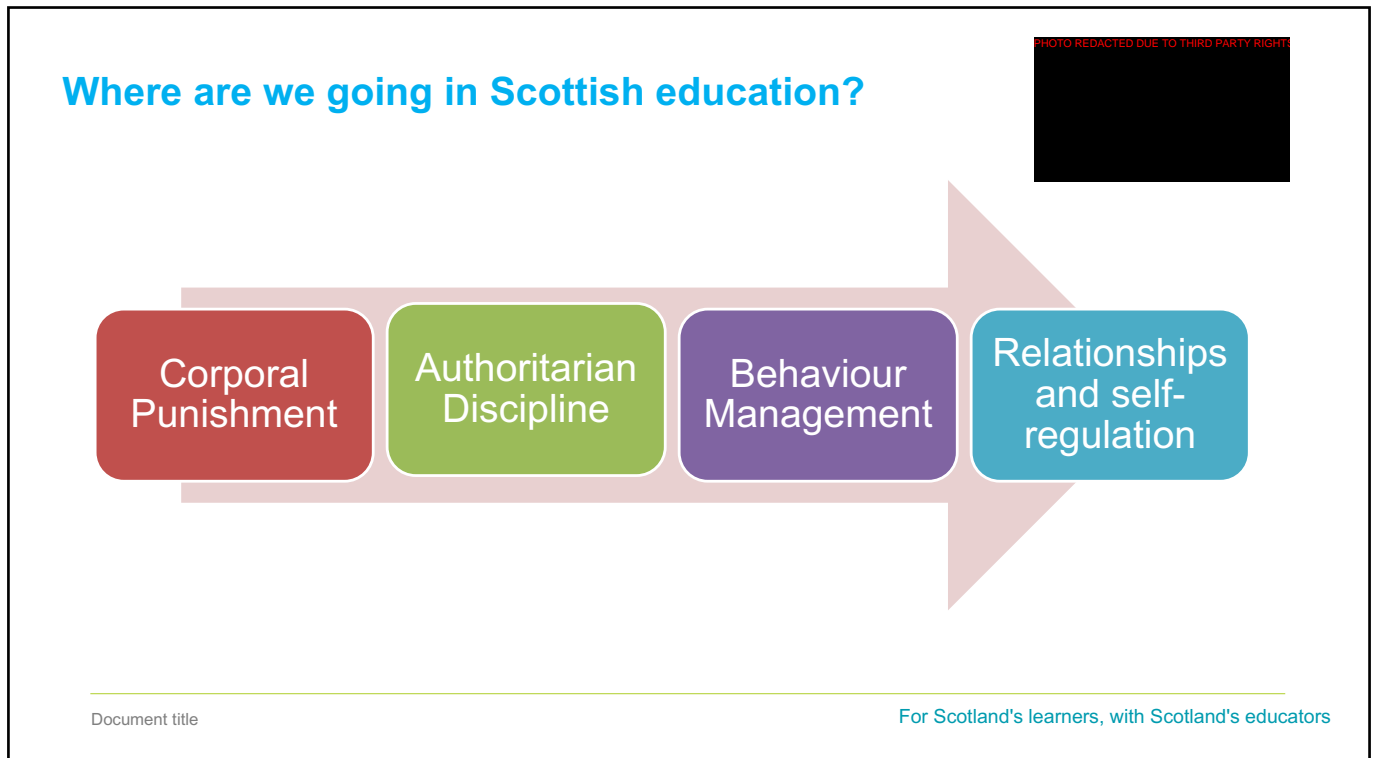
For Scotland's learners, with Scotland's educators

## Notes

We already know many of the things that we need to focus on. Mental, emotional, physical and social skills and understanding underpin so much of what we do but these can be challenging to get right, get consistency, get everyone on the same page. We don't always get relationships right, we don't always understand what children are communicating to us in their behaviours and we don't always respond with compassion and empathy – we react emotionally to the situation we find ourselves in.

But we have moved a long way in terms of how we understand and respond to children and their needs and behaviours.





## Notes

Outline journey within Scottish Education from corporal punishment which was outlawed in 1986 to a context that supports relationships and self regulation. We moved from corporal punishment to a context that was all about discipline which was an authoritarian model. In 2000 (prior to ASL Act in 2004) the Discipline Task Group was set up with the priority being to address discipline in schools and they published their report and findings in 2001 titled better behaviour, better learning. There was no mention of relationships in the recommendations and the language focusses on promotion of positive behaviour and positive discipline and the recommendation of schools developing discipline policies.

Policy guidance then progressed from authoritarian discipline to behaviour management and supports that encouraged the promotion of positive behaviour.

BRBLBB (2013) policy guidance built on and superseded previous policy guidance on promoting positive behaviour, which was first set out in the 2001 report Better Behaviour – Better Learning and most recently the 2009 leaflet Building Curriculum for Excellence through positive relationships and behaviour. The recognition of the importance of relationships and self regulation has been further emphasised especially lately with the focus on ACEs and trauma and its impact on children and young people and research into what helps to ameliorate the impact of trauma.

Developing a whole school ethos and culture – Relationships, Learning and behaviour (2018) – This policy guidance builds on and supersedes the 2013 BRBLBB guidance. A positive school culture and ethos is essential to developing good relationships and positive behaviour.

Time for you to reflect on this direction of travel.



## Time to reflect and connect



Do you think we still have schools in Scotland that operate from an authoritarian discipline and/or behaviour management model?

How do you think your school's policy and practice reflects where we are going in Scottish Education?

How could a focus on relationships and self-regulation better support children who have experienced adversity and trauma?

Document title

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## Notes

10 minute discussion

How can we develop more empathic and compassionate ways of working with children who have experienced adversity and trauma?

How can we help to develop empathy and compassion in children and adults who have not had these experiences?

How will a focus on relationships and self-regulation help?



## What does a relationship and rights based approach look like?

- Focus on relationships to support self-regulation rather than consequences to manage behaviour
- Behaviour is seen as an unmet need and the solution lies in meeting this need
- Consequences are used sparingly and proportionately
  - All children are included and understood
- Treating children with dignity and respect is seen as a basic human right

*'A culture where children and young people feel included, respected, safe and secure and where their achievement and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.'*

*- Developing a positive whole school culture and ethos*

Document title

For Scotland's learners, with Scotland's educators

## Notes

There is no definitive theoretical approach to supporting positive relationships in education, instead it is an intuitive approach which is backed up by research into the impact of relationships. Research tells us that relationships can make a key difference to supporting positive outcomes and this is why we focus on these as the key means of supporting positive behaviour and wellbeing. Moves away from a list of strategies and focuses more on the quality of the relationship. We are finding out more about the fact that attuned relationships, whether at home or in school or the workplace can impact more positively on wellbeing.

Quote taken from new policy guidance: 'Promoting a positive whole school culture and ethos: relationships, learning and behaviour'

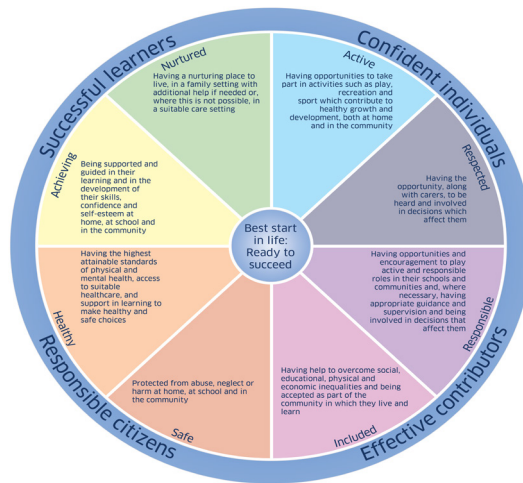




## Developing positive and respectful relationships.

Do our relationships with children support them to self-regulate?

Do we identify personal coping skills and strengths in individual children?



Do we consistently look behind behaviour for the unmet needs that children are trying to communicate?

Do we help our children to develop and strengthen personal coping skills?

Document title

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## Notes

Developing positive and respectful relationships is key to knowing and understanding the children and families in our school community. Sometimes we say that we have positive relationships but do we take time to reflect on what this means and how we can work to improve these? Do we all have a similar understanding?

Do the relationships that we have with our children focus on their strengths and attributes? Are we nurturing their capacities to cope with challenges in their lives?



## What is a nurturing approach?

- A universal and targeted approach used in school settings to support wellbeing
- It has 6 core nurture principles and key features drawn from evidence
- Recognises that positive relationships within the school environment are central to learning and wellbeing
- Has a basis in attachment theory and an understanding that early experiences can have a significant impact on development

<https://education.gov.scot/improvement/self-evaluation/Applying%20nurture%20as%20a%20whole%20school%20approach%20-%20A%20framework%20to%20support%20self-evaluation>

Document title

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## Notes

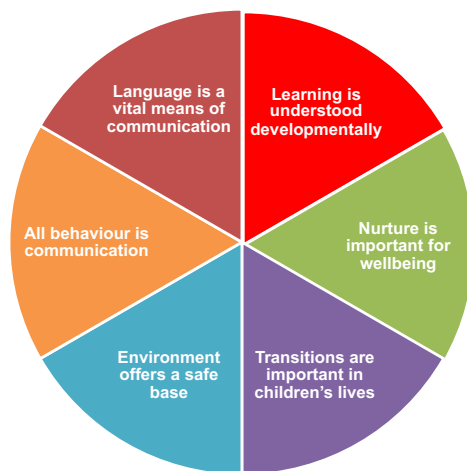
Started as a targeted intervention to support children in London who were not able to access school due to missed early experiences – has now grown to a universal approach which encompasses many different aspects including how the NPs can be applied across the whole school setting and community.

As it had been scaled up from a targeted approach, realised there was a need to be clear about what we mean by Nurturing approaches – which is why we created this document to provide that clarity and to support schools in their self-evaluation of nurturing approaches.

Nurturing approaches currently encompasses many different aspects of support which includes an understanding of the impact of early experiences on children and young people and sits well with ACEs.



## The Nurturing Principles



### What is Nurturing Practice?

- Reliable adults who have time to respond (connectedness)
- Adults who respond sensitively to needs and encourage independence from secure base (external stress regulator)
- Predictable, consistent, routines and interactions (patterned, repetitive activities)
- Challenge to negative internal working models
- Based on careful individual assessment of need (eg. Boxall Profile)
- Adult modelling of appropriate interactions
- Developmentally appropriate

Document title

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## Notes

The 6 nurturing principles – originally developed by Nurture Group Network

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network

### **Learning is understood developmentally**

Nurturing schools understand where children and young people are developmentally, and offer differentiated opportunities for social and emotional learning of specific skills. Nurturing relationships are modelled by staff and respectful, consistent and positive interactions are clearly identified as the appropriate communication style within the establishment. Expectations are reviewed in the light of what we know about an individual's development.

### **Environment offers a safe base**

There is a welcoming and safe environment for all

### **Nurture is important for the development of wellbeing**

The overall approach balances the need to support self-esteem and provide challenge and develop resilience as appropriate.

### **Language is understood as a vital means of communication**

All staff, children and young people work from a model of nurturing relationships, which clearly identifies respectful, consistent and positive interactions as the appropriate communication style within the establishment.



**All behaviour is communication**

Staff are aware that all behaviour has a function and that we need to respond to the hidden need.

**Transitions are significant in the lives of children**

There is a high level of awareness of transitions and disruptions in the lives of children and young people, in planning and providing for the meeting of needs.

Furthermore, it encompasses **attachment based ideas**

Connectedness- has a large evidence base in terms of its importance and the buffering effect of a supportive adult can help to support and ameliorate some of the negative impact of early adversity and trauma (Bellis, 2017; Bergin and Bergin, 2009)

Adults to respond and help “contain” and regulate stress

Offering routine and predictability and overlearning supports second chance learning for children and young people with missed early experiences.

To develop independency from secure base when ready (Louise Bomber talks about practising dependence, but only as a means of moving to independence- this is vitally important)

The internal working model is how we view/what we believe about ourselves, others and the world. It influences what we expect of and from ourselves, others and the world in general and directs how we respond. For children with missed early experiences and insecure attachments they can develop an negative internal working model so nurture support aims to provide a safe and secure environment through supportive relationships to challenge that view/belief system.



NHS Health Scotland

Tackling the attainment gap by preventing and responding to Adverse Childhood Experiences (ACEs)

Schools are in a fantastic position to help support children and mitigate some of the effects that ACEs may have by recognising the factors which might affect children, building trusting relationships with them...and responding in a psychologically informed manner. Building resilience in children aged 6–17 years has been shown to mitigate the negative impact of adverse childhood experiences. Nurturing approaches in schools which focus on building strong relationships with children and families has been found to improve social, emotional and educational attainment.'

Document title

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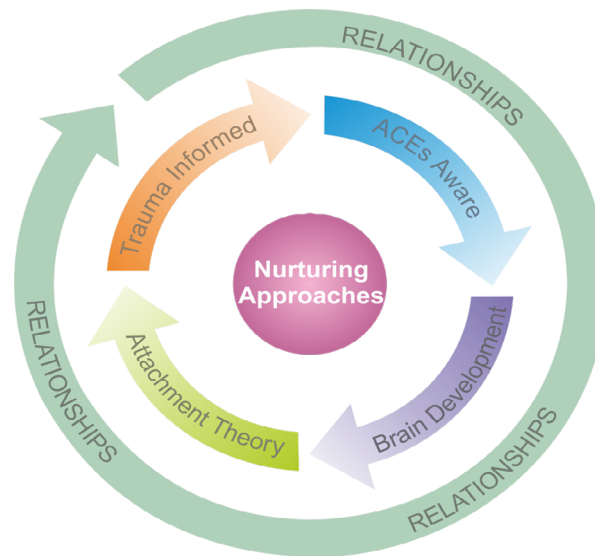


## Links: nurture, ACES and trauma informed practice

Poor outcomes are not predetermined and can be ameliorated with appropriate support.

Early intervention is required to prevent and mitigate against later negative outcomes

Psychologically informed and make use of research/evidence to inform practice



All recognise the importance of early adverse experiences on developing brain and later outcomes

The central importance of relationships to buffer the negative impact of early adverse experiences. Relationships are at the key to healing and support

The importance of practitioners having an understanding and awareness of underlying reasons for behaviour

Document title

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## Notes

Show paper and hand out

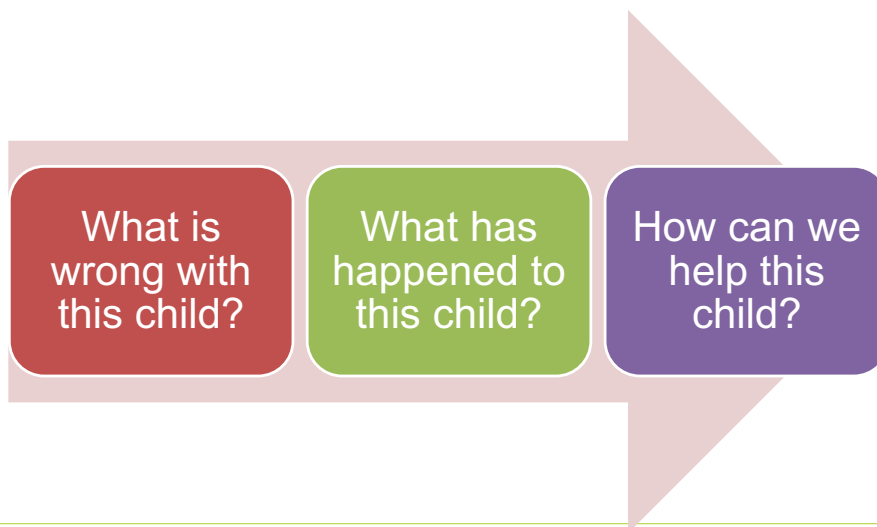
<https://education.gov.scot/improvement/self-evaluation/inc83-nurture-adverse-childhood-experiences-and-trauma-informed-practice>

Summary of links between approaches and all highlight the importance of relationships.

Lots of developments in the world of neuroscience and gaining more understanding into the impact trauma has on brain development. Attachment theory is core to all approaches and stems from the work of John Bowlby in the 1950s and Mary Ainsworth in the 1960s. This theory is fundamental to these approaches as it highlighted the importance of the attachment relationship in terms of future long term outcomes where secure attachment is viewed as a protective factor and insecure attachment a risk factor in relation to wellbeing.



## Using a trauma lens to change the conversation



Document title

For Scotland's learners, with Scotland's educators

## Notes

Reinforce this point again about changing the language used



## The Compassionate and Connected Classroom

The Compassionate and Connected Classroom is a health and wellbeing resource for upper primary which supports all children to cope with challenges and adversity and develop their confidence, resilience, compassion and empathy.



Document title

For Scotland's learners, with Scotland's educators

### Notes

Universal resource which can benefit all children.

The resource supports teachers to promote strong, nurturing relationships, based on mutual respect, in class and in the school community. It supports children to feel that they are listened to and can talk about things that might worry them with someone that they trust. It helps children to develop skills and strategies to cope with life's ups and downs and promotes the development of empathy and compassion for others.





## 5 Themes



My Rights



Me  
and  
my life



My  
relationships



How I  
think  
feel and  
behave



Developing  
our  
resilience  
together

Document title

For Scotland's learners, with Scotland's educators

## Notes

5 themes – each consists of 4 sessions.

Sessions can be broken down and spread over several days

Sessions are written as scripts to support the development of confidence and skills in staff.

Mix of discussions, activities, clips

The sessions will be delivered as part of the health and wellbeing curriculum and they tie in with the key experiences and outcomes within that, particularly those which focus on mental, emotional, social and physical wellbeing.

Children are supported to recognise, talk about and understand what causes them and others to feel strong emotions. They will try activities and learn strategies to help them self regulate.

Children have a personal journal which they use to reflect on what they have learned and make notes to help them remember things that are important to them. They will record strategies and activities which help them cope with challenges and feel more relaxed when they are anxious or stressed. They can be shared with the class teacher or other trusted adult if the child chooses to do so.

Emotional check ins and relaxation activities are a crucial part of each session. Banks of these activities and guidance notes for staff are included in the resource.



## Safeguarding

The resource supports the development of trusting relationships and a safe place to talk and to be listened to with respect and empathy. The themes and activities may link to sensitive and personal subject matter. It is important that teachers:

- Reinforce that children can contribute to sessions in ways that they feel comfortable
- Remind children that if they choose not to contribute or share information, that choice will be respected
- Remind children that they can share any concerns with a trusted adult of their choosing

Document title

For Scotland's learners, with Scotland's educators



It is also important that:

- Children understand that information that they share about things that worry them will only be shared with others if they were at risk of harm or were in danger
- Staff are clear and confident about school safeguarding processes and procedures

Document title

For Scotland's learners, with Scotland's educators

## Notes

Some children may not feel ready or able to contribute or share. Teachers should use their knowledge of individual children to monitor their responses and pick up on children who appear uncomfortable and/ or anxious during the session. They should provide an opportunity for these children to speak with them privately at an appropriate time.

Some children may be more comfortable using established class systems such as a worry box, for communicating their concerns. They should be reminded to put their name on their note to ensure they have an appropriate response.

Children relate, respond to and trust different people for different reasons. The person they choose to confide in or talk to may not be their class teacher. For this reason, it is helpful if all school staff receive appropriate information about this resource and about their responsibilities with regard to safeguarding. Children will be encouraged to talk about who their trusted adult(s) might be and it would be helpful for that person to be informed.



## Implementation of the resource

### Policies and drivers

- Curriculum for HWB
- Nurturing approaches
- Restorative approaches
- Relationships policy
- GIRFEC
- Rights Education
- Improvement planning



### Professional learning

- Attachment
- Nurturing principles
- Trauma and adversity
- Wellbeing
- Risk and resilience

Document title

For Scotland's learners, with Scotland's educators

## Notes

Embedded in the foundations that have already been laid and that staff are familiar with.

Makes links to professional learning.

Positive attitudes towards mental health, wellbeing and emotional support are fundamental to the successful implementation of this resource

The leadership and ongoing support of senior managers is also crucial in driving and monitoring the impact of the programme – would work best if it was included as an improvement planning priority

Can be done across the year by one class/ stage or can be developed as a progressive programme over upper primary.

Leaflet and supplementary information are available for parents, carers and staff. Can be used in discussion or at a curriculum meeting for parents and carers.

Each session has a full script, facilitator resources and /or learner resources.

Additional resources include a proforma planning sheet to use as required.



## Evaluation

- Observation of children and changes in their confidence, behaviour, engagement and coping strategies
- Discussions between staff working with the children and / or with parents can also elicit helpful information on the above
- Pre and post evaluations – measure both staff and children’s skills, knowledge and confidence
- Standardised HWB measures
- Practitioner enquiry
- Wider evaluation measures

Document title

For Scotland's learners, with Scotland's educators

## Notes

Evaluating the impact of learning in aspects of the curriculum for Health and Wellbeing can be complex and challenging as the feelings and experiences of the learner – and the teacher – can vary from day to day and can be subjective.

The sensitive nature of the concepts being discussed can also mean that some children will be hesitant to trust that their thoughts and feelings will be respected and they may need personalised support to benefit from the learning and teaching involved.

The slide outlines some of the ways in which the impact of the programme could be reflected on and evaluated.

Pre and post evaluations are provided as additional resources

Standardised HWB measures include the Stirling Children’s Wellbeing Scale and the Warwick- Edinburgh Mental wellbeing Scale which can explore staff wellbeing. Links to these resources are included in the resource.

Wider evaluation measures include How Good Is Our School 4, Applying Nurture as a Whole School Approach and An establishment guide to evaluate wellbeing. Links within the resource. Leaflet and supplementary information are available for parents, carers and staff. Can be used in discussion or at a curriculum meeting for parents and carers.

Each session has a full script, facilitator resources and/or learner resources.

Additional resources include a proforma planning sheet to use as required.



## Time to reflect and connect



- What strengths do we have as a staff team and as a school community to help us develop and embed the Compassionate and Connected Classroom?
- What might be the gaps in our knowledge, understanding or skills?
- How would this resource work best for us?

Document title

For Scotland's learners, with Scotland's educators

## Notes

Strengths might be; prior learning, established TLC or working group, SCEL colleagues, strong relationships, current approaches to support children.

Gaps might be also identified in pre evaluation questionnaires, self-evaluation processes and professional development meetings.

Can the resource build on interventions earlier in the school? Could it be planned across P6 and 7 or target one stage? Would breaking down the sessions into smaller chunks work better for the needs of our children? Could it support successful transition to S1?

The strength of the relationships between adults and children and the willingness of the adult to approach and engage in discussion, without judgement and with empathy and compassion, is crucial to the potential positive impact of this resource.



*No significant learning occurs without a significant relationship*  
(Comer, 1995)

*The healing environment is a safe relationally rich environment*  
(Perry, 2008)

*If relationships are where things developmentally can go wrong, then relationships are where they are most likely to be put right.*  
(D. Howe, 2005)

*Every relationship has the power to confirm or challenge everything that has gone on before.* (Bomber, 2007)

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For Scotland's learners, with Scotland's educators

## Notes

You may wish to provide staff with copies of the information for parents and carers.

In addition, allowing time for staff to see some extracts from the resource, such as the overview and a sample theme, will help them to understand their role in supporting and promoting this programme.





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For Scotland's learners, with Scotland's educators





## AR 2 – Parent Leaflet

# The Compassionate and Connected Classroom Information for parents and carers



*The Compassionate and Connected Classroom is a health and wellbeing resource for upper primary which supports all children to cope with challenges and adversity and develop their confidence, resilience, compassion and empathy.*



There is a growing recognition that trauma and adversity can have an impact on children's lives and learning. Scottish schools have a number of approaches, including nurture, to help support children experiencing challenges in their lives. While not all children experience trauma and adversity, it is important that all children learn to be compassionate and empathise with others who have had these experiences.

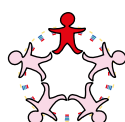
This resource is designed to help children understand that we can all have challenges in our lives. Strong relationships with others and having empathy and compassion for each other can help us cope with challenges and develop resilience.

Within the Compassionate and Connected Classroom resource, 5 themes support children to develop their knowledge, understanding and skills in important aspects of the curriculum for health and wellbeing. These are:

### My rights



This theme introduces children to the concepts of compassion and connection and emphasises the importance of helping each other to build strong relationships and care for one another. Activities focus on children's rights to be safe, cared for and protected.





### Me and my life

This theme outlines key activities that explore how life experiences shape us. The activities emphasise that difficult experiences happen to us all and there are things in our communities, families and ourselves that can help us when we experience difficulties.



### My relationships

This theme focuses on the importance of how connecting with people, building strong relationships and developing a sense of belonging can help us when we are having difficult experiences. This theme also begins to explore how some relationships are not always healthy or helpful



### How I think, feel and behave

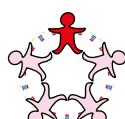
This theme explores the impact of our experiences on our bodies, brains and behaviours. Children will reflect on situations and challenges that caused them and others to feel stressed and anxious. They will develop their understanding of how individuals react to, and cope with, challenge or stress.



### Developing our resilience together

This theme explores activities which can help children to cope with different circumstances and challenges in their lives.

They will learn skills and strategies to help them better manage their feelings and behaviours in stressful and challenging situations.



### How will this resource help my child?

It is hoped that these sessions will help all children develop strong, nurturing relationships and a sense of belonging and acceptance. Even where children have not experienced much adversity in their lives, it is hoped that participating in these sessions will help to further develop key social and emotional skills such as; tolerance, understanding, empathy, compassion and being able to work together with others. These skills all contribute to the Curriculum for Excellence aims of supporting children to become more confident individuals, responsible citizens, effective contributors and successful learners.

### How can I help my child at home?

You can help your child by chatting to them about the work they are doing in school but please be aware they may not wish to share all of the class discussion with you or others. They may be reflecting on, and processing, new information and learning. If they do wish to talk about what they are learning, please support them in their understanding of key social and emotional skills and encourage them to put these into practice at home. Encourage your child to use the skills they have learned to help them cope with any difficult situations they may encounter. You may wish to chat about how you cope with challenges and adversity in your own life. This will help them to understand that everyone can have difficulties in their lives but we can learn to cope better and be more resilient with support from each other.

If you require further information about this resource, please contact your child's headteacher.

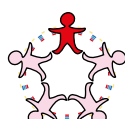


## AR 3 – Supplementary information for parents

*The Compassionate and Connected Classroom –  
Further information for parents, carers and staff.*

This communication supplements the information already given in the booklet for parents and carers.

|  |  |
|--|--|
| <p><b>What is this resource?</b></p>                                   | <p>The Compassionate and Connected Classroom is a health and wellbeing resource for upper primary which supports all children to cope with challenges and adversity and develop confidence, resilience, empathy and compassion.</p>  |
| <p><b>What does the resource aim to do?</b></p>                        | <p>The aims of the resource are to:</p> <ul style="list-style-type: none"> <li>• Support children to understand that experiencing adversity and trauma can happen to anyone</li> <li>• Help children to understand the possible impact of adversity and trauma on their wellbeing</li> <li>• Recognise the importance of positive, nurturing relationships in protecting children from the impact of adversity and trauma</li> <li>• Provide children with strategies and skills to help them cope with challenge and develop resilience</li> <li>• Support children to understand that they have the right to be protected and supported by the adults in their lives.</li> </ul>   |
| <p><b>Why do children need to know about trauma and adversity?</b></p> | <p>Trauma through neglect, bereavement, abuse, parental absence or illness affects many families in Scotland. It can affect children’s health, wellbeing, and ability to engage in learning and the impact can be life-long.</p> <p>Even where children have not had significant adverse experiences in their lives, dealing with day-to-day challenges can cause strong emotional responses and impact on their health and wellbeing.</p> <p>To support all children to be confident, effective and successful in life and in learning, this resource aims to help children understand the links between the challenges they might face and how these might make them feel and behave. The resource supports teachers to promote strong, nurturing relationships, based on mutual respect, in class and in the school community. It supports children to feel that they are listened to and can talk about things that might worry them with someone that they trust. It helps children to develop skills and strategies to cope with life’s ups and downs and promotes the development of empathy and compassion for others.</p> |



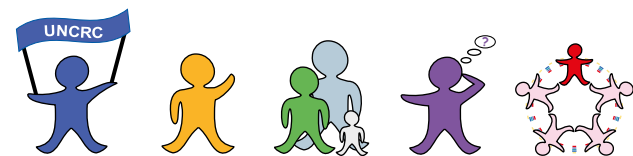
|  |   |
|--|---|
| <p><b>What is the content of the resource and how will it be taught?</b></p> | <p>As the booklet explains, there are 5 themes, each linked to 4 sessions of activities. Children will explore each theme in the classroom with their teacher and other children in the class. They will participate in discussions and activities which will help them to understand the key messages. These sessions will be delivered as part of the health and wellbeing curriculum and they tie in with the key experiences and outcomes within that, particularly those which focus on mental, emotional, social and physical wellbeing.</p>  |
| <p><b>Will my child be asked to share personal experiences?</b></p>          | <p>There will be no expectation that children will share their own personal experiences although there may be times when they wish to do so.</p> <p>Children are asked to reflect on adversity and the impact that it has more generally and to consider how we can offer understanding and support. Scenarios, the life stories of famous people and examples of problems that children might face are all used to promote discussion and reflection.</p> <p>Children will be given opportunities to share any concerns if they wish to, either in discussion in class; in private discussion with a teacher or trusted adult or by their established class structures such as a worry box or jar. In the rare event that children did share an experience that made staff concerned for their safety or the safety of others, normal safeguarding procedures would be followed.</p> |
| <p><b>What are the personal journals?</b></p>                                | <p>Each child will receive a booklet with pages which link to the themes in the resource. Children will be encouraged to reflect on what they have learned and make notes to help them remember things that are important to them. They will record strategies and activities which help them cope with challenges and feel more relaxed when they are anxious or stressed. Children can share these with their teacher or other trusted adult if they choose. They will be encouraged to share these with their parents or carers at the end of the programme.</p>   |



## AR 4 – Teacher proforma planning sheet

| Name                    | Class | Date |
|-------------------------|-------|------|
| Theme                   |       |      |
| Session                 |       |      |
| Key messages            |       |      |
| Experiences & Outcomess |       |      |
| Activities              |       |      |
| Reflection/ Evaluation  |       |      |
| Next steps              |       |      |

This sheet is intended to complement or supplement the school's own planning and evaluation of the curriculum for health and wellbeing and can be used/ adapted if required. Theme overview sheets can also be used to highlight and annotate for planning purposes.



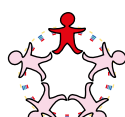
## AR 5 – Children’s reflective proforma

### The Compassionate and Connected Classroom

Reflection on Theme    1            2            3            4            5

Name

|  |                            |
|--|----------------------------|
| <p>What 3 things do you remember most about this theme?</p>                                  | <p>1</p> <p>2</p> <p>3</p> |
| <p>Was there anything in this theme you would have liked to learn more about?</p>            |                            |
| <p>Was there anything else you wish had been included in this theme?</p>                     |                            |
| <p>How will what you have learned help you cope better with any challenges in your life?</p> |                            |





## AR 6 – Pre and post evaluation measurements

### Baseline for children’s skills, knowledge and confidence

School:

Date of Completion:

Please look at all of the statements below and give yourself a rating from 1 to 5 with 1 being the least like you to 5 being the most like you. The answers to these questions are anonymous (that is we don't need to know your name) so please be as honest as possible.

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I understand that what happens to people can make a difference to how they feel and behave.  |   |   |   |   |   |
| I understand that we all have different experiences and that some of them can make us feel happy while others might make us feel sad or worried. |   |   |   |   |   |
| I have a range of things that I can do to help me feel better when something that is difficult happens to me.                                    |   |   |   |   |   |
| I often help others when something difficult happens to them.  |   |   |   |   |   |
| I often feel worried about others when something difficult happens to them.  |   |   |   |   |   |
| I know where to go to get help when something difficult happens to me.   |   |   |   |   |   |
| I know how to help others when something difficult happens to them.  |   |   |   |   |   |
| I know about my rights and that rights are there to help protect me.   |   |   |   |   |   |
| I know about my rights and that rights can help us to be more compassionate and connected.   |   |   |   |   |   |
| I feel confident that my classroom is a safe place where I can trust and talk to others.   |   |   |   |   |   |
| I feel confident that there are adults in my school that I can trust and talk to if I need to.   |   |   |   |   |   |
| I feel comfortable talking about how different experiences can make me feel.   |   |   |   |   |   |
| I am confident that when difficult things happen that it is possible to do things that help me to feel okay.                                     |   |   |   |   |   |



## AR 6 – Pre and post evaluation measurements

### Baseline for staff skills, knowledge and confidence

Staff Name:

School:

Date of Completion:

Practitioners should reflect on the following impact statements to help coaches gauge current levels of knowledge and skill

Please be aware that there may be some skills and knowledge that you have not yet had the opportunity to develop so we would welcome an honest self-evaluation on this as these questions will be repeated at the end of the sessions to gauge progress.

Consider and scale the following on a scale of 1 to 10 with 1 being not at all like me to 10 being very like me

1. I have an understanding of how early experiences impact on children and young people's behaviour and wellbeing.

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**

2. I understand and recognise the central importance of relationships in mitigating against negative outcomes for children and young people.

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**

3. I am confident in supporting children who have experienced adversity and trauma in my classroom.

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**

4. I am confident in supporting children and young people to talk about how their experiences shape them.

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**

5. I am confident in helping to support children to understand how they can help one another in the classroom.

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**

6. I am confident in my skills to support a child/young person who is showing signs of distress

1      2      3      4      5      6      7      8      9      10

**Not at all like me** **Very like me**



7. I recognise the links with a rights based approach and how this can support children to become more compassionate and connected.

1 2 3 4 5 6 7 8 9 10  
**Not at all like me** **Very like me**

8. I am able to create a culture and ethos in my classroom that supports compassion and connection.

1 2 3 4 5 6 7 8 9 10  
**Not at all like me** **Very like me**

9. I am confident in supporting children to become more empathic and tolerant towards others who have experienced adversity and trauma.

1 2 3 4 5 6 7 8 9 10  
**Not at all like me** **Very like me**

10. I feel I can support children in my classroom to build resilience and develop coping strategies when they face adversity in their lives.

1 2 3 4 5 6 7 8 9 10  
**Not at all like me** **Very like me**



## AR 7 – Personal Journals

### Personal Journal

My  
Compassionate and Connected  
Classroom Journal



Name.....

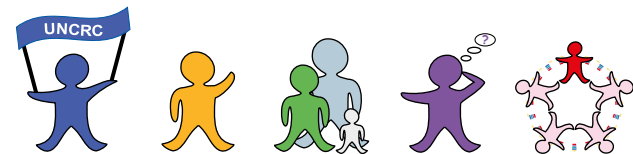


This journal will be a space where you can record your thoughts and learning as we move through the sessions.

It has some key learning points from each theme to help you to remember some of the things we will discuss and learn in class.

You will have some time to write or draw in your journal in some of the sessions and at the end of each theme. The Journal is your own private space, you do not have to show anyone, however you can show it to an adult you trust if you choose.

You will be able to take your journal home with you at the end of the final session.



## My rights

### Theme 1



Children have many rights but the ones below are the rights which relate to protection and care. They are here in your journal for you to think about and remember

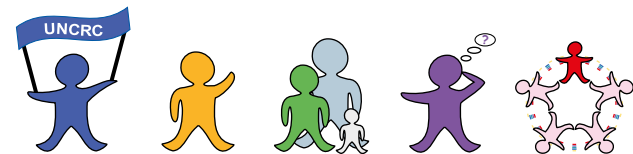
- ✓ **Article 3** - Adults should do what's best for you
- ✓ **Article 19** - You have the right to be protected from being hurt or badly treated
- ✓ **Article 20** - You have the right to special protection and help if you can't live with your parents
- ✓ **Article 22** - You have the right to special protection and help if you are a refugee
- ✓ **Article 26** - You have the right to help from the government if you are poor or in need
- ✓ **Article 37** - You have the right **not** to be punished in a cruel and hurtful way

## My thoughts on My Rights

### Theme 1



Here is a space for you to record anything you would like to remember, or any thoughts you have on theme 1.



# Me and My Life

## Theme 2



### Points to remember

- ★ The good and difficult things we experience in our life help to shape who we are
- ★ In our lives, most of us will experience difficult things which might make us feel anxious and unsure
- ★ These difficult things may happen directly to us, be within our families or in the areas and communities we live in
- ★ We may experience feelings we have never felt before and these may be difficult to understand. This can be normal and that is okay
- ★ Strong relationships can help us



# Our experiences shape us

I have had many different experiences in my life. These experiences have helped to shape who I am. Some of my experiences have been positive and some have been more challenging.

A time when something difficult happened to me was when...

When this happened I felt



When this happened my behaviour looked like

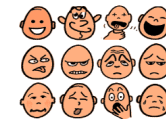


The people who helped me were...

I have had positive experiences too

I had a positive experience in my life when....

When this happened I felt



When this happened my behaviour looked like



The people who helped me were...

## Changes



Everyone experiences change, sometimes there are changes which are planned for and we have time to prepare. Other times there may be changes which are more unexpected and happen suddenly and without warning. We may also experience some changes which are difficult and some which are exciting and we look forward to.

A type of change I have experienced is (choose from the list)

Sudden change

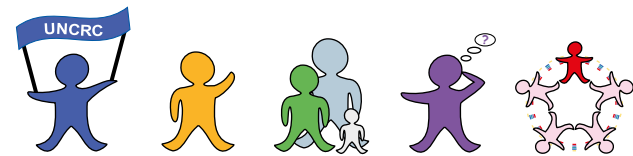
Difficult change

Exciting change

Small change

What helped me to manage this change was...

If I were to experience change like this again I would...





## My thoughts on My Life

Theme 2



## My Relationships



Theme 3

### Points to remember

- ★ Empathy helps us to understand other people's experiences
- ★ We can learn to show empathy and help to make someone's life feel better
- ★ Positive relationships are important and can help us feel healthy, connected and respected
- ★ Positive relationships with people we trust are good for us
- ★ Sometimes not all relationships we have may be positive or helpful



## What is Empathy?

Empathy is our ability to think about a situation from another point of view. This can help us to understand people's experiences and feelings better and help us to offer support.



Like walking in someone else's shoes





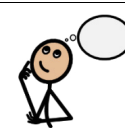


### Remember!

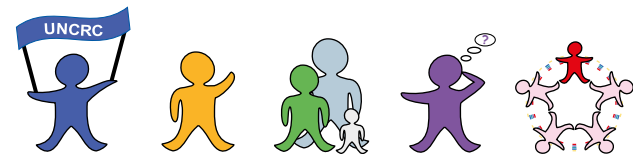
Helping someone is important, but rushing in when another person is upset and solving the person's problem might not be as helpful as letting the person know you are there for them to listen, and that you care.

I show empathy to others by...

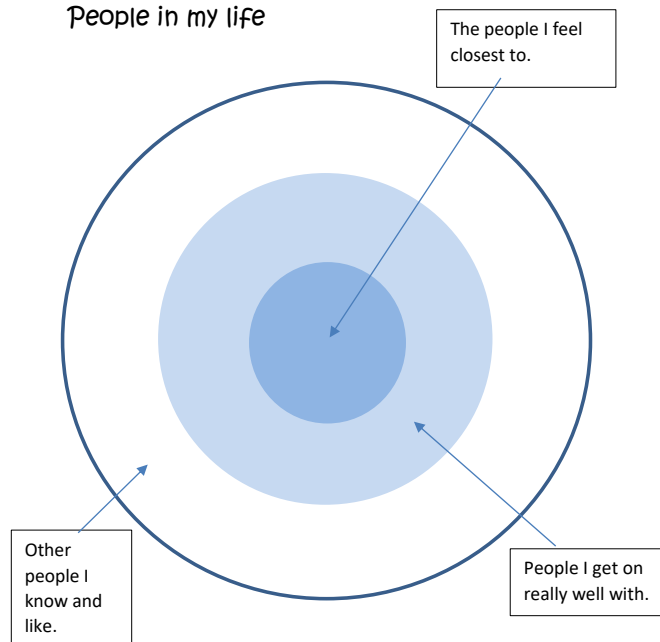
The five steps of empathy on the next page can help you to practice empathy

## Five Steps towards Showing Empathy

|               |  |   |
|---------------|--|---|
| <b>Step 1</b> | <b>Watch and listen</b><br>How is the person acting?<br>What is the person saying?   |    |
| <b>Step 2</b> | <b>Remember</b><br>Think of a time when you felt the same way.   |    |
| <b>Step 3</b> | <b>Imagine</b><br>How would you feel in this situation?  |    |
| <b>Step 4</b> | <b>Ask</b><br>Find out how the person is doing.<br>Find out how the person is feeling.   |    |
| <b>Step 5</b> | <b>Show you care</b><br>Let the person know you care through your words and actions e.g. Can I help you? Are you ok? Do you want to talk about it? |  |



## People in my life



The people I feel closest to are...

An adult I can trust is my...

## Positive relationships

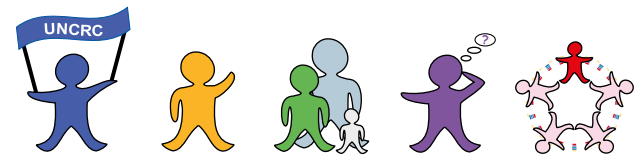


Relationships are important and positive relationship can help me when things are difficult.

My Positive relationships are with

I know they are positive because...  
*Think about the characteristics discussed in class*

There are also times when some relationships can make things more difficult for me. The things I need to look out for which may mean a relationship is not positive are...



My thoughts on My Relationships

Theme 3



## How I feel, think and behave

### Points to remember

- ★ We all react differently to different situations
- ★ Our brains and bodies are designed to keep us safe
- ★ Our thoughts, feelings and reactions are all linked
- ★ Everyone experiences stress and sometimes it is difficult to think clearly when we are stressed
- ★ Stress can affect how we behave and communicate with others
- ★ Recognising stress and talking about it can help us cope



## My worries, anxieties and stresses

How are we coping ?

A situation I find stressfull or worrying is...

|   |  |
|---|--|
| I would be feeling                              |  |
| My body would be                                |  |
| My behaviour would be<br>fight flight or freeze |  |
| I could help myself by                          |  |
| It would help me if<br>someone would            |  |
| The outcome might be                            |  |

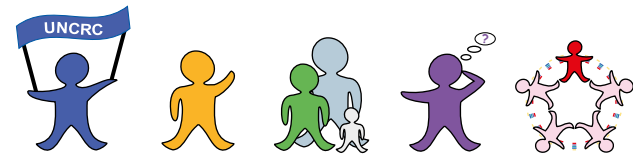
## Flip the Lid

When I am anxious and feeling overwhlemed I may not always show it. I sometimes hide my feelings, a bit like hiding behind a mask.

When I feel like this I sometimes...

There are things that I need that can help such as...

|                                 |                                |                                     |
|---------------------------------|--------------------------------|-------------------------------------|
| A hug                           | For someone to<br>listen to me | For someone to<br>see what I can do |
| A walk                          | Another chance                 | Some alone time                     |
| A chance to<br>explain it again |                                |                                     |

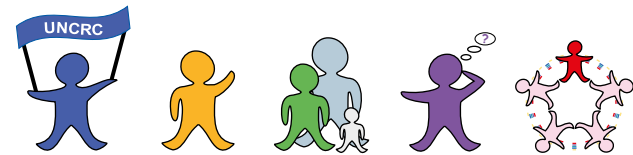


**What I think about My Thoughts**  
**Feelings and Behaviour**  
Theme 4



## **Developing resilience together**

- ★ There are things we can do to help us cope
- ★ Different activities can help when we have different feelings
- ★ Different things work for different people
- ★ Sometimes the things we do to cope may not be enough and we may need adult help
- ★ If our class are more aware of each other's thoughts feelings and experiences we can be stronger together
- ★ Being compassionate and tolerant makes everyone feel included and respected
- ★ Acts of kindness show we are compassionate and connected



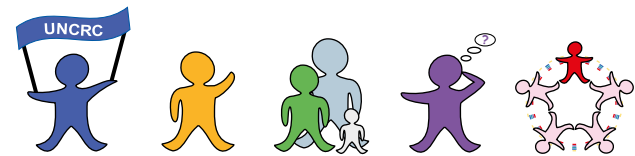
Coping Card



A large, empty rectangular box intended for writing or drawing.

Being positive , being hopeful, being resilient

Something that is special to me and makes me feel hopeful is ...



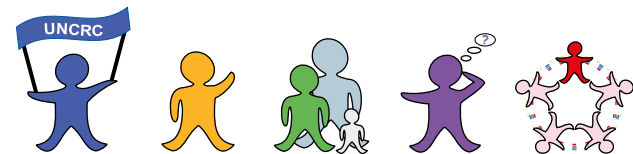
My thoughts on Developing Resilience Together



**Organisations where I can get, help and advice when things may be difficult.**

*Childline is yours – a free, private and confidential service where you can talk about anything. Whatever your worry, whenever you need help, they are there for you online, on the phone, anytime.*

<https://www.childline.org.uk>





## AR 8 – Emotional Check-ins

Facilitators should choose one of the following check in activities to start each of the sessions. Facilitators should use their own knowledge of the class; the context and the session content to determine which check in activities they wish to use.

### One or two word check-in

- Ask pupils to share one or two words about how they are feeling.
- This can be done verbally or non-verbally.
- Ask pupils to show feelings using pictures (feelings board, feelings fan)
- Ask pupils to write or draw how they are feeling on a dry wipe white board.

### The mindful check-in

- The mindful check in entails taking a few breaths and a quiet moment to collect thoughts before speaking or writing.
- Pupils can share an emotion for example happy, disappointed, excited.
- They can also share a physical feeling for example, I'm really tired, I have butterflies in my stomach.
- They can go on to explain the mental experience (for example, overwhelmed with thoughts).
- Then they can talk about how their emotions, thoughts and feelings are affecting their behaviour for example I'm finding it hard to sit still and concentrate.
- Steer the children away from using general adjectives like "cool" "fine" "good" "okay" "alright" because these words are used so much in everyday conversation that they might not describe how someone is actually feeling.
- After the check-in, explain the purpose of taking a breath and a moment is to help them to really notice how they feel in that present moment.

### The numerical check-in

- A simple and effective to do a to check-in, especially if children and young people don't have a large vocabulary for emotions or if you have a large group and limited time
- This can be a check-in, especially if they don't have a large vocabulary for emotions or if you have a large group and little time.
- Ask the pupils to show or tell how they feel on a scale of 1 -10. *1 being really negative and 10 being extremely positive.*
- *Ask - How do you feel right now?"*
- You can go on to ask them qualify what that number means to them. For example a 7 means 'could be better' and you can also ask them why they feel this way.



### The metaphorical check-in

- **Internal Weather Report:** Introduce the idea that emotions can be described like weather. For example we can feel like there's a sunny day inside (for example, happy, joy), like it's gloomy and grey (for example, bored, down), rainy (for example, sad, depressed), stormy (for example, irritated, angry, etc.), or anything else they can think of. Present the metaphor and ask them to give the group their internal weather report. Let them define the weather and how its connected emotions using their own language.
- **Movie Genre:** The movie genre metaphor is relating feelings and experiences to movie genres (for example action, adventure, horror, drama, etc.) Ask the child to describe the current movie genre that represents how they are feeling. This check-in can also be used to capture a broader sense of their life experience. For example you could ask: "What's been the major movie genre of your life so far?" or "What one movie best describes your life?"
- **Current Playlist:** This music metaphor, similar to the movie genre, asks children to relate music to their feelings. You can ask, "What instrument is currently playing inside right now?" or "What music or song best represents your feeling right now?" or "If your mood could be represented by music right now, what would it be?" Children might choose to speak about a musical instrument, a particular song, an album, or musician.

### The deep check-in

- A great way to facilitate empathy, compassion, and deepen group cohesion and trust.
- The deep check-in should only be used when the facilitator/teacher feels the group is at a level of cohesiveness that can handle deep disclosure and being vulnerable. It can also be used with a smaller group or an individual.
- A deep check-in can be facilitated by sentence openers such as:
  - *"Something I've been holding in is..."*
  - *"Something nobody knows about me is..."*
  - *"If you really knew me, you'd know..."*




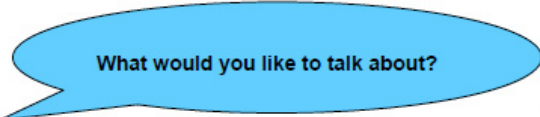
**Written check-in**

Provide opportunities for children to record their feelings in writing. Options include:

- Post box
- Post its
- Speech bubbles A template like the ones suggested here.

|      |       |
|------|-------|
| Name | Class |
|------|-------|





**What would you like to talk about?**

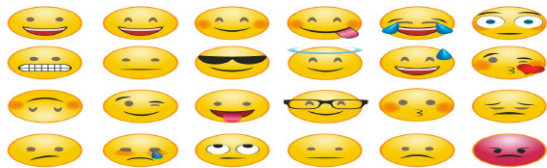
✓ tick a sentence to show what you would like to talk about.

- I want to tell you about something that has made me happy.  
-----
- I have something exciting to tell you. -----
- I want to tell you that I am feeling upset about -----  
-----
- I want to tell you that I am feeling angry about -----  
-----
- Something that is worrying me is -----

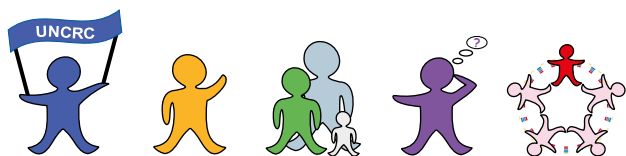
|      |       |
|------|-------|
| Name | Class |
|------|-------|

This is how I feel today

Draw a circle round the face or faces that show how you feel.



Draw or write about something you would like to talk about and how it makes you feel.



### Check-out

Check outs can be done verbally, in picture form or in writing using similar methods to the check – in. This is a useful way to follow up with a child who is showing signs of stress, worry or anxiety at the beginning of the day/week. It can also help children to reflect on their worries/anxieties. It can help them recognise that things were not as bad as they might have been thinking and to realise that they coped, and maybe, enjoyed some aspects of their day/week. Questions or prompts could include:

- How do you feel now compared to earlier today/this week?
- What good things have happened today/this week?
- How did ..... go?



## AR 9 – Relaxation Activities

Facilitators should choose one of the following relaxation activities to end each of the sessions. Facilitators should use their own knowledge of the class; the context and the session content to determine which activities they wish to use.

### Shake out

For a quick energy shift – help children ‘shake out’ their stress. Tell them that we they going to shake gently until all the tense energy in their body is released into the space around them.

Begin by shaking the hands and arms and then allow the body to shake in whatever way it feels comfortable. Ask the children to pay attention to the energy moving through their body.

Gradually slow down and stop shaking and ask the children to check in with their body by paying attention to the sensations and how they feel.

### Muscle relaxation

1. Raise your eyebrows and wrinkle your forehead. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. Close your eyes as tightly as you can. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax.
6. Stretch your arms out to the side. Hold for 5 seconds...and relax..
7. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
8. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.
9. Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds...and relax.
10. Tighten your stomach muscles. Hold for 5 seconds...and relax.
11. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
12. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
13. Bend your ankles toward your body as far as you can. Hold for 5 seconds... and relax.
14. Curl your toes under as far as you can. Hold for 5 seconds...and relax.
15. Tighten all the muscles in your whole body. Hold for ten seconds...and relax.

Let your entire body be heavy and calm. Sit quietly (or lie) enjoying this feeling of relaxation for a couple of minutes.



### Stillness

Start by finding a position and settle yourself comfortably.

Take two or three deep breaths and close your eyes if you wish.

Feel your attention at the top of your head then gently move your attention down your neck, shoulders, arms, hands, chest, belly, hips, legs, ankles, feet and toes. Let your mind rest in your body. Notice any feelings or sensations in your body.

Now see if you can find stillness in your body as you sit/lie, not moving.

When you are ready, gradually start to move fingers and toes, have a stretch and a yawn. Gently sit up and notice how you feel.

### Find your breath

Sitting in a comfortable position with your eyes open or closed, start to notice yourself breathing. Let's be curious about our breathing.

Can you feel the cool air going in through your nose and warm air leaving your nose?

Can you feel your breath in your chest or in your belly? Does your chest expand?

Does your belly go up and down?

Keep breathing and noticing.

**Breathe in, breathe out**

**Breathe in, breathe out**

**Breathe in, breathe out.**

How did this make you feel? Do you notice any changes in your breathing, your body, your emotions?



### Balloon Breathing

Sitting in a comfortable position with your eyes open or closed, imagine you are holding a big balloon.

Take a deep breath in through the nose and, as you slowly breathe out through your mouth, start to spread your hands out as if you are blowing up a great big balloon.

Hold your hand position as you inhale again and then spread your hands further as you exhale.

Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

**Breathe in, breathe out.**

**Breathe in, breathe out.**

**Breathe in, breathe out.**

### Shoulder Roll Breathing

Choose a comfortable sitting position.

As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale.

Repeat slowly, rolling your shoulders up and down in time with your breath.

**Breathe in, breathe out**

**Breathe in, breathe out**

**Breathe in, breathe out.**

How does your body feel now?



### 5 Mindful Minutes

1. Pause for a moment.
2. Look around and notice five things that you can see.
3. Listen carefully and notice five things that you can hear.
4. Notice five things that you can feel in contact with your body (for example, your watch against your wrist, your trousers against your legs, the air on your face, your feet on the floor, your back against the chair).
5. Finally, do all of the above simultaneously.

### Mindful Walking

Start by standing tall with feet firmly planted on the floor, long back and shoulders relaxed.

Notice how your feet feel on the ground. Try moving your weight around a little to see how it feels. Lean forward and backward, then side to side. Then find the centre – the place where you are balanced and most strong.

Begin taking a slow walk. Start to notice how your feet feel as you walk. How does it feel in your heels? in your toes?

After a few moments, start to notice what walking feels like in the rest of your body. What happens in your legs and hips when you walk? What about your arms, neck and face?

Keep walking and feel the rhythm of your walking. You can try walking a bit faster/slower?

If your mind starts to wander, gently bring it back to how your body is feeling during your walk.

When you are ready to finish your mindful walk, come back to standing still, just like you started.

### Happy thoughts visualisation

Sit or lie comfortably with your eyes open or closed.

Think of a place where you feel safe, relaxed and happy. This place can be real, imaginary, inside or outside.

Allow yourself to remember doing something that made you feel really happy, making you smile. If you cannot remember a time, imagine doing something that makes you smile, or smiling at your favourite person or pet.

Stay there for a few minutes more.

Now start to move your fingers and toes then take stretch, bend your knees and roll to the right and come up to sitting when you are ready. Open your eyes and notice how you feel.





### Inner Smile Visualisation

Sit or lie comfortably with your eyes open or closed.

Feel the corners of your mouth make a smile and your eyes smile.

Send the smile into your head.

Allow the smile to expand into your chest, your lungs and your heart.

Now take the smile down into your tummy and smile at all the organs there.

Feel the smile spread more and more into your arms and legs until your whole body is one big smile.

Relax into the smile.

### Send Kind Thoughts

Ask the children to sit in a circle and think about good things they can wish for each other.

For example – May you be happy

May you be healthy

May you have good friends

Notice how your body, heart and mind feel when you send kind thoughts.

How do you feel when you are receiving kind thoughts from others?

Now try sending kind thoughts to yourself. Say kind words to yourself.

For example – May I be safe

May I be strong

May I be successful

How does this make you feel?



### Heart Meditation

Place your hand on your heart. Can you feel your heart beating? Thank your heart for all the hard work it does.

Now, imagine someone you love very much. Imagine their face and think about all the things you love for them for. Imagine giving them a big hug and how warm this makes you feel. You can feel your heart growing, filled with love!

Now, think of someone that you find it hard to get on with. Don't worry about why you don't get on with them; just see you and that person together in your mind. Now smile at that person and imagine them smiling back at you. Maybe you need to forgive each other or say sorry to that person in your mind. Maybe it will help you to imagine them saying sorry to you if you think that would help. Now give that person a big hug and try and feel love for them.

Listen to yourself breathing, knowing that your heart is glowing inside of you with love!

### Blow away thoughts or worries

Find a space and blow bubbles, feathers, tissue paper.

Use a straw to blow tissue paper or water.

Imagine you are blowing away any worries or difficult or unkind thoughts.

Remember to take nice deep breaths when you are blowing.

**Breathe in, breathe out**

**Breathe in, breathe out**

**Breathe in, breathe out**

**How do you feel now?**



## Resources

There are a range of freely and commercially available books, apps, audio CDs and resources available which can support relaxation, some of which are outlined below. Those which are outlined below are suggestions only and are not necessarily endorsements. You may have your own resources that you wish to use.

### Websites

[www.bemindful.co.uk](http://www.bemindful.co.uk)

[www.freemindfulness.org](http://www.freemindfulness.org)

[www.calm.com/schools](http://www.calm.com/schools)

<http://www.moodcafe.co.uk/for-children-and-young-people/relaxation-for-children.aspx>

### Books

Sitting still like a frog: Mindfulness Exercises for Kids (and their parents) by Eline Snel, Shambhala Publications Inc, 2013.

Mindfulness Techniques for Children & Young People Stan Godek, SG Training and Consultancy.

Into the Garden of Dreams: Pathways to Imagination for 5-8s by Linda Jane Simpson, Goodman, 2005.

### Cards

60 Mindful Minutes – Developing Mindful Behaviour in the Nurture Group. Tina Rae, Nurture Group Network, 2014.



## AR 10 – Listening and responding to children

### The Compassionate and Connected Classroom.



#### Listening and Responding to Children

*When you introduce the sessions to the children in your class, some of them may wish to speak with you more about particular issues. This handout provides some guidance on how to support children if they wish to talk but it can also be used to guide all staff in the school in providing helpful support.*

#### Key messages

- Adults who are good at listening can support children to feel safe about feeling and thinking about emotions.
- Helping children to talk about their emotions encourages them to be aware of, acknowledge and reflect on their feelings rather than act them out in behaviour. It will also help them manage stress throughout their lives.
- Listening is different from hearing. It is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.
- Listeners should remain neutral and non-judgmental; this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted.
- Being willing to listen and demonstrating empathy and compassion is more important than any specific techniques.
- Creating a climate in the class in where all children feel it is okay to share their emotions and experiences is crucial. It is important that children know that their experiences are accepted and respected and not judged.
- Children should have a choice regarding what and how much they share. It can take time to build trust.
- **Remember to make clear to children that information they share would only ever be shared with other people if they were at risk of harm or were in danger.**



## Active Listening Tips - SHUSH

**Show you care** – Focus on the other person with your verbal and non-verbal communication. Give eye contact and attentive body language. Be aware of the timing, tone, volume of your voice.

**Have patience** - It may take several attempts before a child shares their emotions or experiences and allow for pauses and silences. The child needs to build trust with you.

**Use open ended questions** that need more than a 'yes/no' answer and follow up with encourages such as 'tell me more'. This shows the conversation is a safe place where there are no imposing opinions or judgements and no right or wrong answers.

**Say it back** – **Check you have understood, but don't interrupt or offer solutions.**

This gives the child reassurance that you are being attentive plus you can check that you are hearing what they want you to hear, rather than your interpretation of the conversation.

**Have courage** – **Don't be put off by a negative response and don't feel you need to fill a silence or deal with big issues on your own.**

– <https://www.samaritans.org/scotland/how-we-can-help/support-and-information/worried-about-someone-else/difficult-conversations/>

### Helpful Phrases

Tell me more about that  
 That sounds important  
 Your feelings are okay with me  
 We can work through this together  
 I can see this is hard for you  
 That was really..... for you  
 I hear you, I'm here for you, and I'll stay with you  
 How you feel right now won't last forever  
 It's okay to feel how you are feeling  
 It's understandable that you feel....  
 Let's take a breath, take a break. Pause, slow down, think for a minute  
 Remember when you..... (share a positive example of the child coping)  
 I'll be over here when you need me

### Helpful Questions

- Do you want to talk here? Somewhere else? Now? Later?
- I'm wondering if .....
- What happened?
- How are you feeling?
- Would it help if.....?
- Can you help me understand?
- I'm wondering if you are feeling.....?
- Is there anything I can do to help?
- Is there something that would help right now – stress ball? Calm music, breathing, mindful colouring, drink of water etc.
- Is there anything someone else could do to help?
- What has helped you feel better in the past?
- What can we learn from this?
- What is this emotion trying to tell us?



# Big Deal, Little Deal

(adapted from Ylvisaker, M., & Feeney, T. (2008))

This is an approach that introduces children to the concept of 'Big Deal, Little Deal.' It can be used when appropriate to help children distinguish what is important from what is not important. This might help children be less anxious about little deals and take big deals seriously.

The Big Deal little deal concept can be introduced to a class, small group or individual children. Introduce it at a time when the children are not upset / distressed so they can process it and reflect on it for use at another time.

## BIG DEAL

### A big deal can be something that:

- you cannot get over quickly
- you cannot ignore
- affects your safety or other people's safety
- changes something important for a long time
- means you lose something you cannot get back

### Some Examples of Big Deals

- Your pet dies
- There is no food in your house for a week
- You fell and broke your leg
- Your house was broken into.
- A family member is very ill

## Little Deal

### A little deal can be something that

- is mildly annoying
- you can ignore
- involved small change in plans
- does not really change anything important
- is a temporary problem
- you can put up with until you get what you really want

### Examples of Little Deals

- You forgot your homework
- You fell and scraped your knee
- Someone pushed in front of you in the line
- You didn't get invited to a party
- You had an argument with a friend

## Words, Phrases and Questions for Big Deal Little Deal Discussion

### Ask the child to identify / label the issue and ask :

- Is this a big deal or a little deal?
- If child is unsure how to label the issue, scaffold their response
- Remember what we meant by big deal / Little deal?
- This is a little deal because it..... and you / we can.....
- When something is a big deal to the child, prompt them to problem solve.
- Can we make this big deal into a little deal? What if we.....?

## Resources

Big Deal Little Deal video

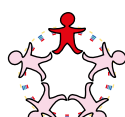
<https://www.youtube.com/watch?v=W3iflowPdtQ>

Ylvisaker, M., & Feeney, T. (2008). Helping children without making them helpless: Facilitating development of executive self regulation in children and adolescents. In V. Anderson, R. Jacobs, & P. J. Anderson (Eds.), *Executive functions and the frontal lobes* (pp. 409-438). New York: Psychology Press.



## AR 11 – Glossary

|                               |  |
|-------------------------------|--|
| Attachment                    | Attachment is an enduring and affective bond characterised by a tendency to seek and maintain proximity to a specific person, particularly when under stress. (Ainsworth, 1973; Bowlby, 1969).<br><br>This bond is seen to then go on to impact on how an individual develops the capacity to form and maintain healthy emotional bonds with others.   |
| Adverse Childhood Experiences | Adverse childhood experiences range from experiences that directly harm a child (such as suffering physical, verbal or sexual abuse and physical or emotional neglect), to those that affect the environment in which a child grows up (including parental separation, domestic violence, mental illness, problematic alcohol or drug use, and a family member being in prison).<br>The Annual Report of the Director of Public Health 2018 (NHS Highlands)<br>These 10 ACEs are based on the work of <a href="#">Felitti, Anda et al (1998)</a> |
| adversity                     | Adversity refers to any difficult or unpleasant experience, including the Adverse Childhood Experiences as outlined above but also including additional adversities, which might impact on children and young people such as bereavement, bullying, poverty, etc.  |
| anxiety                       | Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe.   |
| compassion                    | Compassion can be seen as ‘A sensitivity to suffering in self and others with a commitment to try and alleviate and prevent it.’<br>Paul Gilbert (2017)  |
| connection                    | Connection refers to the connection we have to others through the relationships or bonds we develop with them.   |
| copng skills                  | Coping skills are the skills we develop that help us to adapt to the circumstances around us.  |
| emotions                      | An emotion is a feeling such as happiness, love, fear, anger, or surprise which can be caused by the situation that you are in or the people you are with. Emotions can impact on the way we think and behave, but our thoughts and behaviour might also impact on our emotions.   |
| Emotional check in            | This is an activity which is often used in schools to help children and staff to share any emotions they are experiencing at that time and to provide any reasons they may be experiencing that emotion. It is typically used at the beginning of a day or the beginning of a session to help children to share their emotions in order to either get support or to feel more prepared for the session. It can also help children to recognise the range of  |



|                                |  |
|--------------------------------|--|
|                                | emotions we experience and help them to understand that everyone has these emotions.   |
| Emotional regulation           | Emotional regulation refers to the ability to respond to experiences or demands through a range of emotions in a way that makes the experience or demands more tolerable or manageable   |
| empathy                        | Empathy refers to the ability to understand and perhaps share the feelings of another person.  |
| Fight, flight, freeze response | The fight, flight or freeze response is the range of bodily responses we might have to an experience that is difficult or distressing including whether a person reacts aggressively, runs away from the situation or becomes completely immobile. It is the body's automatic defense to any situation that might present immediate danger to us but can sometimes happen in situations when the person is not in danger due to the brain or senses having perceived a situation as an immediate danger. This response may be triggered by aspects of the event or the experience which the person has typically found threatening or distressing in the past. |
| facilitator                    | Throughout the sessions, reference is made to the facilitator of the sessions. This will typically be the teacher who is leading the sessions but may on some occasions be another adult who is leading the sessions.  |
| overwhelmed                    | This refers to a feeling a person might have when the demands on them may be perceived as exceeding their ability to cope.   |
| resilience                     | Resilience is a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity. (Grotberg 1995). It can be an outcome, capacity or a quality of a person or group.  |
| rights                         | Rights are a moral or legal entitlement which everyone has by the virtue of being human and being deserving of respect and dignity. These are outlined in a number of agreements.  |
| stress                         | Stress is a feeling a person might have or how the body might experience external events that are deemed to be difficult to cope with or respond to. Stress can be positive in that it helps a person to prepare well for a difficult or demanding situation but it can also become overwhelming and cause a person feelings of distress and create an inability to cope with the situation.   |
| sympathy                       | Sympathy involves feeling sorry for or bad on behalf of someone who is experiencing a difficult situation. It differs from empathy in that the person does not share the feelings that another person have.  |
| tolerance                      | Tolerance is the ability to accept that others are different from you and that these differences can be a positive thing.  |
| Toxic stress                   | 'Toxic stress can occur when a person experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.' – <a href="#">Centre on the Developing Child, Harvard University</a>   |





|   |   |
|---|---|
| trauma  | Traumatic events have been defined as ‘an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening’ ( <a href="#">SAMHSA, 2014</a> )  |
| United Nation Convention of the Rights of the Child (UNCRC) | <a href="#">The United Nations Convention on the Rights of the Child (UNCRC)</a> was developed in 1989 and is the first legally binding international instrument to incorporate the full range of human rights for children.<br>It is a recognition by world leaders that children have human rights and people under 18 years old often need special care and protection that adults do not. |

