

The Wellbeing Card Game

For community groups, clubs and other local organisations working with children and young people across Scotland.

Instructions



Getting It Right for Every Child

The Wellbeing Card Game has been designed to help participants understand how their work contributes to the wellbeing of children and young people.

Community groups, clubs, societies and other organisations across Scotland provide a range of activities and support for children and young people. If you work with children, young people and families in your local community, you will already be making an important contribution to their wellbeing.

Every child has a right to be **safe; healthy; achieving; nurtured; active; respected; responsible; and included**. This is how we define 'wellbeing' in the Children and Young People (Scotland) Act 2014.



Object of the game

Players select the cards that best describe the support/activities that their organisation provides for children, young people and their families. The cards cover a wide range of support/activities and are designed to encourage discussion, however the pack includes blank cards for players to add their own statements if required.

The selected cards are matched to the Getting it Right for Every Child Wellbeing Wheel to identify how the work contributes to the wellbeing indicators.

The game can help participants to:

- Explain to others how they support children and young people's wellbeing
- See links with other organisations involved in supporting children and young people
- Identify gaps or areas for development
- Plan to improve how they support children and young people's wellbeing.

Who can play?

No knowledge of Getting it Right for Every Child or the wellbeing indicators is required to play the game.

This game is for anyone who works with children and young people or who is interested in creating a service for children and young people. Community groups, management committees, parents and carers and young people themselves can use the game.

The game can be used with a group of workers from the same organisation to help plan their work OR by a multi-agency team to look at how the different roles contribute to providing support to children and young people.

The game can also be played with young people and their carers to discuss a support plan. In this version, players would select the cards that they feel are relevant to their needs.

Contents of pack

Each pack consists of 64 cards.

(8 yellow, 8 green, 8 pink, 8 red, 8 light blue, 8 dark blue, 8 purple, 8 orange)

2 x Blank Cards

4 x Wellbeing Wheel Sheets (which are cut into 8 sections)

1 x Traffic Light Card

1 x Ranking Pad

1 x Wellbeing Score Sheet

1 x Planning Sheet

How to play:

4-8 Players per pack

Step 1: Sort the cards

You will need: The cards and Traffic Light Card.

Shuffle the set of 64 cards so that the colours are distributed randomly.

Give your players a set of cards (64) and Traffic Light Card.

Ask the players to look at the statements on the cards and agree if they provide this support for children and young people. Players place the cards on the Yes, Maybe or No section of the Traffic Light Card.

Move the cards in the No and Maybe piles to one side leaving just the YES pile.

Step 2: Ranking Pad

You will need: The Ranking Pad and cards from the YES pile

Give the players a Ranking Pad sheet. Ask the players to sort the cards that are in the YES pile (from Step 1) using the Ranking Pad as described below.

MUST: Support/activities your organisation MUST offer that are defined by external bodies such as legal conditions or funding requirements.

SHOULD: Support/activities that your organisation SHOULD offer that reflect the aims and values of your organisation and are expected to be a core part of your work.

COULD: Support/activities that your organisation COULD offer to add value to the service you deliver however there are other organisations who provide this as their core function (see SHOULD).

WANT: Support/activities you would like to offer in the future but would require planning and investment of resources

Put all the cards in the 'COULD' and 'WANT' piles to one side.

Step 3: The Wellbeing Wheel

You will need: The Wellbeing Wheel segments and the Wellbeing Score Sheet.

All the cards from the MUST and SHOULD pile should be placed in front of the players.

Give the players a Wellbeing Wheel and Score Sheet.

Ask the players to match the coloured cards from the MUST and SHOULD ranking pads with the coloured sections of the Wellbeing Wheel.

Blank cards are provided to allow players to add their own statements to describe an area of support that is not covered by the cards in the pack. Add any additional statements of your own at this point.

Blank Cards can only be added after the existing cards have been sorted. Players adding a card must decide which wellbeing indicator the statement fits and choose the correct colour card.

The group should record the total number of cards for each wellbeing indicator in the Score Sheet.

The Score Sheet totals give an indication of how the organisation or team can contribute to the wellbeing of children and young people.

Step 4: (optional) Describing your activities

You will need some blank Planning Sheets and the cards laid out in the Wellbeing Wheel.

Players select a wellbeing indicator and complete the as above using the cards on the relevant section of the wheel. Repeat for the remaining cards.

You may wish to repeat Steps 3 and 4, with the COULD and WANT cards.

Supporting Children's Wellbeing

You have completed the Wellbeing Card Game.

You should now feel confident that:

- You understand wellbeing as it is defined in the Children and Young People (Scotland) Act 2014
- You understand how your work contributes to promoting and supporting the wellbeing of the children and young people you work with
- You can describe to others how your work promotes and supports the wellbeing of children and young people
- You can identify areas you might wish to improve upon and plan where improvements could be made.

You can find lots more information, links and resources on wellbeing and the Getting it Right for Every Child approach on the Scottish Government's website here: www.gov.scot/Topics/People/Young-People/gettingitright

Find more information about the work of the National Third Sector Getting it Right for Every Child (GIRFEC) project here:
www.barnardos.org.uk/thirdsectorproject

Follow us on Twitter [@NTSGirfec](https://twitter.com/NTSGirfec)

Download An Introduction to Wellbeing and the Wellbeing Card Game here:
www.childreninscotland.org.uk/introducingwellbeing

We would like to offer special thanks to Engage Renfrewshire for their support in the development of this tool and Young Scot for their design work



develop trust



make safe
decisions



look after
each other



know where
and who to
go for help



know when
they are being
treated badly



sort out
problems



play safely



look after
themselves





be ready to go
to school



cope with
moving



enjoy learning



be involved in
after-school
activities



not be excluded
from school



meet their
potential



gain a
qualification



develop
independence





look after their
health



cope with
change



be more
confident



cope with anger



feel less isolated



talk about their
feelings



know about drugs
and alcohol



have knowledge
of sexual health





live in a safe
home



get on better
with their family



get the support
they need



return home



have someone
they can trust
and talk to



feel they matter



feel important



have contact with
their family





improve their
social skills



develop new
interests



go on a short
break



get involved in
new activities



enjoy time with
their family



meet new people



play safely



take exercise





make decisions



speak up for
themselves



get involved in
the community



be involved
in running
the group



voice children
and young people's
opinions



provide their
peers with
support



know their rights



feel listened to





understand
different cultures
and faiths



stay out
of trouble



respect others



have
responsibility



challenge
discrimination
and bullying



make a
contribution



settle into a new
community



try out
new ideas





find and
keep a job



celebrate their
culture or faith



overcome
barriers



find and keep
a home



develop
friendships



be involved with
their children



access benefits
and grants



feel accepted



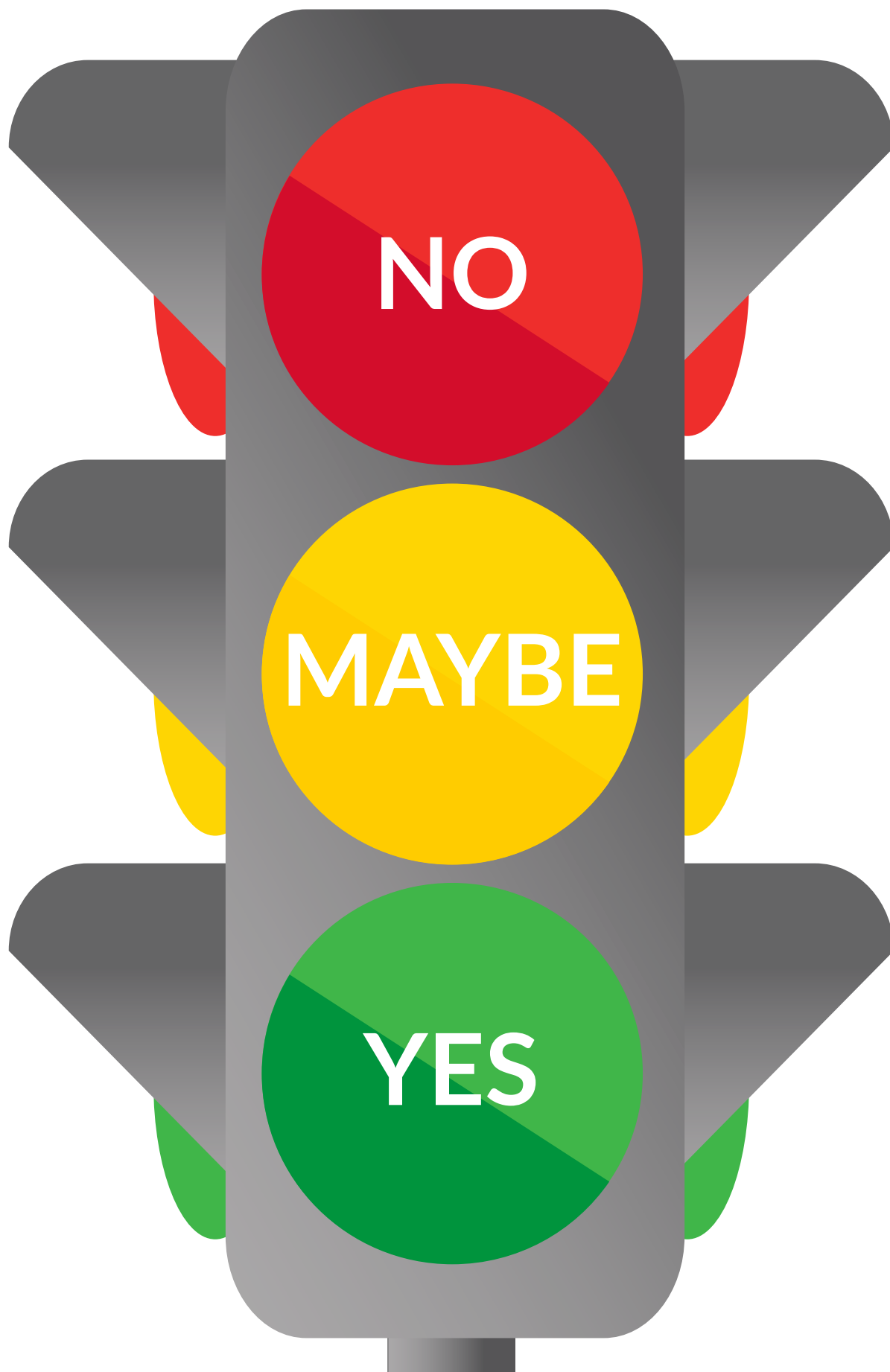


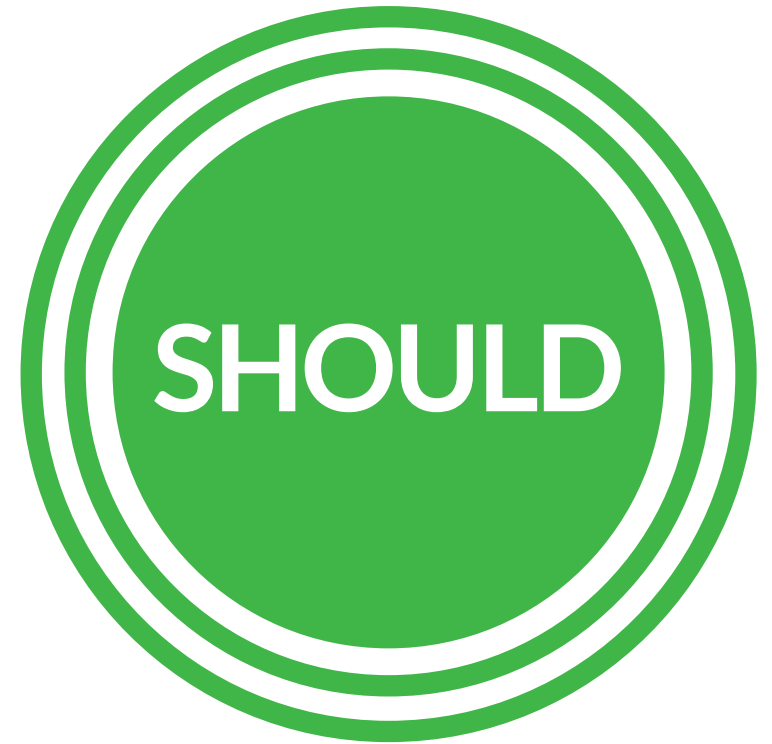


STEP 1

Traffic Light Card

Look at the statements on the cards and agree if you provide this support for children and young people. Place the cards on Yes, Maybe or No.





STEP
2

Ranking Pad



STEP
3

Wellbeing Score Sheet



Safe

Protected from abuse, neglect or harm at home, at school and in the community.



Healthy

Having the highest attainable standards of physical and mental health.



Achieving

Support and guidance in learning - boosting skills, confidence and self esteem.



Nurtured

Having a nurturing and stimulating place to live and grow.



Active

Opportunities to take part in a wide range of activities.



Respected

Given a voice, and involved in the decisions that affect their wellbeing.



Responsible

Taking an active role within their schools and communities.

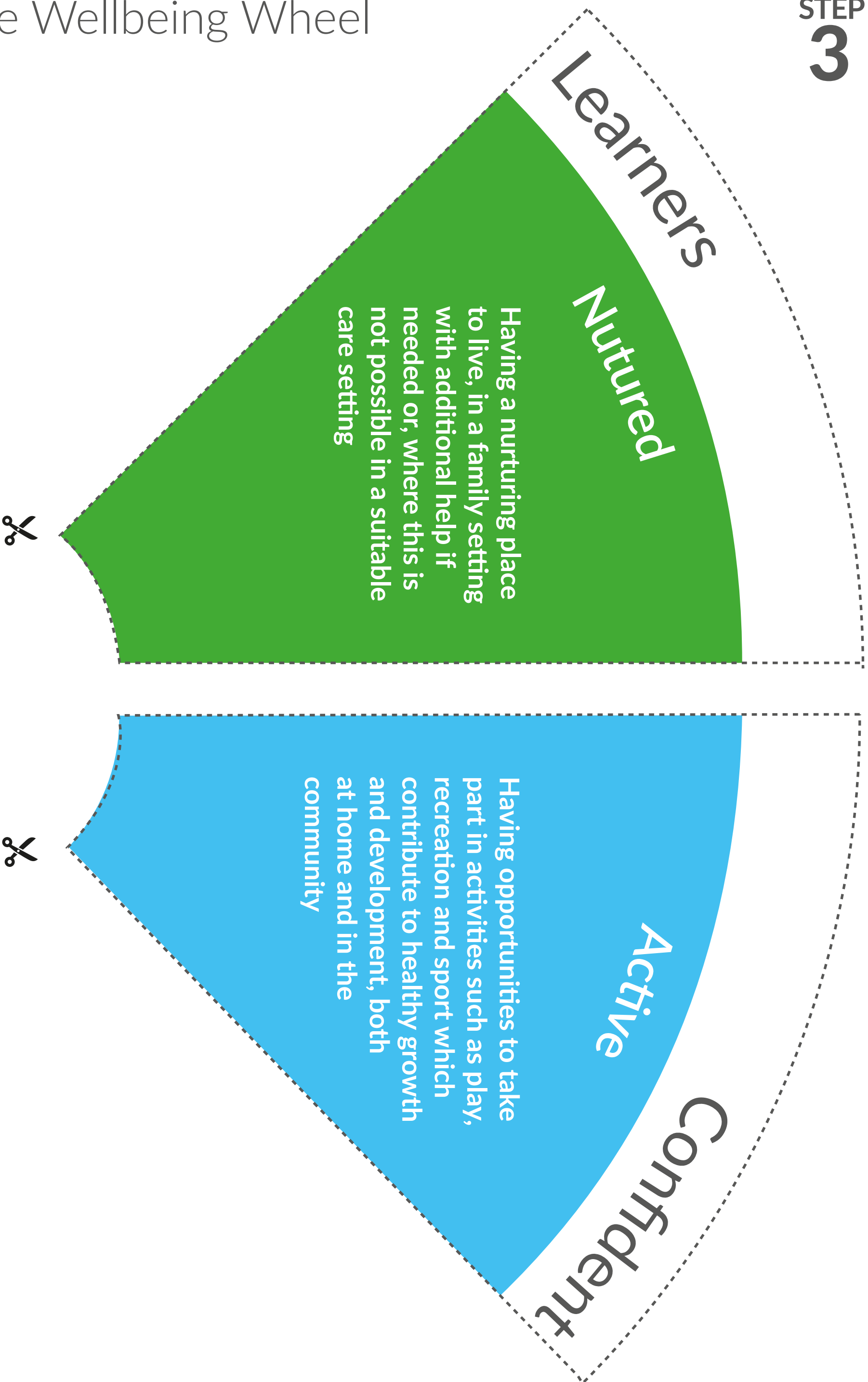


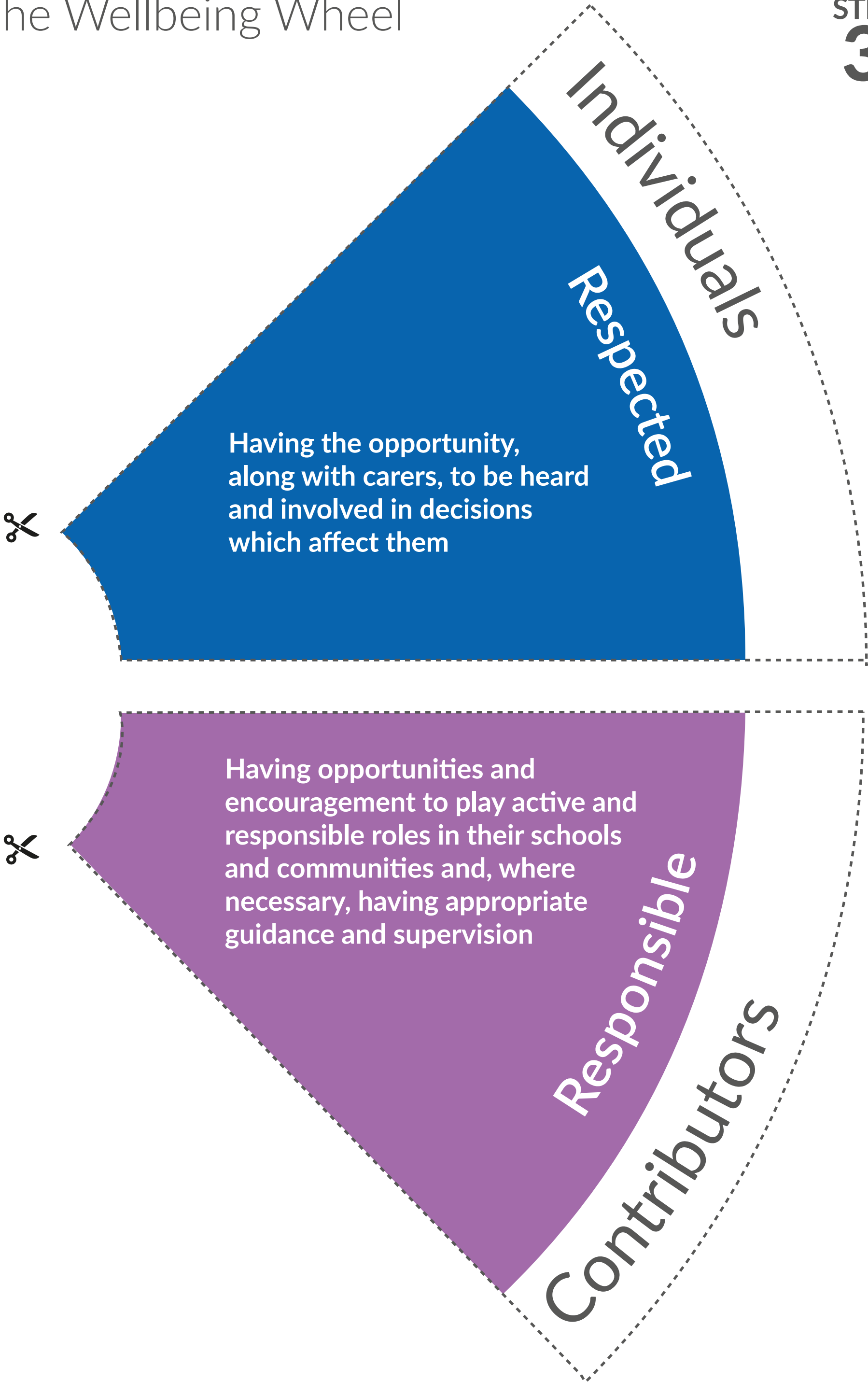
Included

Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.



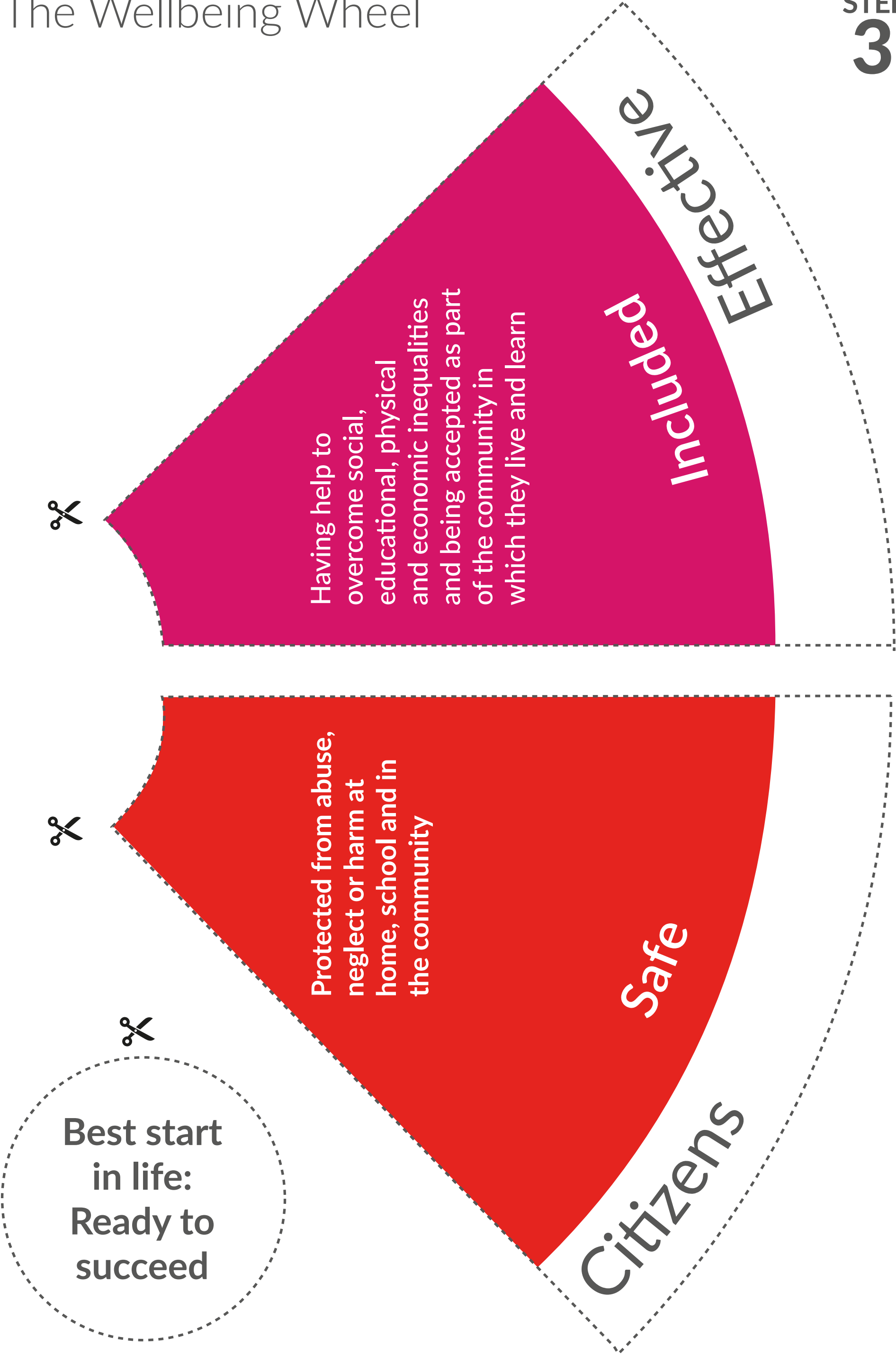
The Wellbeing Wheel





The Wellbeing Wheel

STEP
3



STEP
4

Planning Sheet

Outcome

Pick one of the statements that you want to help a child or young person to achieve. Write the phrase here.

Activity

Describe what you need to do to support children and young people to achieve this outcome.

Impact

What you would expect to see or hear if the activity or support was making a difference for children and young people?

Think about how you would record your observations.

Evaluate

Does it work?

Is there anything you could do to improve what you are doing to help children and young people achieve this outcome?

This is the outcome you want to support a child or young person to achieve.

This is your output.

These are your success indicators.

These are your next steps.