

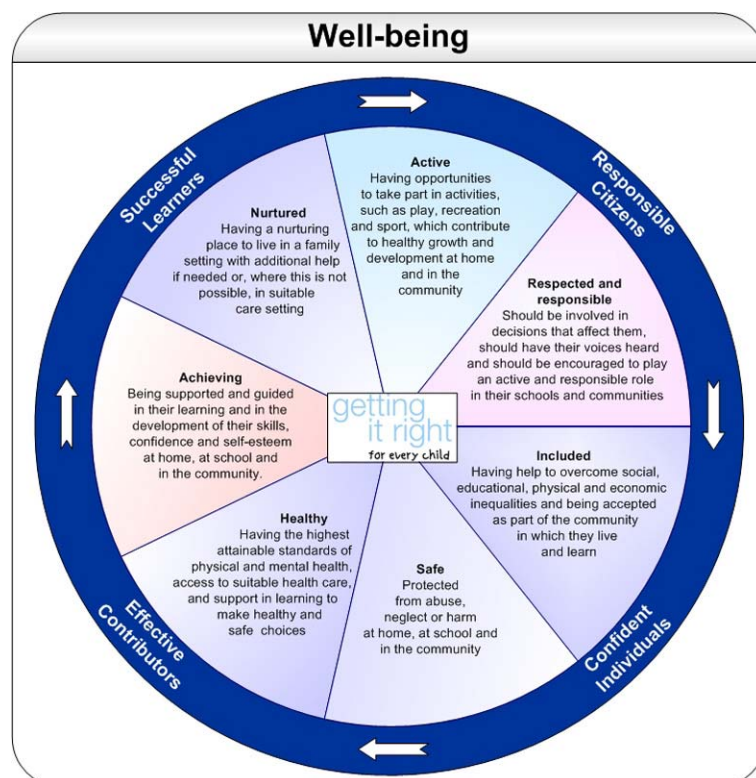
Scottish Well-being indicators

In the [Curriculum for Excellence](#) (CfE) there are four desired outcomes for our Scottish children and young people – that they develop in to:

Confident Individuals
Successful Learners
Effective Contributors
Responsible Citizens

To reach these outcomes it is recognised that children need to be safe, healthy, achieving, nurtured, active, included and respected and responsible. In Highland respected and responsible are brought together as one indicator in recognition that the two are interdependent, only as children are respected can they become responsible.

One way of looking at this is the 'well-being wheel'. The outcomes are the rim of the wheel and the well-being indicators are the spokes of the wheel. Only if these spokes are even and strong can the rim be smooth and effective.



Well-being Star

from [“My Transition Guide”](#) (The Highland Council 2008)

The ‘well-being star’ places the well-being indicators and Curriculum for Excellence outcomes roughly in to [Maslow’s pyramid](#) of Hierarchy of need.



“The aims of The Wellbeing Star are to

- Help you to see what Scotland wants for you.*
- Get what you need to achieve your wishes.*
- Check where you are now.*
- Think about the questions you need to ask to get the help you need.”*

(p4)

The star can be used as a visual prompt for discussion about where the child or young person perceives themselves on each of the indicators. The transition guide also provides questions to further prompt children or young people and some useful for links for young people to follow through themselves about places they can get help. Young people could complete this themselves.

Well-being Wheel

What you need to be able to be:
Successful learners, Effective contributors
Confident Individuals. Responsible Citizens



Another prompt might be to take the well-being wheel and score 1 – 5 along each section, one for each indicator. 1 at the centre is when the child feels least safe, healthy etc and 5 is when they feel most safe and healthy. The child could be asked to score themselves for each indicator. This can lead to discussion about what would need to happen for any low scoring indicator to get a higher score.

Other ways of looking at well-being

Providing children with disposable cameras for them to use to photograph whatever they want to within the theme of their well-being and then getting the children to comment on the photographs is one way of finding out about the significant factors in that child's life regarding their well-being. (Gabhainn, S.N. and Sixsmith, J.,(2006)).

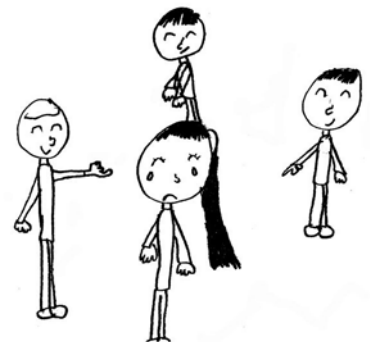


"I like to create characters with Zel."
(It's My Journey 2007)

The photographs can be put in to a photo journal or slide show with the child's comments as text or sound bites. This allows the child to tell their story in their way and might provide a lot of information about their life around the 'My World Triangle' as well.

Drawing and writing

Children can be asked to draw themselves when they feel good within a theme (e.g. feeling safe) and then write or tell why they feel good there. They can then be asked to draw themselves feeling not so good within that theme and again write or tell why. (Wetton, N., 1998; Newman G., 2008)



Feeling not so good about being safe.
(HCF 2008)

"These boys in the picture are bullying me and I felt upset."

Mind-mapping

Another option would be to do a mind map with the child or young person. Beginning with the well-being indicator as a word in the centre and letting the child draw, write comments or use emotion stickers to indicate their thoughts about that indicator. The thoughts can then be separated in to positives or negatives.

A [Mindmap](#) allows a child or young person to think about the all the different factors in their life affecting any one indicator, branching off in different directions. This method was used to get children with learning difficulty to consider their health. (HCF 2005)

