





**Give us
a break!**

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Appendix 1 Links with GIRFEC and CfE

Getting It Right for Every Child

Getting It Right for Every Child (GIRFEC) is a national policy and approach adopted by all local authorities throughout Scotland to ensure the experience of young people is such that they can grow, develop and achieve their full potential. The underpinning principle of GIRFEC is to enable better outcomes for Scotland's children and young people in order for them to become confident individuals, effective contributors, successful learners and responsible citizens.

Curriculum for Excellence

Curriculum for Excellence (CfE) is the recently revamped educational curriculum in Scotland. The premise of CfE is to provide a fully flexible, coherent and enriched curriculum for young people aged 3 to 18 years in order to help them develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities: confident individuals, effective contributors, successful learners and responsible citizens.

On the following page, you will find a table which clearly maps each of the *Give us a break!* weekly aims onto the GIRFEC framework and CfE outcomes.



Week	Aims	GIRFEC	Curriculum for Excellence Outcomes	Curriculum for Excellence Outcomes
1	Getting to know you To meet other group members and find out what participating in the group is likely to involve.	Included Active		The outcomes in this column relate to weeks 1-8: Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am aware of and able to express my feelings and am developing the ability to talk about them' {HWB 2-01a/HWB 3-01a/HBW 4-01a} Mental and Emotional Wellbeing Health and wellbeing; mental and emotional well-being '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' {HWB 2-02a/HWB 3-02a/HBW 4-02a}
2	Personal experiences/ feelings (1) To encourage pupils to discuss their experiences and validate their feelings.	Healthy Nurtured Respected Responsible	These outcomes relate to weeks 2 and 3: Tools for Listening and Talking Literacy; listening and talking 'to help me when interacting or presenting within and beyond my place of learning' {LIT 2-02a/3-02a/4-02a} Listening and Talking Literacy; listening and talking 'when listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; identify issues raised, summarise findings or draw conclusions' { LIT 2-09a/3-09a/4-09a}	Mental and Emotional Wellbeing Health and wellbeing; mental and emotional well-being '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' {HWB 2-02a/HWB 3-02a/HBW 4-02a}
3	Personal experiences/ feelings (2) To extend pupils' experience and skills in relaxation techniques. To develop pupils' emotional literacy so they have a greater awareness of, and ability to express, their feelings.	Healthy Achieving Respected Responsible	Listening and Talking Literacy; listening and talking 'I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and i am learning to select and organise resources independently' {LIT 2-10a /3-10a/ 4-10a} Mental and Emotional Well-Being Health and wellbeing; mental and emotional wellbeing; mental and emotional wellbeing 'I am aware of and able to express my feelings and am developing an ability to talk about them' {HWB 2-01a/3-01a/ 4-01a} Expressive Arts Expressive arts; art and design: 'through art and design, I have rich opportunities to be creative and to experience inspiration and enjoyment' {EXA 2-04a/EXA 3-04a/EXA 4-04a/EXA 2-05a}	Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing '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' {HWB 2-03a/HBW 3-03a/HWB 4-03a} Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing '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' {HWB 2-04a/HWB 3-04a/HWB 4-04a}



Week	Aims	GIRFEC	Curriculum for Excellence Outcomes	Curriculum for Excellence Outcomes
4	<p>Change and looking to the future</p> <p>To make pupils aware that change occurs in everyone's life. Some of these changes we can't control but there are others we can.</p>	Achieving Respected	<p>These outcomes relate to week 4:</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing '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' {HBW 2-04a/HWB 3-04a/HWB 4-04a}</p> <p>Expressive Arts Expressive arts; art and design: 'Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design' {EXA 2-05a/EXA 4-05a}</p>	<p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I know that friendship, caring, sharing, fairness, equity and love are important in building positive relationships. As i develop and value relationships, I care and show respect for myself and others' {HWB 2-05a/HWB 3-05a/HWB 4-05a}</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing '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' {HWB 2-06a/HWB 3-06a/HWB 4-06a}</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss' {HWB 2-07a/HWB 3-07a/HWB 4-07a}</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support' {HWB 2-08a/HWB 3-08a/HWB 4-08a}</p>
5	<p>Goal setting (1)</p> <p>To encourage pupils to set goals which are achievable so they can experience success and change in moving forward.</p>	Achieving Responsible	<p>These outcomes relate to weeks 5 and 6</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing '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' {HWB 2-02a/ HWB 3-02a/HBW 4-02a}</p> <p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss' {HWB 2-07a/ HWB 3-07a/HBW 4-07a}</p>	<p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss' {HWB 2-07a/HWB 3-07a/HWB 4-07a}</p>
6	<p>Goal setting (2)</p> <p>Continue to encourage pupils to see they can change how they are feeling by making changes in their life through the setting of achievable goals.</p>	Achieving Responsible	<p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss' {HWB 2-07a/ HWB 3-07a/HBW 4-07a}</p>	<p>Mental and Emotional Wellbeing Health and wellbeing; mental and emotional wellbeing 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss' {HWB 2-07a/HWB 3-07a/HWB 4-07a}</p>



Week	Aims	GIRFEC	Curriculum for Excellence Outcomes	Curriculum for Excellence Outcomes
7	<p>Looking back: how far have we come? Pupils will be able to identify the progress and changes they have made since joining the group in week 1.</p>	Included Respected Achieving	<p>These outcomes relate to weeks 7 and 8:</p> <p>Planning for Choices and Change Health and wellbeing; planning for choices and change ‘opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning’ {hwb 2-19a}</p>	<p>Social Wellbeing Health and wellbeing; social wellbeing ‘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’ {Hwb 2-10a/ hwb 3-10a/ hwb 4-10a}</p>
8	<p>‘Take a break day’: celebrating success To celebrate the success of the group and the progress made by its members.</p>	Included Respected Achieving	<p>Planning for Choices and Change Health and wellbeing; planning for choices and change ‘I am developing skills and attributes which i will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning’ {hwb 3-19a}</p> <p>Planning for Choices and Change Health and wellbeing; planning for choices and change ‘Based on my interests, skills, strengths and preferences, I am supported to make sustainable, realistic and informed choices, set manageable goals and plan for my future transitions’ {hwb 4-19a}</p>	<p>Social Wellbeing Health and wellbeing; social wellbeing ‘I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others’ {Hwb 2-11a/ hwb 3-11a/ hwb 4-11a}</p> <p>Social Wellbeing Health and wellbeing; social wellbeing ‘I value the opportunities I am given to make friends and be part of a group in a range of situations’ {Hwb 2-14a/ hwb 3-14a/ hwb 4-14a}</p> <p>Relationships Health and wellbeing; relationships ‘I am aware that positive friendships and relationships can promote health and the health and wellbeing of others’ {Hwb 2-44b/hwb 3-44b/hwb 4-44b}</p> <p>Relationships Health and wellbeing; relationships ‘I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication’ {Hwb 2-45a/hwb 3-45a/hwb 4-45a}</p>



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Appendix 2 Working with parents/carers

Information booklet

Included in the pack is a booklet written to provide helpful information and advice for the parent/carer supporting the child participating in the programme. A copy of the booklet should be given to the parents/carers at your initial information sharing meeting, prior to *Give us a break!* starting. Additional copies can be ordered when you register your group, using the form provided.

The booklet has four sections. The first gives information to the parents/carers on *Give us a break!* The second gives useful information about possible reactions a child may have in response to loss. This is followed in section three by some practical ideas for the parents/carers supporting the child. Finally, section four signposts the parents/carers towards other sources of advice and support.

It may be helpful to briefly describe the contents of the booklet before handing it over. This would then allow an opportunity for the parents/carers to ask any questions, and you can signpost them to the appropriate section of the booklet.

Please bear in mind that when you are meeting the parents/carers they may also be adjusting to the significant loss, and grieving. They may wish to tell you of their experience in order that you have as full a picture as possible of the circumstances surrounding the loss. Active listening, empathy and unconditional positive regard are essential during this engagement.

However, this is an information session with the parents/carers and not a counselling session. The focus is on their child, therefore it is unlikely that you will need to probe their story unless for the purposes of clarification. If the parents/carers expresses a need for support or help for themselves, guide them towards the contact section at the back of the booklet, or suggest the Public Health Nurse at their Doctor's surgery may be able to signpost them towards assistance.

It is worth remembering that it is highly likely that the parents/carers you will meet has never been in a situation like this before, and they can feel de-skilled, lacking in confidence, or feel they are too sad to support their child in the loss. They may need reassurance that they are 'doing the right thing'. Encourage them to read the booklet, as it can help diminish those fears and validate their efforts.

Give us a break! is designed to give the child additional support, and as such is complementary to the parents/carers important and valuable loving care of the child.

The logo features the text "Give us a break!" in a bold, yellow, rounded font with a blue outline. It is set against a white circular background with a pink border. The logo is surrounded by several overlapping circles in various colors and patterns, including green, orange, and red with white dots or stripes.

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Information session and group support

You may be in a position to offer further support by organising an information session for the parents and carers. The purpose would be mainly to give information about the group, but such a meeting would also provide parents/carers with the opportunity to meet others in similar circumstances. Facilitators have used these information sessions as a way of conducting the initial interviews with parents/carers and the children and young people (please see Page 12 for information on interviews and evaluations).

Obviously the group facilitators would be in the best position to lead such a meeting, as they are the ones who will be directly in contact with the young people. Facilitators would remain the point of contact for parents/carers throughout the programme. However if this is not possible another member of staff who is familiar with *Give us a break!* and its philosophy may be able to take on this role.

A possible format for a group like this might be:

- Introductions.
- Purpose of group.
- Discussion of contents and orientation of the *Give us a break!* programme: what the child or young person will experience, possible reactions and how to deal with them, how to help at home.
- Acknowledge sensitive nature of each person's circumstances.
- Discussion on nature of loss/bereavement, particularly in relation to children and young people: use information booklet.
- Comments, free discussion and exchange of ideas and experiences.
- Complete one of the exercises from within the *Give us a break!* pack (previously used examples include the relaxation exercise from Resource sheet 9 or the helium stick exercise from Resource sheet 20).

It is important to have a plan for the meeting along the lines above. However, as this is likely to be a small group, you may find that no matter how thoroughly you prepare an agenda parents/carers may just want to talk. This is fine. Many parents/carers will not have had such an opportunity before so be aware that this can be part of the healing process for them. You will probably find that everyone is very supportive to each other. However, try to ensure that no-one 'hogs' the meeting and that everyone who wishes has a chance to speak.

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The group may wish to consider whether they would like to meet again. If you are able to organise this, that's fine, but if not perhaps one of the group would take this on board.

You could consider:

- Another meeting at the end of the programme?
- Interim meetings?
- What content? Agenda?
- Who will organise these sessions? One of the parents/carers?
- Practical arrangements: where, when, need to book a room?
- Refreshments.

Even if you manage only one meeting you will probably find that parents/carers really appreciate it. Many who would probably not come to a group session that was about themselves and their own difficulties will in fact happily come along to hear about what is being offered to their child.

However, sometimes there may be constraints that won't allow you or a colleague to facilitate a meeting to which all the parents/carers are invited. This is fine, and won't have a detrimental effect on the delivery of *Give us a break!*

Please remember that if you have any queries in relation to assisting parents/carers in any way, our contact details are at the back of the pack. If you are in a school setting, you can also contact your Educational Psychologist for guidance.



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Appendix 3

Introductory script for schools

You may wish to inform all young people within a school or year group about *Give us a break!* so they can decide whether they might wish to take part in a group. The following notice (or similar) could be circulated to all relevant classes, perhaps supported by a poster or leaflets.

_____ (*insert school name*)

To S1 / S2 Pupil Support Teachers

Please read the following to the class:

Give us a break!

Many young people find it difficult to cope with situations at home such as when someone they are close to dies, or moves away, or their parents/carers separate, or for some other reason their family living arrangements change.

These changes can make you feel confused, upset, perhaps angry. You may feel you have no-one to talk to or that no-one understands how you feel.

If this has happened to you or your family you may be interested in a group called '*Give us a break!*' This is an 8-week group which gives young people like yourself a chance to talk with others who have experienced similar changes. There will be games and activities to help you understand your feelings.

The group will offer you support in a positive way and will be completely confidential.

If you are interested in taking part, or if you would like to know more, please go and see

Name:

Place:

Time:

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Appendix 4

Further reading

The following publications are available from South Lanarkshire Council Psychological Service - email: enquiries@slcpsych.org.uk

Bereavement

Death Dying Loss: a guide for teachers

Bereavement

Death Dying Loss: a guide for parents/carers

Bereavement

Death Dying Loss: a guide for young people

Helping children and young people cope with trauma

Family Break-up or Divorce: a guide for young people

**The following publications are available from NHS Health Scotland
Please ask for them at your GP surgery or local library**

For parents/carers

When someone dies... How to cope when someone near to you is gone

Family Break-ups

Talking about bereavement – adult

For young people

RU worried? A guide to what you can do when you're feeling worried

RU OK?

RU sad?

Useful websites

www.macmillan.org.uk

www.giveusabreak.org.uk

(Suggestions for further reading are available on our website).

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Appendix 5 **Acknowledgements**

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Lisa Cunningham	Educational Psychologist, South Lanarkshire Council
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Patricia Hatt	Senior Macmillan Development Manager (Scotland)
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Marie-Clare McVeigh	Educational Psychologist, South Lanarkshire Council
Anne Murphy	<i>Give us a break!</i> Ambassador
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(Steering group as of April 2014)

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Appendix 6

Development team contact details

All members of the *Give us a break!* team can be contacted via the website at www.giveusabreak.org.uk.

If you wish to contact us by post, please use the following address:

South Lanarkshire Council
Psychological Service
23 Beckford Street
Hamilton
ML3 0BT

Group nomination forms can also be completed through the website using your facilitator login details. To request your unique login, please contact us through the *Give us a break!* website above.