

PERSONAL DEVELOPMENT WORKSHOPS

Our range of Personal Development workshops address key areas of young people's wellbeing, providing information and tools to empower them to make positive changes, access support, and feel more confident supporting others. This body of workshops has been developed with Getting it Right for Every Child (GIRFEC) and Curriculum for Excellence in mind (further information provided under Curriculum for Excellence).

We work with young people ages 12 – 25 and we can tailor our workshops to meet the specific needs of the target group. We want our workshops to compliment the work that is already taking place, not duplicate it, so we can have a conversation about any learning priorities.

Our workshops are designed to fit into a single school period (approx. 50mins). If your sessions have different timings, or if you would like a longer input we can talk about these needs and tailor the material to suit.

We recognise that talking about emotional health and wellbeing can be distressing for some young people who may be struggling with issues discussed. Each session will be introduced with a reminder that they are welcome to step out or speak to someone at any time and concluded with support information. Our partners are encouraged to identify a space that is suitable for those wishing to take a break. The aim is to create a safe environment where open discussions can take place. We hope to empower young people and give them the confidence to contribute to group discussions or raise concerns with someone they trust at a later stage.

We will follow our own Child Protection Policy during service delivery and will report any concerns to a designated Child Protection Officer at the group/education provider. If appropriate, we may continue to liaise with link professionals to promote a young person's safety and wellbeing and signpost or refer to services as necessary.

WHAT YOUNG PEOPLE HAVE SAID ABOUT OUR WORKSHOPS:

"A real confidence boost"

"The leader was relatable"

"I liked writing nice things about myself and other people"

"It was great to learn how to set goals!"

"Had so much fun! Thank you"

WORKSHOP OUTLINES

The sessions outlined below can be delivered on a one-off basis or as a series of complementary sessions. Please speak to us about your needs and we can work with you to tailor something suitable.

GOAL SETTING

This workshop encourages young people to identify a goal for themselves and write a plan for success! There will be an introduction to key goal setting techniques including the SMART goal system, demonstrating how we can break down our goals into manageable steps and young people will be encouraged to go for it! This session covers key life skills like planning for the future and managing our time.

EXAM STRESS-BUSTERS

This workshop looks at what stress is and how we can benefit from it in certain doses. We will practice techniques for relaxation and building resilience and consider habits for success during exam time! This workshop can also be tailored to focus on job hunting or look at stress management more generally.

BUILDING CONFIDENCE AND SELF-ESTEEM

This workshop looks at what confidence and self-esteem are and how to build up our own. Activities include hearing Joe's story and having a group discussion about what can affect our self-esteem, and "Advertising Me" in which participants are encouraged to celebrate their strengths.

FAST FRIENDS

This workshop is highly interactive and intended for groups of young people that need some encouragement getting to know each other (e.g. S1 classes). Based on a speed networking model, participants will go around the room making new friends, fast! In this session young people will develop their social skills including breaking the ice, active listening, and empathy.

UNDERSTANDING EMOTIONS

This workshop introduces young people to the importance of identifying and understanding emotions in themselves and others, both positive and negative. We will explore:

- What are emotions
- Why am I feeling like this
- How do I respond to emotions
- How to support others

POSITIVE RELATIONSHIPS

This workshop asks young people to consider why we have relationships and what elements there are in a healthy relationship, as well as recognising those that are unhealthy. We will consider skills for having better relationships including active listening and look at how we can build support networks.

ASSERTIVENESS

This workshop looks at communicating with confidence. We will consider the difference between passivity, aggression, and assertiveness! We will watch scenarios depicting these three types of behaviour and encourage group discussion for the participants to understand the model of assertiveness and practice it in their own lives.

UNDERSTANDING SELF-HARM

This workshop will cover the following points:

- What is self-harm
- Why do people self-harm
- Who self-harms
- How to develop positive coping strategies and support others
- Where to find out more and access support for yourself or others.

CURRICULUM FOR EXCELLENCE

The mental, emotional, social, and physical wellbeing of everyone within a learning community should be positively developed by promoting a safe and supportive environment. Our range of workshops has been developed with Curriculum for Excellence in mind and is designed to support staff in delivering the Experiences and Outcomes for mental, emotional, social, and physical wellbeing shown below.

MENTAL AND EMOTIONAL WELLBEING

I am aware of and am able to express my feelings and am developing the ability to talk about my feelings.

HWB 3-01a/ HWB 4-01a

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 these thoughts and emotions.

HWB 3-02a/ HWB 4-02a

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 3-03a/ HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me and I am learning to understand my own behaviour and the way others behave.

HWB 3-04a/ HWB 4-04a

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.

HWB 3-05a/ HWB 4-05a

I understand the importance of mental wellbeing and that this

can be fostered and strengthened through personal coping skills and positive relationships and I know that it is not always possible to enjoy good mental health and that if this happens, there is support available.

HWB 3-06a/ HWB 4-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 3-07a/ HWB 4-07a

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 3-08a/ HWB 4-08a

PLANNING FOR CHOICES AND CHANGES

Based on my interests, skills, strengths, and preferences, I am supported to make suitable, realistic, and informed choices, set manageable goals, and plan for my further transitions.

HWB 4-19a

SUBSTANCE MISUSE

I know how to access information and support for substance-related issues.

HWB 3-40b/ HWB 4-40b

PHYSICAL WELLBEING

I am learning to assess and manage risk to protect myself and others, and to reduce the potential for harm when possible.

HWB 3-16a/ HWB 4-16a

LITERACY ACROSS LEARNING

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute, and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

LIT 3-02a