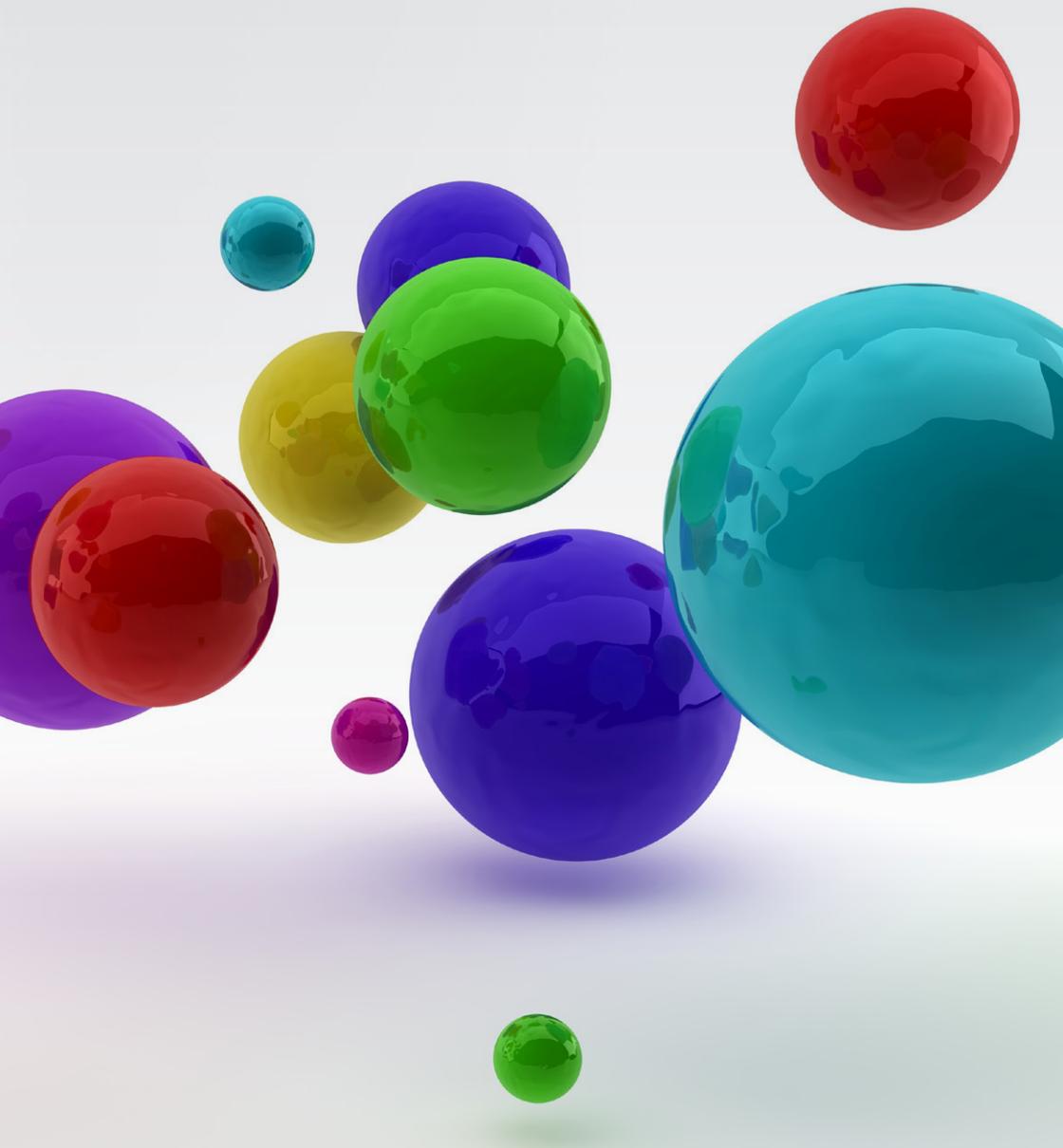


The Wellbeing Bingo Game

Facilitator's Guide





Introduction

The Wellbeing Bingo Game has been designed as a tool to be used by people who work with groups of young people to instigate and support conversations around wellbeing. It requires an experienced facilitator to plan and host the game, so participants feel safe and supported to discuss their own wellbeing. This guide provides points for facilitators to consider at different stages of the game.

Who can become the Facilitator?

It is strongly recommended that the role is taken by a professional who:

- ✓ knows the participants well
- ✓ is able to guide conversations in a safe and supportive environment
- ✓ has good knowledge of Getting it right for every child and the wellbeing indicators
- ✓ is able to provide or sign-post support to individual participants after the game.

Planning

The Facilitator should consider the following when planning a game session:

Q. What is the age range of this group? Is the Game suitable for this group?

A: The Game is suitable for older children and young people aged 12 and above. However, facilitators will need to use their professional judgement to decide if the Game is suitable for the group and whether the contents are appropriate.

Q. Will participants feel comfortable to disclose and discuss wellbeing in a group?

A: The game works best if participants already know each other and work as a peer support group. No one should be forced to participate if they do not feel comfortable doing so. No one should feel they are required to disclose anything they do not wish to share.

Q. What is the context to the Game?

A: It may be helpful to explain what we mean by wellbeing, why it is important to talk about wellbeing and the reason for playing the Bingo Game.

Q. Which Wellbeing Chart are you going to use? Are the contents appropriate? Do you need to change some of the wordings?

A: Some wellbeing statements are personal and may refer to a sensitive subject. The Facilitator should carefully consider the suitability. Do not use these particular wellbeing statements if there is any doubt. More on 'Choosing a Wellbeing Chart' in the next section.

Q. Is there a specific subject you would like to focus on? Is it suitable to be discussed in a group setting? Are there any possible negative impacts on individual participants?

A: Although it may feel appropriate to focus on a specific subject, depending on their own experiences, different people may relate/react to the subject differently. The Facilitator should consider the possible negative impact on individuals.

Q. How can you support participants who might be affected by the Game?

A: The Facilitator should feel confident that support is available for participants after the game. This support could be provided by the facilitators themselves or referring to other organisations. However, it is the facilitator's responsibility to ensure appropriate support is offered.

Note: If the participant has a Child's Plan (may be called something else depending on the organisation supporting the participant) in place or is likely to have one in the near future, it may be worth considering how their responses to the statements can inform this plan.



Choosing a Wellbeing Chart

There are 4 Wellbeing Charts available in the pack.

After considering the above points, facilitators should carefully choose one that is appropriate.

Wellbeing Charts A & B contain generic wellbeing statements. They are suitable to most age groups. They are recommended to be used as a taster or if it is the first time the group plays this game.

Wellbeing Charts C & D contain statements on sensitive subjects such as sexual health and use of drugs and alcohol. They should therefore be used with caution. Support should be readily available for participants before, during and after the game. These charts also contain statements which are age specific, for example, about driving and jobs. Therefore they are more suitable for older age group.

Blank Wellbeing Chart

There is also a blank Wellbeing Chart in the pack. Facilitators can choose to make their own Wellbeing Chart by mixing and matching from the existing ones, or by creating new statements.

Before the game

The Facilitator should:

- Give an introduction and provide a context for the conversation. It may be useful to go over the eight Wellbeing Indicators, checking out participants understanding of these terms.
- Explain the Game including purposes, rules and steps
- Work with the group to establish some ground rules. For example, confidentiality, non-judgemental, respect for others, be supportive etc.
- Check again if participants are comfortable with taking part
- Stress that participants should not share anything they do not wish to disclose.



During the game

The Facilitator should:

- Encourage participants to share experiences and knowledge
- Help participants to focus on their skills and strengths and come up with solutions, in particular how they have improved their own wellbeing when things have not gone well for them. It is crucial to ensure the participants are not under pressure to disclose anything they prefer not to.
- Suggest support available for that particular circumstance/condition.

After the game

The Facilitator should:

- Allow time for feedback or reflection from participants
- Encourage participants to make positive changes to their wellbeing
- Offer individual follow-up support if appropriate.

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