TEACHING ASSISTANT
WELLBEING OF CHILDREN & YOUNG PEOPLE
Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

In order to feel empowered to make positive and informed choices, children and young people need:

**Accurate, relevant information**

Information needs to be accessible and provided in a format that is appropriate to the child’s age and stage of development. With younger children, this might be through books, DVDs or computer games, in addition to sharing information in the school setting, for example in discussion groups or at circle time. The information might relate to friendships and bullying, playing safely or being aware of road safety. With older children, this might include online sources, such a self-help toolkits, online information forums or apps and the information might relate to cyberbullying, sexual health or drug use. Some useful sources of information for children and young people can be accessed at:

- NSPCC [http://www.nspcc.org.uk](http://www.nspcc.org.uk)
- Kidscape [http://www.kidscape.org.uk](http://www.kidscape.org.uk)
- ChildLine [http://www.childline.org.uk/Pages/Home.aspx](http://www.childline.org.uk/Pages/Home.aspx)
- Talk to Frank [http://www.talktofrank.com](http://www.talktofrank.com)
Empowering children and young people.

**Self-confidence**

Empowerment requires children and young people to be assertive and to feel confident about making decisions. Supporting self-confidence and self-esteem is very important in helping children and young people to protect themselves and make positive decisions about their own safety. Some of the ways that you can do this are discussed in Section 6.2.

**Support with their decision-making**

Decision-making is difficult and it takes time and practice. Children and young people need adults to help them learn how to make appropriate choices and positive decisions in a variety of different situations. Younger children can practice making decisions in their everyday routines and in their play. For example, making decisions about what they want to eat at snack time, choosing different play activities and deciding whom they want to play with. Older children can practice more complex decision-making through role-play scenarios, for example, acting out peer pressure situations involving alcohol use or bullying behaviour. Within whatever setting you can include decision-making activities as part of the regular planning in the setting, for example ‘How to Decide’ games or ‘What Would You Do If…..’ situations.

There are a number of travelling theatre groups that present some excellent performances about bullying and personal, social and health education.

Actionwork Film Theatre: [http://www.actionwork.com](http://www.actionwork.com)


Theatre in Education: [http://loudmouth.co.uk](http://loudmouth.co.uk) and [http://www.takeawaytheatre.co.uk](http://www.takeawaytheatre.co.uk)