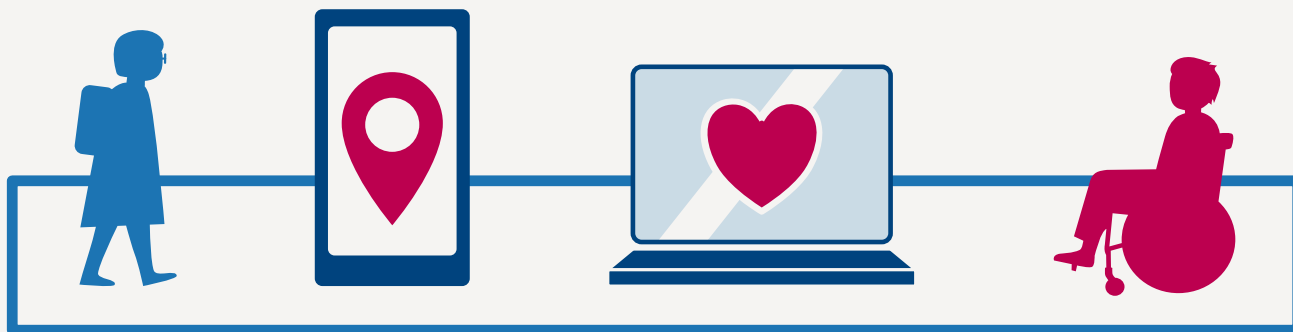




Our Health,



Our Place,



Our Voice

Toolkit



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Foreword

Welcome to the 'Our health, our place, our voice' toolkit. ALISS - A Local Information System for Scotland is a fantastic resource for everyone in Scotland. To achieve its goals, it needs everyone in society to contribute, including young people. Through this toolkit and using ALISS, young people will gain many benefits, including awareness of their own communities, an improved sense of their health and wellbeing, as well as increased digital skills.

To assist you in your role, this toolkit makes explicit links to relevant national policy frameworks. We hope that you find it useful in creating learning opportunities for young people to consider their own health and wellbeing and participate meaningfully in the community around them.

I would like to thank everyone involved in the creation of this toolkit, particularly the ALISS programme team at the ALLIANCE. If you have ideas as to how the toolkit can be improved, please do get in touch.

Chris Mackie

Director of Digital

Health and Social Care Alliance Scotland (the ALLIANCE)



Acknowledgements

The ALISS team would like to express our gratitude to all those who contributed to the development of this toolkit.

In 2015, we received invaluable support from Graham Robertson, Ian McCracken and the pupils at Govan High School whose feedback and assistance in piloting the toolkit played an important role. We are also thankful to Emily Maule at Lampton School and her pupils for working with us to trial the sessions.

We are also grateful to Siobhan Boyle and Jackie Chalmers from NHS Greater Glasgow and Clyde for their help to develop the section on 'What keeps us happy and healthy?' during the toolkit's initial creation.

In 2024, as we worked to refresh and update the toolkit after almost ten years, we benefited greatly from the insights shared by a group of dedicated professionals working with young people in East Ayrshire. Their feedback has been helpful in ensuring the toolkit reflects the evolving needs and experiences of young people today.

About the toolkit

First developed in 2015 in collaboration with two high schools and several professionals from NHS Greater Glasgow and Clyde, the toolkit was created to empower young people to voice their views on what matters to them and equip them with relevant skills to manage their own health and wellbeing.

In May 2024, we consulted a group of professionals who work closely with young people in East Ayrshire to make sure the toolkit is still relevant and valuable to young people today. We have implemented their feedback and are excited to present the new toolkit.

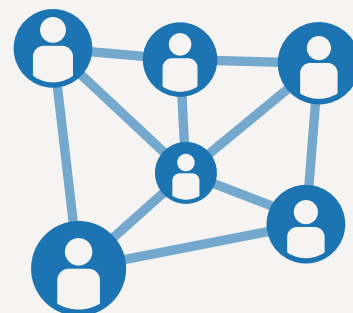
We hope that the toolkit will be useful for anyone working with young people, because:



It includes a variety of interactive activities that are easy to use and adapt.



It is linked to the Curriculum for Excellence and National Youth Work Outcomes & Skills Framework, so that the toolkit can be used in various learning environments.



It signposts to exciting opportunities for young people to link up with local and national partners.

We hope that the toolkit will also be useful for young people, because:



It empowers them to voice their opinions on what matters to them in their local community and share their views with local and national decision makers.



It helps them build skills and knowledge to take ownership of their own health and wellbeing.



It encourages them to contribute to the health and wellbeing of their local community by sharing information about local sources of support.

About the ALLIANCE

The Health and Social Care Alliance Scotland (the ALLIANCE) is the national third sector membership organisation for the health and social care sector. We bring together over 3,700 people and organisations dedicated to achieving our vision of a Scotland where everyone has a strong voice and enjoys the right to live well, with dignity and respect. Our members are essential in creating a society in which we all can thrive, and we believe that by working together, our voice is stronger.

We work to improve the wellbeing of people and communities across Scotland by supporting change in health, social care and other public services so they better meet the needs of everyone in Scotland. We do this by bringing together the expertise of people with lived experience, the third sector, and organisations across health and social care to shape better services and support positive change.

The ALLIANCE has three core aims. We seek to:

- **Empower people with lived experience:** we ensure disabled people, people with long term conditions, and unpaid carers are heard and that their needs remain at the heart of services and communities.
- **Support positive change:** we work within communities to promote co-production, self management, human rights, and independent living.
- **Champion the third sector:** we work with, support and encourage co-operation between the third sector and health and social care organisations.

The ALLIANCE is committed to upholding human rights. We embed lived experience in our work and aim to ensure people are meaningfully involved at every level of decision-making.

Working together creates positive, long-lasting impact. We work in partnership with the Scottish Government, NHS Boards, universities, and other key organisations within health, social care, housing, and digital technology to manage funding and develop successful projects. Together, our voice is stronger, and we can create meaningful change.



About ALISS

ALISS (A Local Information System for Scotland) is a national digital programme enabling people and professionals to find and share information on health and wellbeing resources, services, groups, and support in their local communities and online.

ALISS can help you find information about resources that can:

- provide support to help you manage your long term conditions.
- enable social and community connection.
- support creative, cultural or physical activity.
- link to a range of practical, legal and financial support.
- involve digital technology.

ALISS aims to ensure that everyone in Scotland has the right information, at the right time, about resources that are available to help them live well and stay connected to and involved in their community.

Resources you can find on ALISS are added and edited by people living and working in the community. This means that if you cannot find the resource you are looking for, you can add it to the system by creating an account.

ALISS is funded by the Scottish Government and is part of the wider Health and Social Care Alliance Scotland (the ALLIANCE). ALISS is co-produced with people and professionals in Scotland's communities and values local and national resources as the key to living well.

TIP

The best way to get a quick idea of how ALISS works is to go to the [ALISS website](#) and search for resources in your local area.

You can learn more about ALISS by visiting the [ALISS website](#) or the ALISS section on the [ALLIANCE website](#).

Why would we like young people to get involved?

The voices of young people can sometimes be overlooked when decision makers are making plans for their local communities. However, under the United Nations Convention on the Right of the Child (UNCRC), children have the right to be heard (Article 12). This reinforces the importance of listening to young people and ensuring their voices help shape the future of their communities.

By learning about how local assets can help us keep well, and by using ALISS to explore and identify local resources, we hope that young people feel empowered to take an active role in improving the health and wellbeing of their communities.



How can you use the toolkit?

The contents of this toolkit have been designed to be as flexible and adaptable as possible. Each theme includes a variety of activities that can be linked to outcomes in the [Curriculum for Excellence](#) and indicators in the [National Youth Work Outcomes & Skills Framework](#). Suggested learning objectives are also provided, but these can be tailored to match the needs and abilities of the group of young people.

Whether you choose to use a small part of the toolkit, or adapt the activities to fit your specific curriculum, the materials have been designed to be versatile. Developed and tested with S1-S3 pupils in a small Personal, Social and Health Education (PSHE) group and a whole Geography class, they can be used for various subjects, learning stages, and youth groups.

Below you can find an overview of each of the themes:

Theme 1: What keeps us happy and healthy?

This theme introduces young people to the project and helps them to develop background knowledge and understanding of health, wellbeing, and health inequalities to underpin their activities going forward. They will also begin to see how they can innovate potential solutions for their community and articulate their views.

Theme 2: What is asset mapping?

This theme introduces young people to the idea of asset mapping, starting with an example that is familiar to them (e.g. their school, youth centre, or home). It also helps them to understand the asset-based approach that they are taking in the project - seeing the positive in communities and building on strengths.

Theme 3: How can technology help my community stay healthy?

This theme introduces young people to what ALISS is, how to work with it, and how ALISS can help people in their area. It will also get them thinking about how digital technology can support health and wellbeing and how they might find an interesting hobby or career in this field. Young people will come to understand how asset mapping on ALISS can make a difference to individuals in their community.

Theme 4: Creating connections with collections

This theme encourages young people to take ownership of their own health and wellbeing by creating personalised ALISS collections. By sharing their collections with others, they not only benefit themselves but also help improve the health and wellbeing of their community.

Theme 5: My voice, my community

For the final theme, young people will be encouraged to respond to their learning by voicing their opinions on how their communities could be improved to support health and wellbeing.

Space for notes below

1

Theme 1: What keeps us happy and healthy?

Introduction

This theme introduces young people to the project and helps them to develop background knowledge and understanding of health, wellbeing, and health inequalities to underpin their activities going forward. They will also begin to see how they can innovate potential solutions for their community and articulate their views.

Links to Curriculum for Excellence

- Representing my class, school, and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society (HWB 3-12a / HWB 4-12a).
 - I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed (SOC 3-16a).
-

Links to National Youth Work Outcomes & Skills Framework

- I can communicate effectively using a range of methods (Communication).
 - I can speak in a group and share my opinions (Communication).
 - I can play an active role in delivering change in my community (Creating change).
-

Possible learning objectives

- To explain what keeps us happy and healthy.
 - To compare the health of different people in society and recognise the broader social determinants of health.
 - To identify ways to improve the health and wellbeing of communities.
-

Additional resources

- The Scottish Government's [homepage for Getting it right for every child](#) (GIRFEC).
- The ALLIANCE has a dedicated [page for Children and Young people](#) which contains a lot of useful GIRFEC training and resources.
- Children's Health Scotland [website](#) contains information, resources, and support for children and young people about their health and wellbeing, as well as [My Health, My Rights Charter](#). The charter contains the 10 most important health rights for children and young people living with health conditions.
- [The Young Scot website](#) provides a range of resources on health and wellbeing for young people.
- ARC Scotland have developed [Compass](#), a free, web-based application designed to help young people with additional support needs in Scotland to make a smooth transition to young adulthood. There are three versions of Compass - one for young people, one for parents and carers, and one for professionals and practitioners supporting families.

Space for notes below

Starter activity: What keeps me happy and healthy?

Introduction

This activity will help young people to think about things that keep them happy and healthy, and things that might be bad for their health, using a Mind Map. A Mind Map is a diagram that can help you organise your ideas in a visual way.

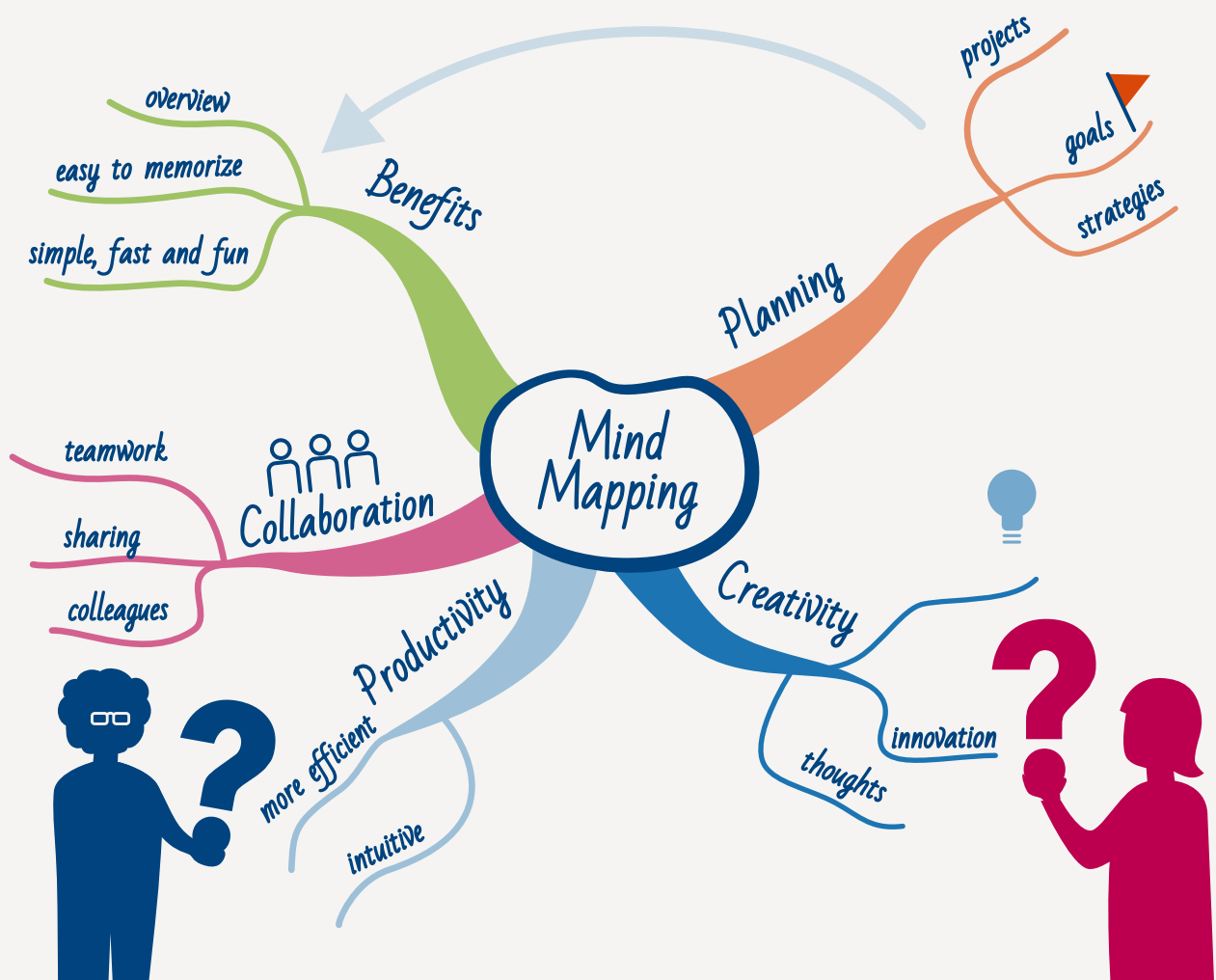
What will you need?

Young people can use the Mind Map template provided in this resource or an empty sheet of paper to map their ideas.

You can follow up this activity with a whole-group discussion about the factors young people have identified. What are the similarities and what are the differences?

TIP

Younger groups might need prompts such as picture clues or discussion to get them thinking.



Activity: My wellbeing

Introduction

This activity will help young people understand the eight components of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included (SHANARRI). Ask each young person to give examples of how they experience wellbeing, e.g.: *"I feel active when I play football with my friends"*.

What will you need?

Young people can either use a printed copy of the Wellbeing Wheel to write on or the SHANARRI worksheet.



Extension activity

This activity relates directly to Getting it right for every child (GIRFEC). GIRFEC is Scotland's national approach to promoting, supporting, and safeguarding the wellbeing of children and young people.

You may wish to take the opportunity to highlight the role and identity of the Named Person for each child. You may also wish to remind young people that, if they have a concern about any aspect of their wellbeing, they can contact their Named Person.

Links to Curriculum for Excellence

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 4-03a).

Links to National Youth Work Outcomes & Skills Framework

I can ask for help if I need it (Looking after myself).

Activity: Paths to health

Introduction

This activity will introduce young people to health inequalities. Start by explaining what they are and how factors like education and where you live can impact your health. You might want to consult the [How to talk about the building blocks of health toolkit](#), which sets out how to frame communication about health and the role that wider determinants play.

Each young person will take on a role representing a person in society. Hand out the scenario cards and explain that the goal is to make it to the "finish line" which represents good health.

TIP

Health inequalities are differences in health across the population, and between different groups in society, that are systematic, unfair and avoidable
([The Kings Fund, 2020](#))

Read out the series of statements. Depending on the young person's scenario, they take steps forward, backwards or stay in place. Once you have read out all the statements, take time to discuss the following:

- How did it make you feel to move forward or backward or stay still?
- What made it easier or harder for you to reach the "finish line"?
- What would have helped you to reach the "finish line"?

What will you need?

Space to move around in and a scenario card for each young person.

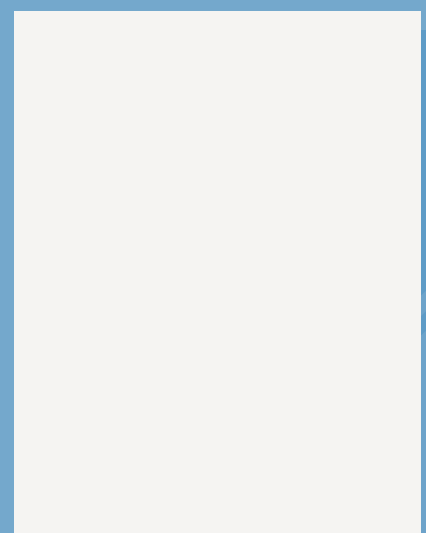
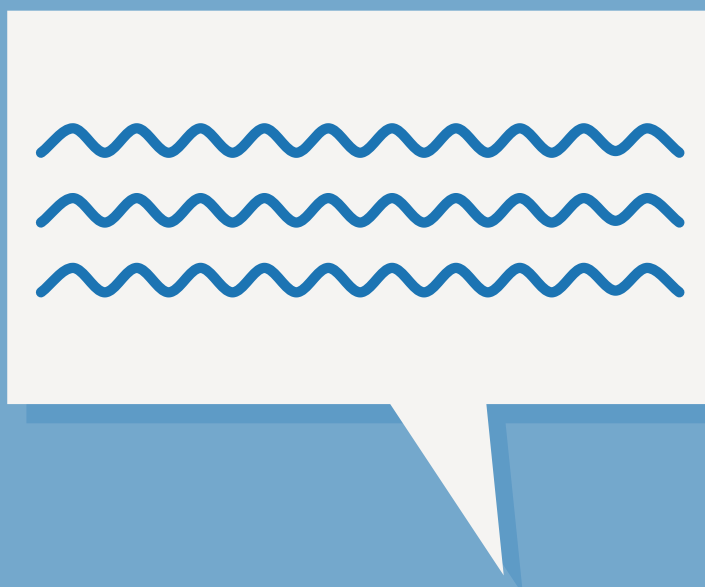
Activity: My idea to change my community

Introduction

For this last activity, ask young people to brainstorm solutions or ways to reduce health inequalities in their community. What can governments, schools, or individuals do to make healthy living accessible to everyone?

What will you need?

Young people can either discuss their ideas orally, or you can provide them with a sheet of paper to write their thoughts on.



2

Theme 2: What is asset mapping?

Introduction

This theme introduces young people to the idea of asset mapping, starting with an example that is familiar to them (e.g. their school, youth centre, or home). It also helps them to understand the asset-based approach that they are taking in the project – seeing the positive in communities and building on strengths.

Links to Curriculum for Excellence

- Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community (HWB 3-13a / HWB 4-13a).
 - I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed (SOC 3-17b).
 - I can research the purposes and features of private, public, and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders (SOC 4-20b).
-

Links to National Youth Work Outcomes & Skills Framework

- I can explain why I made a choice (Decision making).
 - I can work with others on group tasks (Teamwork).
 - I can break down problems into smaller parts to find a solution (Problem solving).
 - I can share my learning and skills with others (Leadership).
-

Possible learning objectives

- To describe what community assets are.
 - To explain why community assets are important.
 - To create an asset map of a familiar place.
-

What are assets?

By assets we mean the local sources of support that a community has to offer, such as services, resources, activities, clubs, groups, and places.

What is asset mapping?

When we talk about asset mapping, we talk about the exercise of creating a map of these resources in the community.

If you would like more information on asset mapping, have a look at the [ALISS Asset Mapping Kit](#).



Space for notes below



Starter activity: What are assets?

Introduction

This activity will help young people understand what an asset is. Ask them to think about their favourite thing at a place where they like to spend time. It could be a park, community centre, library, school, or any other space where they feel comfortable. They can share their favourite spot, event, person, or activity from that place.

Ask young people to share their answers with the group and point out that these examples are all assets. Next, ask if they can figure out what community assets are and encourage them to come up with examples.

What will you need?

You can either do this exercise orally, or you can provide young people with pencils and paper to write down their answers.

Activity: How can assets help us keep well?

Introduction

This activity will help young people understand why community assets are important. Ask them to recall their favourite thing about a place where they like to spend time and pick an emotion that describes how they feel about it. Encourage them to explain why they picked that emotion. If possible, ask how this thing might help them be healthier.

Next, young people can work in groups to answer questions based on profiles of community assets.

What will you need?

Young people will need the emotion template and the community asset profiles. Alternatively, you can create profiles based on local assets.

Extension activity

Could young people visit community assets in your local area to find out what they do? Or could you invite the people that run them to speak about their experiences?

Activity:

Asset mapping a familiar place

Introduction

This activity introduces young people to asset mapping. Using Post-its, they will create an asset map of a location where they like to spend time. It could be their school, a community centre, a park, a library, or any other place they feel connected to. They can add their favourite things and explain why these are valuable.

What will you need?

Young people will need Post-its and coloured pens to write down their assets. You can either provide them with a map of the chosen location, or they can draw one themselves.

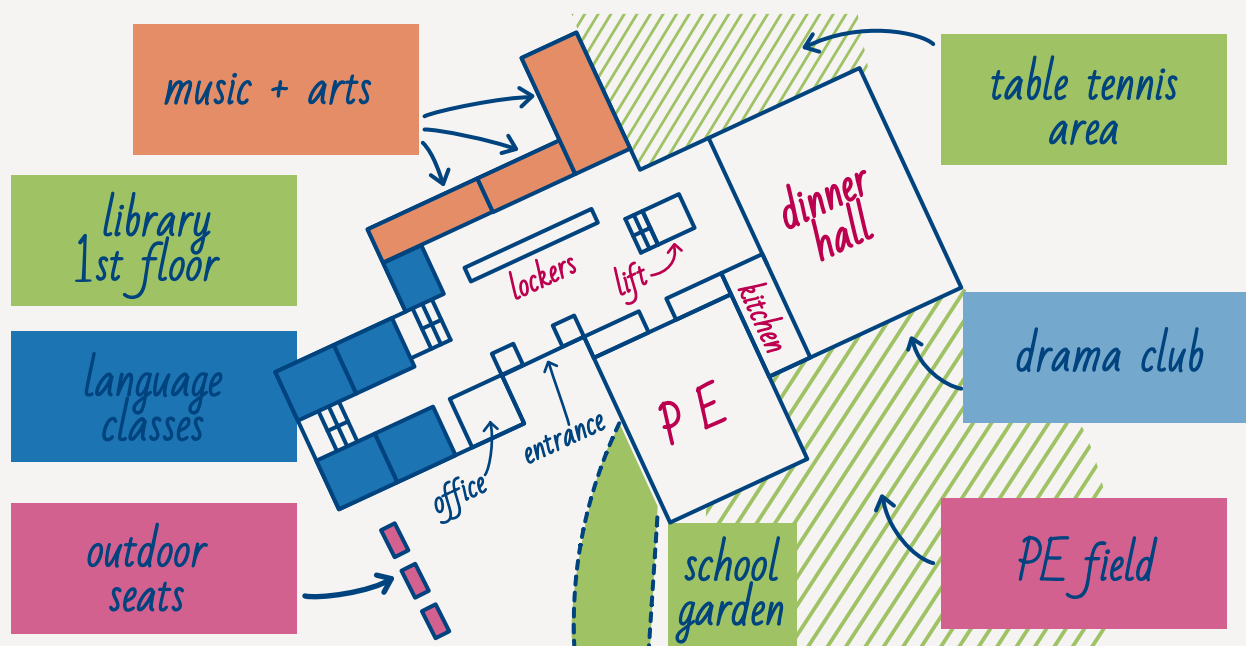
TIP

If possible, it may be helpful for the group to walk around their chosen location to identify assets before completing the task.

Extension activity

Could young people create a display of their asset map and invite others, such as community members or peers, to contribute their favourite things?

Could they create a version of the asset map to share with newcomers, such as younger students or new members of a group, during orientations or community events?



3

Theme 3: How can technology help my community stay healthy?

Please note young people will need access to IT facilities to complete the activities in this theme.

Introduction

This theme introduces young people to what ALISS is, how to work with it, and how ALISS can help people in their area. It will also get them thinking about how digital technology can support health and wellbeing and how they might find an interesting hobby or career in this field. Young people will start to understand how asset mapping on ALISS can make a difference to individuals in their community.

Links to Curriculum for Excellence

- I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks (TCH 4-03b).
- Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities (TCH 4-07a).
- Through research, I can gain knowledge of computer systems or emerging technologies to understand their differing features and consider their suitability for the world of work (TCH 4-08d).
- 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 4-03a).
- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed (SOC 3-17b).

Links to National Youth Work Outcomes & Skills Framework

- I can speak in a group and share my opinions (Communication).
 - I can participate in new opportunities and experiences (Confidence).
 - I can work with others on group tasks (Teamwork).
 - I can identify problems (Problem solving).
 - I can explain why I made a choice (Decision making).
-

Possible learning objectives

- To explain why ALISS is being built and what it is.
 - To explain how ALISS can help people in the local area.
 - To explain how ALISS is being created and help to build it.
-



Space for notes below



Starter activity: My local assets

Introduction

In this activity, young people will discuss the assets that can be found in their local community. Start by asking them to list all the assets they know about. It might be activities that they, their friends or family do. Ask the group to share their lists and answer the following questions:

- Are all the lists the same?
- Do they think that, between them, they have covered every single asset in the local community?
- How many assets do they think there are in total?

To check the answer to the last question, do a search on the [ALISS website](#) for your area, with the radius set to one mile. How many resources come up? Is the group surprised?

TIP

Keep hold of the lists to feed into the activities in the next theme.

What will you need?

Pen and paper and access to IT facilities.

Activity: All about ALISS

Introduction

In this activity, young people will learn about how ALISS started and what it is. Ask the group to go online to see what they can find out about it. What do they think are the benefits and challenges of making ALISS work. Do they think that ALISS is a good idea and what kind of information would they like to find on ALISS? Is it already available?

What will you need?

Young people will need access to IT facilities to find out more about ALISS and the Mind Map template to write down their answers. To find out more information about ALISS, go to the [About ALISS page](#) on the ALISS website.

Activity:

How can ALISS help my community?

Introduction

The aim of this activity is to help develop young people's understanding of how ALISS can help their community.

Taking on the roles of a local GP, a firefighter, and a pharmacist, they use ALISS to signpost people to the appropriate resources.

In pairs, young people work together to record their answers and explain why they have chosen to recommend a particular asset.

At the end of the activity, young people imagine they are one of the people that has been signposted to a resource. It is a few weeks later and they are benefitting from the resource they have been referred to. Ask them to write a testimonial on how the resource has helped them.

TIP

If the example scenarios in the resource pack do not work for your locality, you can adapt them to include other searches.

What will you need?

Young people will need the role-play scenarios and testimonial template to complete this activity.

You are a doctor in your local area.



Your patient is Tommy. He is a young adult who has just lost his job.

He is feeling very low and is struggling to cope with the situation. You think that Tommy might have **depression**.

His postcode is **G22 5JW**.

Search on ALISS to find a resource that might help Tommy.

You are a firefighter in your local area.



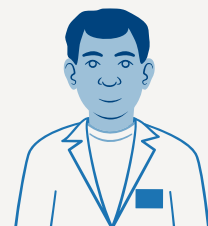
You are visiting Mary's home to help fit a smoke alarm.

Mary mentions that she has recently **given up smoking** and wants to get more **exercise**, but she is struggling to find things to do.

His postcode is **KA7 1RH**.

Search on ALISS to find a resource that might help Mary.

You are a pharmacist in your local area.



Dan is 16 and has come to the pharmacy to get his prescription for his long term condition - **diabetes**.

He would like to **meet other people** with diabetes to share this experience with.

His postcode is **AB11 9DT**.

Search on ALISS to find a resource that might help Dan.

Activity: Help build ALISS

Introduction

This activity encourages young people to reflect on their experience of using ALISS and provide feedback. The ALISS team is constantly making changes and improvements to the website based on feedback from users, so we would love to hear from you!

What will you need?

If the group wishes to share their feedback with the ALISS team (hello@aliss.org), they will need access to IT facilities.

Extension activity

You might want to take the opportunity to examine and expand young people's digital literacy skills. Digital skills are important for education and daily life, but some young people may struggle with them.

Young Scot have examined young people's search habits when engaging with their website and found that some enter long, wordy, or ambiguous questions into search engines. Because of this, the results they find can be irrelevant or confusing. Alongside covering how to search, it may be useful to address how search engines work and how to establish which websites listed by a search engine are trustworthy.

The following websites contain free, useful resources on digital skills:

- The [Young Scot's guide to learning digital skills and staying safe online](#).
 - BBC Bitesize has a range of [resources on topics](#) such as Digital Technology and ICT.
 - Google offers various [digital skill courses](#), including one on how to use Google Search.
-

4

Theme 4: Creating connections with collections

Please note young people will need access to IT facilities to complete the activities in this theme.

Introduction

This theme encourages young people to take ownership of their own health and wellbeing by creating personalised ALISS collections. By sharing their collections with others, they not only benefit themselves but also help improve the health and wellbeing of their community.

Links to Curriculum for Excellence

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society (HWB 3-12a / HWB 4-12a).
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community (HWB 3-13a / HWB 4-13a).
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum (TCH 3-04a).

Links to National Youth Work Outcomes & Skills Framework

- I can take actions on issues that are important to me (Creating change).
- I can participate in new opportunities and experiences (Confidence).
- I can share my learning and skills with others (Leadership).
- I can communicate effectively using a range of methods (Communication).

Possible learning objectives

- To explain how to create and organise collections on ALISS.
- To identify and share useful resources through ALISS collections.
- To develop effective communication strategies for promoting and sharing ALISS collections within the community.

Additional resources

For more information on how to use ALISS, please go to the [About ALISS page](#) on the ALISS website. Here you can find a link to the [ALISS Help Centre](#), which provides detailed guidance documents and videos on how to register as new user and collections.

TIP

Speak to a (school) librarian as they might be able to offer advice on local assets and/or digital literacy.

Space for notes below

Starter activity: Local assets?

Please note this is the same starter activity as in Theme 3. If you already completed this activity, you can skip it and reuse the list.

Introduction

In this activity, young people will discuss the assets that can be found in their local community. Start by asking them to list all the assets they know about. It might be activities that they, their friends or family do.

What will you need?

Pen and paper.

Activity: My ALISS collection

Introduction

In this activity, young people will create their own ALISS collection based on assets in their local community. They can focus on areas like physical health, mental health, hobbies, or other personal interest. Alternatively, they might want to create a collection for someone else.

Each young person will search for resources on ALISS based on a topic of their choice. Once they have gathered a list of resources, they can create a collection on ALISS. To learn more about creating collections, they can watch the instruction video 'Learn more about ALISS' on the [ALISS Help Centre page](#).

Encourage them to think critically about their collection. Does it have enough variety? Are the resources relevant to the topic? Is all the information up to date?

What will you need?

Young people will need access to IT facilities. They will also need to sign up for an ALISS account.

Extension activity

If young people know about a local resource that is not yet listed on ALISS, they might want to add it. For more information on how to contribute to ALISS, please go to the [About ALISS page](#) on the ALISS website. Here you can find a link to the [ALISS Help Centre](#), which provides guidance documents and videos on how to add resources.

Alternatively, subject to safeguarding policies, young people could get in touch with the organisation running the resource to let them know about ALISS and the benefits of being listed and encourage them to sign up.

TIP

In a supervised context, could the group offer practical support to organisations to help them sign up to ALISS?

Links to Curriculum for Excellence

Throughout my learning, I can make effective use of a computer system to process and organise information (TCH 4-04a).

Links to National Youth Work Outcomes & Skills Framework

I can participate in new opportunities and experiences (Confidence).

Activity: Sharing my ALISS collection

Introduction

In this activity, young people will focus on sharing their collections with their peers, families, or the wider community.

Young people could create posters or booklets that detail their ALISS collections. These can be displayed in public areas such as the (school) library or community centre, allowing others to consult them. A more interactive approach would be to organise a fair with info stalls to present the collections to others. Could some of the organisations listed in the collections come to the fair and explain a bit about their resource?

What will you need?

This will largely depend on how you choose to complete this activity.

5

Theme 5: My voice, my community

Introduction

For the final theme, young people will be encouraged to respond to their learning by voicing their opinions on how their communities could be improved to support health and wellbeing.

Links to Curriculum for Excellence

- Representing my class, school, and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society (HWB 3-12a / HWB 4-12a).
 - Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community (HWB 3-13a / HWB 4-13a).
-

Links to National Youth Work Outcomes & Skills Framework

- I can play an active role in delivering change in my community (Creating change).
 - I can represent the views of young people (Creating change).
 - I can influence decision-making (Creating change).
 - I can express my thoughts and feelings to appropriate adults (Communication).
-

Possible learning objectives

- To identify the challenges young people might face when trying to stay healthy and happy.
 - To explain what needs to change in the local area to help young people stay happy and healthy.
 - To demonstrate effective communication skills by articulating and advocating personal views to decision makers
-

Additional resources

- The [Scottish Youth Parliament](#) is a youth-led organisation and aims to provide a platform for young people to discuss the issues that are important to them, and campaign for changes to the nation that they live in.
- The [Children's Parliament](#) has great resources about capturing and sharing the views of young people.



Space for notes below



Starter activity: Looking back

Introduction

In this activity, young people will be encouraged to reflect on the previous themes. Start off by asking if they can recall how health inequalities can have a negative impact on a community's health and wellbeing (Theme 1). Can they think of other things that might not be good for their health and wellbeing?

Next, ask them to think about the community assets they have found on ALISS (Theme 3 and 4). Do they think these assets are able to support and promote the health and wellbeing of young people in their local area? If not, what are the gaps? In other words: what do they think is missing from their community that would make it a great place for young people to live.

What will you need?

Young people can use the materials from the previous activities to inform their answers.

Activity: My proposal

Introduction

For this activity, young people will work in groups to come up with a new community asset. Their assets should offer a solution to the gaps identified in the previous activity and help young people to stay happy and healthy.

To begin, ask them to brainstorm ideas and prepare a Dragons' Den-style pitch for their community asset. This will be followed by presentations, allowing groups to share their ideas with one another.

What will you need?

Each group will need a pitch template and a sheet of paper to make a mood board on. Alternatively, they could create an account on [Canva](#) and make a digital mood board.

Activity: My voice

Introduction

For the final activity of this pack, young people are encouraged to share their views and proposals with local and/or national decision makers. There are several ways young people can make their voice heard. They could choose one, or a combination of the following, depending on the time available for the project:

- Write to their local MP, MSP, MYSKY or Councillor.
- Invite a politician to visit their school.
- Attend a MP/MSP surgery.
- Organise a community forum.
- Organise a debate in school.
- Start a social media campaign.
- Join or set up a local youth forum.
- Express their views creatively (e.g. through poetry, videos, photos, collages, songs).

At its simplest, this activity could involve young people writing letters to their MP, MSP or Local Councillor to ask that their ideas are considered. It could also become a project in itself, and a chance to explore citizenship in more depth.

What will you need?

This will largely depend on which approach you choose. Writing to their local MP, MSP or Councillor will only require writing materials and/or access to IT facilities. Expressing their views through creativity, however, would require creative materials and tools (e.g. camera, art supplies, musical instruments).

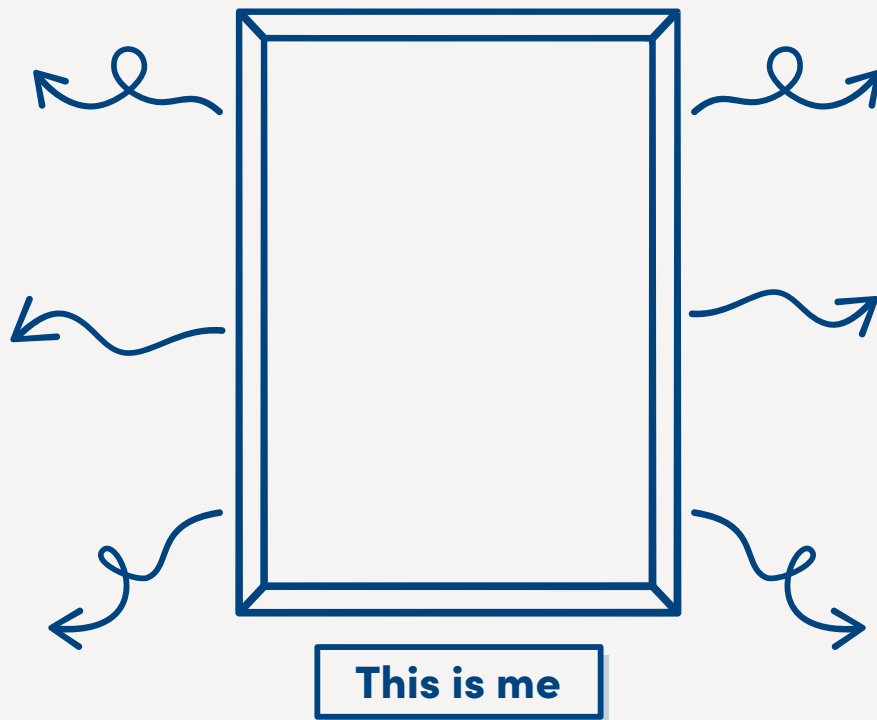
Regardless of the approach you choose, the most important aspect is feasibility. Pick an approach that aligns with group's capabilities and interests as well as with the available time and resources.

Templates and worksheets



Mind Map template

These are the things that keep me happy and healthy

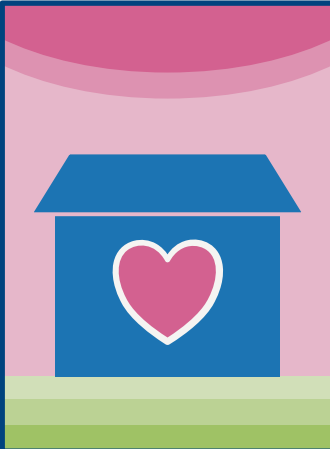


Wellbeing Wheel



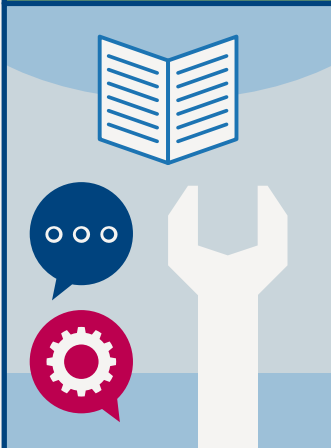
SHANARRI worksheet

Fill in your answers in the boxes below.

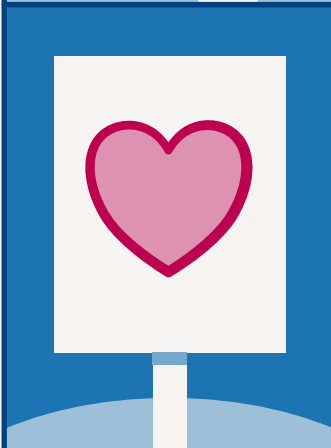
	I feel safe when...
	I feel achieved when...
	I feel healthy when...
	I feel nurtured when...



I feel active when...



I feel responsible when...



I feel respected when...



I feel included when...

Health inequality role-play statements

Income



- If you earn a high income, take two steps forward.
- If you earn a middle income, take one step forward.
- If you are unemployed or have a low-paying job, stay where you are.

Education



- If you completed university, take two steps forward.
- If you completed secondary school, take one step forward.
- If you did not finish secondary school, stay where you are.

Living environment



- If you live in an area with lots of shops and services, take a step forward.
- If you live in an area with fewer or no services, stay where you are.
- If you live in a polluted area, take one step back.
- If you can afford healthy, fresh food every day, take one step forward.
- If you find it difficult to access fresh and healthy food, take one step back.
- If you have easy access to public transport, take one step forward.

Leisure and recreation



- If you can afford a club or group membership for sports or hobbies, take one step forward.
- If your living environment makes it difficult to stay active, take one step back.

These are just suggestions. You can always add/change statements depending on the group of young people.

Scenario cards



Jamal

Job - Taxi driver (full-time)

Income - Middle

Education - Secondary school

Living environment - Jamal lives in a quiet neighbourhood. There is not much there, but there is a supermarket. Due to his working hours, he does not always have time to prepare a healthy meal. He often eats fast food on the go.

Leisure and recreation - He struggles to find time to exercise because he works long days.

Fatima

Job - Doctor (full-time)

Income - High

Education - University degree

Living environment - Fatima lives in modern apartment in the city. Shops, services and parks are all nearby. She cycles to work, unless it rains then she takes public transport.

Leisure and recreation - Fatima is part of a water polo team and goes to the swimming pool three times a week.

Leo

Job - Factory worker (full-time)

Income - Low

Education - Dropped out of school

Living environment - Leo lives in a built-up and polluted area of a city. There are plenty of public transport links to access services and shops, but he cannot always afford a ticket. He often has to rely on the takeaway near his house for food.

Leisure and recreation - He would like a gym membership but cannot afford one.

Zara

Job - Unemployed

Income - No income

Education - University degree

Living environment - Zara has finished university but is struggling to find a job. She cannot afford to rent her own place and lives in a temporary shelter, with no services or shops nearby. She eats whatever is available, which often is unhealthy.

Leisure and recreation - She goes for walks in a park near the shelter.



George

Job - Manager (full-time)

Income - High

Education - University degree

Living environment - George lives in a neighbourhood with easy access to shops and services. He takes public transport to his job in the city.

Leisure and recreation - In his free time, he plays tennis at a local club or goes for a run in the park next to his house.

Freya

Job - Shop assistant (part-time)

Income - Low

Education - Secondary school

Living environment - Freya lives in an area with a lot of pollution from nearby factories. There is no public transport to other towns so access to shops and services is limited. To save time and money, she often eats takeaways.

Leisure and recreation - She would like to go for runs but there are no green spaces near her house.

Muhammad

Job - School teacher (full-time)

Income - Middle

Education - University degree

Living environment - Muhammad lives in a quiet neighbourhood with lots of green spaces where he can take his dog for a walk. Shops and services are all easy to access by foot, car or public transport.

Leisure and recreation - In his spare time, Muhammad plays football at a local club.

Alex

Job - Farmer (full-time)

Income - High

Education - University degree

Living environment - Alex lives on a farm in a rural area. There are no shops nearby, but that is fine because they grow fresh food on their farm. However, they have to travel quite far by car to access any other services.

Leisure and recreation - Alex loves to paint the nature around their farm and is part of a local artist group.

Emotion template



A place where I like to spend time:

My chosen asset (favourite thing about this place):

This asset makes me feel:



Happy



Excited



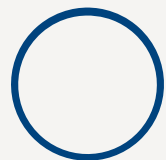
Calm



Silly



Loved



.....

It helps to keep me healthy because:

Community asset profiles



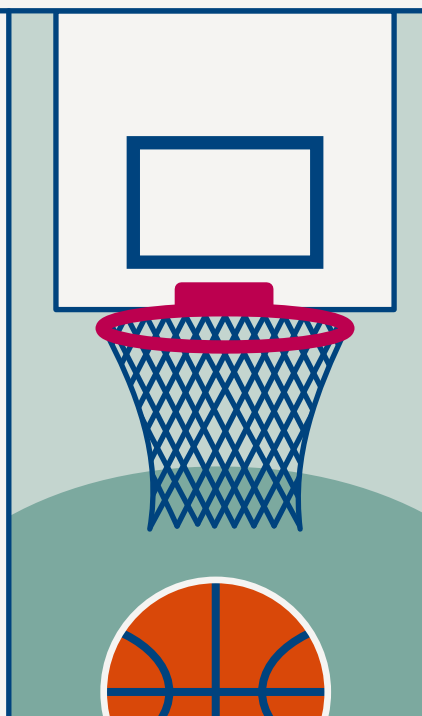
Community Basketball Court

The community basketball court is in the local park and is open all the time.

It was built by the local authority five years ago. The local authority still looks after it and keeps it clean.

Playing basketball gets your heart rate up. It keeps you healthy and fit, which can help to prevent diseases like diabetes from developing. Group sports are also a great way to make new friends!

The main challenge is that not enough local people use the basketball court. Sometimes it is empty, or young people hang out there, but they do not play.



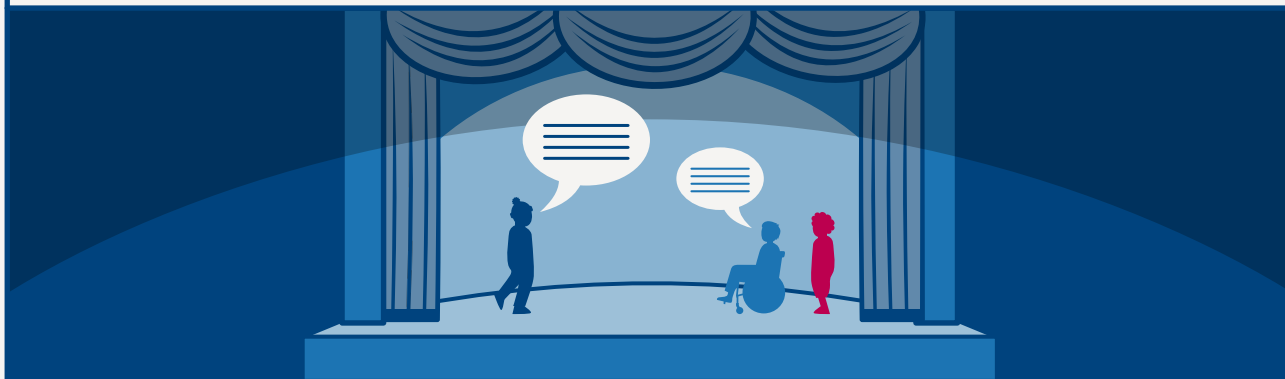
Youth Drama Club

The Youth Drama Club runs every Tuesday evening for young people at primary and secondary school.

It is run by a local charity, which gets funding from the local authority so it can offer low cost classes.

Taking part in drama helps young people to build up their confidence. They also use drama to help them express their feelings and learn about issues like bullying, violence, and peer pressure.

The main challenge for the club is that there is a limited number of spaces, which is not enough for everyone who wants to go. Sometimes young people have to wait for months to join a class, or they are simply unable to join.





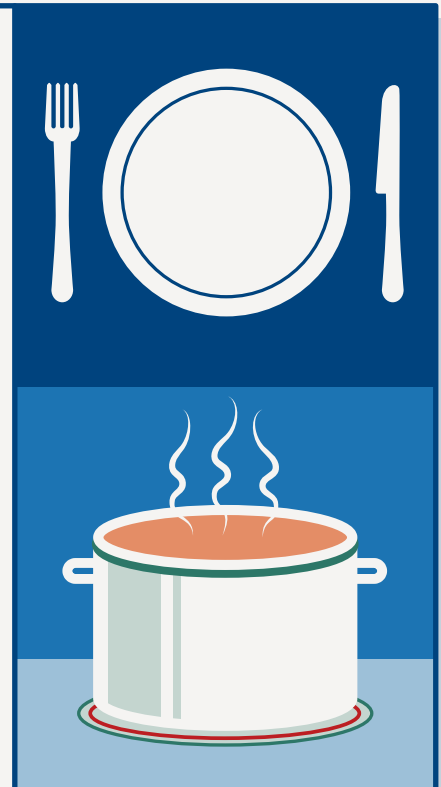
Older Adult Lunch Club

The lunch club is for people over 65 in the local area. Twice a week, they get together and share a meal in the local community centre.

The club is run by volunteers. They cook using food donated from local shops and supermarkets.

Those who come along eat a balanced meal, which helps them to stay healthy. Health workers sometimes visit the club to give them tips about healthy lifestyles. The club also helps older people who might be lonely or isolated get out of the house and meet new people.

The club's main challenge is making sure that older adults, especially those who are isolated, know about the club and have transport to come along.



Walking Group

The walking group runs every Saturday. Anyone can join in to walk on paths around the local community.

It is run by Jim, a member of the community who started walking to help manage his heart condition.

Walking is great exercise that helps people get and keep fit. People can also have a chat along the way and get to know each other.

The main challenge for the club is that not enough people know about it. It could be much more popular, but at the moment only about six people come along. Jim has been thinking about setting up a Facebook page to advertise it, but he is not sure how to go about it.



Community asset profiles

	Asset 1	Asset 2
What is the community asset?		
Who created it and/or runs it?		
How does it keep people happy and healthy?		
What challenges does it face?		
What would you do to overcome these challenges?		

	Asset 3	Asset 4
What is the community asset?		
Who created it and/or runs it?		
How does it keep people happy and healthy?		
What challenges does it face?		
What would you do to overcome these challenges?		

ALISS Mind Map



Role-play scenarios



You are a doctor in your local area.



Your patient is Tommy.
He is a young adult who has just lost his job.

He is feeling very low and is struggling to cope with the situation. You think that Tommy might have **depression**.

His postcode is **G22 5JW**.

Search on ALISS to find a resource that might help Tommy.

You are a firefighter in your local area.



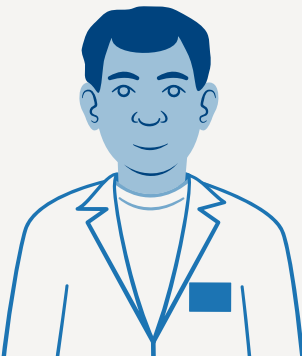
You are visiting Mary's home to help fit a smoke alarm.

Mary mentions that she has recently **given up smoking** and wants to get more **exercise**, but she is struggling to find things to do.

His postcode is **KA7 1RH**.

Search on ALISS to find a resource that might help Mary.

You are a pharmacist in your local area.



Dan is 16 and has come to the pharmacy to get his prescription for his long term condition - **diabetes**.

He would like to **meet other people** with diabetes to share this experience with.

His postcode is **AB11 9DT**.

Search on ALISS to find a resource that might help Dan.



Think carefully about what categories or keywords you want to use to search ALISS.

Testimonial template



My name is:

Tommy ☐

Mary ☐

Dan ☐

I have been dealing with:

What long term condition or other issue(s) has this person been dealing with?
Fill your answer in below.

.....

.....

.....

.....

.....

I have been referred to:

Which ALISS resource has this person been referred to? Write down the name, and some details below.

.....

.....

.....

.....

.....

This resource has helped me because:

Explain how this person has benefitted from the resource below.

.....

.....

.....

.....

.....

Pitch template



① To make my community a healthier place to live for young people, we want to start a new...

② It will take place in at

(Where will it take place and when? What time? Is it a one-off event or will it happen every week?)

③ It will probably cost about

(Have a guess at how much your idea will cost to run. Will it be free for young people?)

④ It will be good for young people in my area, because...

⑤ It will help to tackle health problems like...

⑥ To sum up, our idea is the best, because...

Supporting information

Guidelines on using ALISS

For some activities in this toolkit, you may wish to use [ALISS](#). This section contains guidelines and tips for using ALISS.

Searching on ALISS

Anyone can search for health and wellbeing resources, services, groups, and support, and see what is available near them or online. You do not need an account for this.

There are multiple ways to search for information on ALISS:

- The search box in the middle of the homepage allows you to search by location or by keyword (e.g. exercise, mental health, financial advice).
- The picture carousel at the bottom of the homepage allows you to find information about specific topics such as 'Children and Families' and 'Community Resources'.
- The AI Search Assistant at the bottom right of the home page can help you find information through a conversation. It will ask you several questions and will come up with results based on the details you have provided.

Signing up to ALISS

To complete the activities in Theme 4, young people will need to sign up for an ALISS account. They can do this by clicking the 'Login / Signup' button at the top right corner of the webpage.

To register as new account holder, they will need to provide a name, username, email address, and password. They will also need to agree to the Terms & Conditions and Privacy Policy (both can be found at the bottom of the registration page).

We recommend that young people use their school email addresses for safeguarding reasons. If they wish to access their collections after they have left school and their accounts have been deactivated, we can change the email address on the account to their personal one. Please contact hello@aliss.org if you/they have any questions about this.



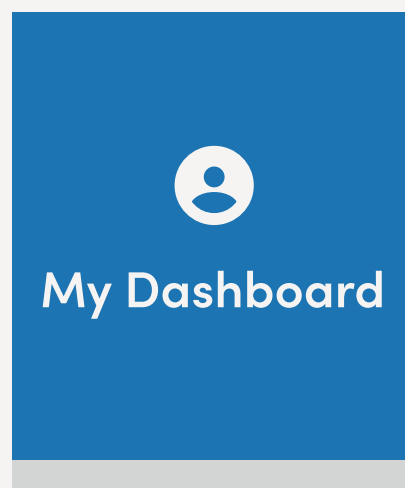
Login / Signup

Collections

Once young people have signed up as account holders, they can start adding resources to their collection. To learn more about collections, please visit the [ALISS Help Centre](#), where you can find a video explaining how to save resources to a collection.

If young people wish to access and view their collections, they can do so in 'My Dashboard'.

The collections are not open to the public and can only be viewed by the account holder. If young people wish to share their collections with others, they can email them or print them.



Adding to ALISS

If young people know about a local resource that is not yet listed on ALISS, they might want to add it themselves. For more information on how to contribute to ALISS, please go to the About ALISS page on the ALISS website. Here you can find a link to the ALISS Help Centre, which provides guidance documents and videos on how to add resources.

However, if possible, we recommend young people to reach out to the individual or organisation that delivers the resource and encourage them to add it to ALISS themselves. This way, the information on ALISS is 'owned' by the provider and is more likely to be accurate and up to date.

Please note that, if young people do choose to add a resource themselves, we would like to ask that they make efforts to keep these up to date. We want to make sure that ALISS search results are as useful and relevant as possible, so it is important that information is accurate.

Improve a listing

If young people see anything missing, inaccurate or inappropriate on an ALISS listing, please let us know by filling out a short feedback form. This helps us maintain and improve the quality of information on ALISS.

Can you help improve this listing?

If you see anything missing or innacurate on this page please let us know and help improve the quality of information on ALISS.

Let us know



Curriculum for Excellence

The Curriculum for Excellence helps children and young people in Scotland gain the knowledge, skills, and attributes needed for life in the 21st century. The purpose of the curriculum is to help children and young people become successful learners, confident individuals, responsible citizens, and effective contributors.

The activities in this toolkit potentially support the delivery of a range of Experiences and Outcomes in three curriculum areas: [Health and Wellbeing](#), [Social Studies](#) and [Technologies](#). The activities are designed for young people in S1-S3 but can be altered to fit the level of the group you are working with.

To find out more about the Curriculum for Excellence, please visit [Education Scotland's website](#).

National Youth Work Outcomes & Skills Framework

Youth work is part of Scotland's education system. It is a valuable element of the learner journey for all children and young people, helping them to develop the knowledge, skills and attitudes to reach their potential in learning, life and work.

The activities in this toolkit potentially support the delivery of a range of indicators. You may find that the indicators do not fit the age and stage of the group you are working with, so please feel free to change the indicators to cater to the young people's needs.

To find out more about the National Youth Work Outcomes & Skills Framework, please visit [YouthLink Scotland's website](#).

List of website links

ALISS - www.aliss.org

ALLIANCE - www.alliance-scotland.org.uk

BBC Bitesize - www.bbc.co.uk/bitesize

Canva - www.canva.com

Children's Health Scotland - www.childrenshealthscotland.org

Children's Parliament - www.childrensparliament.org.uk

Compass - www.compasslaunch.scot

Curriculum for Excellence - <https://education.gov.scot/>

GIRFEC (Getting it right for every child) - www.gov.scot/policies/girfec

Scottish Youth Parliament - www.syp.org.uk

The King's Fund - www.kingsfund.org.uk

Young Scot - www.young.scot

Youth Work Outcomes & Skills Framework - www.youthlink.scot



A Local Information System for Scotland



Access the
toolkit online



Contact:

✉ hello@aliss.org

💻 www.aliss.org

📘 ALISS

✂ [alissprogramme](https://twitter.com/alissprogramme)

☎ 0141 404 0231

✉ info@alliance-scotland.org.uk

📷 [alliance.scot](https://www.instagram.com/alliance.scot)

🌐 [alliancescotland](https://www.linkedin.com/company/alliancescotland)

✂ [@ALLIANCEScot](https://twitter.com/ALLIANCEScot)

📘 ALLIANCEScot

📺 [alliancescotland](https://www.youtube.com/channel/UCqWz8j8j8j8j8j8j8j8j8j8)

📻 ALLIANCE Live

📺 ALLIANCEScot

🦋 [@alliancescot.bsky.social](https://bsky.app/profile/alliancescot.bsky.social)

www.alliance-scotland.org.uk

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