

SUPPORT

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MISS U...

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My loved one is back, we all need help to adjust but there isn't the help we need.

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My house has mould and damp, it takes forever to get anything repaired.

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A lack of support means extra responsibilities

I can stay in touch with my friends using social media.

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I don't know who to tell that I am unhappy and want something different.

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My family are getting some support while my loved one is deployed.



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I need to stop my hobby because I am moving and I can't do it in my new area.

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I can't get the information I want, when I want it, and in the way that works for me.



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At my new school I was given a buddy who understood.

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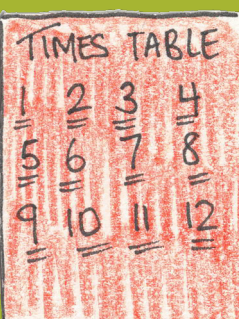
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I need more support in school sometimes but don't know how to get it.



I got all the information I needed before I moved.



Everyone thought about what was best for me when my loved one had to deploy.

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I got the support I needed for my mental health.

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My teacher arranged the support I needed when I asked for it.

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FORCES CHILDREN SCOTLAND

Supporting armed forces children & young people

Scottish Charity Number: SC038722



START



# SNAKES AND LADDERS INSTRUCTIONS



The Forces Children Scotland Rights Snakes and Ladders game is a creative and engaging resource that helps children and young people talk about their experiences, challenges, and rights in relation to being part of an armed forces family.

By combining a familiar game format with prompts linked to real-life situations and the UNCRC (United Nations Convention on the Rights of the Child), it encourages open discussions in a safe and child-friendly way.

## SHORT GUIDE FOR PRACTITIONERS AND TEACHERS

### 1) PREPARE THE SESSION

- Print or display the Snakes and Ladders board and have dice and counters ready
- Familiarise yourself with the discussion prompts linked to each square
- Create a safe, welcoming space where children feel comfortable sharing

### 2) INTRODUCE THE GAME

- Explain that this is a fun game, but also a chance to talk about their experience as part of a forces family
- Emphasis that there are no 'right' or 'wrong' answers - everyone's experience is valid

### 3) PLAYING THE GAME

- Children play in turns as in a traditional snakes and ladders game
- When a young person lands on a square, read out the linked scenario and discussion prompt
- Encourage them to share their thoughts, feelings, or ideas in response.

### 4) LINK TO RIGHTS

- Highlight the UNCRC rights connected to the prompt (eg education, health, family life, play)
- Explain how their experiences relate to their rights

### 5) ENCOURAGE REFLECTION AND SHARING

- Allow children to talk about what has helped them or what could make things better
- Encourage group discussions to build empathy and peer support
- Acknowledge emotions and reassure children that it's okay to feel differently from others

### 6) FOLLOW UP

- Summarise key points shared and highlight any recurring needs (e.g., more school support, better housing, mental health support)
- Signpost children and families to support services needed
- Consider feeding back themes to decision-makers (schools, local authorities, MOD) while protecting young peoples confidentiality