

# Collins

## International Wellbeing Catalogue



[collins.co.uk/international](https://collins.co.uk/international)

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## Resources



Collins is proud to be an official publisher of endorsed resources for Cambridge International Education qualifications. As an endorsement partner, we work closely together with Cambridge International to develop a range of trusted and high calibre materials which offer teachers and learners across the world the opportunity to make an informed choice on the best resources for them. Together we strive to help learners think bigger, reach higher and build a strong foundation for a lifetime of learning.

Look out for this logo on the front covers of our endorsed resources. All endorsed resources have been through a detailed quality assurance process, therefore you can be confident that all the learning objectives of the curriculum frameworks and syllabuses have been covered.



## Collins Wellbeing Webinars

Collins offers free educational expert-led webinars covering a wide variety of teaching and learning concepts. From 'How to Create Global Citizens' to 'Building Emotional Intelligence', you can find a series of webinars to support student and teacher wellbeing in the classroom.

Scan the QR code to view Collins International Wellbeing Webinars



[collins.co.uk/webinars](https://collins.co.uk/webinars)

# Collins International Primary and Lower Secondary Wellbeing (0034/0859)



**SERIES EDITORS:** Kate Daniels and Victoria Pugh

**A flexible and easy-to-implement wellbeing programme that supports teachers to equip learners with the tools they need to build their confidence and develop emotional resilience.**

The wellbeing series includes 9 Student's Books and 3 Teacher's Guides, available in print and digital format.

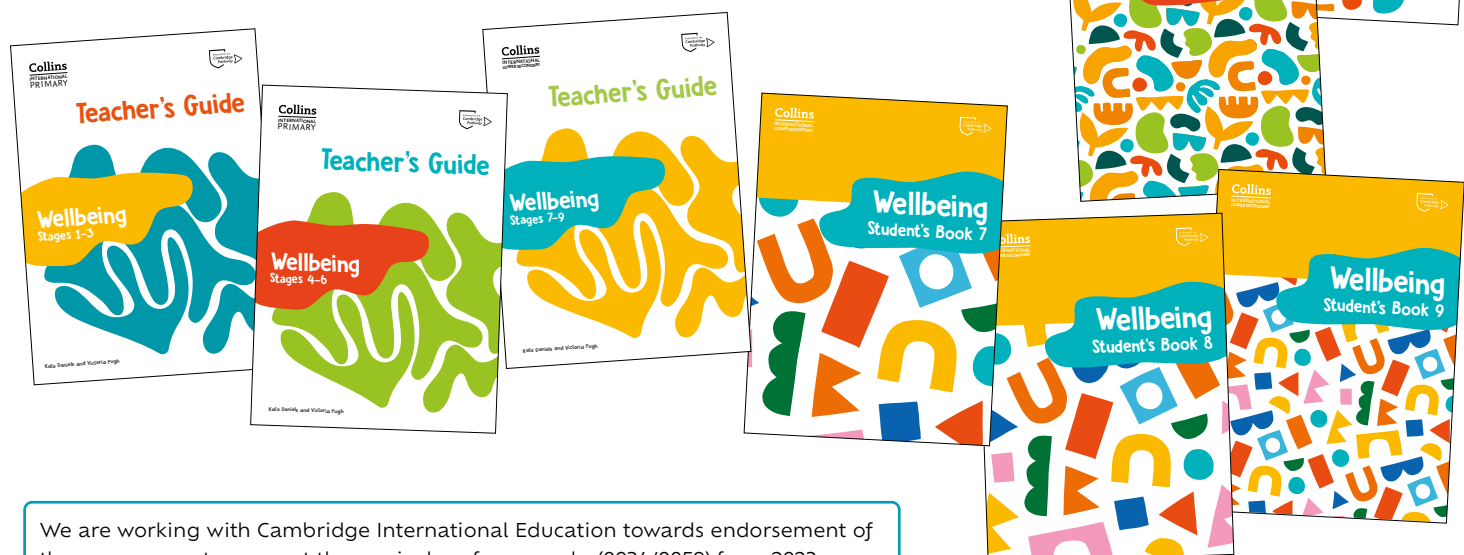
## Student's Books

- Equip students with a toolbox of strategies and key vocabulary to understand and discuss their wellbeing and mental health in a proactive and age-appropriate way
- Each Student's Book provides a selection of text extracts, specifically curated to support student wellbeing
- Featuring visually engaging write-in pages to record and refer back to learning
- This series offers a Student's Book for each stage of Primary and Lower Secondary (1–9)

## Teacher's Guides

- Support teachers to confidently build learners' understanding about their wellbeing and mental health, being proactive in supporting their emotional health as well as intervening early with any concerns
- Adapt the course to suit the school's local context with downloadable and editable lesson plans, worksheets and slides
- Provide effective planning with curriculum mapping tables and unit overviews
- There are two Primary Teacher's Guides (for Stages 1–3 and 4–6) and one Lower Secondary Teacher's Guide (for Stages 7–9)

See pages 4 and 5 for a look through sample pages from different stages and an outline of the resources included in the series.




We are working with Cambridge International Education towards endorsement of these resources to support the curriculum frameworks (0034/0859) from 2023.

# Collins International Primary Wellbeing

## Look inside Student's Book 3...

Age  
5-11

### Unit 3.1 My emotions and feelings?



**What do you know?**

- What can you see in the pictures?
- Have you every experienced what is happening in the pictures?
- Share your experiences with a talking partner.

**In this unit, you will:**

- Explore how feeling scared can make our bodies react and how we can stop ourselves from feeling so scared.
- Consider how people feel when they have lost something.
- Play spot the difference games.

Start each unit by introducing the topic and form a preliminary assessment for teachers to understand learner's level

Write-in Student's Books act as a journal to log learners' wellbeing journey

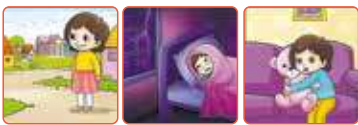
### Unit reflection

Share with your partner 3 things you have learned from this unit. Write or draw them in the boxes below. Think carefully about how your body reacts to emotions, how you manage big emotions and how you feel about loss.

### Unit 3.1 My emotions and feelings?

#### Lesson 1 I feel scared

##### Activity 1.1a Lily and the thunderstorm



1. Why does Lily feel scared?

2. What could Lily do make herself feel less scared? Draw or write your answer below.

##### Lesson 1 I feel scared

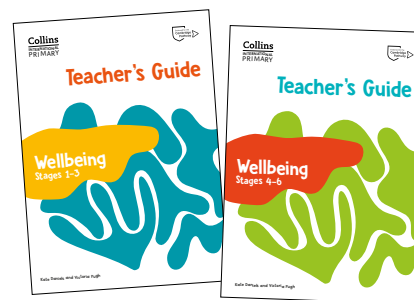
##### Activity 1.1b When I am scared, I could...

Think of the things you can do to make yourself feel calmer when you feel worried or scared.

Draw your ideas in the bubbles below.

## Look inside Teacher's Guide 1-3...

Confidently deliver the new curriculum framework with ready to use lesson plans with detailed teaching notes, accompanying worksheets, PowerPoint slides and a letter for parents.



### 1.3.1 Healthy food habits

**Big question:**

- How can food help me to be healthy?

**Objectives**

- 1230A.01 Understand what being healthy means.
- 1230B.02 Understand the effect of water and different food groups on our bodies.
- 1230B.03 Know what a balanced diet looks like for them.

**Resources:**

- PowerPoint 1.3.1
- Workbook pp. 17-19
- Worksheet 1.3.1
- Food or picture of fruits and PE items, child-friendly scissors and a variety of fruit, coconut, rice or other grains, sensory tray, cloth bag, coconut, video recorder

**Introduction (15 mins)**

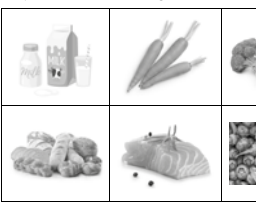
- Ask students to turn to **Workbook page 17** and work with their talking partner to respond to the photos and questions.
- Show **Slide 1** and ask students what they think the word 'healthy' means. It is important not to attach the term 'healthy' to a particular body type or 'musky' look but instead to describe it in a holistic sense – and not forgetting the need for a healthy mind. One definition might be 'doing things that give you good health, things which support your body and mind to be their best and which make you feel good'.
- Write students' responses on the board or a shared area; this can be the start of a working wall or display on healthy habits. Using the images on **Slide 2** as prompts, ask students about the things they do to keep healthy or the things their family does. Merge the images into categories of healthy body/healthy mind (see the slide notes) and explain that some IS into both (the overlapping section of the diagram).
- Explain to students that our bodies and brains rely on water to be able to work properly. Show **Slide 3** and ask through each of the benefits of water.
- Explain to students that the lesson will focus on healthy eating and how important water is for our bodies. Show **Slide 4**. Create a Venn diagram with two hoops labelled 'Nutritious' and 'Not nutritious', with the overlapping section 'A bit nutritious'. Ask students to sort the food/pictures or photos into the hoops.

**Activities (25 mins)**

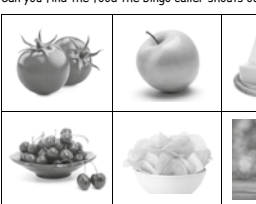
- **Healthy meal pictures:** Ask students to draw their favourite healthy meals and share these with the class. They can draw them in **Workbook Activity 3** or on their notebook. Ask them to draw any of their classmates' meals they would like to try? You could create a class recipe book with the pictures.
- **Fruit rockets:** Use skewers and a variety of fruit to create fruit rockets. Students thread on their favourite fruit and look at the shapes they need in order to create a rocket. Try to use a variety of fruit, including some which students haven't tried before. Ask them to describe the colour, texture and flavour of each fruit. Ask them to draw their fruit rockets in **Workbook Activity 5** or on their notebook, detailing the shape and colour of each fruit.
- **Sensory game:** Use coconut, rice or other grains in a sensory tray and hide other foods within it. Students are blindfolded and have to guess what they are. Encourage them to use descriptive words.
- **Healthy snacks:** Prepare a range of balanced healthy snacks with the students for them to try, e.g. vegetable crudités, hummus, rice cake pizzas, yogurt, banana muffins. You could link your snacks to a book you are reading, such as caterpillar celery sticks, wholemeal bread sandwiches cut into shapes.

### Worksheet 1.3.1 Bingo

Can you find the food the bingo caller shouts out?



Can you find the food the bingo caller shouts out?




### Worksheet 1.3.3b Brush your teeth

Record when you brush your teeth this week. Don't forget to brush for 2 minutes.

Day	Morning	Night
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

★ Hurry - you are a gold star tooth brusher!

### What do you do to keep healthy?



### How to brush your teeth






# Collins International Lower Secondary Wellbeing Look inside Student's Book 8...

Age  
11-14

## Unit 8.5 Friends and family



**What do you know?**

- How have you changed in your life so far?
- How have your changes since you were a baby, affected people around you?

**In this unit, you will:**

- Explore how friendships change over time.
- Learn about family traditions.
- Consider how a family changes.

33

## Unit 8.5 Friends and family

### Unit reflection

Look back over this unit. What have you learned? Draw some of the key learning points below.

What would you like to know more about?

40

## Unit 8.5 Friends and family

### Lesson 1 Friends

**Activity 5.1a Your friends**

How many different sorts of friendships do you have (e.g. at school, clubs, neighbours)?

What are your favourite sorts of friendships? (Ones where you can talk about deep things? Have a laugh? Do active stuff together?)

Draw your best friends here:

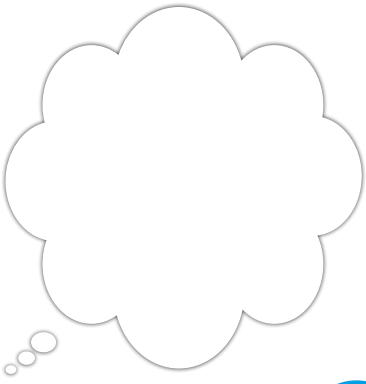
34

## Unit 8.5 Friends and family

### Lesson 1 Friends

**Activity 5.1b My friends in the future**

You have just done a visualisation to imagine you with your friends in the future! Sketch and label everything you visualised in the cloud below.



35

**Regular opportunities to reflect on learning throughout the course and at the end of every unit**

**Key vocabulary, tools and strategies help develop learners' wellbeing**

## Look inside Teacher's Guide 7-9...

Confidently deliver the new curriculum framework with ready to use lesson plans with detailed teaching notes, accompanying worksheets, PowerPoint slides and a letter for parents.

### 7.1.2 Our adolescent brains

**Big question:** Why do we feel different during puberty?

**Objectives:** Understand the effects of puberty on their emotions and behaviour.

**Resources:** PowerPoint 7.1.2, Workbook pp. 5-6

**Introduction (15 mins)**

- Make sure students understand the word 'adolescent' (a stage of transition that during the period young people go through puberty, a time of great change brains change a huge amount. Tell them that today's lesson will focus on how puberty affects the brain).
- Explain that some aspects of puberty may affect students emotionally, then ask them to think about the last few months/years. They can group or as a whole class, but if you feel they may need more privacy, consider this.

**Activities (20 mins)**

- Look at the examples on Slide 1. Discuss and allow students to add to their own colour if there are things on the slide that they may have not thought of previously. Can they pick the three big emotional/behavioural words they are as a class? Allow time for students to consider this individually or in pairs and, if they could then share these in small groups and see where the similarities are.
- Bring students into a circle and ask them to share tips on how they deal with emotions (e.g. asking people they live with for 'time out' if they feel they need time, they say something or send a message, talking about their feelings or even getting out into nature, writing down their feelings of gratitude lists each evening).
- Students can add these tips, and any of their own, in a different colour to Work their notebooks.

**Plenary (10 mins)**

- Remind students of the importance and power of talking about feelings. Show through these with the class. (See slide notes re responding on Slide 3)
- Remind students that if a feeling becomes overwhelming or is stopping them from doing what they want to do, they should talk to someone they can trust.

**Assessment opportunities and next steps**

- Consider when students could use relaxation techniques and then guide them to do so.
- Ask students to research more of the science behind what is happening in the effect of hormones on the brain. They can create a 'What I know' page in their notebooks about the changes, which you can use to assess what they know about the changes in their emotions.

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### How do they feel?

Our feelings can be quite complex. In different situations we may have a real mix of emotions.

Let's consider which feelings someone might feel in different situations and why.

Statement	Which feelings?	Why they might feel this way?
I am about to go on stage. This is a dream come true! I'm so sweaty and my throat feels weird. I really hope I remember my lines.	excited happy alive nervous anxious scared	They are doing something they love and have wanted to do for a long time so they feel really good but they are also nervous that they might mess it up.

Slide 2

### Emotion A-Z

Your challenge is to see how many emotions you can write down in the time allotted by your teacher.

Use the workbook or write A-Z down the left-hand side of a page in your notebook.

When your teacher says 'go', write down as many emotions as you can, starting at 'A' and working down the alphabet to 'Z', before your teacher says 'stop' (e.g. anxious, boisterous, curious...).

Use as wide a range of vocabulary as you can – simple words to describe emotions like 'happy' or 'sad' can be useful, but can you think of some alternatives that are more specific or descriptive?

Your teacher's decision is final.

Slide 1

Can you think of any others?

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Student's Books	
Student's Book 1	978-0-00-864518-2
Student's Book 2	978-0-00-864519-9
Student's Book 3	978-0-00-864520-5
Student's Book 4	978-0-00-864522-9
Student's Book 5	978-0-00-864523-6
Student's Book 6	978-0-00-864524-3
Student's Book 7	978-0-00-864526-7
Student's Book 8	978-0-00-864527-4
Student's Book 9	978-0-00-864528-1
Teacher's Guides	
Teacher's Guide 1-3	978-0-00-864517-5
Teacher's Guide 4-6	978-0-00-864521-2
Teacher's Guide 7-9	978-0-00-864525-0

For eBook ISBNs contact your regional representative, details can be found on the back cover.

Sample pages not final



Collins  
**BIG CAT**

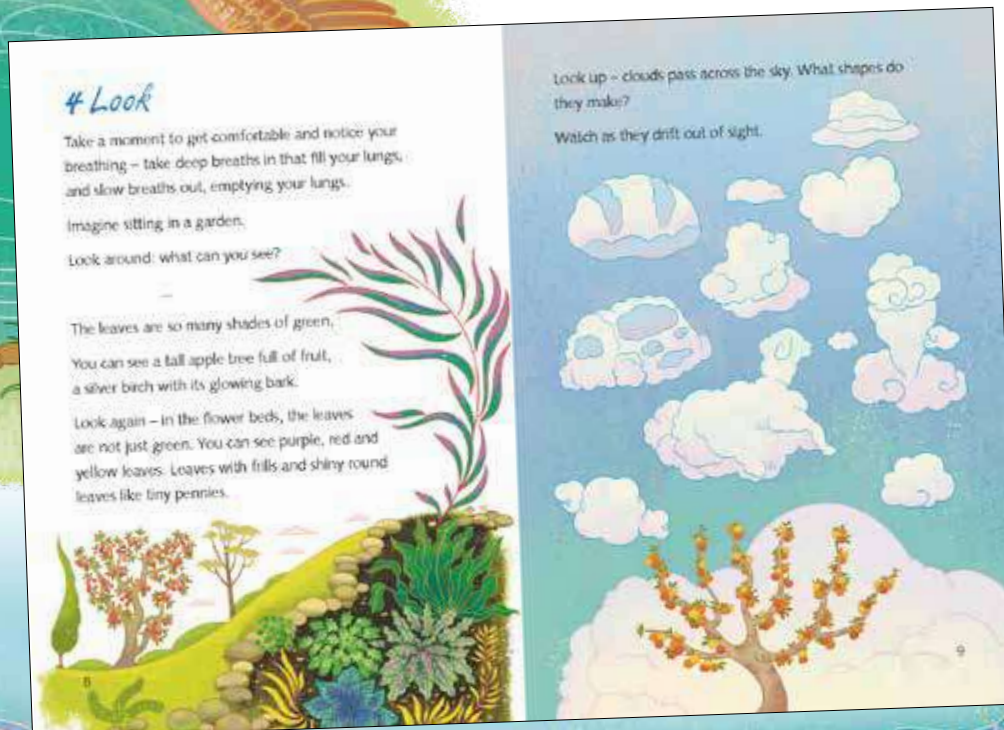
# Support learners' health and wellbeing while they learn to love reading

Foster a lifelong love of reading with book-banded readers from Collins Big Cat. Written by a pool of fantastic authors, these books cover lifestyle topics such as healthy eating, meditation, screen time, as well as those that affect children's mental health like friendships, family relationships, self-esteem and emotions.

Each book is accompanied by free downloadable lesson plans and worksheets to help develop key reading skills.



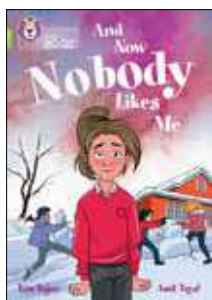
Pages from  
*Imagine a Garden*





# Fiction

Age  
7+



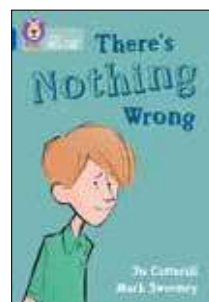
## And Now Nobody Likes Me

Band 11+/Lime Plus  
978-0-00-855347-0



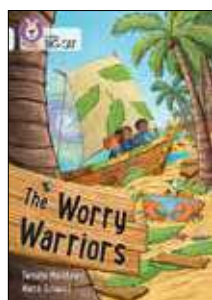
## Hooked!

Band 14/Ruby  
978-0-00-855353-1



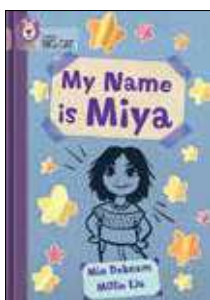
## There's Nothing Wrong

Band 16/Sapphire  
978-0-00-855336-4



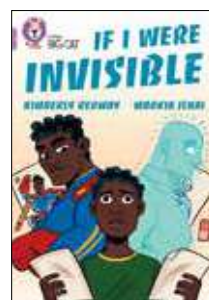
## The Worry Warriors

Band 17/Diamond  
978-0-00-855340-1



## My Name is Miya

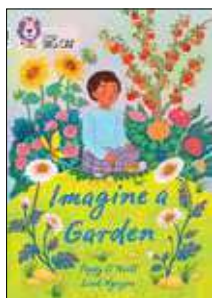
Band 18/Pearl  
978-0-00-855361-6



## If I Were Invisible

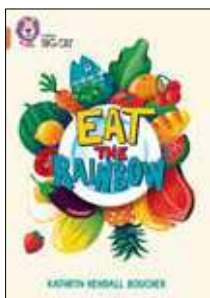
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# Non-fiction



## Imagine a Garden

Band 10+/White Plus  
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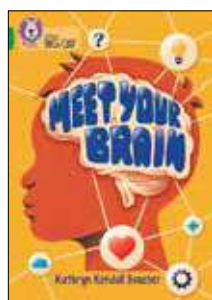
## Eat the Rainbow

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## I Am Awesome

Band 13/Topaz  
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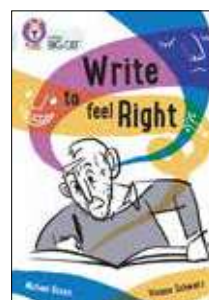
## Meet Your Brain

Band 15/Emerald  
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## Big Feelings

Band 16/Sapphire  
978-0-00-855357-9



## Write to Feel Right

Band 17/Diamond  
978-0-00-855359-3





# Every child can be a reader with Barrington Stoke



For 25 years, we've been pioneering accessible fiction to help every child become a reader. Our award-winning short novels by big name authors and illustrators are expertly edited, designed and produced to ensure a smooth, age-appropriate read for those who struggle and a quick, satisfying read for more confident readers.

Discover books designed to aid readers in emotional development and help them build their empathy skills.

INTEREST  
AGE  
**5+**



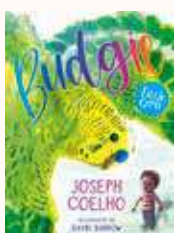
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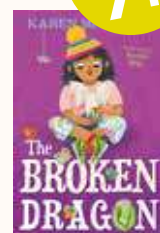
INTEREST  
AGE  
**7+**



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INTEREST  
AGE  
**9+**



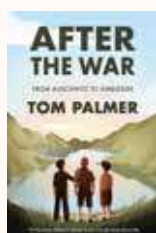
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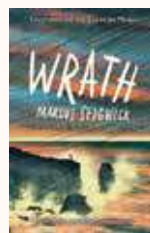


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INTEREST  
AGE  
**11+**



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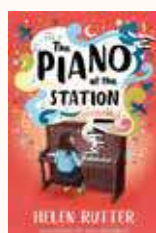
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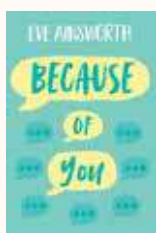


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INTEREST  
AGE  
**13+**



978-1-78-112832-9  
120 PP



978-1-78-112867-1  
104 PP



978-1-80-090101-8  
128 PP

"I've always admired the team at Barrington Stoke, their passion for stories and for making stories accessible to children for whom reading is a challenge."

SIR MICHAEL MORPURGO





**Help learners become happier, calmer and kinder with books packed full of activities, facts and insightful guides to build their confidence and resilience.**

# create your own

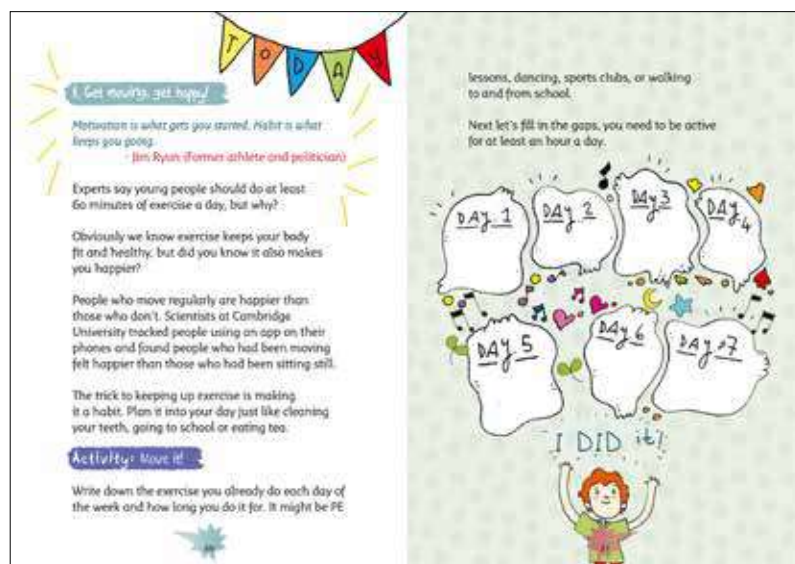


Age  
7+

**AUTHOR:** Becky Goddard-Hill

**From award-winning blogger, author and children's therapist, Becky Goddard-Hill, this series provides fun and practical tips to help learners build a confident, kind, happy and calm mindset.**

- Full of practical, accessible ideas to help children to feel confident, strong and happy
- Contains plenty of fun activities that can be done alone or with friends
- Complete with inspiring stories about acts of kindness



Pages from *Create Your Own Happy*

<b>Create Your Own Happy</b>	978-0-00-830121-7
<b>Create Your Own Calm</b>	978-0-00-836758-9
<b>Create Your Own Kindness</b>	978-0-00-843958-3
<b>Create Your Own Confidence</b>	978-0-00-854521-5

## How I Feel

New

Age  
4+

**AUTHOR:** Becky Goddard-Hill

**Help young children to understand and talk about their feelings with this beautifully illustrated book of activities.**

Sometimes it can be hard for children to know exactly how they feel. Talking about feelings makes them easier to understand and helps them choose how to react to them.

- Full of fun, simple activities designed to give you and your child the tools to cope with a whole range of different emotions
- With tips for adults to spark conversations and give advice



**How I Feel** 978-0-00-864997-5

# A Year of Nature Walks and Games

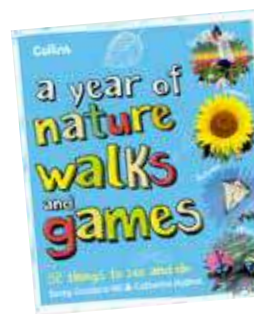
# A Year of Nature Craft and Play

AUTHORS: Becky Goddard-Hill and Catherine Hughes

Discover the treasures of our natural world with 52 fun activities following the seasons

From spring birdwatching walks to summer park games, autumn wildlife tracking to winter nature rubbings, these 52 things to see and do will inspire children to go on a nature walk and have fun outdoors!

- Fun activities for every week of the year
- Easy-to-follow instructions and tips
- Colourful photographs and illustrations



New

Age 7-11



Highly Commended in the 2022 Creative Play Awards

A Year of Nature Walks and Games	978-0-00-859496-1
A Year of Nature Craft and Play	978-0-00-846794-4

## Being You: Poems of Positivity

AUTHOR: Daniel Thompson

Powerful poems for positive thinking!

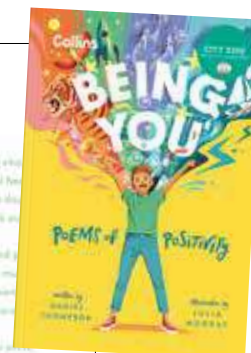
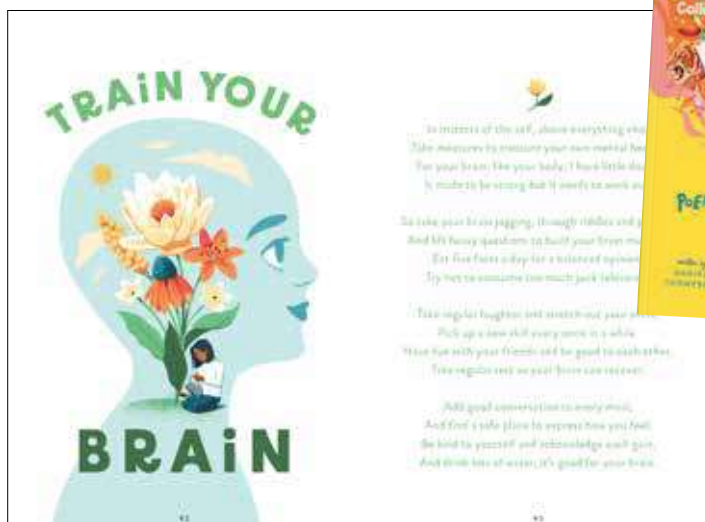
This collection of 50 poems will inspire confidence and courage, help children to overcome worries and spread kindness.

- Filled with poems for children to read alone or enjoy with the whole family
- With themes of friendship, self-belief, embracing change and celebrating people's differences

2023 City Kids Green Awards Winner

New

Age 7+



Being You: Poems of Positivity  
978-0-00-858133-6

## Outside In: Nature Poems

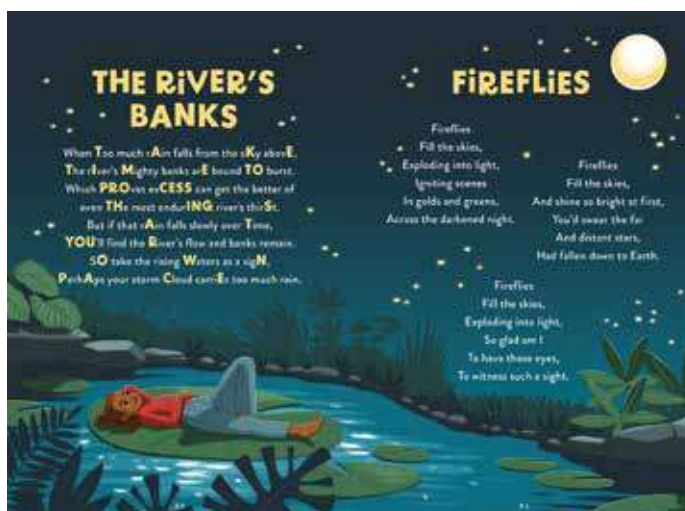
AUTHOR: Daniel Thompson

Inspiring poems to connect with nature

This collection of 50 poems will spark a love of nature, bring calm and happiness and let the outside in. Filled with topics on the seasons, senses, wildlife and the joys of the weather.

New

Age 7+



Outside In: Nature Poems  
978-0-00-866025-3



# Be Happy Be You – The Teenage Guide

AUTHOR: Becky Goddard-Hill

This positive and insightful guide gives the tools to eliminate negative feelings and boost happiness in all areas of life. There are lots of ideas to try from creating an anxiety toolkit, to planning a digital detox and meditating, plus the science behind why they work.

# Be Confident Be You – The Teenage Guide

AUTHOR: Becky Goddard-Hill

Teens can take ownership of their confidence with this empowering, insightful guide packed with inspiration and ideas to build confidence. Helping teens take confidence into their own hands.

**Be Happy Be You – The Teenage Guide**  
978-0-00-836756-5

**Be Confident Be You – The Teenage Guide**  
978-0-00-854520-8



Age  
11+



Pages from  
*Be Confident Be You*

# The Teenage Guide to Digital Wellbeing

AUTHOR: Tanya Goodwin

**Find the balance to live your best life**

Digital wellbeing is all about finding the balance between the digital world and the real world – and making sure we use digital devices in a healthy way, while living fulfilling lives beyond the screen.

This guide helps inspire teens to set their devices aside (sometimes anyway!) and start living in the here and now. It's packed with positive prompts, inspiring quotes, and hands-on activities to encourage healthy habits around screen use.

**The Teenage Guide to Digital Wellbeing** 978-0-00-865998-1

New

Age  
11+



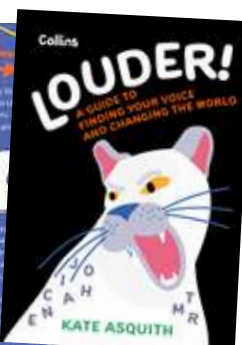
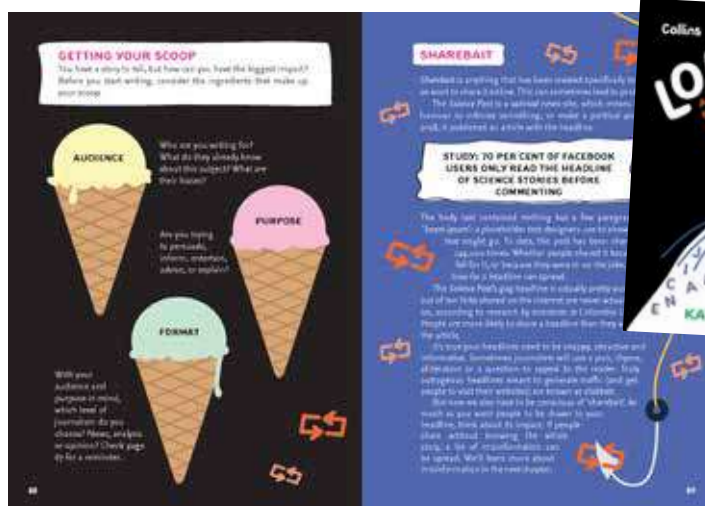
# Louder!

**A Guide to Finding Your Voice and Changing the World**

AUTHOR: Kate Asquith

This inspiring and insightful book explores the power of language and how it influences the way we think and behave. Display to young people how using their voice is so important, and the many ways people are unfairly silenced. Investigate media bias and fake news, and teach students how to spot and squash misinformation. Includes activity ideas involving vlogging, art, demonstrations and debates, storytelling and social media.

**Louder!** 978-0-00-855723-2



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