

Excellence and Enjoyment: social and emotional aspects of learning

Getting on and falling out Years 1 and 2

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Guidance

Curriculum and
Standards

Primary

National Strategy

Excellence and Enjoyment: social and emotional aspects of learning

Getting on and falling out Years 1 and 2

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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Blue set

Introduction

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills. Each colour-coded set is organised around developing the ethos of the classroom – extending the work of Theme 1 *New beginnings* on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.



The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups – for example from the Red or Yellow sets.

Intended learning outcomes

Description	Intended learning outcomes
<p>The emphasis on the value of diversity and cooperation continues in Theme 2, which builds on the work completed in Theme 1 <i>New beginnings</i> on creating a positive classroom ethos. Children think about how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend. They have the opportunity to practise the skills of good listening and giving and receiving compliments. They also explore some reasons why friends fall out and how to work well in a group. The emotion of anger is introduced and explored within the context of sorting out arguments. Children look at what triggers anger, how anger feels, what angry people look like and what strategies they can use when they need to calm down. The children consider various ways of making up and learn and practise the key stages of conflict resolution. They are introduced to the concept of alternative points of view and relate this to conflict resolution skills.</p>	<p>Friendship</p> <p>I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p>Seeing things from another point of view</p> <p>I know that people don't always see things in the same way. I can see things from someone else's point of view.</p> <p>Working together</p> <p>I can work well in a group. I can decide with my group about how well we have worked together.</p> <p>Managing feelings – anger</p> <p>I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p>

Resolving conflict

I know how to make up with a friend when we have fallen out.

I can use the peaceful problem-solving process to sort out problems so both people feel OK.

I can use my ability to see things from the other point of view to make a conflict situation better.

PSHE/Citizenship links

Years 1 and 2

Children will be taught:

- 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 1c) to recognise, name and deal with feelings in a positive way;
- 1d) to think about themselves, learn from their experiences and recognise what they are good at;
- 1e) how to set simple goals;
- 2c) to recognise choices they can make, and recognise the difference between right and wrong;
- 2h) to contribute to the life of the class and the school;
- 4a) to recognise how their behaviour affects other people;
- 4b) to listen to other people, and play and work cooperatively;
- 4c) to identify and respect the differences and similarities between people;
- 4d) that family and friends should care for each other.

Speaking and listening links: group discussion and interaction

Objectives from QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003 G)	Children's version
Year 1: T1 3. To ask and answer questions, make relevant contributions, offer suggestions and take turns.	Make sure that everyone has a chance to say what they want to, maybe to ask a question, or to answer one. Make sure that you all take turns.
Year 2: T1 15. To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.	Make sure you listen to what everyone thinks and what they would like to do. Agree together what each of you needs to do next.

Planning



To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.



- Whole-class



- Individual



- Pairs



- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

compliment	friend	fall out	get on
trigger	angry	peaceful	cooperation
conflict	point of view	make up	
problem solving	apologise	solution	

Resources

	Resource	Where to find it
Year 1	<i>Are we ready for circle time?</i> poster	Whole-school resource file
	<i>Working together self-review checklists</i>	Whole-school resource file
	Photocards – angry/conflict/friendship	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	<i>Peaceful problem-solving</i> poster	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file
Year 2	<i>Are we ready for circle time?</i> poster	Whole-school resource file
	<i>Working together self-review checklists</i>	Whole-school resource file
	Photocards – angry/conflict	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Peaceful problem-solving</i> poster	Whole-school resource file
	<i>Fireworks</i>	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file

Key points from the assembly story

- 1 Everyone used to be friends with everyone else and liked to give each other friendship tokens
- 2 Rani and Leroy were best friends and cheered each other up with friendship tokens.
- 3 A miserable old woman didn't like people being happy, and told them to keep their friendship tokens in case they ran out.
- 4 The old woman stopped Leroy from giving Rani friendship tokens and they were no longer friends.
- 5 Rani was sad and followed the old lady who was destroying all the kindness in the world.
- 6 Rani looked at the old lady and saw that she was really lonely and sad.
- 7 She told the old lady she would be her friend and the old lady stopped being miserable and unkind.
- 8 Rani and the old lady visited Leroy and they became best friends again.
- 9 The old lady now wanders the world trying to encourage people to give their friendship tokens away and make the world a kind place again.

Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who were observed:

Week 1: Working cooperatively to help a group

Week 2: Being a really good friend

Week 3: Keeping calm and overcoming feelings of anger

Week 4: Solving a difficult problem with a friend.

Blue set: Year 1

Circle games and rounds

Where are you?

Tell the children that there is an imaginary line on the floor. Explain that you are going to read out two opposing statements and the children must stand on the line at one end or the other (or in the middle) according to where they think they are on the scale.

Read out the following statements indicating which end of the imaginary line is which.

I eat anything _____ I'm very choosy about what I eat

I'm tidy _____ I'm untidy

I watch TV all the time _____ I never watch TV

I never argue _____ I'm always arguing

I like PE _____ I don't like PE

I like drawing _____ I don't like drawing

Emphasise that there are no 'right' answers – we are all similar and different. Draw out how boring it would be if we all liked, or were good at, the same things.

Sharks

Note: Children will need to play this game in a large space. It requires a number of mats.

Children run around the hall or playground, avoiding mats which have been placed evenly around the room. The area around the mats represents the water and the mats the areas of dry land. When the adult shouts 'sharks' the children must find themselves a space on a mat, by the time the adult counts to three. Anybody left in the water after this is eaten by the sharks, and therefore out of the game. After each 'shark attack' a mat is removed.

The children's task is to see how few people can be lost to the sharks in a set time (say 10 minutes). They will need to help each other, calling to people and making space for them. As the number of mats decreases, they will need to huddle together and hold on to as many people as can squeeze onto a mat. Once a baseline has been established, the children can try to improve their performance.

Draw attention to what the children did to help and cooperate with each other. Remind children about the learning they did about working together from the previous theme, and explain that we all need to trust and help each other. Introduce children to, or remind them of, the word 'cooperation' (helping each other and doing things together so that everyone is happy).

The hello and welcome game

Note: This game is best played in a larger space, but is possible in most classrooms.

Select four 'observers'.

The rest of the children walk around and when a tambourine is tapped (or a visual sign made) they stop and say 'hello' to the person nearest to them. They should try to look and sound as friendly as possible (even if the person is not a friend). Encourage children to use as many ways of saying 'hello' as possible.

The observers choose four or more individuals to demonstrate in front of the group, and the group have to suggest ideas as to why the observers have chosen these children. The observers then give their reasons.

These four then become the observers and choose another four examples of 'friendliness'.

Note: There are different ways of showing that we are friendly, and we need to use them if we want to make friends. Some children will be unaware of how they appear to others, and the sharing of successful strategies may help them. Draw attention to facial expression, gesture, body language, and so on. Discussion about how different cultures may express friendliness differently may arise from this activity. Encourage children to share their experiences.

Keeper

The leader is the Keeper and children chant 'Keeper, Keeper may we cross your Golden River?' The Keeper replies, 'Only if you are ...' (use positive attributes: such as kind, friendly, helpful, gentle). The children who think they have the attribute cross the circle and change seats with children who have the same.

Rounds

'I was kind/friendly/helpful/gentle when ...'

'I like my friend because they ...'

'My friend is like me because ...'

'My friend is different from me because ...'

Learning opportunities: friendship and working together

Intended learning outcomes

I can tell you what being a good friend means to me.

I can work well in a group.

As a variation on this game, we played 'silent' hello and welcome. This gave everyone an opportunity to try out non-verbal ways of making friends and signalling friendliness. This is very important in my school, where a number of learners don't share a language with anyone else in their year group.



We encouraged children to use as many languages and dialect words and gestures as possible in the hello game and taught the children to greet each other in sign language. They loved learning from each other in this way.



Thinking about friendship



In the class group, talk about the qualities of being a friend and introduce the idea that you can be friendly to everyone but a friend is someone that you get to know better. You might want to use some of the photocards from the whole-school resource file here. Link this discussion to the assembly story and Rani and Leroy's friendship – explore with the children how they showed each other they were friends. What sort of things did they do as 'friendship tokens'?

Read a story that explores this, such as *Frog and Toad are Friends* by Arnold Lobel (Harper Trophy), ISBN 0064440206.

Ask the children to think of some of the qualities and behaviours that make a friend, and write down their responses. Encourage children to be as specific as possible. Ideas might include that a friend:

- chooses a child to be their partner;
- makes the child laugh;
- plays with the child;
- shares their sweets/toys;
- listens to the child.

All of these ideas could be examples of children giving each other 'friendship tokens'.

If children bring up ideas involving what a child owns, or what the child looks like, accept these contributions, and afterwards as a group ask for the children's views on which characteristics are the most important.

Wanted – a friend



Ask the children to form groups of three and complete the *Wanted – a friend* challenge from the resource sheets. The children should make one poster that might result in attracting a friend that everyone in the group would get on with. Talk through the task with the children. They will need to think about:

- the qualities that they would want in a friend;
- the things about them that they think a new friend would like (why would someone want to be friends with them);
- the things they might want to do with a friend (e.g. hobbies).

In their groups, children will need to decide on and agree the qualities that they would all like to have in a friend and what the friend would need to enjoy doing.

Emphasise the importance of working well together as a group, particularly how well they ask and answer questions, make relevant contributions, offer suggestions and take turns. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

We adapted this activity so that the class was divided into two, one undertaking a modified challenge, *For sale – a friend*. The class then matched the qualities identified by this group with those identified by groups working on the *Wanted – a friend* activity.



Learning opportunities: listening well

Intended learning outcome

I can listen well to other people when they are talking.

Note: You will need a partner to tell you some 'news' that is obviously important to them – they should speak for approximately one minute. This might be another adult in the classroom or an older child volunteer, but the speaking should be prepared so that the volunteer doesn't 'dry up'.



Ask the children why it is important to listen to each other.

Ask them to tell you when they need to listen to other people (e.g. in groups when working together, in the class, when they are with their friends).

Ask your volunteer partner to come out and tell you their prepared 'news'. The idea is to model bad listening while the volunteer tells you a story that is clearly important to them.

You should not look at the speaker but should look around, fidget and look bored, then maybe talk about something completely different at the end.

Ask the speaker what this felt like. Then ask the children whether you were being a good listener. When they say you were not, ask them to tell you their ideas about the things that you were doing wrong.

You should then ask for advice as to how you could become a better listener. Model the ideas that they suggest while your helper tells the story again. Ask the helper what it felt like this time.

The rules of good listening include the following. A good listener should:

- sit still;
- look at the speaker;
- nod and look interested;
- ask encouraging questions.



Children should work in pairs. They should take it in turns to be the speaker and the listener. The speaker should describe everything they did from the moment they got up, or what is happening in their favourite TV programme at the moment, while the listener demonstrates good listening. If possible, take photographs of the pairs using good listening and display the pictures. Write up the children's ideas about good listening and display these with the photographs.

Throughout the week, remind children to show that they are listening and commend children for being good listeners. Suggest that children practise their listening skills with their families, in the playground, and so on.

It's really important for EAL learners to know how to ask questions for clarification, and to know that this is not rude in English. When I was modelling good listening, I stopped the speaker a couple of times to ask for clarification: 'I'm sorry, can you ...?' 'Excuse me, I'd like to ...?'. When the children were practising in pairs, I prompted them to ask questions like this by holding up a giant question mark symbol.



Learning opportunities: friendship, getting angry and falling out

Intended learning outcomes

I know when I am starting to feel angry.

I know what happens on the inside and the outside of my body when I start to get angry.

I know some ways to calm down when I am starting to feel angry.



Read the children part 1 of the *Falling out and making up* story from the resource sheets.

Explain that Marsha is feeling very angry in the story.

Ask the children whether Marsha is bad for feeling angry.

Remind the children that all feelings are OK; anger is often telling us something is wrong and we have to do something about it.

Ask whether it is OK for Marsha to hit Younis (or anybody else) just because she is feeling angry.

The point here is that while all feelings are OK, it is what we do with them that matters – some behaviours are not OK (like hitting).

Ask the children whether they think that Marsha and Shanaz may be able to make friends again.

Ask: 'Would it be a good time for them to try and make friends while they are both angry?'

Explain that anger often stops us from wanting to or being able to make up after an argument. The next few activities will help us to understand anger and to calm down when we are feeling angry.

Use the relevant photocards and the *Feelings detective* poster from the whole-school resource file to explore the feeling of anger.

Follow up this work on anger using some of the following ideas.



Get the children to draw around themselves on a large piece of paper and, in pairs, show how anger feels and what an angry person might look like – the heart beating fast, a funny feeling in the tummy; the facial expressions; the eyes wide.



Children could draw or paint pictures of what they think anger might look like – for example dark clouds, or a jagged streak of lightening. Get them to think about colours, shapes and textures.



They could be asked to move in angry ways (using quick, jerky, strong movements, etc.) and to listen to 'angry' music (see the suggestions in *Music for different moods* from the CD-ROM that accompanies these materials), trying to identify what it is that makes it seem angry.

Ask the children for examples of things that make them angry and explain that sometimes these are called 'triggers'. List them and draw attention to them as appropriate.

Ask children to share the things they do to help them calm down when they are feeling angry. Remind the children of the work they did on calming down in Theme 1 *New beginnings*. If they made a poster, ask them whether they want to add anything to it now. If they did not, they could do so now – use the *Ways to calm down* sheet from the whole-school resource file for ideas.

Learning opportunities: friendship and making up

Intended learning outcomes

I know how to make up with a friend when we have fallen out.

I can use peaceful problem-solving to sort out problems so both people feel OK.



Read the children part 2 of the *Falling out and making up* story from the resource sheets.



Ask the children to role-play in pairs what they think Marsha should do to make up with Shanaz. What could she say to her? What might make things better?

Choose some role-plays for children to perform in front of the class and ask the children whether they think their solution would work and what Shanaz and Marsha do that helps to solve the problem.

Ask the children how they both helped to solve the problem, drawing out the following key points about making up and relating them to the *Peaceful problem-solving* strategy (using the poster from the whole-school resource file).

(Ready)

Both 'sides' should be calm – it's never any good trying to make up when you are angry

(Steady)

Take it in turns to say what you are feeling and why; and what you would like to happen. Listen well – don't interrupt.

(Go)

Pick a solution that everyone is happy with.

Explain that difficult situations that can make people fall out are called conflicts. A conflict happens when one person wants something that is different from what another person wants. Ask the children to think how they could solve the conflicts in the examples below, which involve the characters Dino and Dot, Daphne Dinosaur's twin children. Use puppets or dolls or the pictures on the *Dino and Dot* resource sheet to engage children's interest. Emphasise that people should always try to think of a solution that makes everybody feel OK.

Dino is playing on the bike. Dot wants to play on the bike and takes it.

How can Dino and Dot sort it out and both feel OK?

Dino and Dot are having dinner. They are having apples. They both have an apple

but they are still hungry. There is only one apple left.

How can they sort it out and both feel OK?

Dino and Dot have got a dinosaur friend called Doreen. Dot and Dino both want to play with her.

How can they sort it out and both feel OK?

Dino and Dot's aunt has a spare ticket to the football match. Dino and Dot both want to go.

How can they sort it out and both feel OK?

Ongoing activities

Display a poster with ideas about **successful group working** (using symbols for listening, taking turns, asking questions, and so on, as well as words).

Display the **Peaceful problem-solving** poster from the whole-school resource file and draw children's attention to it as and when necessary.

Display a **'Ways to calm down'** poster that the children have made, and remind children regularly of the strategies it suggests.

Ask the children to notice **when children are good friends** and put some time aside each week to allow them to share their observations. You could have a 'Friend of the week' award.

Ask the children to notice how people **make up after a conflict** and put some time aside for them to discuss what they have observed.

Use response partners to help children learn **how to give constructive feedback** on each other's work.

Discuss with the children the possibility of setting up **'buddy stops' or 'friendship stops'** (like bus stops) in the playground, where children can wait if they haven't got anyone to play with or want to make a new friend. Discuss different ways of approaching children at the buddy stop: 'How are you feeling?', 'Would you like to play?', 'Shall I sit with you?' Emphasise the importance of including everyone and how nice it feels to be included and to include someone. (If it works on the class basis, can it be extended throughout the school – the children might suggest this at the school council, or make representations to the headteacher).

Ask children to tell you how their bodies are feeling when they begin to get angry – encourage them to recognise the early signs of anger. Suggest they use their **emotional barometers**, from the whole-school resource file, to show when they begin to feel angry and to think about how angry feelings can grow from 'a bit cross' to 'very angry'.

Use the words 'trigger', 'conflict', 'OK for everyone' to get the children (and staff) used to a **common language of conflict management**.

Questions for reflection and enquiry

- Can we be friends with someone all the time?
- Does a friend last forever?
- Can everyone be a friend?
- Can you be friends when you have fallen out?

Review

- Review how well the children have listened to each other over the week and explore the evidence for this.
- Ask the children whether they have been friendly in the playground and whether anyone has been left out.
- Ask the children what they remember about getting angry, calming down and making up. Have they been able to use these skills in everyday situations? Have they seen anyone using them?
- End with a round, such as:

'One thing that I have enjoyed in this theme is ...'

'One thing that I am glad I learned is ...'

'One thing I have got better at is ...'

Blue set resource sheet: Year 1

Wanted – a friend



Talking and planning together

Imagine that you have all just moved into a new town and a new school. You don't know anybody. It is the middle of the school holidays and you need someone to be a friend. You are told you can advertise for a friend by making a poster.

Your challenge is to make a poster to show the rest of the class. You can do this however you want but your poster should:

catch people's attention;

include the qualities that you would all want in a friend;

include the things about you as a group that you think a new friend would like;

include the things that you might want to do with a friend.



Time keeping

You have 15 minutes to think and plan, then 30 minutes to make the poster. You will have 2 minutes to share it with the class.



Listening to each other



Activities



Presenting to the class

REMEMBER YOUR GROUP SKILLS

Don't forget to think about **how** you work together as well as **what** you end up with!

Remember to make sure that everyone has a chance to say what they want to, maybe to ask a question, or to answer one. Make sure that you all take turns.

Blue set resource sheet: Year 1

Falling out and making up

Part 1

Marsha and Shanaz were best friends. One day, Shanaz came to school with her cousin Younis, who was visiting from Pakistan, and when Marsha ran over to her, Shanaz didn't even say 'hello', she just walked away towards the teacher. Everyone was very excited about Younis joining the class and wanted to ask him lots of questions. As Younis was only beginning to learn English (he already spoke three other languages, Shanaz boasted proudly – Punjabi, Urdu and Arabic) he needed Shanaz to translate for him and every time Marsha tried to talk to her she made a movement with her hand as if to say 'Go away'. The third time she said, with a really cross face that Marsha hadn't seen before, 'Can't you see I'm busy here?'

Ask the children:

- How do you think Marsha felt?
- Do you think that Shanaz doesn't like Marsha any more?
- What do you think happens next?

Marsha didn't have a partner that afternoon for PE, even though she had always worked with Shanaz before. She had to make up a three with two girls who laughed at her when she fell off the bar.

At afternoon play, Mr. Chan, their teacher, found Marsha crying behind the kitchens. 'What's the matter, Marsha?' he asked her, but she couldn't tell him – the words wouldn't come out. Instead she ran off to where Shanaz and Younis were standing surrounded by a group of children and, without thinking, hit Younis hard on the arm. Younis stood wide-eyed without moving and the children fell silent. 'How dare you?' shouted Shanaz as loud as she could, shaking with anger. 'You wait until after school'. 'Yeah', joined in a couple of the other children, 'You just wait – stupid!'

Ask the children:

- Why is Shanaz being unkind to Marsha?
- Why didn't Marsha speak to Mr. Chan?
- Why did she run up to Younis and hit him?

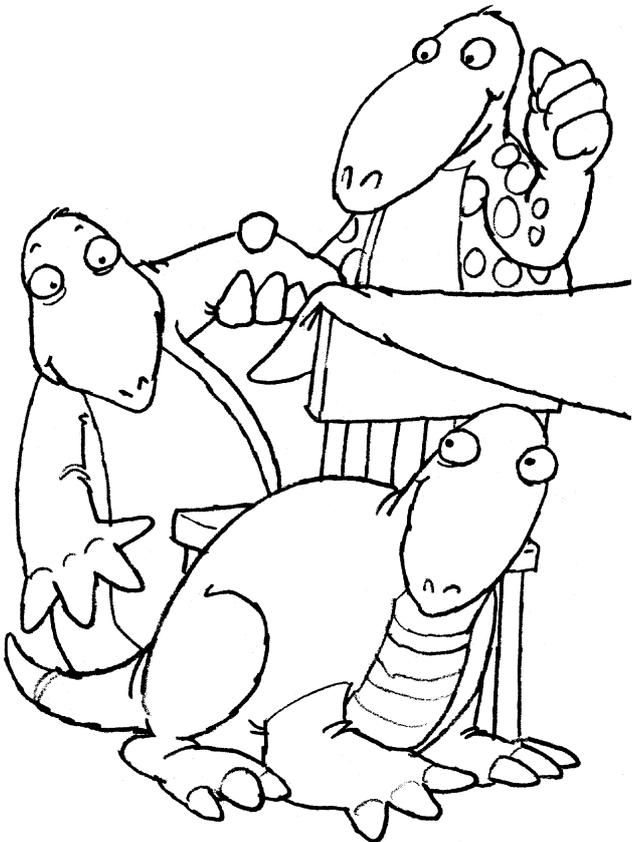
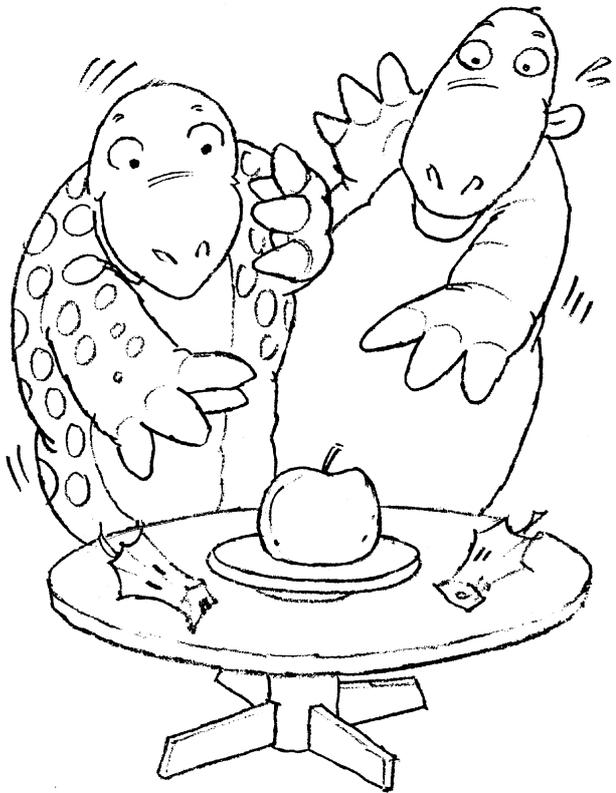
Children should identify that it is anger that has led to Marsha's actions. Some may identify that she is feeling left out, or jealous. Encourage children to think about how she feels and explain that these feelings can often lead to us feeling angry.

Part 2

Marsha was so upset that Mr Chan sent her down to the office, but even Miss Smith's special tissues and sitting on the 'happy chair' couldn't stop her from crying. When her mum came to pick her up, Mr. Chan called her in and had a long conversation. Marsha couldn't hear what they were saying but she had a pretty good idea what it was about.

When she arrived home she went straight to her room. She felt horrid – she couldn't understand why she had hit Younis (poor Younis – he hadn't done anything wrong). The worst of it was remembering how everyone had looked at her. 'They all hate me now, most of all Shanaz,' she thought. Now she had lost the best friend she had ever had. She realised all at once how much she wanted to make up with Shanaz – but what could she do?

Dino and Dot



Blue set: Year 2

Circle games and rounds

Thank you

Put the children's names in a hat, draw out a name and ask for a volunteer to say, 'I'd like to say well done to ... for ...' (be prepared to prompt children as necessary). The child receiving praise then says 'thank you'.

Note: write up a positive comment about each child before starting this activity.

Back to back

Note: This activity requires space.

Ask children in pairs to sit back to back and to link arms. Then ask them to stand up slowly together without breaking arms. Then ask them to walk, jump or carry out some other activity while their arms are still linked.

To extend this activity, have each pair of children separated by a ruler with each child holding on to one end of it (they mustn't let go). Give them increasingly difficult tasks to do – sitting down and standing up; walking forward then backwards; negotiating obstacles, and so on. Next, ask the children to join another pair, so that they are in fours, joined by two rulers. Ask them to repeat the tasks.

Discuss with the children how they had to support each other and cooperate in order to carry out the activities. Ask them what happened if one person didn't cooperate.

Free fall

Note: Only attempt this game if you are sure that children will be sensible and do exactly as they are asked. The game focuses on trust and a degree of trust must be present before attempting it. Supervise the group closely and have only one group at a time undertaking the activity.

A group of children stand around a single child in the centre of the circle. The children agree to catch the child if the child sways towards them and to gently push them towards another group member. The central child then closes their eyes and begins to sway backwards and forwards, trusting that they will be caught by the others.

Let different volunteers try out the activity, then discuss how it felt to trust/be trusted.

Rounds

'This week I was a good friend when I ...'

'This week I could have been a better friend by ...'

'When I fall out with my friend I feel ...'

Learning opportunities: friendship and compliments

Intended learning outcomes

I can make someone else feel good by giving them a compliment.

I know what to say when someone gives me a compliment.



Ask the children what makes a good friend for them and write down their responses. Link this discussion to the assembly story and Rani and Leroy's friendship. Children might also recall, from their work last year, that good friends need to be able to listen well to each other.

Give out 'bricks' for children to build a 'good friend wall' by writing on it one thing that they think makes a good friend. You could leave spaces between the bricks where children can insert a photograph of friendly actions/friendly messages that say 'thank you for being a good friend', and so on.

Positive strokes

Say that a good friend often makes you feel good by saying or doing nice things. Then introduce the game 'Positive strokes'. Ask the children how it feels to stroke a cat or another pet, and how they think that the pet might feel being stroked. You could pass round a soft toy as you are talking together, encouraging children to stroke it gently.

Explain that the game is to help the children to give and receive compliments. Giving or getting a compliment is a little like stroking or being stroked – it is making someone feel good by saying or doing something.

Ask the children to suggest some compliments (perhaps about a teaching assistant who works with them, or about each other) and write them where children can see them.



Children should work in groups of no more than five. Each group will need a die. Also give each group a card with the instructions for the game if you feel that this is necessary.

Number the children from 1 to 5 (or whatever the number in the group). The children should take it in turns to throw the die. The person rolling the die gives a compliment to the person with the same number as the one the die lands on. If the die lands on number 6, everyone in the group pays the roller a compliment. The child receiving the compliment should smile and say 'thank you'.

Review the game with the group by considering the following questions:

- How do you feel when you give someone a compliment?
- How do you feel when you are given a compliment?
- Tell us about the most recent compliment you have received or given.
- Is it easy just to say 'thank you' when you get a compliment? If not, why not?

The challenge for the week is for the children to give as many compliments as they can during the week, in school and at home (this could be linked into the whole-school focus for celebration and reward). At the end of the week ask how

well the children did. Monitor what is happening to ensure that everyone gets at least one compliment over the week. Make sure that you compliment all the children over the week for their learning and their behaviour.

Learning opportunities: seeing another point of view

Intended learning outcomes

I know that people don't always see things in the same way.

I can see things from someone else's point of view.

I can use my ability to see things from the other point of view to make a conflict situation better.



Explain to the children that we often have a point of view that is different from a friend's.

Use the pictures on the *What can you see?* resource sheet, to show how the same thing can be seen in two different ways. Say that things that happen to us can look different from different people's perspectives.

Read two versions of the same story from different points of view. A useful book to share with children is *Cinderella/Alex and the glass slipper* (a Magic Bean classic by Amanda Graham, ISBN 0947212965). The story of Cinderella is told on one side; when it is flipped over it tells the story from a different perspective.

Another text exploring the idea of telling a story from a different viewpoint is *The Pea and the Princess* by Mini Grey (Red Fox), ISBN 0099432331, which is a retelling of the traditional fairy tale, from the viewpoint of the pea.



Standing in my shoes

Introduce this activity by saying that friends need to be able to see things from each other's point of view. Not understanding someone else's point of view is often a cause of misunderstanding and falling out.

Cut out large 'footprints' of different colours and place them at the front of the class.

Use the role-play suggestions from the *Point of view* resource sheet. Give role-play card 1 to a girl in the class and ask her to read it to herself, without showing anyone. Give role-play card 2 to a boy and ask him to do the same. (The children need to be good readers and reasonably confident.)

Ask the first child to read out in role what it says on her card, while standing on one set of 'footprints'.

Explain that this is the girl's point of view about the situation. Discuss the following with the children:

- Is it OK for her to feel so cross?
- Is what she did right?
- Should she carry on being friends or break friends with this boy?

- What should she do?

Then ask the second child to stand in the other set of 'footprints' and read out what is on his role-play card. Now discuss the following:

- How does the boy feel?
- Is it OK for him to feel like this?
- What should he do?

When the children have shared their ideas about what the two children should do, explain to them that both the boy and the girl are actually telling the same story but from their own points of view. Neither of them knew the whole story.

Point out to the children that when there is an argument or 'conflict', one of the most important things they need to do (when they are feeling calm) is to find out what the situation was like from the other person's point of view. To do this they need to talk to each other and use good listening skills, including:

sitting or standing still;

looking at the person;

showing that they are interested and that they understand.

Ask the two children role-playing the boy and the girl to swap footprints in order to 'stand in the other person's shoes' and try to see things from their perspective. We have named the boy Marvin and the girl Christina but you can use the names of the children playing the roles.

Use 'hot-seating' with the characters in role, to ask the girl the following questions:

- What did you do that made things worse?
- How do you think Marvin felt when you put the phone down on him?
- Why do you think he felt like that?
- Do you understand why he felt like that?
- Does it change the way that you feel about Marvin now?
- What will you do differently if it happens again? How could you have made things better?

Then ask Marvin these questions:

- How do you think Christina felt when you didn't turn up with the book?
- Why do you think she felt like that?
- Do you understand why she put the phone down on you?
- Does it change the way that you feel about Christina now?
- What could you do differently next time?

Remind the children that when they fall out it is always important to talk and to try to see the situation from someone else's point of view. Keep two pairs of footprints in the classroom for when children need to use this skill in real life

We supported this work by watching the BBC video 'Managing conflict',* which shows children using the cut-out footprints and listening to each other's point of view, in a range of role-plays.



*One of a series of six 10-minute programmes for Key Stage 2 children titled *Emotional literacy – social, emotional and behavioural skills*. See the *Guidance* booklet from the whole-school SEAL resource for details of how to order.

situations. You could also try out the effect of asking children who are in conflict to actually swap shoes before listening to each other's point of view.

Making up



In groups, ask the children to write, draw or act out an ending to the role-play. Tell the children to fill in the details of what happened using the following beginning.

Marvin and Christina listened to each other's stories and they both felt sad because they had not been kind to each other. This is how they made up ...



When the children have done this, and have shared their ideas, talk to them about the different ways they make friends after falling out. These might include:

saying sorry (emphasise how brave and difficult this can be);

offering a small token, for example, a snack item (a 'peace offering');

asking if the person would like to play a game;

touching little fingers or using a secret signal or gesture;

saying a special rhyme (e.g. 'Make friends, make friends, never never break friends').

What words can friends use to make up? Make a display of helpful phrases for making up.

Recap on what children have found out about falling out and making up. Remind them of the key points, relating them to the *Peaceful problem solving* poster from the whole-school resource file.

Both 'sides' should be calm – it's never any good trying to make up when you are angry. **(Ready)**

Take it in turns to say what you are feeling and why; and what you would like to happen. **(Steady)**

Listen well – don't interrupt **(Steady)**

Pick a solution that everyone is happy with **(Go)**.

Learning opportunities: managing anger

Intended learning outcome

I know that sometimes anger builds up and that I can be overwhelmed by my feelings.



Both Marvin and Christina ended up angry in the role-play activity and behaved in a way that could have meant that they would not be friends any more.

Ask the children: 'If Marvin and Christina had talked while they were still very angry with each other, do you think they would have managed to listen to each other and solve the problem?'

Say that to keep friends, we need to make sure that we don't let our anger get the better of us.

Explosion

Note: For this activity you will need a balloon pump and several balloons.

Show the children that you have a balloon and a pump. Explain that together you are going to tell a story about a boy called Arthur who could not control his anger.

Explain that you will start the story off and that each child will then contribute a sentence to the story that tells about something that goes wrong or makes Arthur more and more angry.

Each time something makes Arthur angry, you (or a volunteer child) will put more air into the balloon which is Arthur's 'anger store'.

Begin the story as follows.

Once upon a time there was a boy called Arthur. Arthur spent all his time being angry – everything in the world seemed to make him angry, even things that other people liked like rainbows and little kittens. One day Arthur got out of bed and there were no cornflakes left. He was angry!

(Puff into the balloon).

Then he went upstairs to get washed and the water was cold.

The toothpaste squirted out everywhere.

He missed the bus.

His friend ignored him on the way to school.

He was late.

The children take over the story contributing one sentence each (it could be about something that makes them angry), until the balloon bursts.

Emphasise that anger is cumulative – sometimes it is one little thing that tips us over the edge. Sometimes it is one big thing. You might ask the children to decide whether the event that made the balloon burst for Arthur was a big or little thing.

The anger process



Use a further analogy, of a rocket or firework, to illustrate the explosive nature of anger.

Give each child a whiteboard and ask them to draw a firework with a long fuse and a big match next to it.

Explain that Arthur's anger had many 'triggers' – if we think of anger as a firework, the trigger is something that lights the fuse. Ask the children for

We asked children to use their emotional barometers to show how Arthur's anger built up and up. We also thought showered 'words meaning angry' and made a display of them in order of 'most' to 'least' angry.



examples of their own triggers. They can write or draw these on their whiteboards next to the picture of the match.

Revise with children what the signs of anger are: What does it look like? What does it sound like? What does it feel like? Use the photocards and *Feelings detective* poster from the whole-school resource file to support the discussion.

Ask children to share the things they do to help them calm down when they are feeling angry. Remind the children of the work they did on calming down in Theme 1 *New beginnings*. If they made a poster, ask them whether they want to add anything to it now.



Another possible activity is for children in their groups to take one aspect of anger and create a picture or painting, collage or sculpture to illustrate it.

- What does anger look like? (jagged lines, dark colours, lightning, storm clouds, etc.)
- What does it sound like? (sparky 'speech bubbles' words, aggressive tone, loud, etc.)
- What does it feel like? (what it feels like inside and where).

Learning opportunities: working together

Intended learning outcome

I can decide with my group about how well we have worked together.



Children should work in their usual mixed-ability groups to complete the *Make a game* challenge from the resource sheets.

Ask the children, before they begin the challenge: 'How will you know you have worked well as a group?'

Emphasise the importance of the children paying attention to the process of working together as well as the outcome. If you are using the QCA/Primary National Strategy objectives for developing children's group discussion and interaction skills, the objective for Year 2, Term 1 is 'To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member'.

When the children have completed the challenge, ask them to complete the *Working together self-review checklist* from the whole-school resource file to talk about and agree how well they worked together.

As a follow-up to this challenge, children could explain their game to a lunch-time supervisor, or make a poster to remind people how to play their game. The posters could be laminated and made into a playground book. The groups should each lead their game in the playground and report back on how it went.

Ongoing activities

Notice and **draw attention to compliments** that you hear or see children giving or getting. Model the use of compliments.

We looked at the words and body language linked to feeling angry in the different dialects and cultures represented in the school community. This started off a lot of discussion about when you would use which words and who with ...



This activity was challenging for a boy with autism in my class. He prefers to work alone – and very neatly! We emphasised that a group needs to draw on everybody's special strengths. He was encouraged to sit with the group while roles and tasks were discussed. The rest of the group asked if he would do the writing and he was then able to work by himself while still contributing to the team effort.



Provide children with laminated sentence cards to help them **provide positive feedback on each other's work** in plenary sessions: 'One thing I really liked was ...'. Include sentence starters that model how to give sensitive feedback on areas for development: 'One thing that would make it even better would be ...'.

Continue to develop children's skills in giving each other feedback through the use of response partners.

Have some **'making up' phrases** written out on scraps of paper for children to give to each other if they are not ready to speak.

Have some **'peace offerings'** for children to offer to each other when they are ready to make up (special ornaments like a dove of peace, or a decorated hand of peace they have made by drawing around their hand on paper or fabric, cutting the shape out and decorating it).

Designate an area of the classroom as a **making-up area**. Have the footprints on the floor, a timer (agree a time during which children can try to sort out their conflicts before asking for help), some posters reminding children about peaceful problem solving and some helpful phrases on the wall for making up, stuck on with reusable sticky pads (so that children can point to or hand their partner the phrase if they cannot say the words). Have certificates ready to give out for successful resolutions.

Keep an ongoing **'Book of solving conflicts'** and set aside some time for children to reflect upon and write (or draw) about conflicts they have encountered and how they have been resolved, so that others can learn from them.

Questions for reflection and enquiry

- Do all people need friends?
- Why do we want friends?
- Do we have to have conflict
- Can arguments ever be good?

Review

- Review how well the children have given compliments and made up with friends, exploring the evidence for this.
- End with a round, such as:

'One thing I have enjoyed ...'

'One thing I have learned ...'

'One thing I will never forget ...'

'One thing I have tried since working on this theme ...'

Blue set resource sheet: Year 2

What can you see?



Blue set resource sheet: Year 2

What can you see?



Blue set resource sheet: Year 2

Point of view

Role-play card 1

I am really fed up with a friend of mine. He borrowed something very precious of mine – well, it was my brother's new book about bikes, actually, and my brother didn't exactly know, which makes things much much worse ... He promised he would give it back to me after school today and then he didn't even bother coming into school. I waited for ages after school for him to come, but he obviously couldn't be bothered. My brother is going to go so mad when he finds out. I just rang my friend and told him what I thought of him. Would you believe it, instead of saying sorry he started making stupid excuses – so I just put the phone down on him.

Role-play card 2

Hi, I'm really sad at the moment. You won't believe what's happened to me in the last couple of days. Last night I fell off my skateboard and really hurt my head – I had to go to the hospital and they kept me in all night. I was so lonely, I wanted to ring my best friend, because I felt so sad, but I wasn't allowed. Anyway, they've said I have to stay in and can't go back to school for a week. I'm really bored. And now, what's worse is my best friend just rang up – I was so pleased because I couldn't wait to tell her all about it, but guess what – before I could even tell her what had happened she started shouting at me about something I was supposed to have given her back – well how could I if I was in hospital? I don't think she's going to be my best friend any more – she slammed the phone down and didn't even ask how I was.

Blue set resource sheet: Year 2

Make a game

This challenge is best started in the hall or playground. You will need to return to the hall or playground to try out your game.

Your challenge is to make a game that can be played in the playground. You will need to work together to make up your game. Your game will need:

a name;

a purpose, with instructions of what you have to do to play the game;

some rules;

an end point – something that shows when the game is finished;

some equipment (possibly).

You can use any of the small equipment that is used in the playground as well as the things you might find in the classroom. You need to plan how you will explain your game to the rest of the class.

Teach the rest of the class your game without showing them what to do. The class might give you some suggestions as to how you might improve your game.

You have:

15 minutes to plan and practise your game;

10 minutes to work out how to tell other people how to play the game;

3 minutes to explain your game to the rest of the class.



Talking and planning together

REMEMBER YOUR GROUP SKILLS

Don't forget to think about **how** you work together as well as **what** you end up with!

Remember to make sure you listen to what everyone thinks and what they would like to do.

Agree together what each of you needs to do next.

Blue set

Curriculum and other links/follow-up work

Subject area	Follow up activities/ideas
Speaking and listening	<p>Objectives: To ask and answer questions, make relevant contributions, offer suggestions and take turns (GD3)</p> <p>See the teaching sequence 'Planning a role play area' on pages 24 and 25 of QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003).</p> <p>This sequence develops children's group-work skills in a lesson in which they decide on a location for a role-play area within the classroom and consider equipment requirements and organisational issues.</p> <p>See also exemplar lesson plan for Drama.</p>
Science and speaking and listening	<p>Activity 1</p> <p>Objectives:</p> <p>Science: As for QCA Science Unit 2E section 5 Forces and movement</p> <p>Speaking and listening: To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement (GD19)</p> <p>See the teaching sequence on pages 34 and 35 of QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003).</p> <p>This sequence of activities involves children in an experiment to investigate how different surfaces affect the distance a vehicle can travel. They speculate, then work in groups to design an experiment, conducting it and recording their results. An explicit part of the teaching sequence is to reflect on the different tasks completed by the group and how talk helped the group to function effectively.</p> <p>Other activities</p> <p>There are a number of QCA science units which also lend themselves to a focus on group-work skills as follows.</p> <p>QCA Unit 1A section 7 – Ourselves</p> <p>Children can find out who is the tallest person in the class, taking turns to measure each other using non-standard measurements, such as hand spans.</p> <p>QCA Unit 1B section 5 – Growing plants</p> <p>Children investigate 'Which plant grows the tallest?' They decide what to do, listening to each other's ideas, and agreeing what to do. They share jobs out so that everyone has something to do, and then take turns looking after their plants and measuring them.</p>

	<p>QCA Unit 1C section 8 – Sorting and using materials</p> <p>The teacher tells children a story about a teddy who needs a new raincoat. They have to test different materials to find out which will be the best. They will need to think about what they have to do and listen to each other, make decisions, agree, and take turns in doing, measuring and recording. They could take photographs of each other, taking turns with a digital camera.</p> <p>QCA Unit 1F section 3 – Sound and hearing</p> <p>Children create sound instruments, such as shakers and drums. They use their sound instruments to create sound effects for a story, nursery rhyme or poem. The children help each other when making the sound instruments and work together to make sound effects for their story. They take turns, make suggestions, listening to each other and making decisions about different sounds.</p> <p>QCA Unit 2D 7 Grouping and changing materials</p> <p>Children use a snowman concept cartoon which shows children thinking about whether they should put a coat on the snowman to stop it melting. They listen to each other's ideas and think about how to test how to keep an ice pop from melting. They share ideas and listen to each other, valuing what each person has to say. They make a group decision about how they should carry out their fair test, what equipment to use and who will do what.</p>
PE and speaking and listening	<p>Activity 1: PE – Games</p> <p>Objectives:</p> <p>PE: As for QCA PE Unit 2</p> <p>Speaking and listening: To listen to others in class, ask relevant questions and follow instructions, e.g. listening to and questioning instructions for devising a game (L14)</p> <p>See the teaching sequence on pages 30 and 31 of QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003).</p> <p>This sequence of activities involves children in inventing a game in PE, using simple equipment and then explaining their game to the rest of the class. They plan their explanation; listen to another group's explanation and then play their game; reflect on successful explanations and good listening behaviours.</p> <p>Activity 2: PE – Gymnastics</p> <p>Objectives: As for all QCA gymnastics units Selecting and applying skills, tactics and compositional ideas and Evaluating and improving performance.</p> <p>During partner work in gym lessons, discuss with the children the skills they need in order to work together effectively, relevant to the particular QCA gymnastics activities they are working on, specifically in selecting, applying skills, tactics and compositional ideas and evaluating and improving performance work.</p>

	<p>Ask them to think about what happens when they don't work effectively with their partner. Help them to think particularly about gymnastics skills where it is vital that they do cooperate with a partner, for example matching and mirroring, partner balances and supporting/taking a partner's weight and contrasting actions.</p> <p>Discuss what difference it makes to the standard of their performance when they apply the skills of cooperation in their work with a partner or their work in a group.</p> <p>Activity 3: PE – Dance</p> <p>Objectives: As for all QCA dance units Selecting and applying skills, tactics and compositional ideas, and Evaluating and improving performance.</p> <p>As outlined for gymnastics lessons, discuss with the children the skills they need in order to work together effectively in partner or group work in dance lessons. Discuss skills relevant to the particular QCA dance activities the children are working on. Ask them to think about what happens when they don't work well with their partner or group. Help them to think particularly about the dance skills where it is vital that they cooperate with their partner or group, for example canon and unison, action and reaction, question and answer, copying, following and leading and synchronising.</p>
Art and design and music	<p>Activity 1</p> <p>Objectives:</p> <p>Music: To explore and express their ideas and feelings about music, using movement, dance and expressive and musical language To create musical patterns To explore, choose and organise sounds and musical ideas</p> <p>Art and design: To represent observations, ideas and feelings ...</p> <p>Listen to peaceful or happy music and ask the children to write a poem, or choose from a selection of media to create a picture in response. Use music that suggests anger and strong emotion in a similar way. Some ideas for suitable stimulus music are given in the guidance on <i>Music for different moods</i> on the CD-ROM that accompanies these materials. Children might also like to create their own piece of music depicting either friendship, getting on or falling out.</p> <p>Activity 2</p> <p>Objectives:</p> <p>Music: As for QCA Unit 3 The long and short of it.</p> <p>Working with, and developing simple musical patterns can help pupils learn the skills of cooperation as well as develop their sense of rhythm and help them start to explore aspects of composition.</p> <p>Pupils can play question and answer rhythms on simple musical instruments such as a triangle.</p> <p>The above idea can be made more challenging by asking the children to 'answer' ... , for example, at a different speed, changing part or even at different volumes, getting louder or quieter during the repeat.</p>

Mathematics	<p>Objectives: To choose and use appropriate number operations to solve problems</p> <p>Give pairs of children a number statement or connected number statements, such as $5 - 1 = 4$, $4 - 1 = 3$, $3 + 2 = 5$, and ask them to make up a story about friends getting on or falling out that fits the number statement or statements. Give an example: five friends have a row and Joe walks off, leaving four behind. Steve feels sorry for Joe and goes to find out how he is, leaving three behind. Joe helps Steve feel better and make up with the other three.</p> <p>The children can then construct their own number statements to suit a story they make up, making the number statements as complex as they are able.</p>
Citizenship	<p>Objectives: As for QCA Unit 1 Taking part – Developing skills of communication and participation.</p> <p>Use the <i>Making choices</i> activity for Years 1 and 2 in Unit 1, which involves getting children to use puppets to develop the solution to a range of playground scenarios involving a problem. Encourage them to use the peaceful problem-solving process.</p> <p>Further work on exploring identity, community, sameness and diversity can be found in Unit 5 Living in a diverse world.</p>
Geography	<p>Activity 1: Geography and drama</p> <p>Objectives:</p> <p>Geography: As for QCA Geography Unit 3 An island home.</p> <p>Speaking and listening: To adopt appropriate roles in small or large groups and consider alternative courses of action (D16)</p> <p>See the teaching sequence on pages 32 and 33 of QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003).</p> <p>This series of activities involves children in listening to the story <i>Katie Morag and the Two Grandmothers</i> by Mairi T Hedderwick (Picture Lions), ISBN 000664273X using face symbols to show how characters feel. They use role-play activities to develop and reflect on characters' thoughts and feelings, and then generate and explore alternative ways in which the story might continue.</p> <p>Activity 2: Geography</p> <p>Objectives:</p> <p>To involve children in planning improvements to their playground To engage children in creative thinking, working as a team</p> <p>The teacher sets the scene. The school is interested in improving its outside playground. The children work in groups representing different 'companies' who will submit 'tenders' for the job of improving the playground.</p> <p>The children critically survey the playground and use images (maps, sketches, photographs) to illustrate its features.</p> <p>In their groups they discuss what might be changed and how to change it. Each group submits a 'tender' in the form of a poster and the teacher reviews these with the class.</p>

History	<p>Activity 1</p> <p>See the exemplar lesson plan.</p> <p>Activity 2</p> <p>Objectives:</p> <p>To understand that different people may have experienced historical events in different ways</p> <p>This activity can be used for any history topic where there may be opposing points of view about an issue.</p> <p>Draw two heads with large speech bubbles. In each speech bubble start a contrasting opinion about the situation. Examples might be:</p> <p>I enjoyed being evacuated because ... /I hated being evacuated because ... I think Athens is best because ... /I think Sparta is best because ...</p> <p>Ask the children to complete the speech bubbles.</p> <p>This activity can be preceded or followed by the children discussing the opposing points of view either in or out of role. They can discuss whether the points of view could coexist peacefully or whether they could be reconciled and how.</p> <p>This activity links to work on empathy and understanding that different people may have different feelings about the same situation.</p>
Design and technology	See exemplar lesson plan.
ICT	See exemplar lesson plan.
Literacy	<p>Objectives: To write about events in personal experience linked to a variety of familiar incidents from stories (Year 1 term 1 T9); to write simple instructions (Year 2 term 1 T15)</p> <p>Having read or listened to stories such as <i>Mr Gumpy's Motor Car</i>, by John Burningham (Red Fox), ISBN 009941795 2, <i>Mr Gumpy's Outing</i> by John Burningham (Red Fox), ISBN 0099408791, <i>What Game Shall We Play?</i> by Pat Hutchins (Mulberry Books), ISBN 068813573, or <i>Best Friends for Frances</i> by Russell Hogan (Harper Collins), ISBN 0060223286, that involve friends engaged in an enterprise together, the children write a letter to a friend inviting the friend to visit them at their house or join them in a trip to the park, and so on. This could include directions, with a simple map, of how to get from the friend's house to the chosen destination.</p>
RE (Christianity)	<p>Objectives: To know when to say sorry, to understand that in Christianity, forgiveness is a major belief</p> <p>Discuss why we say sorry. Is it easy or hard? What are the different ways in which we can we show that we are sorry? How does it feel when someone says sorry to you? What is forgiving? Do we always forgive people when they say sorry?</p> <p>Think about why Christians believe forgiveness is important. Explore a range of stories and teachings about forgiveness.</p>

Blue set

Exemplar lesson plan: history

Theme	
Getting on and falling out Year 1/2	
SEAL objectives	<p>To be aware of the importance of playing together and the role of play in making and keeping friends</p> <p>To consider the skills we need to play together well (sharing, waiting our turn, etc.)</p> <p>To consider ways of making up when things go wrong or we fall out</p>
History objectives	<p>To find out about the past from a range of sources of information</p> <p>To ask and answer questions about the past</p> <p>(This unit will link with QCA History Unit 1 Toys)</p>
Suggested activities	<p>Lesson 1</p> <p>Resources – time line</p> <p>Part 1</p> <p>Ask the children what games they play in the playground. Collect their answers. You might want to divide them into games that require equipment and toys and games that only require people. What games do they play when they're not at school? Where do they play them? Again collect their answers and organise them to show what equipment they use, how many people are involved, where they play, and so on.</p> <p>Ask the children to think and talk about what differences there are between games they play on their own and games they play with other people. Which games are more fun? Why? What sort of skills do we need to learn to be able to play with other people (e.g. sharing, waiting our turn, saying what we would like to do, learning rules, listening to others, making sure that the game is fair)?</p> <p>Ask the children to talk about what can go wrong in their games – how do they make things better or fair when there are arguments or fallings out? Remind children to use what they know about making up.</p> <p>Part 2</p> <p>Where possible ask a grandparent or older member of the community to visit the class and answer questions about the games played when they were children. The questions should be prepared in advance with the help of the teacher.</p> <p>Ask the children whether they think that their parents/carers/aunts or uncles/grandparents played the same games when they were little as they do. Discuss their thoughts and reasons.</p> <p>Part 3</p> <p>Ask them to place the time when their parents/carers and grandparents were little on a simple time line (or washing line). Establish that this was 'not a very long time ago'. You could use an electronic time line on your interactive whiteboard.</p>

	<p>Lesson 2</p> <p>Part 1 Remind the children of what they thought about the games that their parents/carers/aunts or uncles/grandparents played. How could we find out more about what games people played in the past? Collect ideas. Children may suggest asking people, looking at pictures (and maybe lots of other ideas).</p> <p>Part 2 Ask: If we wanted to ask people about the games they played when they were little, what questions could we ask them? Together write some good questions to ask. Suggest that as well as asking about games the children could also ask about friends: did they always get on, what did they fall out over, how did they make up?</p> <p>Part 3 If appropriate, ask the children to write out the questions so they can take them home and interview one or more adults of their choice.</p> <p>Lesson 3 Arrange for an elderly visitor to visit the class to answer the children's questions. Establish that this person is older than their parents and probably their grandparents, so the person's memories are further back on the time line. The children could ask the visitor to teach them some of the games that the visitor used to play when they were a child.</p> <p>Lesson 4 Collect pictures of children playing different games/playing together from the Victorian/Edwardian period, 1930s or 1940s, 1960s or 1970s, and the present day. Can the children place them in chronological order? Can they give reasons for putting them in the order they did? Discuss. Place the pictures on the time line.</p> <p>Lesson 5 Discuss what the children found out from their interviews and from looking at pictures. Ask: Have the games children played changed? In what way and why? Did children in the past always get on or did they fall out? How did they make up? How do you make up?</p> <p>Try out some of the games that children played in the past.</p> <p>You might want to record these, along with games children play today, in an electronic class playground games book, using digital video to record children playing the games and/or presentation or multimedia authoring software.</p>
Suggested links and follow-ups	<p>Pat Hutchins's <i>What game shall we play?</i> (Harper Trophy), ISBN 0688135730 would be an appropriate book to share with the children during or as a follow-up to this work.</p> <p>In the suggested activities within the Blue set there is a 'Make a game' challenge.</p> <p>Again this would link well to this series of history lessons.</p>

Exemplar lesson plan: design and technology

Theme	
Getting on and falling out Year 1/2	
SEAL objectives	To understand the role of cooperative play in making and keeping friends To be aware of the comfortable feelings that link to sharing
D&T objectives	To relate the way things work to their intended purpose To discuss how structures have been used to serve children's needs To observe, discuss and collect information To make model play structures which reflect their ideas To evaluate these models as they develop, identifying strengths and possible changes they might make
Linked unit of work	QCA Design and technology Unit 1B Playgrounds
Suggested activities	<p>Lesson 1</p> <p>Take the children on a visit to a local playground to investigate the items of equipment found there.</p> <p>Part 1</p> <p>Start the activity with a walk around the playground and then ask the children why we have playgrounds. Ask if the play equipment is any good and then pick up on the responses of individuals or prompt others to make a comment. Ask if they think that some children might need special equipment to play with. Discuss reasons for that special equipment.</p> <p>Gather around one piece of equipment and ask the children to name different parts of it. Ask about the different materials that have been used and why they might have been chosen. Ask the children how the parts have been joined together then ask how children would hold onto, climb on or get into parts on that particular piece of equipment. Ask if those parts of the equipment would encourage children to play together or alone.</p> <p>Part 2</p> <p>Ask the children to form groups and then gather around another piece of equipment that they like. Remind each group of what they thought about and discussed relating to the first piece of equipment and then draw the new piece of equipment. Ask them to write down whether or not that piece of equipment encourages children to play together or alone.</p> <p>Part 3</p> <p>Bring the groups back together and discuss which pieces of equipment encourage which type of play. Discuss the advantages and disadvantages of playing together and playing alone. Ask the children what they feel about playing together on the equipment they have investigated and how this could help them to make and keep friends.</p> <p>Lesson 2</p> <p>On returning to school carry out focused practical tasks where the children learn how modelling is used by designers to develop their ideas and test their products. Show the children how to construct square and rectangular frames using construction kits. Show them how they could make the frames more stable and withstand greater loads. Show them how to cut and join wooden strips and card to make a frame.</p>

Lesson 3

Part 1

Explain to the children that they are going to design and make models of equipment for a playground that encourages children to play together. Discuss who will use the equipment, for example very young children. Ask what type of structure the children think that the users would like, thinking back to what they discussed in lesson 1, the investigative and evaluative activity. Give the children an opportunity to discuss their ideas and explain in both pictures and words what they would like to do to ensure that the children who would use their final design would play together and be able to make and keep friends. Ask the children to talk about how parts of the equipment might encourage children to share space or parts of the equipment. Encourage the children to describe the comfortable feelings that come with sharing.

Part 2

Start the children on the making processes that reflect their ideas.

Part 3

Ask the children what they will do next to their model and why. Ask them if there is anything they need to push their ideas forward.

Further lessons

Encourage the children to incorporate other materials as their structure develops but ensure that they are stopped at certain stages so that they can evaluate their work and that of others in a positive way. They should talk about how each structure encourages playing together and sharing as well as structural issues like stability and strength.

Blue set

Exemplar lesson plan: drama and literacy

Theme		Getting on and falling out Year 1/2
SEAL objectives	<p>To understand that sharing is important in friendship</p> <p>To be aware that sharing is sometimes difficult, especially when something is very precious to us</p> <p>To be aware of the comfortable feelings that link to sharing</p> <p>To consider aspects of being a good friend</p>	
Linked literacy unit of work	Narrative 2	
Literacy objectives	<p>T1, T7, T11</p> <p><i>Note:</i> Links are only made to suggested text-level objectives in this plan. For more details of suggested objectives for this unit see www.standards.dfes.gov.uk/literacy</p>	
Outcome	Role-play	
Linked speaking and listening objectives	<p>To explore familiar themes and characters through improvisation and role play (D4)</p> <p>To ask and answer questions, make relevant contributions, offer suggestions and take turns (GD3)</p>	
Text	<i>The Rainbow Fish</i> by Marcus Pfister (North-South Books), ISBN 3314213883	
Text themes	The main theme is the initial reluctance of the main character to share the beautiful scales that make him special. Wise Octopus helps him to realise that sharing them can be a rewarding experience.	
Possible focuses	<p><i>Note:</i> As the teacher, you will be working in role as both the Rainbow Fish and for response the Wise Octopus. To signal to the children when you are in role, it will be helpful to have to this text props as indicators of the character you are 'being', for example, a piece of sequined or shiny fabric for the fish and a brown piece of fabric for the octopus.</p> <p>If the children are not already familiar with the book, read and discuss the story with them before starting activities involving role-play.</p> <p>Help the children, in pairs, to generate questions that they would like to ask the Rainbow Fish. Explain that you are going to play the part of the fish and, in role, answer some of their questions. Tell them that you are quite sad because you don't have many friends, as nobody wants to play with you. If a child asks you why this is, tell them that the other fish want your scales but they are just too beautiful to give away.</p> <p>In small groups, the children then create a 'Role on the wall'. On an outline drawing of the Rainbow Fish, they write things they think or feel about him, what they know about him, and questions they might like to ask him on another day. New information and vocabulary can be added in throughout the lesson sequence.</p> <p>In role as the Wise Octopus, you can answer children's questions about the advice you gave to the Rainbow Fish, drawing out the link between the fish's loneliness and his unwillingness to share. Out of role, you could encourage the children to think about their own experiences of sharing and friendship, with positive examples.</p>	

	<p>In another session, the children could be asked to explore what the other sea creatures, such as Little Blue Fish, might think about the Rainbow Fish, and create another 'Role on the wall' for him.</p> <p>The teacher, or a confident child, could go into role as the Wise Octopus, offering advice to the Little Blue Fish, who could be role-played by another child or the teacher.</p> <p>Conclude by drawing attention to the words 'a very peculiar feeling'. Ask the children to talk in pairs about how it feels to share something very special and precious. Why is this sometimes difficult? Finally, encourage the children to say together the Wise Octopus's words '<i>Give up your scales, it will make you happy.</i>'</p>
Suggested related activities	<p>Focusing on the part of the story where the Rainbow Fish worries about Wise Octopus's suggestion that he share his scales, one child could go into role as the Rainbow Fish and show his upset in a still image. The other children can thought track him, by placing a hand on his head and speaking aloud his thoughts and feelings.</p> <p>Children could then create a whole-class still image of under the sea, while the teacher, in role as the Rainbow Fish, swims around them, repeating these thoughts as whispers. Out of role, decide as a class what the other fish might whisper to the Rainbow Fish as he swam past them. Repeat this scene, with the children whispering advice about sharing his scales.</p>

Blue set

Exemplar lesson plan: ICT

Theme		Getting on and falling out Year 1/2
SEAL objectives	To understand different emotions and how people transmit them	
ICT objectives	To explore how to share their ideas by presenting information in a variety of forms To share and exchange their work with others To work with a range of information to investigate the different ways it can be presented	
Links to music	To explore, choose and organise sounds and musical ideas To understand how music is used for particular purposes To undertake a range of musical activities that integrate performing, composing and appraising	
Links to art and design	To represent observations, ideas and feelings	
Suggested activities	<p>Lesson 1</p> <p>Resources</p> <ul style="list-style-type: none"> • Paper • Art package or graphics package with ready-made facial components <p>Starter activity</p> <p>Discuss with the children differences between facial expressions and why people use them. Try to explain the way people silently communicate their feelings without words but by using their face. Ask the children if they have ever looked in the mirror before and pulled faces and what expressions they used. Ask the children to make a facial expression for every feeling you call, for example happy, sad, excited, etc.</p> <p>Main activity</p> <p>Have a sheet of paper for each child ready, with medium-sized circles drawn on them.</p> <p>This time instead of asking the children to make a facial expression as you say the feeling, ask them to draw the different expression.</p> <p>Final activity</p> <p>Split the children into groups of three or four with one computer for each group. By using an art package, or a graphics package with preset components, ask the children to draw circles and facial expressions by copying the ones they had drawn previously on paper. Show the children how to put their names on their work and save it. Print their pictures for a wall display about feelings.</p> <p>Lesson 2</p> <p>Using music exploring/composing software</p> <p>Resources</p> <ul style="list-style-type: none"> • Music composition software or electronic keyboards • Headsets • Sound editing software <p>Microphone</p>	

Starter activity

Talk about sounds that express feelings, for example the purring of cat or a dog's growl. Use the music software/electronic keyboard to play, for example, a drum beat, a harp, different tempos. Ask the children how the music makes them feel. Ask them if they can explain why. Talk about noises people make when they are happy, excited, angry or upset.

Main activity

In groups of three or four with access to the music software/keyboards for each group ask the children to create a sequence of sounds that illustrate a feeling. Challenge them to try different feelings.

Final activity

Play the children a musical sequence which starts with 'angry', moves on to 'unhappy' and finishes with 'happy'. Can they tell a story from the sounds?

If you wish to extend this activity, you might ask the children to record sounds to add to pictures and text, using a simple multimedia authoring package, or word processor with sound facilities. Ultimately create an interactive 'book' as a class activity to tell a story with pictures, sound and text.

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