



Guidance

Curriculum and
Standards

Primary *National Strategy*

**Excellence and Enjoyment:
social and emotional aspects of
learning**

**Changes Years 1 and 2
small group activities**

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

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Silver set

Introduction

This Silver set provides an early intervention for children who need additional support in developing their social, emotional and behavioural skills. It is aimed at children in Years 1 and 2 and links to the Blue set. The ideas in the materials could also be adapted, however, to provide group work for children in Year 3 and in the Foundation Stage.

The Silver set contains:

- a proforma for planning a group-work intervention;
- a proforma for planning a group-work session;
- suggestions for warm-up activities to begin the sessions;
- suggestions for core activities linked to the relevant theme within the curriculum materials;
- suggestions for relaxation exercises to end the session.

The *Guidance notes* which follow address key issues for school staff in planning group work.

Why might we want to develop group work?

This group work supports an early-intervention approach for young children who need additional help to develop their social, emotional and behavioural skills. It is similar to other small-group interventions that schools may be using with children who need additional help in other areas of the curriculum – for example, Early Literacy Support (ELS).

The intervention is based on the principle that some children will benefit from exploring and extending their social, emotional and behavioural skills by being members of a supportive, small group that is facilitated by an empathic adult. This group should build on and enhance the curriculum being offered to each child within the whole-class setting.

The purposes of group work for the children will include:

- facilitating personal development;
- exploring key issues in more depth;
- practising new skills within a safe environment;
- learning more about self;
- developing ways of relating to others;
- feeling safe and taking risks;
- being better equipped to make wise choices;
- being reflective.

The group work is **not** about ‘therapy’. It is about teaching children new skills, and creating the conditions that will support this learning. It is positioned at Wave 2 of the Primary National Strategy ‘Waves of intervention’ model.



Is our school ready for group work?

The decision to embark on group work should stem from the needs of the whole school community and through reflection about those needs within whole-staff enquiry. As a staff, you may wish to consider the following questions in coming to a decision.

- Are you confident in your current provision at whole-class and whole-school levels to promote and develop social, emotional and behavioural skills?
- Do you feel that more is needed to reach all the children?
- Would small-group work be a natural extension of your curriculum in developing social, emotional and behavioural skills across the school?

If the answer to these questions is yes, you may wish to consider these further questions.

- Are there children who would benefit from small-group work?
- How might small-group work enhance the inclusion of all children, including your most vulnerable and troubled children?
- Is this the right time for you – does the school currently have the capacity to manage and implement the intervention?

When you have reflected on these questions and if you decide to embark on the group intervention, it might be time to consider in more detail the practical implications and requirements necessary to start the work.

Who needs to be involved and how?

Headteacher and the leadership team for inclusion

The key responsibility for decisions to implement, support and sustain small-group work rests with the headteacher and the inclusion leadership team. It will be their responsibility to ensure that there is an ongoing, coherent, whole-school approach and that there is the capacity for effective delivery. This will include:

Coordinating the involvement of other agencies as appropriate.

Ensuring adequate supervision and support for the group-work facilitator.

Ensuring that adequate time is allocated to the class teacher and group-work facilitator(s) for weekly reflection and planning.

Securing the practical arrangements required, such as appropriate staff, facilities, cover and resources for each weekly session to be able to run effectively.

Organising the monitoring and evaluation of the effectiveness of the intervention.

Class teacher

The intervention will not be successful unless the class teacher retains an active role. The class teacher takes overall responsibility for the group, including planning the curriculum being offered to each child and ensuring that it is consistent with whole-class activities. The teacher should work in partnership with the group-work facilitator in the following ways.

Planning the group-work intervention in line with the whole-class theme and to match the specific needs of the individual children in the group.

Holding weekly meetings to review and reflect on each session and agree the following session.

Building on the learning that has taken place in the small-group session throughout the week's work in class.

Following up targets and specific issues with individual children as needed.

Liaising with parents/carers and with other agencies as appropriate.

Lead behaviour professional/behaviour and attendance coordinator

Most schools will now have a member of staff who coordinates policy and provision to promote positive behaviour and regular attendance. Part of their role will be to ensure that the small-group work fits within whole-school provision and planning. They may also ensure that the facilitator has the necessary skills to implement the intervention and/or receives any necessary training.

Group-work facilitator

When considering who might be the most appropriate person to facilitate a group, the following questions need to be addressed.

- Do they understand and model effective social, emotional and behavioural skills?
- Do they show the core conditions of warmth, empathy and positive regard for children (even when the children's behaviour can be challenging) that we know to be essential in all effective helpers?
- Are they reflective learners?
- Do they have an understanding of how groups work?
- Are they effective in working with groups?
- Do they understand issues such as child protection, etc.?

The role of the facilitator will be:

Joint planning with the class teacher;

Facilitating each weekly session, making sure there is pace and purpose while responding and adapting to the needs of the group as they arise;

Making sure the intervention provides a coherent and meaningful experience for the children;

Having clear, intended learning outcomes that are matched to the needs of individuals and shared with the group for each session and the intervention as a whole;

Ensuring that each child has a positive and valuable experience each week and that there is follow-up as needed;

Maintaining the group as a safe and respectful environment for children and adults;

Liaising with other adults in school to make sure that the learning from the group sessions is followed up by everyone who has contact with the child.

You may decide that the class teacher is the most appropriate person to be the group facilitator. This would enable the teacher to build positive relationships with the members of the group and to build on skills and approaches used with the whole class. Or you may decide that a learning mentor or a teaching assistant has the right skills, working in close partnership with the class teacher.

Co-facilitator

Groups are likely to be more effective when there are two adults involved. Respective roles can vary, from two adults who take an equal role in facilitating to a more likely situation where one adult takes the lead and the other takes a supporting role. This combination may be of an experienced and/or trained practitioner and someone who is developing their skills as a group-work facilitator.

Roles within the session might involve role playing and modelling for the children, providing observation and feedback, or being available to deal with difficult issues for children who might need individual support.

An important benefit of having two facilitators is that it provides the opportunity for more detailed reflection and analysis of each session and planning to meet the needs of the children in future sessions. Time must be allocated for this essential part of group work.

The facilitators should model appropriate social, emotional and behavioural skills at all times. However, it is recognised that we all have 'bad' days. For example, an adult might become exasperated with a child and engage in a 'power struggle' or shout at a child. If this happens there will be a need to reflect on why and how this happened and consider how it can be used as a helpful learning experience for all those involved. This also provides an opportunity to model the skill of 'putting something right' by apologising and making up when needed.

Children

The group work described here is an early-intervention approach and is planned primarily for children in Years 1 and 2. This is because there is research evidence that work can be particularly effective with this age group.

The selection of children for a small group should be transparent and fair and form part of a review of each child's skills and needs. Individual children and their parents/carers should be involved at an appropriate level in identifying their needs and deciding on appropriate provision. The rationale for including children in the group should be explained to the class, in a context where all children know they may at some time be part of a group having extra help with aspects of their learning – whether this be in literacy, mathematics, speaking and listening or group work linked to another SEAL theme.

It should be made clear to children that joining the group is voluntary, although attending individual sessions is expected once the child becomes a member of the group.

Careful consideration should be given to the make-up of the groups to make sure the individuals can work effectively together. A recommended model is that the children in the group are from the same class.

Schools can decide on the nature of small groups. They might be:

- for specific groups of children (for example: anxious or quiet children, children who have irregular attendance);
- to promote a specific skill or explore a specific issue (for example: assertiveness, resolving conflict effectively, coping with change or loss).

Either of these approaches is likely to be effective; the choice will depend on individual circumstances.

Groups should:

- include children who provide good role models for at least some of the skills to be explored;
- be balanced, drawing from children with a range of needs. This will be particularly important in supporting children who find it hard to resolve conflict.

Children in Key Stage 2 might be invited to mentor and support the children involved in the group work, as part of the whole-school approach to creating a sense of community and promoting pupil participation.

Parents/carers

When you first introduce your whole-school work on the social and emotional aspects of learning to parents/carers, it will be important to say that this includes opportunities for children to do extra work in small groups from time to time, where this will help their learning. You could emphasise that the extra group work is being carried out routinely with all children who can benefit, and that most children are likely to be offered the opportunity at some time.

Parents/carers have an important role to play in small-group work but they will not all have the same capacity to be involved or support their children.

Parents/carers should be part of decisions about their children being involved in small-group work and be provided with information about the purpose of the group.

Some schools might be able to involve parents more actively. This could be by:

- providing follow-up activities for children to do with their parents/carers;
- inviting parents into the group for one or more sessions to be involved in activities and to see what their children have been doing;
- involving parents in assessment of their child's learning;
- running a parallel group for parents/carers.

What are the factors that make group work successful?

Key features of effective group work include:

- early intervention;
- the use of assessment for learning to identify children who may benefit from the intervention;
- effective liaison between the facilitator, the class teacher and others who work with the child in school;
- the involvement of parents and carers;
- careful monitoring and evaluation.

Where shall we do the group work?

It is essential to consider carefully where the small group meets. The setting should:

- be quiet and comfortable (for example, with a carpet and sufficient resources);
- be free from interruptions;
- be set up to allow for children to work in a circle and to complete pair and individual activities;
- be attractive, with places for displays and personalisation;
- provide easy access to resources.

How do I plan an intervention?

The class teacher will coordinate the planning of the group-work intervention. The basic framework for this is across six weekly sessions, to mirror the duration of whole-class work on a SEAL theme. It is recommended that a group-work intervention be for a minimum of six sessions. A proforma is provided at the end of this section, to help plan the intervention.

The first planning task will be to adapt the activities in this booklet to meet the needs of the group, given their age and stage in their social and emotional learning.

Once the overall plan of the intervention has been decided, there will be a need to plan the weekly sessions, to meet the learning outcomes identified and to meet the specific needs of the individual children involved.

Planning for small-group work is an active process where the class teacher and facilitators use reflection, review and creativity. The proformas (for the overall group-work intervention and for each weekly session) provide a framework for recording decisions from planning meetings.

Each session will be based on intended learning outcomes for individuals, and on aims for the development of the group.

Intended learning outcomes: These take the form of 'I can ...' statements. Select intended learning outcomes from the 'I can' statements within the SEAL curriculum materials. These are objectives for individual children.

Group aims: These provide a focus for development of the group as a whole. They will be determined through observation of the group and might be identified by group members. An example would be 'We will take turns in our group.'

When planning the small-group work, the following questions might be helpful.

- What is the social, emotional and behavioural skills focus within the class?
- What is the focus for the small-group work?
- What are the skills of the children who have been selected?
- What are the key aims for the group as a whole?
- What are the key intended learning outcomes for individual children in the group?
- How will the small-group work be monitored and evaluated?

The planning group should also consider how to establish a well-run and effective group, bearing in mind the following factors.

The structure and process of the group-work sessions as a whole. These need to be planned as a coherent and meaningful whole, with a beginning and end to the intervention.

Group identity and formation. The very first session is key for setting aims for the group as a whole. It will include a reminder about the class charter and the relevance of this to the ways the children and adults will behave towards each other in the group. Children may be asked to decide the name of their group. Group aims will be agreed, and in each session children will be encouraged to reflect on their progress in working together.

Structures and processes for the group facilitators and class teacher to meet, reflect and plan each week. The overarching plan for the intervention will have been agreed before the group work begins. Adaptations to each session may be made as the intervention proceeds, in the light of the group's and individuals' development. There needs to be built-in flexibility, whereby a balance is struck between keeping to the overall plan and the process of weekly planning which is sensitive to feedback from ongoing observation and assessment for learning.

The way in which group work will be introduced to the children.

Communication within the group, including the language to be used, which should build on key vocabulary within the SEAL resource theme.

Group and child management, including positive feedback and planned responses to disruptive incidents. Back-up support for the group facilitators should be planned, in case this is needed.

It is important to be aware that the **content** of the group-work session is only part of the learning and teaching that goes on. The **process** of the group is equally important. This process will include the facilitators modelling desired skills, providing frequent responsive and informative feedback to the children as well as addressing the specific needs of individuals.

What will a group-work session be like?

Each session will take a minimum of 40 minutes.

It is suggested that group-work sessions follow a standard format that will become familiar to the children. It is important that the balance between novelty and routine is matched to the needs and preferences of the children involved.

Specific approaches within the curriculum materials, such as the peaceful problem-solving process and the emotional barometer, can also be incorporated and practised within group-work sessions.

The proforma for planning a session provides the following structure.

- Welcome and check-in
- Warm-up activities
- Reminder of group aims for how we behave towards each other
- Review of previous week
- Plan for today's session
- Core activity

- Review and reflection
- Plans for coming week
- Relaxation

These key aspects of the session are expanded below.

Welcome and check-in

The group facilitators welcome each child to the group session.

The check-in provides an opportunity for the children to say or show (for example, using a feelings fan from the whole-school resource file) how they are feeling today and to express any concerns or issues they bring with them to the group. The check-in also provides the group facilitators with information about each child on that day. It is important to acknowledge and listen carefully to any concerns or issues the children bring, while still enabling the planned session to move on. It may be helpful to offer the child an opportunity to talk one-to-one at a later time, if they need to.

Warm-up activities

Suggested warm-up activities for group work are provided in this booklet. You can also use the circle games and rounds from the relevant year-group theme materials.

These activities are designed to:

- increase group cohesion;
- practise skills such as listening and taking turns;
- mix up children to encourage them to work with everyone in the group;
- provide opportunities for beginning to explore the intended learning outcomes for the session;
- create a climate where children will feel free to share feelings and experiences.

Reminder of group aims for how we behave towards each other

These will have been discussed in the first group-work session and will build from the class charter. Supporting the children in developing the skills they need to meet these group aims will be an integral part of the group work in each session.

Review of previous week

The group reviews the week and developments throughout the week. This includes discussing any specific actions agreed at the previous meeting. It will also provide an opportunity for the children to review how they have applied learning from previous sessions. A standard format might be used, but planning should include any particular focus or adaptations.

Encourage children to talk about things that have gone well for themselves and for others in the group. A range of approaches may be used to support this, including rating scales. This is a time to enjoy the achievements of the previous week, and celebrate any progress made.

Plan for today's session

The group facilitators will give an introduction to the session. This will include the specific 'I can' statement(s) that are the focus of the session.

When the group is ready they might be involved in determining the group aims for the session as well as deciding how to work towards the intended learning outcomes. The facilitator might, for example, ask the following questions:

- Last week I really enjoyed the session. What do you think we all need to do to make sure it is another good session today?
- Today we are going to learn about how to listen to each other. How will you know if you have learned this?

Core activity

The core activity will relate to the SEAL resource theme being addressed by the class and to the 'I can' statement(s) for the individuals in the group. This activity can be selected from the ideas in this booklet, or designed by the class teacher and group facilitator. Activities should be chosen to provide a balance in the types of activities within each session and across the intervention – for example rounds, structured group work and opportunities for enquiry.

The facilitator will play an essential and active part in the activities, scaffolding the child's learning:

- by making sure the ideas and activities are accessible to the child;
- through the use of facilitative questioning;
- by breaking down the task into small chunks;
- by making thinking, problem solving and reasoning explicit;
- by modelling the skills being taught.

It is suggested that the core activity of the final session of the group intervention includes the children planning how they are going to feed back their learning to their class.

Review and reflection

Children need to be given time to:

- review what they have done and what they have achieved in the session against the 'I can' statements and group aims;
- consider and plan how they might apply what they have learned over the week. Specific actions for individual children and the group as a whole can be agreed here, and children might think about who can help them apply their learning, and how. This might be other group members or the class teacher, for example.

As part of the review of progress with the group, you might establish a routine by which the children can show how well they think they have achieved their group aims.

One way is to do this graphically by the use of scaling. Below are some practical suggestions as to how this might be done.

On a line: Place a picture to illustrate success on one end of a 'line' and the opposite on the other end of the line. These might be a smiley face and a sad face. The children position themselves on the line to show how well they think they have achieved their group aims. Help the children to reflect on where they have positioned themselves, using the following questions.

- Why did you stand there?
- Why didn't you stand at the sad face?
- What shall we do next week to help us get nearer to the smiley face?
- What would each of us need to do to help get nearer the smiley face?

On a ladder: Draw a picture of a ladder or a staircase and stick it on the wall. Attach Velcro™ to it. Provide a picture to represent the group. This might be a puppet you use regularly in the sessions. Ask children to think about whether they have met their group aims. Choose a child (ideally a different child each week) to place the picture on the ladder to show how well they think the group have met their aim.

Ask the other children whether they agree or disagree with where the child has placed the picture and to give a reason. The group should try to agree a consensus but the facilitator should recognise that this might not be possible.

Use the questions above to encourage reflection.

In a circle: Ask the children to sit in a circle. Go through the aims and ask the children to give a thumbs up, thumbs down or thumbs neutral to each of the aims.

Use the questions above to encourage reflection.

Plans for the coming week

The group facilitator will suggest a task that children can undertake in the next week.

Relaxation

Each session might end with opportunities for children to relax, through a quiet time or guided exercises and visualisations. Suggestions for these are provided in this booklet.

How will we know the sessions are being effective?

You can evaluate the impact of the group work through formative and summative approaches.

Formative approaches involve the use of assessment for learning, to inform future learning and adapt approaches to ensure they are of maximum benefit for the children. Approaches may include discussions, interviews, questionnaires and observations in a range of sessions.

A range of people need to be involved in this evaluation, including the children, group-work facilitators, class teacher and other school staff and parents/carers.

Summative data should be collected both before and after the small-group work has been carried out. This might include using tools such as those suggested in Appendix 8 of the *Guidance book* in the whole-school SEAL resource. You might want to reconvene the group, perhaps a term later, to discuss and evaluate their progress with the 'I can' statements focused on during the group intervention.

What do we need to do first?

The following checklist will help you get started.

Actions to be taken:	✓
Have all members of staff been involved in the decision to run the small group?	
Are your plans to teach social, emotional and behavioural skills to the whole-class group effective and being implemented?	
Have staffing and resources been secured and the choice of group facilitators made?	
Has any necessary additional training for group facilitators been arranged – for example, in active listening skills or in how groups work?	
Has time to run the group been timetabled, with provision for planning, review and weekly supervision?	
Do you have a robust system for selecting children for the group that involves key staff, including external agencies if appropriate?	
Has alternative provision been made or sought for children for whom there is concern but who are not included in the group, for example because they are felt to require more specialist support?	
Is a suitable room available and has this been arranged to facilitate effective group work?	
Have evaluation procedures been agreed and any necessary assessments been carried out before the sessions begin?	
Have parents/carers been involved in the selection of their children to take part?	
Have children been actively consulted about the group? Are they aware of why they are being offered this opportunity and have they agreed to join the group?	
Do children understand the purpose of the group and the intended learning outcomes?	
Are children aware of the timescale of the group and the format of the group?	
Have you agreed a plan to involve parents/carers in the group?	
Have you agreed the overall structure for the intervention?	
Have you planned the weekly sessions, including the specific 'I can' statements being focused on and the core activity for each week, with the aid of the session proforma?	
Do facilitators know what to do should they need to seek help and support and talk to others – if, for example, a session did not go well or if it becomes clear that a child needs help from someone with specialist skills?	
Have risks that would prevent the group work being effective been identified? Have plans been made to manage these risks?	

Core activities chosen from the ideas in this booklet, or your own ideas

Session 1

The beginning process – naming the group, overall purpose and structure of the intervention, getting to know each other, referring to class charter

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Session 2

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Session 3

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Session 4

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Session 5

Preparation for ending the intervention

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Session 6

The ending session of the intervention – summing up learning and achievements, planning to share learning with the rest of the class, agreeing ongoing support

Focus: 'I can ...' 'We can ...'

Core activity:

Resources:

Post-intervention review and planning

The class teacher, group facilitators and inclusion leadership team review outcomes of group intervention and agree the next steps for the group and individuals. The leadership team consider any whole-school issues or planning implications that have been raised through the group-work intervention.

PROFORMA FOR GROUP-WORK SESSION

SEAL theme:

Session no.:

Date:

Group:

Class teacher:

Facilitators:

Resources:

Group aims:

*These may be phrased as 'We can ...' statements for the group.
The 'ground rules' for the session will also be group aims.*

Intended learning outcomes: 'I can ...' statement(s)

One or more 'I can ...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.

Key vocabulary:

The key vocabulary focused on in each session, relating to the theme.

Welcome and check-in:

*Each child is welcomed by the facilitators.
Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

Warm-up activities:

*Chosen from the ideas in this booklet, or your own ideas.
The children may develop a favoured routine for these.*

Reminder of group aims:

A reminder about how we behave towards each other.

Review of previous week:

*This includes the follow-up actions agreed and progress with last week's 'I can ...' statements.
This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

Plan for today's session:

This is the introduction you will give, including introducing the intended learning outcomes ('I can ...' statements) and deciding together some group aims for the session.

Core activity:

This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can ...' statement(s).

Choose from the ideas in this booklet, or your own ideas.

Review and reflection on intended learning outcomes and group aims:

The group reviews and reflects on the process and outcomes of the session.

Plans for coming week:

Follow-up actions are agreed for the coming week, for individuals and the group as a whole.

Relaxation:

This may be a guided relaxation or a quiet time.

Approaches to incorporate into session:

Examples: Peaceful problem-solving approach, emotional barometer.

Warm-up activities¹

The start of a group session is an important time when members are deciding whether the group will be a comfortable place for them and will meet their needs. Starting and ending with the same short, simple game will give the group-work session a routine and help children feel secure. Games with a clear structure, where individuals feel safe and stimulated, can set the tone for the group. They provide children and adults with a way to get to know each other, express themselves and experience what it is like in the new group.

Working in a circle during warm-up activities supports a sense of belonging and occasion. A regular circle ensures that every member can see each other. Using chairs, cushions, small mats, a rope or a chalk line will help children maintain their place in the circle. If there is a range of cushions, each child has a safe, predictable space and place for games and sitting, then relaxing at the end.

'Changing places' games are often useful in encouraging children to sit with different neighbours. Asking children to change places if they agree with your statement offers even the shyest children a chance to express themselves, while children who don't wish to answer may just sit still. Prepare statements from fairly neutral areas, to more personal if appropriate; for example, 'Change places if you are wearing red socks', 'like sausages', 'have a sister', 'enjoy being on your own', 'like playtimes'.

Rounds offer a language structure to work within and can give group leaders an idea of how the children are feeling. They can be used at the start of the group (for example, 'If I were an animal I would be a ...') or as a closing ritual (for example, 'If I were an animal now I would be a ...'). You can invite the children to give reasons if they wish to.

Sometimes it may be more appropriate for children to work initially in pairs on the warm-up activities suggested below, before working in the larger group. This allows less confident children to share ideas and build relationships. Change partners regularly so that everyone gets a chance to feel comfortable with each other.

When you have finished a warm-up game, try to explore with the children what they have learned.

Suggested warm-up activities

Find your match

Collect any pairs of objects (knife and fork, pencil and sharpener, connecting construction pieces) or half-pictures (old Christmas cards, simple coloured card). Issue one item to each child, who has to find the child with the matching object or picture.

Mirror games

Pairs take turns to mirror each other in movements, starting off slowly. Later they could be given feelings to express and mirror. The child doing the mirroring could then guess the feeling.

¹ **Note:** Many of these activities are well known and have been used in different settings under many names. We especially thank Jenny Mosley for her inspiration and support for us in using them.

Secret writing

Just using a finger, each partner draws or writes a simple word on the other's back or hand. The other has to guess what it is.

Serious sausages

Partners question each other about any topic, for example 'What are clouds made of?' The respondent always replies 'Sausages'. The aim is not to laugh.

Blindfold games

These particular trust-building games rely on a sense of trust already being established. Never force a blindfold onto a child; always ask for volunteers and use a loose scarf or aircraft-type sleeping mask that can be easily removed by the wearer. In the early stages play party games such as 'Squeak'. In this game the blindfolded child can sit and classmates come up and make animal noises. The child guesses their identity. When more trust is established, blindfolded children can be led around by hand or by verbal directions from partners.

Beanbag games

Using beanbags reduces the disruption caused by chasing after rolling balls. Group members call another's name and throw a beanbag to that child. If everyone begins in a standing-up position and sits down when they have thrown the bag, you can make sure they have all had a turn. Once a pattern has been established, new bags can be thrown in and passed around the same order of children. This gets increasingly fun and challenging the more bags are thrown in. Group facilitators can hold the bags at their turn to stop the game slowly.

Blast off!

The children count down from the total number present. Each child can say only one number. This means that everyone has to say a number to reach 'one'. When this happens, all call 'Blast Off!' They can call out at random, but must not call at the same time. If they do, they have to start again.

Traditional games

Playing familiar playground games in the group offers predictability and practice in games that can be used in the playground with other peers. Examples might be *Duck duck goose*, *Oranges and lemons*, *Wink murder*, *Ring a ring of roses*, *What's the time Mr Wolf?*, *Simon says* or *Hunt the thimble* (using louder or softer clapping to indicate how 'warm' or close the finder is).

Copying actions

The group leader starts an action, which the children copy. The leader then changes the action and the children copy. Once a range of movements has been established, a child can initiate the actions.

Passing games

Passing an object around encourages turn-taking skills. Once established, the game can be adapted – for example, passing an object and telling the neighbour what it is not (perhaps passing a pencil and saying ‘Here is an orange’). As more objects are introduced it becomes more challenging to remember their fictitious identities.

Zoom eek

Imagining a car zooming round the circle, children pass the word ‘zoom’ with both hands pointing as it passes. Encourage eye contact with neighbours. Later, introduce the word ‘eek’, which bounces the zoom in the reverse direction. Explore the sense of cooperation and the feelings of frustration that this causes. To ensure that everyone gets a turn, say that a new game can be played once the zoom has gone all the way round.

Walking around the room

Get the children to walk around the room. Notice and praise those who give each other space. Get them to practise freezing so they have a routine for stopping in a fun way. Then give them descriptions of how to walk, first concrete then according to feelings, which can be linked to the topic of the group. Examples might be:

- walking silently, sliding, stamping;
- walking as if you are feeling a little/quite/very: happy, sad, scared or angry (you could use the emotional barometer for this);
- walking as if you are with good friends;
- walking as if you have no friends;
- walking as if you have just done something great;
- walking away from doing something bad.

Fight, flight, flow

The group stands inside a small circle made from rope or cushions. Someone (a group facilitator at first) stands outside the circle. Shuffle cards with characters on them and quickly call out who the character is. Choose a range of friendly or frightening ones that the children would know, generic or particular (for example a ghost, police officer, Mum, Dad, a child who bullies others, a barking dog, a dragon). The person outside the circle acts the role of the character; the other children decide whether to run to the safety of the centre of the circle (flight), confront the character (fight) or be friendly with it (flow). (This exercise can give an opportunity to explore a range of appropriate responses to threat and to discuss the feeling of being scared.)

Core activities for *Changes*

You will need two large dolls or puppets and one smaller beanie. These will be used throughout the Silver set activities. Ideally they will be representative of the ethnic mix of the school. We suggest that you name them yourself, but for the purpose of these materials we have called them Zotty and Zeb. It will help to have a small beanie for the rounds and for some of the other activities.

Ten core activities are suggested here, of which you will want to choose about six for your group-work intervention.

Core activity 1

Intended learning outcomes

- I can tell you what I can do now that I couldn't do when I started school.
- I can tell you how I have changed.

Key vocabulary

Session

change before after grow

General

frustrated determined obstacles habit

fault – my fault and not my fault responsibility

Resources

- Photographs of the children, now and when they were younger, or pictures from magazines to show babies and children of different ages
- Lots of pictures from magazines or from the Internet, showing adults engaged in a variety of activities and occupations – driving a car, mountain climbing, being a model, a chef, a teacher etc.
- Scissors and glue
- Zotty

What to do

Give each child a photograph or picture. The children should line up in a row according to how old the person in their picture is. As they do this, support their thinking by asking how they know the person in this picture is older than another person. The children should take it in turns to say something they think the person in their picture can do. For example, 'My person can ...'

They are likely to need help to do this.

Introduce Zotty to the group and explain that here are some things that Zotty can do now that she couldn't do when she was younger:

- Reading, writing, understanding numbers

- Making things
- Helping herself feel better when angry, sad or frightened
- Understanding how other people feel
- Helping other people feel better when angry, sad or frightened
- Making plans
- Working with other children.

Ask the children 'Can you do these things?', 'Could you do them when you were little?', 'Will you be able to do them better when you are older?'

Show the children the pictures of adults that you have collected. The children should choose something that they would like to do when they are older. Stick these together as a class collage. Annotate this with the children's names and their wishes for the future, for example 'When Mark is older he wants to ...'

Follow-up

The children should ask family and friends how they have changed as they got older. They should share with their class teacher their wishes for the future and talk about one thing they could do and one thing their teacher could do that might help the wishes come true.

Core activity 2

Intended learning outcomes

- When I feel bad, I know that it helps to do something different.
- I know how to help someone when they are feeling sad.

Key vocabulary

Session

change getting used to scared sad

General

frustrated determined obstacles habit

fault – my fault and not my fault responsibility

Resources

- *Feelings fan* with happy, sad, angry, scared feelings
- Zotty

What to do

Remind the children or explain to them how they might use the feelings fan. You could do this by giving examples of something that might happen and asking them to show the feeling on the fan.

Hold Zotty on your lap and explain that Zotty wants their help. She has a story to tell.

Zotty always liked to sit near her friends on the same table. One day the teacher told her to change tables. As Zotty sat with other children, she watched her friends. They were chatting and working together.

Ask the children 'How do you think she felt?'. The children should show a feeling from the fan.

Encourage them to talk about what that feeling is like inside. You might need to prompt, for example, 'Zotty had hot tears behind her eyes, her tummy felt tight and her heart felt heavy'.

Ask Zotty if the suggestions match how she was feeling. Remember she might be feeling more than one feeling at once.

Ask the children 'What do you think Zotty was thinking?' and give them a minute or two to discuss this in pairs.

Check with Zotty what she was thinking.

Ask the children 'What could Zotty do to feel better?'

The children should work together to try out ideas using role play.

Follow-up

Let the children know that they will be sitting on a different table in their class just for one morning or afternoon. At the next session they will say how they felt about it before and after the change.

Core activity 3

Intended learning outcomes

- I can tell you some things about me that have changed.
- I know how change makes me feel.
- I can explain some strategies to help me stop worrying.

Key vocabulary

Session

calm anxious worried nervous

General

change frustrated determined obstacles habit

fault – my fault and not my fault responsibility

Resources

- A copy of the resource sheet *What if ...?* from the Red set
- Some samples of food that you think children will not have eaten before. This will depend upon your group and might, for example, be mangoes, lychees, redcurrant jelly or honey

What to do

Get the group to remember a time when they faced a change. How did they cope?

What tips can they give each other?

Give the children examples of changes that happen to people, using the *What if ...?* resource sheet. Others could be:

- Having food that you've never tasted for lunch
- Somebody is sitting in your seat
- No one says hello
- A best friend is away
- A favourite teacher is away

Ask the children to choose a situation and discuss in pairs 'What would you think if that happened to you?', 'How would you feel?', 'What would you do?'

Then ask what they might do to make things worse. Get the children to act out responses.

Think what they might do to make things better and act these out.

Show the children the foods you have brought and encourage them to try them.

Talk about how it felt when they were trying something new.

Follow-up

Ask the class teacher to signal a change in routine and talk to the children in the group about what has changed.

Help each child to choose something they might try to do differently. For example it could be something very simple, like brushing their teeth with the other hand, sleeping at the other end of the bed, trying something new to eat. Make sure that it is safe and won't upset others. They should report back next session and explain how it felt.

Core activity 4

Intended learning outcomes

- I can tell you what a habit is and know that it is hard to change one.
- I know how to help someone when they are feeling sad.

Key vocabulary

Session

sad angry habit
fault – my fault and not my fault on purpose

General

change frustrated determined obstacles
responsibility

Resources

- Zotty
- A Feelings fan

What to do

Put Zotty on your knee and make her hold a feelings fan to show that she is feeling sad. Explain that she is sad because her little sister Zena is feeling sad. This is why.

Zena liked blowing raspberries like this (show the group what Zotty means). When she blew a raspberry Zotty laughed. Zotty's mum and dad laughed. Zotty's granny laughed. Zotty's granddad laughed. Zena liked everyone laughing so she blew raspberries a lot.

Zena wanted to make the children in her class laugh.

She blew a raspberry in the playground and all the children laughed.

She blew a raspberry when they were lining up to go in. Some of the children laughed.

She blew a raspberry when the children were listening to an exciting story. A few of the children laughed but the teacher didn't. Zena blew a raspberry again. The children laughed a bit but the teacher put her book away and said, 'Someone is being very rude. I can't read the story unless everyone is listening'. She put the exciting story away. The other children wanted to hear the end of the exciting story. They were cross with Zena.

Zena didn't understand. She wanted the children to be happy and now they were cross.

Ask the children: 'Can you tell Zotty why the children were cross?'

Explore with them whether it was Zena's fault that she made her class cross – did she do it on purpose, or by accident?

Use the word 'habit': 'Zena had got into a habit but her habit makes people cross at school.'

Ask: 'What should Zotty tell Zena to do?'

Encourage the children to come up to Zotty and give her some ideas or ask the children to work in groups or pairs to role-play the conversation between Zotty and Zena.

Follow-up

Ask the children if they can think of any habit they have that they might want to change. They should share this with their class teacher and/or someone at home, try out the change with the help of that person and report back at the next session.

Core activity 5

Intended learning outcomes

- I can think about a change.
- I can make a plan, and think about what I want to achieve when things are changing.

Key vocabulary

Session

relax calm panic thinking

General

change frustrated determined obstacles
habit fault – my fault and not my fault responsibility

Resources

- Calming-down poster from the class if they have one
- A large sheet of paper with a picture of Zeb on it
- Panic and thinking bubbles from the sheet that follows, enlarged on to card and cut out, with reusable sticky pads on the back
- Zeb

What to do

Explain that when changes happen to us we sometimes panic and imagine all the worst things that might happen. Say you are going to tell the children a story about Zeb. Have him sit in your lap. Use the pictures on the CD-ROM to illustrate the story.

Zeb arrived in school and could not see his usual teacher.

Attach the panic bubble 'Everything is changing' to your large sheet of paper to show what Zeb is thinking. Explore with the children whether Zeb is thinking straight when he is panicking. Is everything changing – or just one thing? Ask the children to help Zeb calm down. You could remind them about the ways they have learned to relax, through special kinds of breathing. Get the children to show Zeb what to do. Once he has calmed down, he can think properly. Put up the thinking bubble 'My teacher is not here today. Another teacher will look after us' on top of the panic bubble. Explore with the children how this is different from Zeb's panicky thoughts.

Carry on with the story

Another teacher arrived and said that the usual teacher was sick and that he would be taking them.

Ask the children for ideas about what panicky thoughts Zeb might have. Scribe an idea (for example, 'My teacher is never coming back!') on a blank panic bubble and attach it to your

picture of Zeb. Again, ask the children to help Zeb calm down. Then ask what he is thinking now he is calm. Scribe an idea (for example, 'My teacher will be back soon. There are other adults around who will look after me') on a blank thinking bubble and attach it on top of the panic bubble.

Read the last part of the story.

The new teacher asked Zeb to do something that he didn't know about.

Explore what Zeb's panic and thinking bubbles might say, scribe and attach them to the picture. Examples might be: 'I won't be able to do it and everyone will laugh and the teacher will be cross' and 'I can try my best and ask for help. The teacher will understand'.

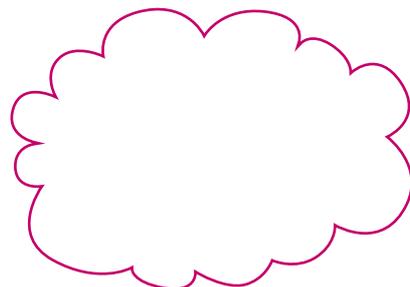
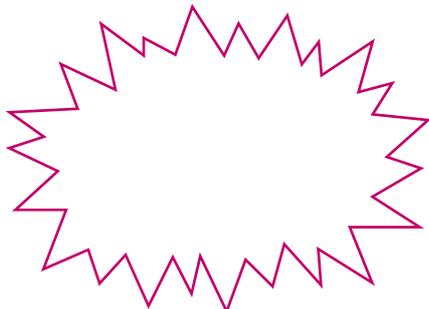
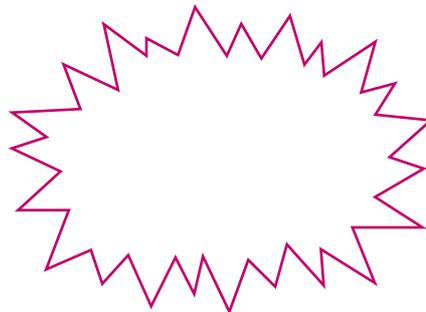
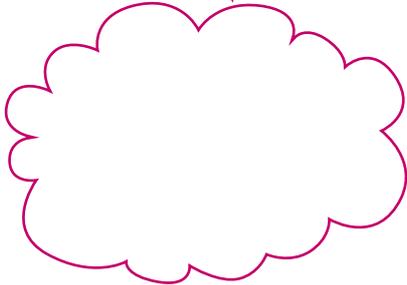
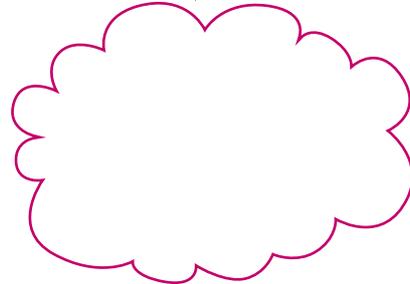
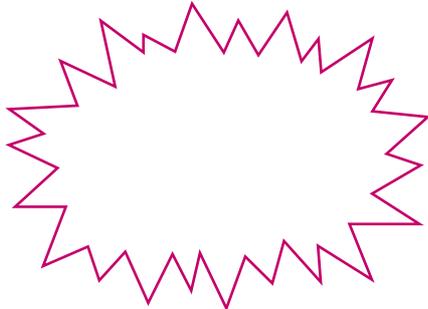
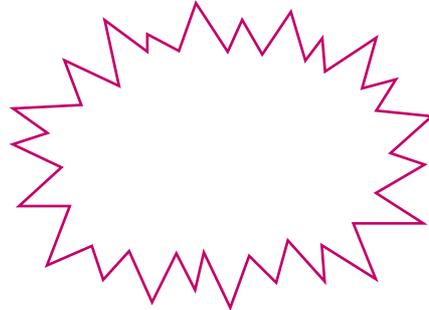
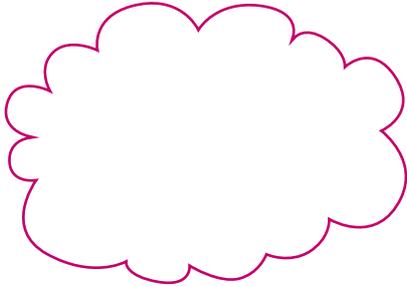
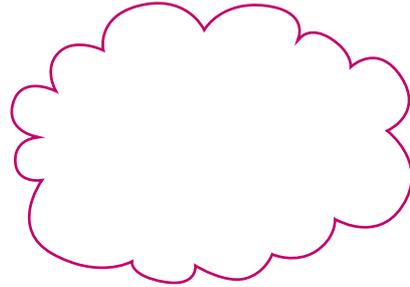
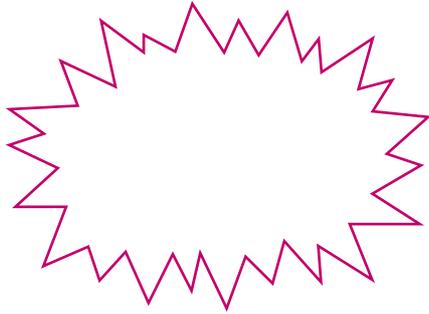
Follow-up

With the help of the class teacher, have the children use the panic/thinking bubbles to explore characters' reactions in relevant texts that the class is using in the literacy hour, or in relation to changes the class experience over the week. The children might be encouraged to talk about any situations that go wrong, using the thinking bubble and panic bubble idea.

Panic and thinking bubbles

**My teacher is not
here today.
Another teacher
will look after us.**

**Everything is
changing.**



Core activity 6

Intended learning outcome

- I know that how I feel can change how I behave.

Key vocabulary

Session

happy	sad	angry	scared
feelings	behave		

General

change	frustrated	determined	obstacles
habit	fault – my fault and not my fault		responsibility

Resources

- 4 small magic masks to cover your puppets' faces, showing happy, sad, scared and angry feelings
- Zotty and Zeb

What to do

Have Zotty play with her set of magic masks.

Explain that Zotty doesn't know that the masks are magic. If you put on a mask it makes you feel inside the feeling on the mask. So:

If she is wearing the happy mask she will feel happy.

If she is wearing the sad mask she will feel ...

If she is wearing the angry mask she will feel ...

And if she is wearing the scared mask she will feel ...

Put on Zotty's happy mask and ask the children how she is feeling. Have Zeb come out. Zotty doesn't see him. He creeps up behind Zotty and shouts 'Boo'. Zotty laughs.

Put the scared mask on Zotty. Ask one of the children to make Zeb creep up behind her and shout 'Boo' again. This time Zotty runs away.

Repeat this with the other feeling masks. Encourage the children to think about how the feeling changes Zotty's behaviour.

Follow-up

Keep a feelings diary for the week. The children should draw (or stick) in the diary a feeling face to show how they feel each session (morning or afternoon).

Core activity 7

Intended learning outcomes

- I can tell if someone is happy, sad or angry.
- I know that sometimes when people are not very nice to me it is because they don't feel very good inside.
- I know how to help someone when they are feeling sad.

Key vocabulary

Session

happy sad angry

General

frustrated determined obstacles habit

fault – my fault and not my fault responsibility

Resources

- 4 small magic masks as used in the last session
- Masks for the children to use, one each and showing a range of feelings
- Zotty and Zeb
- Simple games that can be played with two people. (You could use the cooperation jigsaws from Theme 2 *Getting on and falling out*, Yellow set)

What to do

Remind the children of the last session when Zotty showed them her magic masks.

Put the puppet-sized happy mask on Zotty and ask the children what they would do if Zotty was wearing this mask.

Put the sad mask on Zotty. Ask the children what they feel like doing when Zotty is sad. Ask for volunteers to show what they would do. (Hopefully this will be to try and make her laugh or give her a cuddle.) Change the mask from sad to happy if you think it a good suggestion.

Put the angry mask on Zotty and ask the children what they would do if Zotty was feeling angry. (It is likely that in reality they would just ignore her and not play with her or they would be scared of her and try to please her. Explore these ideas and their consequences with the children.) Again, ask for volunteers to show what they would do. Change the mask from angry to happy if you think they have made a good suggestion.

Put the scared mask on Zotty and ask the children what they would do if Zotty was feeling scared. Have children demonstrate as before, changing the mask from scared to happy if their suggestion is a good one.

Ask the children to work in pairs. Give each pair a child-sized mask and ask them to play the simple game you have chosen. The child with the mask should play the game in the manner of the feeling on the mask – in a happy, angry, sad or scared way. After a little while swap the masks around so that the other member of the pair has the mask.

As a group talk about how it felt when they were playing with someone feeling happy, sad, angry or scared. Ask what they could do to make the other person feel different.

Follow-up

The children should try out the ideas they have had about how to help others feel better when they are working or playing with them, and report back on how it went. Their class teacher can support this by suggesting who in the class might need help in feeling better, and giving the children feedback on the success of their efforts.

Core activity 8

Intended learning outcome

- I can make changes in my life.

Key vocabulary

Session

happy sad scared angry

General

change frustrated determined obstacles
habit fault – my fault and not my fault responsibility

Resources

- 4 small magic masks as used in the last session
- Zotty

What to do

Remind the children of the last activity when they looked at Zotty's magic masks. Explain that some people have a favourite feeling mask which they get used to wearing. They found out when they were little that wearing a mask got them things that they wanted.

Model the following with the masks on the puppet.



When Zotty was little she discovered that when she wore her **happy** mask, people would smile and play with her, which she sometimes liked.



When Zotty was little she discovered that when she wore her **sad** mask, people would give her a sweet to cheer her up, which she sometimes liked.



When Zotty was little she discovered that when she wore her **angry** mask, people would be scared of her, which she sometimes liked



When Zotty was little she discovered that when she wore her **scared** mask, people would give her a cuddle, which she sometimes liked.

The trouble was, one day she felt ignored. No one was taking any notice of her; so to make herself feel better she wore one of the masks – the scared mask. She wore this for so long that it was hard to change it. Even though underneath she didn't want to wear that mask all the time, she could not explain it to people, so they kept doing the things they thought her mask wanted.

Put out the masks and ask the children whether they think there is one that they have got used to wearing so it is hard to change. Have them choose one of the masks.

Ask everyone to come up with ideas about how, if they do get stuck with one mask, they can change it.

Follow-up

The children should continue to keep a feelings diary for the week, drawing (or sticking) in the diary a feeling face to show how they feel each session (morning or afternoon). This time, they might help each other to change sad or angry or worried feelings, using the ideas they came up with during the session. Remind them that they might also need to talk to a grown-up about how they are feeling, and that it is OK to feel angry or worried or sad – everybody has these feelings and they are sometimes a sign that we need to ask for help.

Core activity 9

Intended learning outcome

- I can anticipate a change and help myself feel good about it.

Key vocabulary

Session

change

General

frustrated determined obstacles habit
fault – my fault and not my fault responsibility

Resources

- Zotty

What to do

Explain that there will be some guests coming to the group. They are from the next year group. They want to tell the children about the new class.

In pairs the children should try to think of a question they would ask the guests.

When the guests arrive ask them to tell the children about the class and some of the things that they have done over the year.

The children from the group should ask the questions they have prepared.

The group should thank the children, who then leave.

Explain that next year Zotty is going to go to a new school or class. She is feeling a bit worried. Her brother told her lots of horrible things about the new school or class. He said that:

the work is difficult and Zotty wouldn't be able to do it;
the toilets are big and she will be too small to reach them;
the teachers are horrible.

What can Zotty do to make herself feel better? Ask the children to work in pairs or threes to think of some ideas to suggest to Zotty. Go round the children to help them but also to find out if they have any worries about going into a new class.

Have the children get back together to explain their ideas to Zotty. Say that Zotty feels a bit better but she has been thinking and she has some new worries now. Introduce the worries gleaned from the children.

Ask the children to thought shower any ideas to help Zotty with the new worries.

Follow-up

Set up a worry box in the classroom so the children in the group and in the class can put in their worries about moving to a new class. Use some of these in the review time at the next group session, as well as with the whole class.

Core activity 10

Intended learning outcome

- Review of intended learning outcomes from previous sessions.

Key Vocabulary

General

change	frustrated	determined	obstacles
habit	fault – my fault and not my fault		responsibility
happy	sad	scared	angry
calm	anxious	worried	nervous

Resources

- Examples of resources you have used in previous sessions, to remind the children of what they have done
- Zotty and Zeb

What to do

Explain that this is your last session together and that you are going to plan to share what you have learned with the other children in your class.

Ask the children to think about the important things about the group and all the things that they have learned.

Zotty finds it difficult to remember things, so ask the children to explain very carefully to her what they are going to show the class.

Ask the group how they think the children in the class might feel when they know what the group has been doing. If they say sad, jealous, angry, then think about what they can do to make their classmates feel better.

Suggest that you share some of the things you have been doing. This might be to share one or more of the games you have been playing.

Invite the children to finish the following sentence as a round: 'When things change I can ...'

Ask the group if anyone has noticed positive changes in themselves or others.

Before leaving the group for the last time give each child a friendship token and invite the children to give one to each other.

When it is time, say goodbye to the children now the group is over. All the children should personally say goodbye to each other. They could do this by going round the circle and shaking hands with each member (including staff and Zotty and Zeb) and saying 'Thank you'.

Follow-up

Run a short session with the class to share what you have been doing.

Relaxation exercises

A routine of relaxation or visualisation exercises establishes a sense of closure and safety at the end of the group session, offers a chance to reflect on the learning that has taken place and can calm down a group ready for the next lesson. Children may have their own cushion or towel to lie on. Ideally, the children should lie down comfortably, with their eyes either closed or covered, with the lights dimmed. Alternatively, they could stay in their seats.

Suggested relaxation exercises

Breathing by numbers

Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say 'I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.' Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips. You can extend this to relax on the exhale using the techniques below in *Tense and loose*.

Tense and loose

Get the children to tense and relax (in turn) their feet, legs, buttocks, back, shoulders, arms, hands, neck and finally face. Use timings appropriate to the children's concentration, from five seconds tensing and ten seconds relaxing, to longer stretches. Use a range of vocabulary to emphasise the skills – harder, stronger, tighter, fiercer, then calmer, softer, letting go, ease, looser.

For a quicker version, concentrate on legs, hands or face. You could say, for example:

'Lying flat on your back, feel the floor touching your body. I will name a part of your body (*check the children know these*) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part at a time. We will work on different parts as we go.'

Melting in the sun

Paint an accessible verbal picture of the group lying in the sun. This could be lying in the playground or on the sand on holiday. Point out that imaginary sun-bathing is healthier than risking sunburn!

'... The sun is heating up your body. You can feel it warming you up through your clothes, through your skin... it's warming you right through to your muscles. Even your bones are getting hot. Your body starts to feel soft and loose. Feel your face become softer. Your jaw relaxes, slightly open. You can feel your muscles start to slip off your bones. Feel your legs melting. Your arms are slowly melting into the floor ...'

After a few minutes, start bringing the children back to reality, for example saying:

'A cloud covers the sun and you start to cool, but you still keep the warmth inside you. Feel the hard floor underneath you and your own body being strong but still relaxed. In your own time open your eyes, see where you are and slowly sit up and smile at the others in the room.'

The mysterious shop

Paint a different kind of word picture for the group, saying:

'You are going down to your local shops and notice a strange old shop that you have never seen before. You go in and look around. It is full of shelves of old and interesting things. You find a shelf in a dark corner. At the back of it is something of yours that you have not seen for a long time. You pick it up and remember how it felt, how it smelt, and how heavy it was. The shopkeeper smiles at you and says that you can take it for free. It is wrapped up in lots of brown paper and you carry it out of the shop. You carefully take it home and put it in a special place. When you look at it you remember the happy times that it gave you. Now hold that feeling in your head, slowly open your eyes and smile at the other people in the group.'

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