



Guidance

Curriculum and  
Standards

# Primary *National Strategy*

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

### Getting on and falling out Years 3 and 4



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

Status: Recommended

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## Yellow 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 3 and 4 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, in the Red, Blue and Green sets.

### Intended learning outcomes

Description	Intended learning outcomes
<p>Children experience further age-appropriate activities developing their respect for diversity and ability to cooperate. They revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. They have opportunities to practise using 'peaceful problem solving' in relation to the theme of when they fall out with friends.</p> <p>They focus on anger – revisiting triggers for anger as well as considering what happens, and how people behave when they are overwhelmed by anger, and developing further strategies for managing it.</p> <p>The skills of working together are further developed.</p>	<p><b>Friendship</b> I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.</p> <p>I can tell you lots of ways to give 'friendship tokens' to other people.</p> <p><b>Seeing something from someone else's point of view</b> I know how to see things from someone else's point of view.</p> <p><b>Working together</b> I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.</p> <p><b>Managing feelings – anger</b> I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.</p> <p>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</p>

	<p>I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger.</p> <p>I know how it feels to be overwhelmed by feelings of anger.</p> <p><b>Resolving conflict</b></p> <p>I can use peaceful problem solving to sort out difficulties.</p> <p>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>
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## PSHE/Citizenship links

### Year 3

Children will be taught:

- 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

### Year 4

Children will be taught:

- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 2a) to research, discuss and debate topical issues, problems and events;
- 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

## 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)	Children's version
Year 3: T1 27. To use talk to organise roles and action.	At the beginning of the activity take some time to talk about what needs to be done, and who will do what in the group.
Year 4: T1 38. To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor.	Make sure you know who is doing what in the group – choose someone to be the leader, someone to be the person who reports back, someone to write things down, and someone to make sure that everyone is included.

## 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 (words and phrases to be introduced within the theme and across the curriculum)

resolve a conflict	leader	reporter	scribe
timekeeper	cooperation	win-win solution	anger
'losing it'			

## Resources

	Resource	Where to find it
Year 3	<p><i>Are we ready for circle time?</i> poster</p> <p><i>Working together self-review checklists</i></p> <p>Photocards – friendship, friendly</p> <p><i>Feelings detective</i> poster</p> <p><i>Peaceful problem solving</i> poster</p> <p><i>Fireworks</i> picture</p> <p><i>Emotional barometer</i></p>	<p>Whole-school resource file</p>
Year 4	<p><i>Are we ready for circle time?</i> poster</p> <p><i>Working together self-review checklists</i></p> <p>Photocards – angry/conflict/friendship</p> <p><i>Feelings detective</i> poster</p> <p><i>Peaceful problem solving</i> poster</p> <p><i>Fireworks</i> picture</p> <p><i>Music for different moods</i></p> <p><i>Emotional barometer</i></p> <p><i>Working together, what's the problem?</i> picture</p>	<p>Whole-school resource file</p> <p>CD-ROM</p> <p>Whole-school resource file</p> <p>CD-ROM</p>

### 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

## Yellow set: Year 3

### Circle games and rounds

#### *The tangled web*

Note: This activity requires a ball of wool.

This activity involves the children sitting in a circle. One child is given a ball of wool and told to throw it to someone they have a connection with, while holding the end of the wool and saying what the connection is. The connection can be anything at all – from someone having the same colour hair, living in the same street, going to the same Gudwara, and so on). The recipient takes hold of the wool so that it forms a bridge between them and the person who threw it, then throws the ball of wool to someone else, saying a different connection.

This activity provides a striking demonstration of how we are all connected in many ways. We are all similar in some ways, different in others. Remind children of the importance of valuing our differences. You might like to read the poem *Rap connected*, from the resource sheets, to explore this idea further.

We made a 'We are all connected' 3D poster by sticking thick wool onto card to show all the connections between us.



#### *Cooperation jigsaws*

Note: This activity requires some preparation. Make up puzzle pieces by cutting up the *Cooperative puzzles* resource sheets. If you will be reusing the pieces, each one can be mounted before cutting and laminated afterwards. Create five sets of puzzles for each group of five children (so that each child in the class will have one puzzle). Mix up the puzzle pieces for each set of five puzzles and put five random pieces in five envelopes (one for each group member). Repeat for as many groups as you have. (If numbers dictate, in some groups have six children and ask two children to pair up.)

Give each child an envelope and explain that the aim is for each person in their group of five to make a complete puzzle. The winning team is the one who creates all five puzzles first.

Tell the children that unfortunately the puzzle pieces have become muddled so that no one has the right pieces in their envelope to complete their own puzzle – they need to rely on other team members to complete their puzzle.

Tell the children the rules.

- There is to be no talking.
- Children can only give people pieces to fit their puzzle, they cannot ask for pieces (even through mime or pointing).
- Anyone found pointing or asking (even using body language) will automatically disqualify their team from winning although they will be allowed to carry on.

Declare the first team to finish the winners, and when all have completed their puzzles, ask the children to think about these questions.

- Was it hard not to ask or point?
- How did you stop yourself from breaking the rules?
- Did you think mainly about completing your own puzzle or making sure the group was doing well?

- How did it feel when people in your group did or did not cooperate or give their full attention to the group achieving its task?

The children might like to play the game again, using what they have learned about cooperating to help them complete a different puzzle.

### *Rounds*

I really appreciate it when people ...

A good friend is someone who ...

I want to be a better friend by ...

One way I know to calm down when I am angry is ...

### *Learning opportunities: revisiting the skills of friendship*

#### **Intended learning outcomes**

I know how to:

look and sound friendly;  
be a good listener (taking turns);  
give and receive compliments;  
see things from someone else's point of view.

### *Seeing things from another point of view*



Begin the activity by asking children in pairs to retell the assembly story of Rani and Leroy's friendship – one telling the story of the friendship from the point of view of Rani, and the other from the point of view of Leroy.

Remind children that the same situation can be seen and understood in different ways from different perspectives or points of view.



Ask the children to form groups of three (with four in a couple of groups if necessary). Give out the role-play cards from the resource sheet *Seeing another point of view* to two of the children in each group, and ask each child to choose one of the characters to role-play. The third child (and fourth child if necessary) role-plays a friend who listens to the others in turn, as they tell him or her about what happened and how they feel, each from their own perspective.

Child 1 talks to the friend about:

what has happened from his or her point of view;  
how he or she feels;  
what he or she is going to do about it.

Child 2 then talks to the friend about:

what has happened from his or her point of view;  
how he or she feels;  
what he or she is going to do about it.

Some of our children needed extra help with this idea so we used ideas from the Blue set – the picture books *Cinderella/Alex and the glass slipper* and *The Pea and the Princess* that have two versions of the same story, seen from different points of view.



The group then discuss the following questions:

- Who is right?
- What will the outcome be?
- Could this outcome be changed?
- How?
- How does knowing the other person's story (or point of view) change things (feelings and behaviour?)
- What could happen so that everyone felt OK about the situation?

Emphasise the importance of working well together as a group, particularly how well they use talk to organise roles and action. 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.



Recap on friendship skills covered in earlier years. You might want to use some of the 'friendship' photocards from the whole-school resource file. Remind the children that all of these things are a form of 'friendship token' as in the assembly story:

looking and sounding friendly;  
being a good listener (taking turns);  
giving and receiving compliments;  
seeing things from someone else's point of view.

### Learning opportunities: revisiting anger

#### Intended learning outcomes

I know:  
what my triggers for anger are;  
how our bodies change when we start to get angry;  
some ways to calm down when I start feeling angry.



Remind children of the work they have done previously on anger, including looking at anger as a firework. Using the *Fireworks* sheet from the whole-school resource file, ask the children what 'lights their fuse' (i.e. sets off or triggers their anger).

Remind children that these events are sometimes called triggers. They might like to write or draw some of their own triggers on a photocopy of the *Fireworks* sheet, underneath the picture of the match. Alternatively, this could be a good activity to do using an interactive whiteboard.

Point out the fuse on the firework. Once this is lit it represents our body getting ready to 'explode'. What signs are there in our bodies that we are getting more and more angry, building up to an 'explosion'?

Point out the buckets of water at the top of the picture. What do the children think these represent? Explain that these are to put out the fuse when it is burning. Ask what ways the children know of putting out the fuse of their anger (calming down), and ask them to share the ways that best help them to calm down. They can add

In my class the children worked in groups to develop a short 'What makes you angry?' questionnaire. They identified ten shared things which made them angry and then did a survey in other classes. Each group used ICT to produce group bar charts, and we combined each group's data into a 'Things most likely to ...' bar chart for the top 10 annoyances.



these ideas to their activity sheets by labelling the buckets of water, or drawing new ones.

Remind the children of the work they did on calming down in Theme 1 *New beginnings* – if they made a poster, do they want to add anything to it now? If they didn't they could do so, drawing on ideas from the *Ways to calm down* sheet from the whole-school resource file.

## Learning opportunities: making up

### Intended learning outcomes

I can use peaceful problem solving to sort out difficulties.

I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.



Remind the children of what they know about keeping calm. List what they can remember on a spider diagram or mind map.<sup>TM</sup>

Remind children of the importance of wanting to find a solution (and not just have a go at someone), making sure that they are calm, using good listening skills, seeing things from someone else's perspective, and choosing a solution that everyone feels OK about.

Use the *Peaceful problem-solving* poster from the whole-school resource file to remind children of the steps in solving conflicts.

Explain each step of the process and ensure that each group can see the poster or the *Fireworks* sheet from the whole-school resource file to remind themselves of the steps.



In small groups, ask the children to practise using the process to resolve some of the conflicts listed below, or to solve real life ones that they can think of. They can talk about the conflicts or role-play them.

Introduce the idea of the 'win-win' solution, if they have not met this term before. Ask the children to list for each of the conflict situations a number of solutions, some of which leave only one person feeling OK (win-lose); some of which leave both people feeling unhappy and fed up (lose-lose); but at least one that makes both people feel OK (a win-win solution).

*You have bought the same shoes as your friend and she says that you have copied her.*

*You and your brother want to watch different programmes on TV. You start to argue.*

*You want to wear make-up as all your other friends do, but your parents won't allow you to.*

*You want to play games on Friday afternoon but your teacher says you can't because there is still work to be finished.*

We made links with the practices of different cultures for solving disputes, in particular those of the Native Americans. Children searched the Internet and interviewed community figures to find out more.



We watched the BBC video *Managing conflict\** which offers a practical demonstration of a win-win situation.



\*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 SEAL whole-school resource for details of how to order.

## Ongoing activities

Model the **use of compliments** with the children.

When children experience **problems working in a group**, ask ‘What is the problem?’; ‘What have you already tried?’; ‘How can I help you to solve the problem?’ Try to avoid making negative comments about their teamwork or cooperation – conflict is normal in groups, and the children are learners.

Children will need help to use the **peaceful problem-solving process**. Provide support by having a place in or near the classroom where difficulties can be addressed, for example designate an area of the classroom as a ‘making up’ area. Here have the footprints on the floor (for children to use to ‘stand in the other person’s shoes’), a timer (agree a time, say 5 minutes, during which children can try to sort out their conflicts before asking for help), some posters reminding children of the peaceful problem-solving process and some helpful phrases for making up, stuck on the wall with reusable sticky pads (so that children can point at or hand their partner the phrase if they cannot say the words). Have certificates ready to give out for successful resolutions. Set up a similar area in the playground.

Use the areas you have established in the classroom and playground to provide practice in problem solving, providing scenarios for the children to try out.

A key source of support will be adult time. **Prioritise adult time to model the problem-solving process** or remind children of the key elements (listening to each other, body language, agreeing a way forward) and asking ‘Does that feel OK to both of you?’ This time is an investment – if children can learn to sort out their own conflicts with minimal adult input the time will be repaid many times over.

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.

Encourage children to use an **emotional barometer** (from the whole-school resource file) on their desks or at set times – after break or at lunchtime, for example – this will help them to pick up the early feelings of anger. Model this with an emotional barometer for yourself.

**Point out when children are successful** at managing a feeling or situation: ‘Well done, Mehboob, you were obviously feeling quite cross about what happened, but you told Anne to give the book back really calmly and sensibly’.

## Questions for reflection and enquiry

- Why do we need friends?
- Are arguments ever good?
- Could there ever be a school where there was no conflict?
- What are the good things about us all being different?

## Review

*Share a time when you have been able to see a situation from someone else's point of view.*

*Share a time when you sorted out a problem using peaceful problem solving. What was the problem? What did you do? How did things end up?*

*Share a time when somebody made you feel good by something that they said or did.*

*Note:* You could discuss these review questions as a class, or children could write responses on a review sheet or draw them as a comic strip. The examples could be collated and kept for reference in a 'Being a good friend' file, which could have different sections, for example for seeing things from another perspective, using compliments, disagreeing without being disagreeable.

Alternatively, children could be asked to role-play one of the examples they have come up with and record it with a video camera or webcam as a review.

## Yellow set resource sheet: Year 3

### Rap connected

#### **We were born to rap**

We were born to dance

#### **We were born to sing**

We are Queens an Kings

#### **We were born to live de life dat we luv**

We were born to luv de life dat we live

#### **We were born to twist**

We were born to shout

#### **We can keep it in**

We can hang it out

#### **We got riddim in us mate**

Get infected

#### **Shout it loud,**

We are connected.

#### **We were born to share**

An have fun whilst here.

#### **So if you don't care**

Go somewhere you square.

#### **If you are aware**

You will be respected

#### **We all share the air and**

We are connected.

#### **We are black an brown**

We are white an sound

#### **We have pride of place**

We are on de case

#### **We are wild an tame**

We are all de same

Sister, brother, kid,

#### **We are connected.**

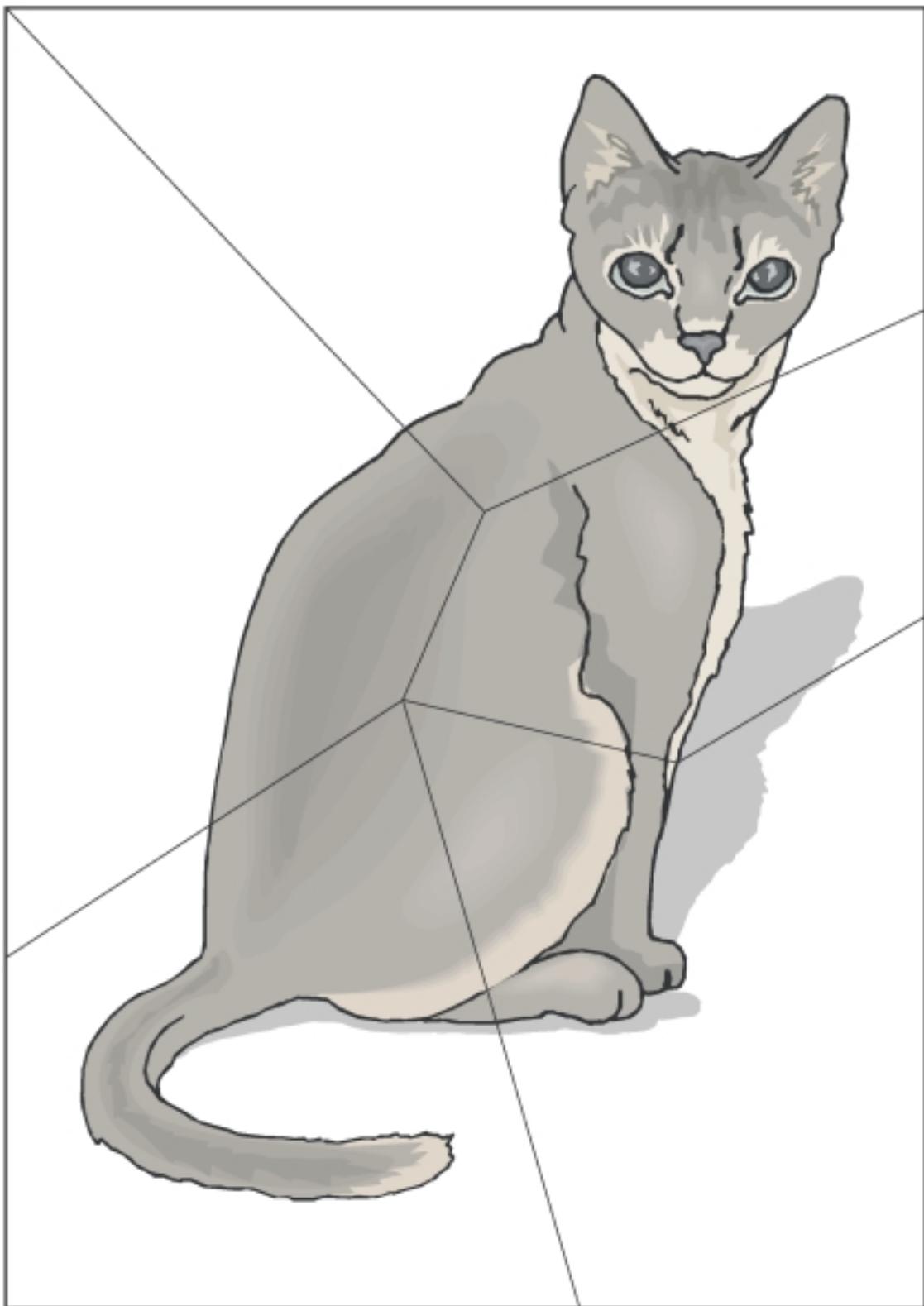
#### **Benjamin Zephaniah**

'Rap Connected' from *Talking Turkeys* (Viking, 1994).

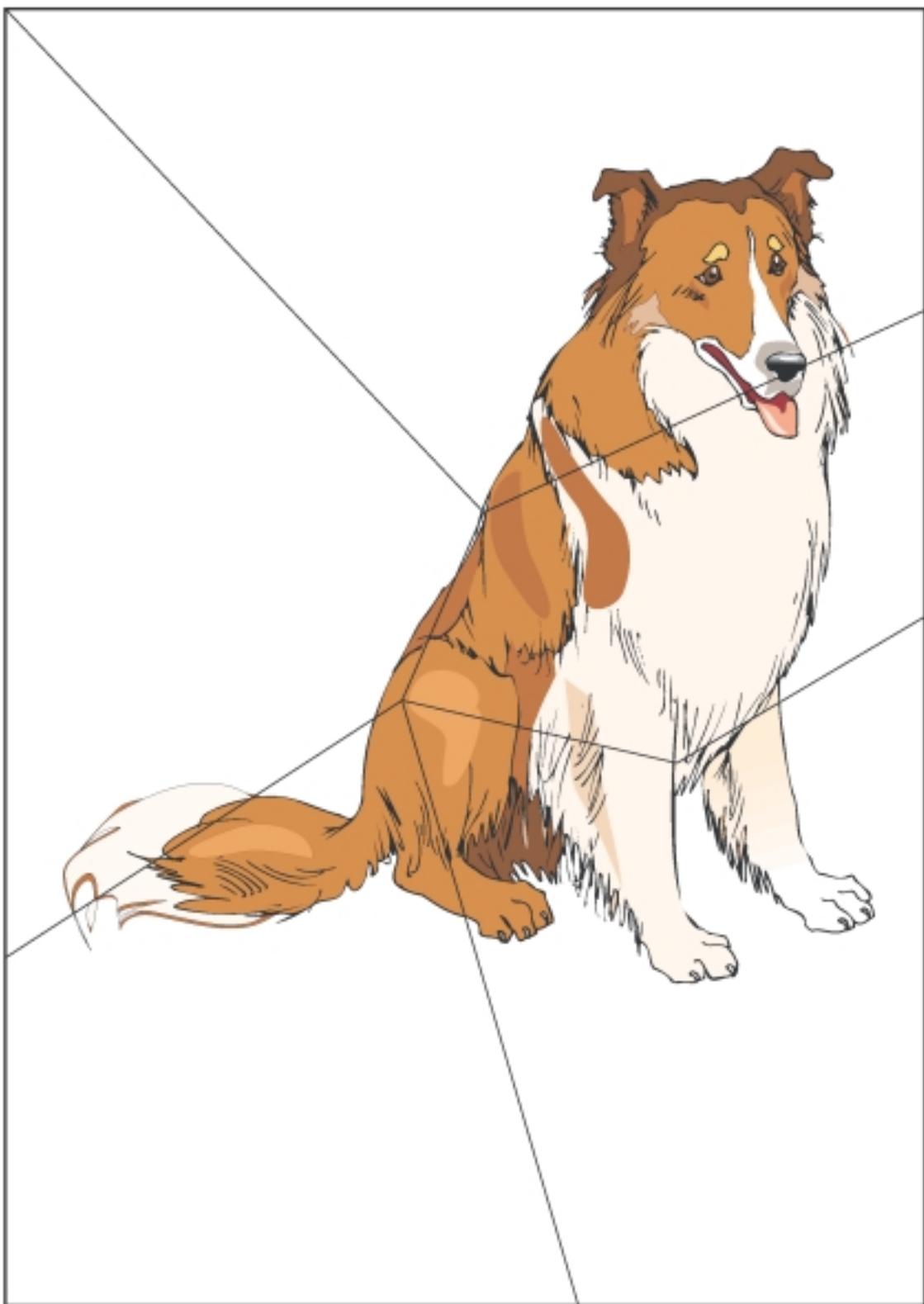
© Benjamin Zephaniah, 1994.

## Yellow set resource sheet: Year 3

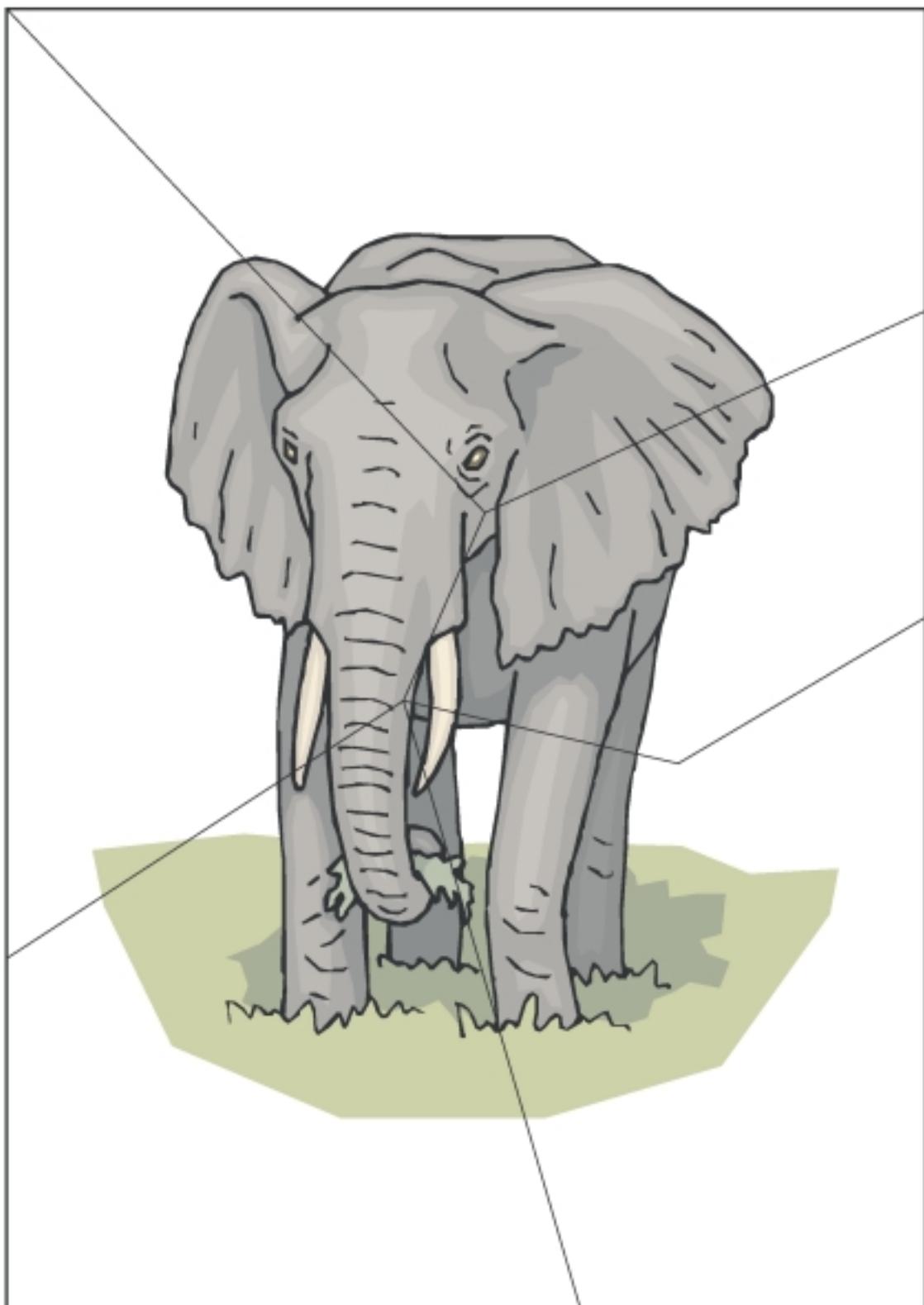
### Cooperation puzzles



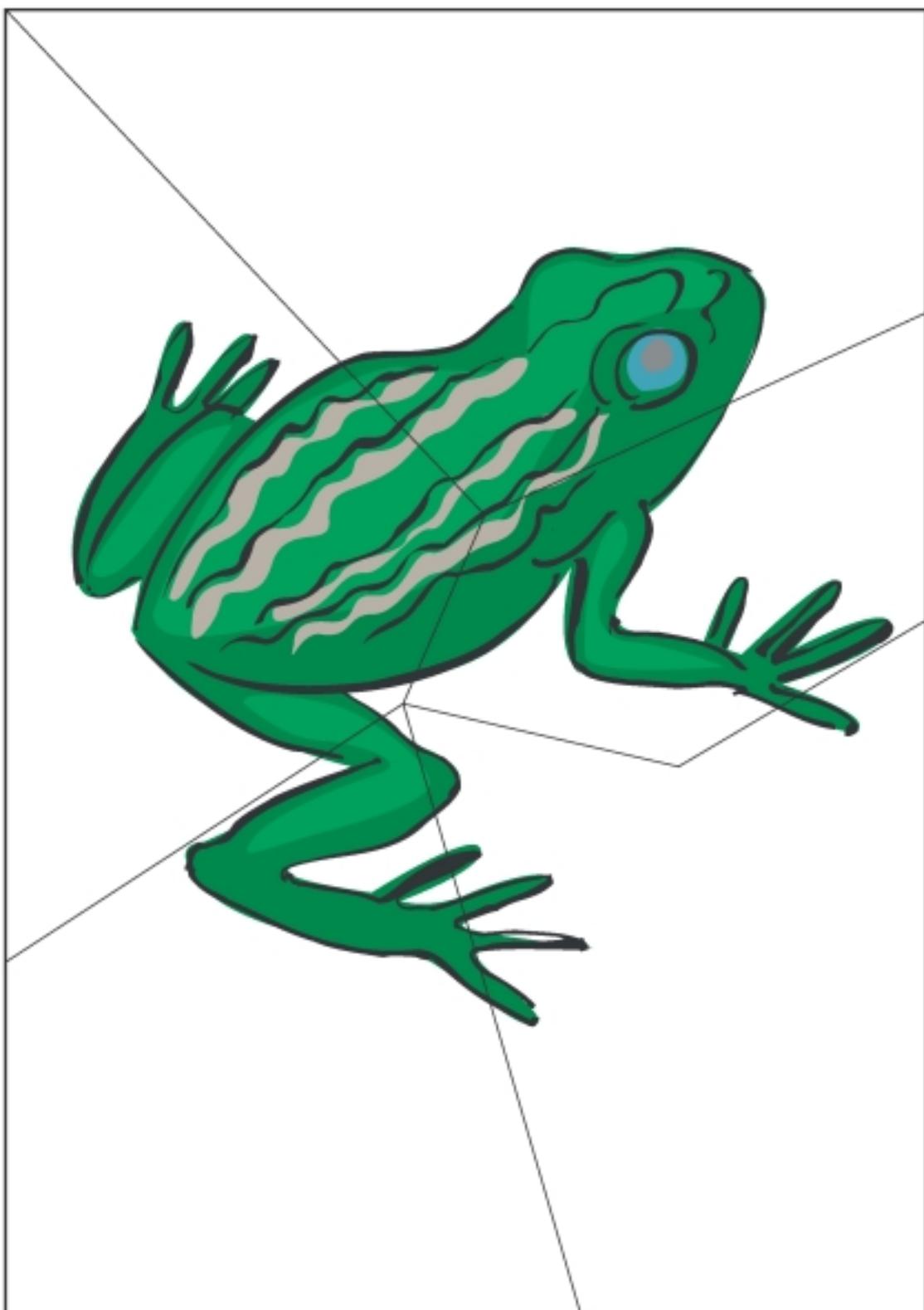
## Yellow set resource sheet: Year 3



## Yellow set resource sheet: Year 3



## Yellow set resource sheet: Year 3



## Yellow set resource sheet: Year 3



## Yellow set resource sheet: Year 3

### Seeing another point of view

#### Jordan

Jordan wants Malik to play football after school every night. He can't understand why Malik keeps saying he won't – he always seems so keen in school. Jordan says 'You're not my friend if you can't even be bothered to play outside school – I'm obviously not good enough for you ...'

#### Malik

Malik has to go to the mosque every day after school but doesn't want Jordan to know as he thinks he will laugh at him as Jordan's family are not religious.

#### Julie

The class has a lucky dip day, where all the children are asked to bring prizes worth between 50p and £1. Julie spends her pocket money on a lovely set of gel pens for the lucky dip. When she gets her present she finds it is a small chocolate bar. She finds out it was Caroline who had brought the chocolate bar.

#### Caroline

Caroline has had a really bad day – her mother is very poorly and she has had to get her two younger sisters to school. As she walks in she remembers the lucky dip. She hasn't got anything for it. But she just had time to pack a small chocolate bar in her bag for lunch (no time to make sandwiches in the morning). So she wraps it up and pops it in the pot. 'I don't mind not having lunch,' she thinks.

### **Katie**

Katie is a new girl at school. She wants to play with Kirk whom she already knows from living in the same street. At playtime she looks for Kirk, but Kirk is with the boys, playing basketball. He ignores her waves and just carries on. At the end of playtime he comes up and says 'Hi Katie – how's your first day at our school been then?' He is surprised when Katie ignores him.

### **Kirk**

Kirk's mum has told him that little Katie who he often plays with in the street is starting school today, but his thoughts are on basketball. His teacher has told him he just might get in to the school team if he practises hard. By playtime he has completely forgotten about Katie and is concentrating so hard on his basketball practice that he doesn't even see her wave.

He is surprised when she turns her back on him and ignores him when he says hello at the end of playtime.

## Yellow set: Year 4

### Circle games and rounds

#### *Arm wrestling*

*Note:* In advance of this activity, forewarn one trustworthy group of three children about the game. Ask them to sit out the activity (on a pretence of being observers) and when called to demonstrate following the activity, instead of acting competitively, they must act cooperatively, their aim being to get the most chocolate beans, raisins or similar, between them. They therefore offer no resistance when arm wrestling. Instead they simply take turns to have their hand guided to touch the table, and gain more prizes.

Choose a pair to come out to the front of the classroom to demonstrate arm wrestling.

Explain that the children will be working in groups of three – two of them arm wrestling their partner, the third ‘refereeing’ how many touches each person makes. The referee should have paper and pencil and each contestant’s name at the top, under which they will record points. (Have one or two groups of four if necessary, with two children sharing the observer task.)

Say that the rules are that no talking is allowed, and that each time the back of someone’s partner’s hand touches the table, the referee records a touch for the relevant person, and the named person will receive one raisin or sweet (or similar prize). The winning pair is the pair that wins the most prizes.

At a prearranged signal the wrestling begins.

After 45 seconds ask for ‘results’ and give the groups their winnings.

Discuss the following points:

- Was this activity competitive or cooperative?
- Which team got the most prizes?
- Did any teams use a win-win approach or does the activity have to result in a win-lose situation?

If no children came up with the answers ‘cooperative’ or ‘win-win approach’, ask the children who were briefed in advance to come to the front and demonstrate how they would use a win-win approach by acting cooperatively.

#### *Statues*

*Note:* This game requires a large space and one beanbag per person.

Explain to the children that they must each walk around the room while keeping a beanbag on their head. If the beanbag falls off, the child is not allowed to move – they become a ‘statue’ until another child picks up the beanbag and puts it back on top of the ‘statue’s’ head. If the helper’s beanbag falls, they too become a ‘statue’ until another child helps.

The aim is for as many people to be moving around for as long as possible.

Ask the children the following questions:

- How can we improve the time we are all moving?
- What did it feel like to help others?
- What did it feel like to be helped?

### *Rounds*

When I help other people I feel ...

When other people help me I feel ...

My friends are special to me because ...

I think it is unfair when ...

I would like ...

### **Learning opportunities: key qualities in a friend**

#### **Intended learning outcome**

I can tell you lots of ways to give ‘friendship tokens’ to other people.



In the class group recap on what it takes to be a good friend. You might want to use some of the ‘friendship’ photocards from the whole-school resource file. What qualities do we look for in our friends, and what do we offer to friends? Remind children of the assembly story and how people in the story gave each other friendship tokens. Are the same things important in a friend now that you are in Year 4 as when you were in Reception – do we use the same sort of friendship tokens?



Ask pairs or individual children to produce a story or comic strip, role-play or talk that illustrates how one of the qualities they have identified has been important to them in the past, or might be in a fictional situation. What is the best friendship token they have ever received or given?



Alternatively ask the children to write a poem or story using one of the qualities as a title.

We had some children with special needs who found the abstract idea of friendship tokens problematic. We found a way to make the concept more concrete by spraying buttons with gold paint and giving each child five buttons to give away as friendship tokens – for example when someone did something nice for them and they wanted to say thank you. We kept the supply topped up so that everyone always had five. The children could see how the more that were given out, the more there were in the class.

### **Learning opportunities: understanding anger**

#### **Intended learning outcomes**

I understand why it is important to calm down before I am overwhelmed by feelings of anger.

I can tell you some ways I can stop myself being overwhelmed by feelings of anger.

I know how it feels to be overwhelmed by feelings of anger.



Remind children of the work they have done previously on anger, using any relevant photocards and if necessary the *Feelings detective* poster from the

whole-school resource file. Recap on the model of anger being like a firework. Remind children of the various parts of the firework, representing the different stages of anger.

Using the *Fireworks* sheet from the whole-school resource file, remind children of the first stage (represented by the match). This is when something triggers their anger. Ask children to come up with ideas about some common triggers.

The second stage of the build up of anger is represented by the fuse. This is the stage where our bodies and minds start changing and reacting. Explore ideas about what this stage might involve.

Children could draw an anger map if they have not previously carried out this activity – a human outline on which they draw what happens when they get angry.

Ask the children if anyone knows what it means if we say someone has a ‘short fuse’. You could talk about how the length of our ‘fuse’ varies according to, for example, how tired we are, what has happened already, how we are feeling.

Remind the children of what the buckets of water represent in this context. (They represent strategies for putting out the burning fuse – calming down our angry bodies and minds.) Ask the children to share the things they do to help them calm down when they are feeling angry. They can add these ideas to their activity sheet by labelling the buckets of water, or drawing new ones.

Some of our children needed extra help with this idea so we gave them pieces of string as the fuse, and some labels with ties on them. They drew and wrote down things that made their fuse shorter or longer, physically tying the labels onto the fuse. They enjoyed selecting fuses of different lengths each day.



### *The firework explodes*



Ask the children what happens if the buckets of water are not used to put out the burning fuse. Obviously the firework is going to explode. Say that in a similar way, if we do not use the strategies we know (our ‘buckets of water’) to calm down (put out our ‘fuse’), we might end up ‘exploding’ like the firework!



Ask the children to remember a time when they were the most angry they have ever been. Sometimes this is described as a time when we have ‘lost it’. Give some time for reflection and ask children to think about what they remember – not about the situation leading up to the anger, but the anger itself. Write the following questions on the board or flipchart. Ask the children to think about their answers then discuss them in pairs.

- How did it feel? What words could you use to describe the anger?
- Did anyone try to calm you down? How did that feel? Did it work?
- Did anyone threaten to punish you? How did that feel? Did it work?
- What did the other people do?
- How long did it take to calm down afterwards?
- What is the best thing for you to do if you do ‘lose it’?
- How did you feel afterwards?

A group of children had the opportunity to work with an art therapist and they produced some fantastic paintings and collages to show how they experienced anger. They formed the centrepiece of our ‘explosion’.



## Learning opportunities: working together

### Intended learning outcomes

I can take on a role in a group and contribute to the overall outcome.

I can discuss in a group how well we are working together.

I can use peaceful problem solving to sort out difficulties.

We also wrote up and illustrated the 'childsppeak' version of the term's group discussion target as a poster and used it as the focus in all curriculum areas.



Recap on the peaceful problem-solving process and ask the children to work in groups to design and make a poster or display for the classroom to help people remember this strategy, using annotation, illustration and examples.



Explain that this task is about creating something but that it is also about working in groups.

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 4, Term 1 is 'To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor'.

Discuss this with the children, clarifying the meaning of each role (leader, reporter, scribe, timekeeper, etc.) and the jobs involved. Ask the children, before they start, to choose someone for each role. Discuss what happens when people don't have roles in groups. Introduce the cartoon picture *Working together, what's the problem?* from the CD-ROM that accompanies these materials to support the discussion – it illustrates a range of things that can go wrong in a group.

I worked for a few minutes at the start with the groups in which some of our more vulnerable children with poor social skills were placed, to make sure that they had a very clear job in the group, and one in which they felt confident.



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 having different roles went.

### Ongoing activities

Look out for and draw attention to **examples of cooperation**.

Notice and celebrate children demonstrating kind behaviours or **qualities of friendship**, and encourage children to do so.

Make sure that children hear you **complimenting** both children and other adults.

When children experience **problems working in a group**, ask: 'What is the problem'; 'What have you already tried?'; 'How can I help you to solve the problem?' Try to avoid telling children off and making negative comments about their teamwork or cooperation – conflict is normal in groups, and they are learners!

Children will continue to need help to use the **peaceful problem-solving process**. Provide support by having a place in or near the classroom where difficulties can be sorted out – display a poster of the process and other artefacts and reminders that children find helpful. Remember to include a timer, so that if, after say, 5 minutes, the children cannot resolve the conflict, they can ask for adult assistance. Provide a similar space in the playground.

A key source of support will be adult time. **Prioritise adult time to ‘model’ the process:** remind children of the key elements (listening to each other, body language, agreeing a way forward) and ask ‘Does that feel OK to both of you?’ This time is an investment – if children can learn to sort out their own conflicts with minimal adult input, the time will be repaid many times over.

Use the **language of conflict resolution** – taking turns, say what you feel and why, win-win; ready, steady, go, replay, etc., and encourage all adults across the school to do so.

Encourage children to use an **emotional barometer** on their desks or at set times – after break or at lunch-time, for example. This will help them to pick up the early feelings of anger, and could also be used to indicate how a compliment or unkind words can alter our feelings. Model this with an emotional barometer for yourself.

Encourage children to look out for and discuss examples of situations where people have got very angry and **‘lost it’** (again, TV programmes are an excellent source), and what people could have done to avoid the situation.

When things have gone wrong and a child in the class has ‘lost it’, make time with them later on, when they have had time to calm down, to talk through what might have helped them manage the situation and their feelings. Use drawings with think bubbles, or role-play, to support the discussion.

### Questions for reflection and enquiry

- I wonder if it is always possible to sort things out so everyone feels happy. What do you think?
- I wonder how we know when to think of ourselves and when to think of others. What do you think?

### Review

*Share a time when you sorted out a problem using peaceful problem solving. What was the problem? What did you do? How did things end up?*

*Share a time when somebody made you feel good by something they said or did (by giving you a ‘friendship token’).*

*Share a time when you worked really well as a group. What are the things that people did or said that made the group work well? How did you know that you had worked well?*

*Share a time that you were friendly with someone you don’t often speak to. What did you do? What was good about the experience? Did anything surprise you?*

*Note:* You could discuss these activities as a class, or children could write responses on a review sheet or draw them as a comic strip. The examples could be collated and kept for reference in a ‘Being a good friend’ file, which might have different sections, such as solving problems, working well together, using compliments, and so on. Alternatively, children could be asked to role-play one of the examples they have come up with and it could be recorded with a video camera as a review.

## Yellow set

### Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Speaking and listening	<p><b>Objectives:</b> To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor (GD 39)</p> <p>See the teaching sequence on pages 46 and 47 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 offers children the opportunity to practise their group working skills in the context of staging a pantomime (although this task could be easily adapted to suit any other appropriate decision making activity). The sequence begins with children observing a group modelling different roles within a group discussion, then working in groups to discuss the different scenes for their pantomime, and reporting back. They then reflect on how the different roles contributed to the success of their group.</p>
Physical education – games	<p><b>Objectives:</b> As for QCA games units – selecting, applying skills, tactics and compositional ideas and evaluating and improving performance.</p> <p>During games lessons, encourage discussions about rules and how and why we need to work together as a team in order for everybody to enjoy the game. Ask the children to think about how they feel when they win or lose and discuss their strategies for dealing with the different situations. Thought-tracking could be used during games, with others offering advice on how the player might best deal with their feelings in that situation, for example, when the other team scores or when an unfair incident, or an incident which is perceived to be unfair by some, occurs.</p> <p>This could be followed up back in class with role-play scenarios of different situations in games where the players might fall out and how this could be avoided. Older children might want to look at examples of professional players and discuss how they dealt with situations and whether they took the best course of action.</p> <p>These ideas can be matched to the age-appropriate activities from the QCA games units.</p>
Physical education – dance and gymnastics	<p><b>Objectives:</b> As for all QCA dance and gymnastics units – selecting and applying skills, tactics and compositional ideas and evaluating and improving performance</p> <p>During work with partners or in groups in dance and gym lessons, discuss with the children the skills they need in order to work together effectively. Ask them to think about what happens when they don't cooperate effectively with their partner or group. Help them to think particularly about gym or dance skills where it is vital that they do cooperate effectively with their partner or group, for example, canon and unison, action and reaction, question and answer, copying, following and leading and synchronising, matching and mirroring, partner balances and supporting or taking a partner's weight, and contrasting actions.</p> <p>Discuss what difference it makes to the standard of their final performance when they do/do not cooperate effectively with their partner or group.</p> <p>QCA Dance Unit 3, core task 1 incorporates a section on working together which will be particularly relevant to this theme.</p>

Art and design	<p><b>Activity 1</b></p> <p><b>Objectives:</b> To investigate the possibilities of a range of materials and processes and represent observations, ideas and feelings, and design</p> <p>Work with a range of collected coloured materials – bright and pastel – primary and secondary colours. Suggest that children work in small groups to make their own colour patches which relate to specific emotions. Try this with paint where they will have to mix their own colours. Try making an emotions colour wheel or barometer which represents the changes and graduation from one emotion to another.</p> <p><i>Note:</i> the teacher needs to experiment with the range of colours available to discover the range of colours that can be achieved.</p> <p><b>Activity 2</b></p> <p><b>Objectives</b></p> <p>To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts</p> <p>To work on their own, and collaborate with others, on projects in two and three dimensions and on different scales</p> <p>Firstly ask the children to explore the idea of relating mark making and colours to feelings.</p> <p>Encourage them to experiment and share their ideas with others. It is important that they consider others' views and respond through changes in their practice.</p> <p>Ask the children to work in groups of three or four to produce a collaborative painting. Since they are working together on the large sheet of paper, it is important to establish ground rules in order to work together successfully. For example, they have to agree what the final feeling depicted will be. They must also agree not to destroy or cover up the work already done by others, but to negotiate changes and enhance what is already there. Make sure that they take time before and during the development of the work to develop their ground rules and negotiate when they need to.</p> <p>Emphasise that this piece of work is not about drawing or painting recognisable objects but about making marks and using colours which create feelings.</p>
Citizenship	<p><b>Objectives:</b> As for QCA Unit 1 Taking part – developing skills of communication and participation and QCA Unit 7 Children's rights – human rights</p> <p>Use the 'Working together' activity for Years 3 and 4 in Unit 1, which involves children selecting an activity they think could be improved or a problem that needs a solution, and working in a group to come up with a solution.</p> <p>Use the activities 'What are our rights?' and 'That's not fair' in Unit 7 Children's rights – human rights to help children to learn how their actions affect themselves and others, why we should try to see things from others' points of view, and to understand the consequences of racism, teasing, bullying and aggression.</p> <p>Further work on exploring identity, communities, sameness and diversity, can be found in Unit 5 Living in a diverse world.</p>

Literacy	<p><b>Activity 1</b></p> <p>See the exemplar lesson plan.</p> <p><b>Activity 2: Recipe for a friend</b></p> <p><b>Objectives:</b> To write clear instructions using conventions learned from reading (Y4 T1 T25)</p> <p>As part of the class work on friendship, and the qualities that make a good friend, the class as a whole could collect and list the qualities they feel are most important in a friend. Individually, or in pairs, the children could consider the list and agree on the three or four qualities that they consider crucial. They could then be asked to imagine that they are going to create instructions for being an ideal friend, and could use shared writing to begin to compose these instructions, entitled something like 'How to be a fantastic friend'. This would model and draw on the children's knowledge of the key features of recipes (having a goal statement, using materials, step-by-step instructions, imperative verbs, etc.) Children could then be asked to compose their own individual instructions for being a good friend.</p> <p><b>Activity 3: Poetry</b></p> <p>Use one or more of the <i>Poems for literacy work</i> at the end of this section to explore the importance of friends and the qualities of friendship.</p>
Science	<p><b>Activity 1</b></p> <p>See the exemplar lesson plan.</p> <p><b>Other activities</b></p> <p>A number of QCA science units lend themselves to a focus on the skills of working together in groups.</p> <p><b>Objectives:</b> As for the relevant QCA unit.</p> <p><i>QCA Unit 3B Helping plants grow well (sections 7, 8, 9, 10)</i></p> <p>Children investigate questions such as the following:</p> <p>Where is the best place for a plant to grow? How much light/water/warmth does a plant need?</p> <p>Children plan their activity, making decisions about equipment, what to do, keeping it fair. They have to listen to each other, value ideas, negotiate who will do what and check each other to make sure that everyone is doing their job.</p> <p>They take responsibility for making sure that jobs get done and that measurements are accurate. They help each other if someone is not sure, for example, how to measure.</p> <p><i>QCA Unit 3C Characteristics of materials (sections 5, 6, 7)</i></p> <p>Children carry out fair-test investigations relating to materials, for example to find the strongest material or most absorbent.</p> <p>Children may have to learn new skills, for example using new measuring equipment and helping each other to make sure that equipment is used correctly. They will need to focus on sharing jobs, such as getting out and putting away equipment and clearing up, without arguing.</p>

	<p><i>QCA Unit 3E Magnets and springs</i> Children work in pairs in a problem-solving activity to make a magnetic game, for example catching fish or moving footballers. They have to work together, share ideas, agree a way forward and agree which parts of the game each person will be in charge of. They create a set of instructions – perhaps one person dictating and the other person typing up on the computer, working to each other's strengths.</p> <p><i>QCA Unit 3F Light and shadows (section 2)</i> Children use their knowledge of shadows to create a shadow puppet play, working together as a group – respecting ideas and making sure that everyone has something to do.</p> <p><i>QCA Unit 4A Moving and growing (section 5)</i> Children investigate questions such as the following:</p> <ul style="list-style-type: none"> <li>● Do the tallest children have the biggest feet?</li> <li>● Do older people have longer arms?</li> </ul> <p>Working in pairs children design their survey and collect information. They need to share ideas, agree how to work and collect data, and negotiate with each other, then present their findings together to the rest of the class. They need to acknowledge and work to each other's strengths. Use graphing or database software to create a line graph showing the relationship between height and shoe size. This could be a whole-class activity using the interactive whiteboard, or small-group work.</p> <p><i>QCA Unit 4D Solids, liquids and how they can be separated (section 8)</i> Children investigate 'Which sugar dissolves the fastest?' In a small group they negotiate how to carry out their fair test, allocate roles, carry out their test without arguing, and support each other in using different equipment, for example stop watch, measuring beakers. They should check each other to make sure that they are being accurate in measuring and collecting data. They should make sure that they clear up independently without being told to do so, taking responsibility for the way they work.</p>
History	<p><b>Objectives:</b> 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 can coexist peacefully, whether they can be reconciled and, if so, how.</p>

Geography	<p><b>Objectives:</b> As for QCA Geography Unit 7 Weather around the world</p> <p>This unit involves children in a considerable amount of group work. One of the activities, for example, requires them to work as a group to research what a holiday destination they have selected is like. This may be placed in the context of a large travel agency and the children could take on roles such as researcher, publicity officer, designer, finance officer. Working in these roles they produce an entry on their selected destination for the company brochure.</p> <p>In this way they work towards the theme objectives concerned with diversity, cooperation, listening, teamwork, taking turns and resolving conflict.</p> <p>The activity links with literacy, the world of work and ICT.</p>
RE	<p>(Christianity)</p> <p><b>Objectives:</b> To know that forgiving one another and being forgiven are important aspects of living in a community</p> <p>Read the text from Matthew 28: 21–35 in the Bible. Hot seat the master/king and then the unforgiving servant. Discuss the implications of bearing a grudge. What practical ways are there of expressing forgiveness at home, in school and in the world?</p>
Mathematics	<p><b>Objectives:</b> To choose and use appropriate number operations to solve problems</p> <p>Give the children a number statement or connected number statements, such as 5 2 1 5 4, 4 2 1 5 3, 15 4 3 5 5, 15 4 5 5 3, and ask them to make up a story about friends getting on (e.g. sharing) or falling out that fits the number statement or statements. Give an example: five friends have a row and Joe walks off leaving four of them behind. Steve feels sorry for Joe and goes to find out how he is, leaving three of the friends behind. ‘Never mind,’ says Lin, ‘I’ve got 15 chocolates. Now there’s only three of us, there’s five each, but before Joe and Steve left we would only have got three each.’</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>
Music	<p><b>Activity 1</b></p> <p><b>Objectives:</b> As for QCA Unit 10 Play it again – Exploring rhythmic patterns</p> <p>Working with, and developing, simple musical patterns based on question and answer can help children learn the skills of cooperation. Have the children work in pairs to put together repeated patterns and develop their ideas.</p> <p><b>Activity 2</b></p> <p><b>Objectives:</b> As for QCA Unit 13 Painting with sound – Exploring sound colours</p> <p>When using this QCA unit, link the moods, feelings and emotions to the theme of getting on and falling out. Round off the unit by expressing in sound the firework analogy used in the SEAL materials to describe the build up of anger.</p> <p><b>Activity 3</b></p> <p><b>Objectives:</b> As for QCA Unit 14 Salt, pepper, vinegar, mustard – Exploring singing games</p> <p>When using this QCA unit, include discussion on how we feel when playing games with our friends. Is it always fun? What problems arise when playing these sorts of games? How do you feel if you are not good at skipping or catching a ball, and so on? How fair are the counting out/choosing rhymes? How does it feel to be out?</p>

## Yellow set: Poems for literacy work

### *Best friends*

Would a best friend

    Eat your last sweet  
    Talk about you behind your back  
    Have a party and not ask you

Mine did.

Would a best friend

    Borrow your bike without telling you  
    Deliberately forget your birthday  
    Avoid you whenever possible

Mine did.

Would a best friend

    Turn up on your bike  
    Give you a whole packet of your favourite sweets  
    Look you in the eye

Mine did.

Would a best friend say

    Sorry I talked about you behind your back  
    Sorry I had a party and didn't invite you  
    Sorry I deliberately forgot your birthday

I thought you'd fallen out with me

Mine did.

And would a best friend say, simply,

    Never mind  
    That's OK

I did.

Bernard Young

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## Yellow set

### Exemplar lesson plan: science

Theme	Getting on and falling out Year 3/4
SEAL objectives	To work together in a group, using appropriate social and communication skills such as listening, waiting for your turn, encouraging others, making clear contributions, evaluating the group process
Science objectives	To carry out an investigation and work with others To plan and carry out a fair test To use equipment and materials appropriately and take action to control risks
Linked unit of work	QCA Unit 4C Keeping warm
Prior work	Children will know how to read a thermometer and understand that heat travels from hotter objects to cooler ones.
Suggested activities	<b>Lesson 1</b> <i>Part 1</i> Read the story <i>The Emperor's Egg</i> by Martin Jenkins (Candlewick Press) ISBN 076318713. Discuss how the penguins keep warm: they huddle together and move around so that a penguin is not always on the outside, but they take it in turns to be on the outside and inside of the huddle. <i>Part 2</i> Give children a range of equipment as prompts, such as a thermometer, small 'pop' bottles, a kettle. Ask the children to work together to plan a fair test to find out if huddling together is better than being on your own if you need to keep warm. <i>Part 3</i> Children will have to consider their group rules for science, which should include working together. Explain to the children that they know they need to work well in a group in science, and that this week working together well is very important and something that everyone should be trying to do. Explain that the last time we did science we all had different roles. Now we are going to swap roles, so a child should not do the same job that they did last time we did science. The children need to organise themselves and work together to make decisions about everyone's role. They will need someone to: measure record check hold equipment.

## **Lesson 2**

### *Part 1*

In this activity there is a health and safety issue where children will have to decide how to work safely in their group. Before the children begin, ask them to discuss and decide what they will have to do to make sure everyone in their group works safely.

### *Part 2*

Tell the children that they are going to use their plan from the last lesson and they need to work together to follow their plan successfully. Allow the children to carry out their fair test through to analysing their data and drawing conclusions.

### *Part 3*

Ask the children to think about how well they have worked in their science groups. Challenge children to tell you two things that they think they did very well as a group.

When the children have drawn their conclusions they should find that being in a huddle works better than being alone when they need to keep warm. This is a good way to reinforce the idea of working together.

Throughout the work, emphasise the group processes and link to work the children have done or are doing on group-working skills, as well as their class charter.

## Yellow set

### Exemplar lesson plan: literacy

Note: The second part of this exemplar lesson plan requires an interactive whiteboard.

Theme	Getting on and falling out Year 4 Term 1
SEAL objectives	To understand the importance of listening to others' points of view To understand that our behaviour and actions are linked to our thoughts about a situation, which depend on our point of view
Linked literacy unit of work	Narrative plot
Literacy objectives	T4, T9, T10
Outcome	Story plan
Linked speaking and listening objectives	To use and reflect on some ground rules for dialogue (S37)
Text	<i>Fourteen Rats and a Rat-Catcher</i> by Tamsin Cole (A & C Black) ISBN 0713616512
Text themes	This story is about an old lady and the rats who move into her house. Each left-hand page tells events from the rats' point of view, and each right-hand page from the old lady's point of view.
Possible focuses	In shared reading, read the story to the children and discuss with them how the layout for response of the book enables the reader to see and understand the opposing points of view of the lady and the rats. At various points in the story children can discuss in pairs who they sympathise with the most, and why. As an independent or supported writing task, children could be asked to summarise the opinions of one or both sides of the argument and present them in speech-bubble format or, for more confident writers, as a piece of dialogue.  Once the children are familiar with the story, the teacher could develop the children's understanding of story structure by using the Story Modeller literacy ITP (interactive teaching programme), available from <a href="http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_itps/948203/">www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_itps/948203/</a> This enables children to have a visual representation of an abstract concept. The teacher needs to load the Story Modeller ITP, then use the split-screen facility to allow two versions of the ITP's 'story staircase' to be presented, either side by side or one above the other. One staircase will be for the plotline that deals with the rats (events from the left-hand pages) and the other staircase for the plotline that focuses on the old lady (the right-hand pages). The teacher discusses with the children where each chunk of the plot begins and ends, and they agree on the number of chunks or blocks required. Through discussion, they summarise each chunk of plot on one of the staircase blocks, adjusting the height of each block to show the introduction, build up, climax and resolution of the story. The teacher could then use the Story Modeller to plan and write a simple story told from two points of view.

Suggested related activities	In pairs or small groups, children could dramatise events from the story, or add in imagined events, with one pair acting out what the rats might say and do, and the other pair acting out what the old lady might say and do.
Alternative/additional texts with themes related to there being two sides to every story	<i>Town Mouse and Country Mouse</i> – traditional tale <i>Voices in the Park</i> by Anthony Browne (Corgi) ISBN 0552545643

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