



Guidance

Curriculum and  
Standards

# Primary

## *National Strategy*

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

### **Good to be me Years 1 and 2**

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

Status: Recommended

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**SureStart**

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## Blue set

### Introduction

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.



The theme as a whole focuses on:

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

Self-awareness – feeling good about myself, taking risks.

Managing my feelings – relaxing, coping with anxiety.

Standing up for myself – assertiveness, standing up for my views.

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

### Intended learning outcomes

Description	Intended learning outcomes
<p>The Blue set suggests opportunities for children to consider what makes them proud and encourages them to recognise their strengths.</p> <p>There is a focus on anxiety and worrying. These feelings are explored through a simple story which encourages the children to share some of their worries and think of strategies to deal with these appropriately, through talking with another person or relaxing.</p> <p>Opportunities are suggested to help children contrast impulsive behaviour with more reflective 'thinking' behaviour, and to begin to explore assertiveness.</p>	<p><b>Knowing myself</b></p> <p>I can tell you about my 'gifts and talents'.</p> <p>I can tell you something that makes me feel proud.</p> <p>I know when I learn best.</p> <p>I can tell you what I have learnt.</p> <p>I can tell you the things that I am good at and those things that I find more difficult.</p> <p>I can tell when I am being impulsive and when I am thinking things through.</p> <p>I can tell when a feeling is weak and when it is strong.</p> <p><b>Understanding my feelings</b></p> <p>I know more names for feelings than I did before.</p> <p>I can use more words to express my feelings.</p> <p>I can tell when I am feeling worried or anxious.</p> <p>I can tell you some things that make me feel anxious.</p>

	<p>I can tell when I am feeling proud.  I can tell you something that makes me proud.  I can help another person feel proud.</p> <p><b>Managing my feelings</b>  I can be still and quiet and relax my body.  I know what it feels like to be relaxed.  I can show or tell you what relaxed means.  I know what makes me feel relaxed and what makes me feel stressed.  I can tell you what places help me to relax.  I can explain some things that help me stop worrying.  I can change my behaviour if I stop and think about what I am doing.</p> <p><b>Standing up for myself</b>  I can tell when it is right to stand up for myself.  I know how to stand up for myself.</p> <p><b>Making choices</b>  I can use the problem-solving process.</p>
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## PSHE/Citizenship links

### Year 1

Children will be taught:

- 1c) to recognise, name and deal with their feelings in a positive way;
- 1d) to think about themselves, learn from their experiences and recognise what they are good at;
- 1e) how to set a simple goal;
- 1h) to contribute to the life of the class and the school;
- 4b) to listen to other people and work and play cooperatively;
- 4c) to identify and respect the differences and similarities between people;
- 4g) to consider social and moral dilemmas that they come across in everyday life.

### Year 2

Children will be taught:

- 1c) to recognise, name and deal with their feelings in a positive way;
- 1d) to think about themselves, learn from their experiences and recognise what they are good at;
- 3d) about the process of growing from young to old and how people's needs change.

## Speaking and listening links: group discussion and interaction

Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003 G)	Children's version
Year 1: T2 7. To take turns to speak, listen to others' suggestions and talk about what they are going to do	Before you start, talk to each other about what you are going to do. Take turns to speak. Make sure you listen to what other people say.
Year 2: T2 19. To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement	Make sure that everyone is included and suggests ideas. Decide who is to do what, think about different ways of doing things and agree on the best one.

### Planning



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



- Whole-class



- Individual



- Pairs



- Small group

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



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

relax      relaxed      relaxation      problem solving

tense      anxious      worried      proud

## Resources

	Resource	Where to find it
<b>Year 1</b>	<i>Problem solving poster</i>	Whole-school resource file
	Photocards – worried, proud, relaxed	Whole-school resource file
	<i>Feelings detective poster</i>	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file
	<i>Feelings, thoughts and behaviour picture</i>	Whole-school resource file
<b>Year 2</b>	Assembly pictures	CD-ROM
	Photocard – relaxed	Whole-school resource file
	<i>Feelings detective poster</i>	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	<i>Feelings, thoughts and behaviour picture</i>	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file

### Key points from the assembly story

This assembly/group time is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle, she realises that it is 'Good to be me!'.

Key elements:

- 1 Mouse wants to be special like the other animals.
- 2 She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.
- 3 Mouse hides away, feeling useless and unhappy.
- 4 The animals get caught by hunters. They call for help.
- 5 At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.
- 6 When the other animals thank her and offer her anything she wants, she realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.

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

Using 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 and adults who were observed:

Week 1: Doing something to be proud of

Week 2: Responding in an assertive way

Week 3: Helping someone with a worry

Week 4: Stopping and thinking when they were angry

## Blue set: Year 1

### Circle games and rounds

#### *Spin the bottle*

Using an empty plastic bottle (weighted with a little water or sand), ask a child to spin the bottle and see who the neck end points to. That child says one thing they really enjoy doing and which they are good at.

#### *Rounds*

I feel proud when ...

My target was ...

I felt ... when I achieved my target.

### Learning opportunities: our gifts and talents

#### **Intended learning outcomes**

I can tell you something that makes me feel proud.

I can tell you about my gifts and talents.

I can tell when I am feeling proud.



Ask the children to talk to a partner about how Mouse might have been feeling in the assembly story. Together, thought shower all the feeling words they can come up with to describe how Mouse might have been feeling, and ask them for examples of when they have felt like this too. Write the words up on the whiteboard or flipchart in two lists: one containing those that describe how Mouse felt when she thought she was no good, and another made up of those that describe how she felt when she was rescuing the other animals. Volunteer the word 'proud' if it is not suggested. If children have not explored this feeling before (for example, in previous colour sets associated with this theme), use the relevant photocards and ideas from the *Feelings detective* poster to explore it now.



Ask the children to show how Mouse might have felt as she went to each of the animals. They should show this in their face and body, getting more and more unhappy and disheartened. Clap your hands or shake a tambourine as a symbol for the children to show how Mouse feels at the end of the story. You might like to use the body shapes to develop a dance sequence, or take photographs.

Ask the children to work in pairs to share with their partner a time when they have felt proud like Mouse. Use an example from your own experience that is not quite so 'dramatic' as Mouse's, for example, when you made something, did a good piece of work or learnt something new.



Use the *Our gifts and talents challenge* from the resource sheets. The children can bring their work to share in the final assembly.

In these activities I needed to be sensitive to cultural differences. Some children in my class do not feel that being proud is an acceptable emotion. And some found it really hard to talk about their gifts and talents. We talked about the things that made them feel good, or made them unique and special, instead.



Emphasise the importance of working well together as a group, particularly how well they take turns to speak, listen to others' suggestions and talk about what they are going to do. 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.

## Learning opportunities: proud

### Intended learning outcomes

- I can help another person feel proud.
- I can use the problem-solving process.



Put all the children's names on slips of paper in a tin. The slip might say:

'[Name] should feel proud because ...'



The children should each take a slip and complete it with writing or drawing. The children might keep their slip with other work they are proud of.

Read the story *Proud* from the resource sheets. Discuss the story using the questions that follow it. Children might role-play the story or a similar situation in groups.

Use the story to springboard a problem-solving situation, for example, if someone else in the class had noticed that Leon looked unhappy, what could they have done to make Leon feel better? Use the problem-solving process from the poster in the whole-school resource file.

Emphasise that feeling proud is a comfortable feeling. The behaviours and words of others can make the feeling even better or can 'squash' or 'kill' that comfortable feeling. Our actions affect others.

Our feelings often influence our behaviour (feeling hurt leads to 'put-downs'). We need to think about how other people are feeling and be able to show others that we are happy for them. You could use the visual representation *Feelings, thoughts and behaviour* from the CD-ROM that accompanies these materials to support children's understanding of this idea.

I worked with a group to make a shorter version by picking out and illustrating the main points of the story. I cut them up and we used them as a sequencing activity for Shepa, who finds listening activities really difficult.



## Learning opportunities: anxiety and worrying

Worrying and anxiety are barriers to positive feelings such as feeling proud and can be significant barriers to learning. The following activities explore the ideas of anxiety and worrying.

### Intended learning outcomes

- I can tell when I am feeling worried or anxious.
- I can explain some things that help me stop worrying.



Read the story *The Wobbly Tooth* from the resource sheets. Stop at the suggested point and give the children a little time to think about the story. Then work together to check that everyone has understood it by identifying the key points.

Ask the children to think of words to describe how Jamima was feeling. Ask for someone to pretend to be Jamima and sit in a way she might have been sitting in bed when she was worrying.



Ask the children to work in pairs to think of how they might help Jamima to stop worrying.



Ask for a new volunteer to be Jamima. The children should take it in turns to give their ideas to Jamima. She should show if the ideas are helpful with her body and face.

Read the final part of the story.

Ask the children to think about the questions:

- What stopped Jamima from worrying in the story?
- Do you think this would work?

Thought shower the question: 'If Jamima came to our school what would she worry about?' This might be done as a round. Give a little thinking time and remember to let children pass if they wish to. List these ideas on the whiteboard or flipchart.

In pairs ask the children to look at the things that might make Jamima worry if she came to your school. They might then make a square (two pairs). They should share the worries they have thought of and together decide how they might help Jamima stop worrying.

Summarise the general ideas on the whiteboard or large piece of paper. For example:

talk to someone about your worries;  
do something about your worry;  
think about something that helps you to relax.

One or two of the children might like to illustrate this for you.

### Ongoing activities

Have a **worry box** in the classroom where children can post worries for private discussion with you, or for anonymous discussion during circle time.

Support children to choose work for their 'record of achievement' or for a display of favourite work. **Emphasise 'pride' in presentation of work, quality of work and outcomes**, throughout the period of the theme.

Provide opportunities for classes to **provide feedback to each other**, for example at the end of a group presentation. Initially they should provide only positive feedback, but if you think the class is ready, they should provide one positive thing and one thing that a group might have done better. The group themselves should identify one thing that they felt they did particularly well and one thing that they could have done better.

We followed this up with a more personalised chat time to talk about individuals' own worries and what would help them to feel better.



Use the term 'proud' when **providing formative comments** about children's work.

Children could **set themselves a goal** (reinforcing work from the previous theme) and a talking time could be allocated at the end of the week to seeing who has achieved their goal and what it feels like to be proud of what they have achieved. Certificates or a class book could be a tangible outcome for this work.

Encourage children to feel proud of their **contribution to the school community** – making others feel good, helping others reach their goals, helping in the playground and so on – as well as feeling proud of the things they achieve for themselves.

Focus on **achievements out of school** as well as in school – make time for children to tell you and the class about the things they have achieved in their community, in their family and in relation to their hobbies and interests.

### Questions for reflection and enquiry

- Is it good to feel proud?
- Can it be good to worry?
- Is it ever wrong to feel proud?
- Does pride come before a fall?
- How does it make you feel when someone has done something they are proud of?

### Review

Each child should identify one time in the week when they have felt proud:

for themselves;

for the class;

for another person in the class or at home.

They should explain why they felt proud.

Encourage the children to reflect on how the intended learning outcomes for the theme have been met and what the children have learnt about anxiety and worrying.

We ensured that when we reviewed children's progress towards their personal learning targets, we used the word proud.



## Blue set resource sheet: Year 1

### Our gifts and talents challenge



Talking and planning together

Each of you has something that makes you feel good about yourself, a gift or talent. That is something you should be proud of – you might not be the best in the class at it but it is still the thing that you are best at. It is the thing that makes you feel 'Good to be me!'.

Do you all know what each other's gifts and talents are?

Your first challenge is to find out what your group's gifts and talents are. When you have done that, your next challenge is to make something to show the rest of the class what your group's gifts and talents are.



Activities

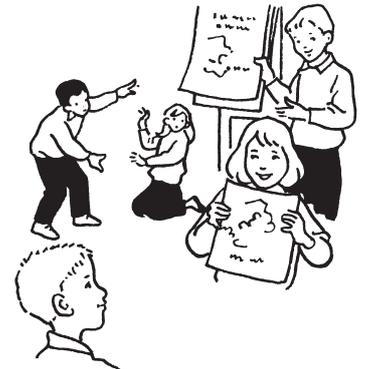


Time keeping

When you have finished you will be asked to give a presentation. It will be about your group's gifts and talents and you will need:

- Something to show the class – this might be a picture, a poster, a mime or a dance.
- Something to tell us about your gifts and talents – it might be a jingle, poem or rap or just an explanation.

You have 5 minutes to get thinking, 30 minutes to complete the challenge and 2 minutes to present your ideas to the class.



Presenting to the class



Listening to each other

### REMEMBER YOUR GROUP SKILLS

Don't forget to think about HOW you work together as well as WHAT you end up with!

Remember to: take turns to speak, listen to each other's suggestions and ideas and talk about what you are going to do before you start doing it.

## Blue set resource sheet: Year 1

### Proud

Leon found writing difficult. Mariam could write a whole story before he had even written a sentence. Mariam knew she was the best writer in the class; it made her very proud of herself – it was easy.

One day they had to write about an invention. Mariam couldn't think of anything at all, she liked writing about her friends, but Leon got started straight away. He loved inventing things and he wrote about an Amazing Flying Machine. At the end of the lesson Leon had written almost a whole page. To his delight his teacher asked him to read it out to the whole class.

He felt so proud as he started to read. But Leon had difficulty reading as well as writing and he got the words all muddled up, so the teacher came over and helped him. When he had finished, most of the children clapped and Leon just beamed with pride – until he saw Mariam's face. She was giggling and making signs to her friends to show that she thought Leon was stupid.

Leon's world came crashing down. Of course he was stupid, he thought, he couldn't write properly like Mariam and he couldn't read either.

That afternoon, the teacher said they could design and make the invention that they had written about. Leon loved making things and was so pleased that he almost forgot how upset he had been. He drew his design very accurately and started making his invention long before anyone else, and he cut and bent and stuck so carefully and quickly that he was the first to finish.

At the end of the lesson, the teacher said they were to go round and look at all the inventions and decide which was the best. One of them had too much glue all over it and the cutting out was all crooked. The children sniggered when they looked at it. Leon knew that it was Mariam's invention. She was not very good at making things. He watched her face when the children giggled at her work. She looked more and more upset and he thought she was going to cry. At the end of the lesson the children all voted Leon's Amazing Flying Machine the best invention in the class.

Leon felt proud for the second time that day and this time Mariam was much too upset to laugh at him. The teacher asked him what he could do to make his invention even better.

'What it needs is some really nice labels on it,' he said 'to show the gears and the different wings and things, but I'm not very good at writing and spelling and I thought Mariam might do it for me.' Mariam looked up. She realised that Leon was trying to make her feel better and she suddenly felt ashamed of hurting his feelings that morning.

'I'd like to do that,' she said, 'and I think your Amazing Flying Machine is brilliant.' Leon thought he would just burst with pride.

Ask the children:

- Why do you think Mariam laughed at Leon's writing?
- Did Mariam feel proud because she worked hard at her writing or because she found it easy?
- Which do you think Leon was most proud of, writing about his invention or making the invention?
- What upset both Leon and Mariam?
- Think of some words to describe Mariam's behaviour and Leon's behaviour.
- Think of something that you have done that you are really proud of.

Leon and Mariam are best friends now. She often helps him with his reading and writing and he helps her when they design and make things. They often feel quite proud of themselves and they are nearly always proud of each other.

## Blue set resource sheet: Year 1

### The Wobbly Tooth

Tomorrow was Jamima's birthday. She was going to be six years old. She lay in bed. She wanted to go to sleep but she was so excited that when she closed her eyes nothing happened. Jamima rolled over but still she stayed awake. It was when she rolled back that she felt something strange in her mouth. One of her front teeth felt wrong. She put her tongue up against it. The tooth moved.

She called her mum. 'My tooth moved,' she said. Her mum laughed as she kissed her on the forehead, 'Your tooth is going to fall out. You are getting old! Go to sleep now.'

Jamima still couldn't sleep, but now she wasn't thinking about her birthday. She was thinking about what her mum had said. She thought about her tooth. She liked her tooth. She needed her tooth to eat with.

She started to think: 'What if all my teeth fall out? I won't be able to eat my dinner. I'll have to have everything mashed like a baby.'

'What if I'm starting to fall apart?' This was a horrible thought so she tried to think of her birthday instead. But Jamima was beginning to worry. Her little worrying thought was beginning to grow.

She thought:

'What if my arm begins to wobble and then falls off? I won't be able to ride my bike.'

'What if my eyes begin to wobble and fall out while I am doing sums? I won't be able to see the numbers.'

'What if my head begins to wobble and falls off my shoulders? I won't be able to dream.'

'What if my legs begin to wobble and first one and then the other fall off? I won't be able to walk to school.'

'What if my nose begins to wobble and falls off? I won't be able to smell my dinner.'

#### **Break the story here**

All this worrying was too much for Jamima. She began to cry. Dad heard her crying and he came in to her room. He put his arm round her. 'What's wrong, love?' he said.

Jamima sniffed. She showed Dad her wobbly tooth. She said,

'Why is my tooth wobbly? Am I going to fall apart?'

Dad was just about to laugh but he stopped himself. He could see how worried Jamima was. He said, 'Don't worry. You're not going to fall apart. It is just that you are growing up. Everyone's teeth fall out so a new, big tooth can grow ...'

He was starting to tell Jamima about his wobbly teeth when he was little. But Jamima wasn't listening. She felt good inside. 'Everyone's teeth fall out when they are my age,' she thought as her eyes began to shut. She snuggled down in bed. She was soon fast asleep. Jamima's Dad was still speaking. He looked at Jamima and smiled. He straightened the duvet and kissed her on the forehead.

## Blue set: Year 2

### Circle games and rounds

#### Changing places

The children sit in a circle. The adult explains that children are to get up and find a new place if what he or she says applies to them, for example 'Get up and find a new place if:'

- you like splashing in puddles;
- you enjoy helping other people;
- you like reading;
- your favourite colour is green.

#### Rounds

I am good at ...

### Learning opportunities: feeling good about myself

#### Intended learning outcomes

- I can tell you the things I am good at and those things I find more difficult.
- I know when and how I learn best.

Encourage the children to think about their skills for learning, including social, emotional and behavioural skills, as well as physical skills.



Remind children that what one person finds relaxing may be another person's idea of hard work (e.g. my mum loves to go for long walks but my dad likes to watch the television, lying on the sofa).



Use the pictures provided on the CD-ROM to help the children take it in turns to re-tell the assembly story.



For each picture they should explain what had happened and how Mouse was feeling.



Go through the *Mouse profile* from the resource sheets with the children. Use the prompts to help you. The children should then make a similar profile about themselves, first working individually and then pairing up for help. The role of the partner is to make sure that the child has included as many good things about themselves as possible. This work might be used in the follow-up assembly, with each child saying one positive thing about their partner from the profile.

### Learning opportunities: relaxed

#### Intended learning outcomes

- I can show or tell you what relaxed means.
- I know some things that make me feel relaxed and some that make me feel stressed.
- I can tell you when a feeling is weak and when it is strong.



Use the photocard 'relaxed' from the whole-school resource file or the pictures on the *Relaxing* resource sheet. The children should work in pairs to talk about the pictures.



Thought shower as much information about the pictures as you can. Consider how the people in the pictures might be feeling and why.

Ask the children to think about examples of situations when they have felt relaxed. Do the same situations make everybody relaxed?

Use the *Feelings detective* poster from the whole-school resource file to further explore the feeling 'relaxed'.

In pairs, ask the children to cut up the pictures on the *How are you feeling?* resource sheet and put them in order of most relaxed to least relaxed. Ask them to think of and write down words to describe how the person is feeling. Remind children that this is a little bit like using their emotional barometer to show how strong a feeling is, but this time we are using words to tell other people how strongly we are feeling something.

Ask the children to choose a picture from the *How are you feeling?* resource sheet that shows the best feeling to have when they are learning something new and difficult. They might show their picture and explain why they think this is the case. Link this to work the children may have done in the *Going for goals!* theme, when the effect of feelings on learning is explored. Use the visual representation *Feelings, thoughts and behaviour* from the whole-school resource file to support children's understanding of this idea.



Use *The Sserts challenge* from the resource sheets to set the children a group challenge.

Emphasise the importance of working well together as a group, particularly how well they make sure everyone contributes, allocate tasks, consider alternatives and reach agreement. 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.

## Learning opportunities: relaxing

### Intended learning outcomes

I know what it feels like to be relaxed.

I can be still and quiet and relax my body.



Teach the children a way of relaxing. Here is one way you might do this.

Ideally this activity needs space, so would probably best be timetabled in a PE/movement session in the hall. It can, however, be easily adapted for use in the classroom or playground setting.

This worked well using a washing line. Selected children pegged the pictures in the order they thought they should come. Other children were able to change the order if they wished.



You might talk about how difficult it is to learn when you are tense, anxious or worried.



If you think your children aren't ready for a small-group challenge use your own ideas to adapt it. But it might be a good opportunity for them to get used to this type of work.



Ask the children to:

Lie on the floor (or sit down with head resting on the table or their knees) and make themselves feel like ton weights – as heavy as possible.

Slowly lift one arm, imagining it to be made of something really heavy – allow it to fall, repeat with the other arm.

Lift one leg, again as if it were a dead weight – allow it to fall, repeat with the other leg.

Tense and tighten up every muscle in their faces, grimace, clench teeth, feel the skin stretching tight over their faces, screw up their eyes, then relax their faces completely.

Tighten their shoulders, then relax.

Tighten their neck, then relax.

Tighten their tummy, then relax.

Help the children to breathe slowly and deeply by counting 'in 1, 2, 3, 4' and 'out 1, 2, 3, 4'. Allow them to carry on breathing slowly and deeply, establishing their own pattern. Explain that relaxation with slow deep breathing is a good way to help control yourself if you feel tense, angry, worried or anxious. Counting to ten, perhaps in your head, is another way to regain self-control.

You could develop this further through dance and drama.

Sing with children 'I'm a jingle jangle scarecrow with a flippy-floppy hat'. Let them do actions, moving in a flippy-floppy way. Ask the children to move around the hall, using all the space, in a relaxed and floppy way, then when you signal – with clapped hands, or a bang on the drum, for example – they must tense up. Imagine they are now the Tin Man (from *The Wizard of Oz*) or the Iron Man, as they move tensely around the room. Then, after moving tensely, get them to flop, as they relax completely, taking deep breaths. Ask them to move in various attitudes – angrily, as if unsure, as if frightened, and after each attitude to relax completely and take deep breaths.

Ask the children to think of words to describe how they feel when they are tense and when they are relaxed. (Tense is tight, stiff, painful; relaxed is gentle, soft, easy, smooth, etc.). What happens to our bodies when we feel tense? Can the children find words to describe how they feel when they are out of control?

Explain to the children that we sometimes need to be active and moving quickly and sometimes to be more relaxed. It is not good for our bodies to be tense too much of the time, to build up spiky, tight feelings like anger, stress and anxiety. We will feel better inside ourselves and in our bodies if we learn techniques for relaxing. Counting to ten and breathing steadily and slowly are good ways to make our bodies slow up and relax. It helps also to fold your arms very loosely, so that you are holding your forearms with the opposite hand, and gently stroke your arm. To feel good about ourselves we need to know how we are feeling and to be able to calm down when we want to.

I used the exemplar geography lesson plan to explore the idea of relaxation more fully.



## Learning opportunities: assertiveness

### Intended learning outcomes

I can tell when it is right to stand up for myself.

I know how to stand up for myself.



Use the three play scripts below, in a way that you think is likely to be most effective.

Here are some ideas:

using Play Doh or pencils as props and choosing two children to act the scripts out as you read them;

children reading the scripts;

using puppets.

### Script 1

A I want it all and I want it now.

B Yes but if you have it all there won't be any for me.

A I want it all and I want it now.

B OK, here you are. (Goes off crying.)

Ask the children to work in pairs to work out what might happen next.

They might take it in turns to act out their own ideas.

### Script 2

A I want it all and I want it now.

B I want it all. I had it first. I am going to have it all. Go away.

A I want it all and I want it now.

B Go away.

Ask the children to work in pairs to work out what might happen next. They might take it in turns to act out their own ideas.

**Script 3** – Ask the children to generate their own ideas about what B should do.

A I want it all and I want it now.

Use the script below if they do not suggest their own assertive response.

A I want it all and I want it now.

B But if you have it all there won't be any for me.

A I want it all and I want it now.

B Here is your half. That is fair.

Review the activity by asking children how they might cope if:

- someone wanted all the pencils on the table and wouldn't share;
- someone pushed into the line at dinner.

They might do this in pairs or small groups.

Draw out the importance of standing up for yourself, but not in an angry, cross way.

We asked one of our children, who finds sitting and listening difficult, to draw cross, scared, and kind faces, cut them out and put them on sticks. She then held up the one that fitted the words as we acted out the scripts.



## Learning opportunities: Daphne Dinosaur and Olive Owl

### Intended learning outcomes

I can tell when I am being impulsive and when I am thinking things through.

I can change my behaviour if I stop and think about what I am doing.



Introduce the notion of 'impulsive' behaviour by using two soft toys – a dinosaur and an owl are the examples used below – to represent the two ways we behave (impulsively and thoughtfully). The following script can be used.

'This is Daphne Dinosaur. She is only a little dinosaur so she isn't very strong. Daphne doesn't always think about what she does. If something goes wrong she just gets cross – very cross. If someone annoys her she doesn't stop and think about it. She just hits out at whoever is nearby. If something good happens she gets happy – very happy, and she jumps up and down and sings and shouts. What do you think would happen if Daphne came to your school and:

someone accidentally bumped into her in the playground?

she came first in a race?

someone was using the computer when she wanted to use it?

someone was really kind to her?

she lost at a game of snakes and ladders?'

'This is Olive, she's an owl. She is a great thinker. Olive thinks about things a lot. If something goes wrong, she stops and thinks about how to make it better. If something good happens she tells people how happy she is. She thinks about how they could be happy too. What do you think would happen if Olive came to school and:

someone accidentally bumped into her in the playground?

she came first in a race?

someone was using the computer when she wanted to use it?

someone was really kind to her?

she lost at a game of snakes and ladders?'

Explain that we are all a bit like Olive and a bit like Daphne. Grown-ups would probably say that Daphne behaved 'impulsively'. Ask the children if they have heard this word. How would a grown-up say that Olive behaved? It sometimes seems as if we have two bits of our brain – an Olive Owl thinking bit and a Daphne Dinosaur bit. We are lucky; we can use both bits of our brains.

The difference is that if we only use the Daphne Dinosaur bit of our brain we usually do the first thing that comes into our head – we act on our feelings. We all need to learn to think things through like Olive Owl – because when we stop and think we can usually find better ways of doing things so we don't get into trouble or hurt other people.

Children could role-play in pairs the examples they have talked about above.

We used freeze frames here, because they showed the development of the action and outcomes. This really helped the children who needed a more visual way of doing things – they could pick up the story straight away from the initial frame.





In groups, ask the children to produce a poster showing what the Daphne Dinosaur bit of the brain might say to the Olive Owl, or thinking bit of the brain, and vice versa.

For example, Daphne: 'He took your rubber – hit him, quick, grab it back.'

Olive: 'Don't be silly now – he's your friend and you want to stay friends with him.'

Anyway, you'll get into trouble if we do that – our rule here is being kind. Why not say you need it to rub out a mistake, and ask for it back?'

Children could role-play these scenarios, or use the puppets/toys to act them out in front of the rest of the class.

Use *Sam's thinking brain challenge* from the resource sheets.

Ask the children to find examples (e.g. on TV, in their life outside the classroom) of people behaving like Daphne Dinosaur and people behaving more like Olive Owl. Plan a time for children to share their examples (and record them if appropriate) and discuss which behaviour helped the people concerned achieve their goals most effectively. Make it clear that for things to work out we need to use both parts of our brain; sometimes the feeling brain is telling us very important things (letting us know there is danger ahead, for example). But things often work out better for everybody if we use our thinking brain to make sense of what we are feeling, and help us choose what we should do.

## Ongoing activities

Provide a quiet corner in the room that is specifically designed to be relaxing. It should be comfortable so that the children can lie on the floor or sofa and relax. You might have a tape recorder with quiet music playing. Explain to the class that this is the spot where they can go to relax if they are feeling angry or tense. You will need to decide whether they should ask if they can go there or if they can indicate this in some other way. You might also suggest to a child they might go to the quiet corner if you think they are getting anxious or stressed.

Provide a time in the week for a calm activity. This might involve for example:

- children sitting quietly for a short period to think about an object or issue;
- asking the children to lie on the floor while you play appropriate music;
- taking them on a visualisation (some examples can be found in the Silver set materials);
- using a rain stick or Tibetan singing bowl for children to listen to as they experience feelings of calm.

## Questions for reflection and enquiry

- Can you ever do nothing?
- How do you know when to relax?
- Is being calm and relaxed always good?
- Can you ever be too relaxed?

We used Bubble Dialogue ([www.dialogbox.org.uk](http://www.dialogbox.org.uk)) really successfully with these scenarios. Working in pairs, the children discussed, wrote, recorded and printed the character's thoughts in each scenario. Our bilingual learners could record their thoughts in their first language.



Our behaviour audit showed that after lunch was a peak time for behaviour to go wrong in class, so we introduced a relaxation session for all the children after lunch. As a result we saw a reduction from 52 'major' behaviour incidents to only 2 over the next term.



## Review

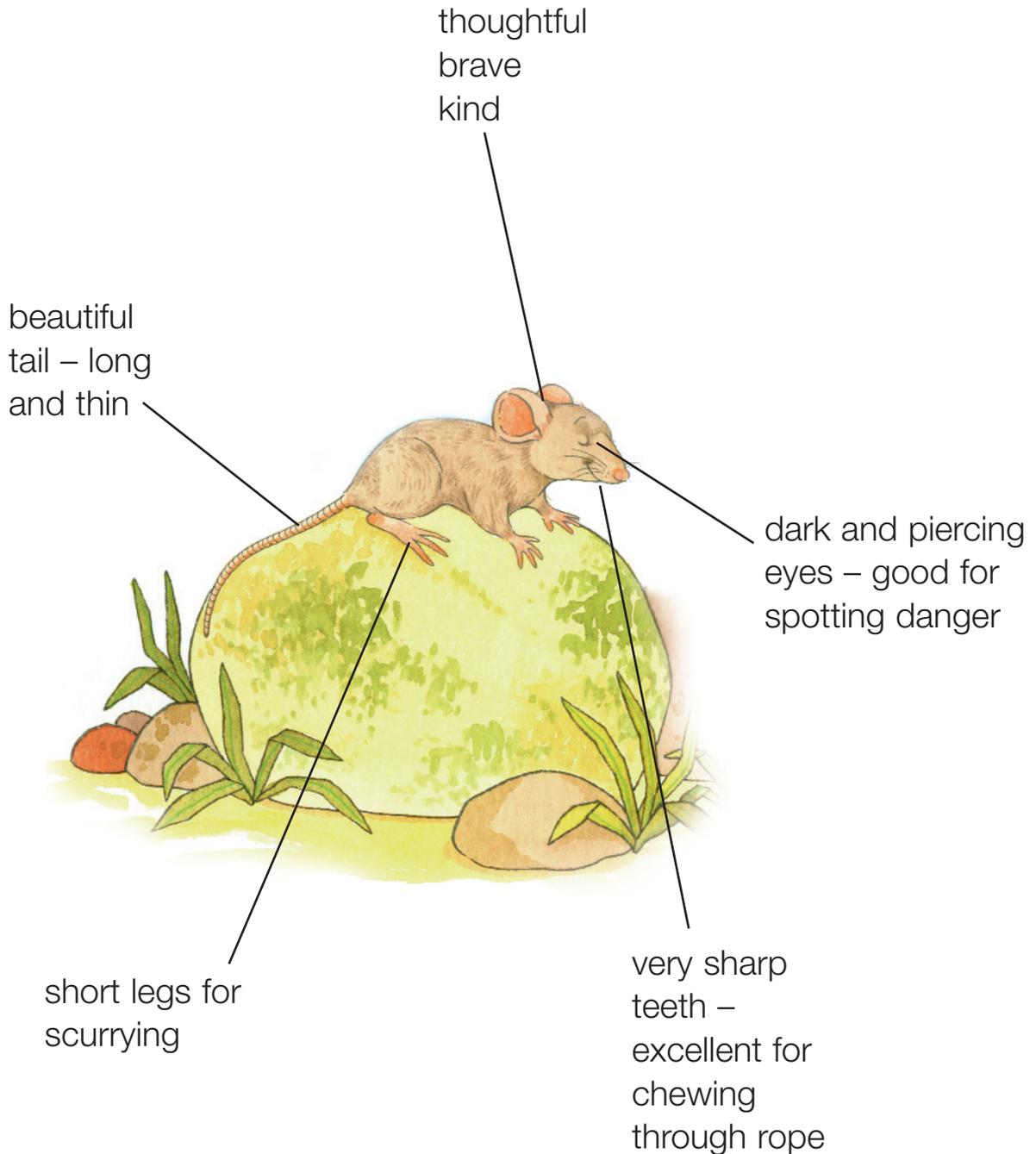
- Have you felt tense this week/today? How did you know you were tense? What were the signs?
- Have you tried out any ideas to help you relax? Did they work?
- What does it feel like if you are relaxed?
- Can you tell me a time you stood up for yourself, but not in a cross way?
- Have you seen anyone use the thinking part of their brain? What did they do?
- These are the things we said we would learn to do in our work on this theme. Do you think you can do these things now?

We found that looking at these questions in talk pairs worked best. Rather than a whole-group discussion, each pair had a few minutes to consider each question, using their preferred language. One of the advantages of this was that they could discuss in their first language and then maybe join in the whole-class feedback in English. It also meant that pupils had a chance to rehearse and add to what they wanted to say through constructing the talk with their talk partners.



## Blue set resource sheet: Year 2

### Mouse profile



## Blue set resource sheet: Year 2

### Relaxing



## Blue set resource sheet: Year 2

How are you feeling?



## Blue set resource sheet: Year 2

### The Sserts challenge



Talking and planning together

Imagine that when you get home you find a large box. It is a funny colour and it has some strange holes in it. On the top of the box there is a note.

You look through one of the holes in the box and you see some very small creatures. They look just like people but they are green all over and have large noses and no hair. They are very small. Some of them are sitting with their heads in their hands, others are marching up and down. Sometimes they bump into each other and then they hit each other. They look really unhappy. The box is bright orange but there is nothing else in there. You find this note next to the box. It says:

'Please, please help us. We can't go on like this. Somebody will get hurt. We want a place to live where we can be happy and calm. The Sserts.'



Activities



Listening to each other

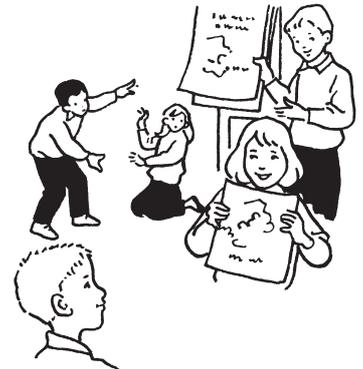
It is your job to design somewhere for the Sserts to stay where they can relax. You will need to think what it will look like, feel like and sound like.

When you have finished the challenge, you should have:

- drawn a picture or made a model of the place for the Sserts to live;
- explained why you have done it that way.

You have 30 minutes to do the challenge.

When you have finished, one person should stay with your work to answer any questions while the others go to look at the work of the other groups.



Presenting to the class

### REMEMBER YOUR GROUP SKILLS

Don't forget to think about HOW you work together as well as WHAT you end up with!

Remember to: make sure that everyone is included and suggests ideas, decide who is to do what, think about different ways of doing things and agree on the best one.

## Blue set resource sheet: Year 2

### Sam's thinking brain challenge

Read the story about Sam and his sister Flo.



Talking and planning together

Sam was at the park with his mum and little sister, Flo. First they played on the swings. His mum had to look after his sister in case she fell off. It wasn't much fun because he couldn't make the swing go by himself. He got off and went to the slide but there was a big queue. He waited and waited. It was nearly his turn when his mum shouted to him. She wanted him to have a go on the see-saw. She sat with Flo on one end. He was by himself on the other end. Whenever he went down it made a big bump. It was fun. But Flo didn't like it and started to cry so they had to stop. He ran back to the slide. There was a big queue again. He looked at his mum; she was sitting chatting to a woman. Flo started to cry. She was getting hungry. There were only two children in front of him when his mum came up. 'I am sorry but we must go home,' she said and took him by the hand. Sam started to pull away and to scream and shout, 'I'm not going home.' He kicked the ground, he kicked Flo's pushchair and he kicked Mum. But Mum was cross and she pulled Sam away and made him walk home with her.

When they got home, Mum told Sam to go to his bedroom while she gave Flo her tea. He went to talk to his teddy. He said, 'I felt angry at the park. I felt angry when mum stopped playing on the see-saw because of Flo. I felt angry when Flo started to cry and we had to go home. I hate Flo. I'm going to hit Flo and hurt her.'

But Teddy said, 'It was the Daphne Dinosaur part of your brain that made you kick Mum and want to hit Flo. Stop and let your thinking brain think.'

In your group, decide on what Sam's thinking brain should decide to do. You should tell the class about your ideas.

You need to explain what you think Sam should do.

You need to explain why you had these ideas.

You need to show what would happen if he did these things. This could be a picture, a puppet show or anything else you can think of.



Activities



Presenting to the class

### REMEMBER YOUR GROUP SKILLS

You have 40 minutes to do this challenge and 3 minutes to show the rest of your class your ideas.

## Blue set

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

Subject area	Follow up activities/ideas
Literacy	Focus on feelings of pride in the characters in shared texts.
Speaking and listening	Drama: have the children stand in a circle and number them 1–4 around the circle. Ask all the number 1s to come into the middle of the circle and mime a particular feeling. In groups of five or six, make a tableau together which demonstrates pride or worry.
Mathematics	Design and carry out a survey of what different people in the school find relaxing, presenting the data as a block graph, tally chart or list.
Science	In work on the senses (QCA Unit 1A) encourage children to think about sensory experiences that make them feel relaxed, and about which sense is used – for example, when they sit by a warm fire, listen to music or stroke a pet.
History	QCA Unit 4 on Florence Nightingale looks at what the word ‘famous’ means; this can be linked to work on pride.
Geography	Work on places that make us feel good or relaxed (QCA Unit 1 – see exemplar plan for a teaching sequence).
ICT	Use Clip Art/Word Art or other software to produce certificates/records of children’s feelings about certain events in their lives – particularly those they feel proud of outside school.
Design and Technology	Ask the children to consider designing their ideal place to relax when thinking about how we enclose space in QCA D&T Unit 1D Homes. What design features will be needed?
Art and design and music	Art: Get the children to think about the colour spectrum and how each colour makes them feel. Which colours make them feel warm, cosy, calm, excited? Can they use their chosen colours to paint a ‘feelings’ picture? Music: Have the children listen to relaxing music and experiment with making their own. Which instruments are particularly appropriate? Have them sing lullabies and contrast these with lively, stirring songs.
Citizenship	Focus on pride in the environment and in our school. How can we show we are proud of our school when we are out in the community? How can we show we are proud of our community?
RE	See exemplar lesson plan for RE.

## Blue set

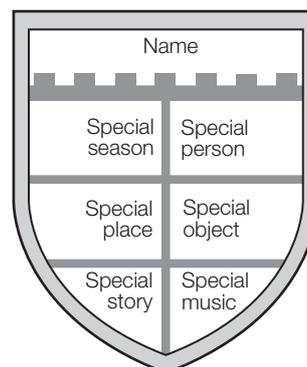
### Exemplar lesson plan: geography

Theme	Good to be me Year 1/2
SEAL objectives	To learn how to relax as a way of managing feelings
Geography objectives	To be able to express own views about places To be able to identify and describe what places are like
Linked unit of work	QCA Unit 1 section 4
Linked speaking and listening focuses	Year 1 Term 2 – To take turns to speak, listen to others' suggestions and talk about what they are going to do
Suggested activities	<p><i>Resources</i> Art materials</p> <p><i>Activities</i></p> <p><b>Lesson 1</b></p> <p>Part 1. Ask children to think of a place that they know that makes them feel relaxed and happy. Share and discuss some of their ideas to make sure they understand.</p> <p>Part 2. Ask children to draw (or paint, make collage, etc.) a picture of their place.</p> <p>Part 3. Look at and discuss pictures. Ask: 'Are there features that appear in many pictures? For example, flowers, trees. Can we sum up anything about places that make us feel relaxed? For example, light, open, personal, natural, clean, attractive, quiet.'</p> <p><b>Lesson 2</b></p> <p>Part 1. Remind children of features of places that made them feel relaxed and happy. Ask: 'What sort of place would make you feel very tense or scared?' If there is time these could be drawn, but otherwise described orally.</p> <p>Part 2. See how many opposites can be found in features, e.g. light/dark, quiet/noisy, clean/dirty.</p> <p>Part 3. Have the children visit (or look at pictures of) a place in the local area that would fit criteria for a place that makes them tense, e.g. dark, dirty, graffitied, littered, noisy, frightening. Ask: 'What could be done to make this a nice place? What could be changed?'</p> <p>Part 4. Discuss, do before/after pictures, or write suggestions for improvements on sticky notes.</p> <p><i>Additional activity</i></p> <p>Ask the children to shut their eyes and visualise their relaxed/happy place. Can they imagine moving round it, looking at all the different things in it. Do they feel happy and relaxed?</p> <p>Repeat this from time to time, for example, every day or two.</p> <p>Encourage children, when they feel tense or negative, to visit their imaginary 'happy place'. Share and discuss some of their ideas to make sure they understand.</p>

## Blue set

### Exemplar lesson plan: RE

Theme	Good to be me	Year 1/2
SEAL objectives	To reflect on what makes us unique and special	
RE objectives (From the non-statutory national framework)	<p>AT1</p> <p>Explore a range of stories and talk about their meanings</p> <p>Explore a range of celebrations and rituals in religion</p> <p>Identify and suggest meanings for religious symbols</p> <p>AT2</p> <p>Reflect on and consider religious and spiritual feelings</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses</p>	
Key theme	Myself – who I am and my uniqueness as a person in family and community	
Experiences and opportunities	<p>Using their senses and having times of quiet reflection</p> <p>Sharing their own beliefs, ideas and values talking about their feelings and experiences</p>	
Linked unit of work	QCA RE Unit 2C Celebrations	
Suggested activities	<p><b>Lesson 1: Special seasons and people</b></p> <p>Part 1</p> <p>Give the children a shield drawn on paper (A3 size is preferable).</p> <p>Ask them to put their names in the crest part of the shield. Explain to the children that they will be taking part in a series of activities that will help them realise how special they are. They will also recognise that just as they have special objects, stories, places, people, etc., this is also true for people who belong to a religious tradition.</p> <p>N.B. For these activities it is helpful to focus on one religion. The examples given here link to Christianity, but the ideas could apply to other religious traditions.</p> <p>Part 2</p> <p>Activity 1</p> <p>Ask the children to imagine that the four walls of the classroom represent the four seasons (each wall could have visual displays linked to the appropriate season).</p> <p>Encourage the children to stand by the wall which represents their favourite season and talk about why it is their favourite. In one section of the shield draw a simple illustration which relates to their choice of season.</p> <p>Link to Christianity: Children can consider how special celebrations in Christianity relate to the seasons, e.g. Easter and the theme of new life.</p>	



## Activity 2

Invite the children to imagine that outside the classroom door is someone they have always wanted to meet. Encourage the children to think about 'open' questions they could ask the person. Invite the children to share their questions and see if other children can guess who it is. Taking another section of the shield, children could either draw a picture of whoever they would like to meet or identify the questions they would like to ask.

Link to Christianity: Children could explore the life of Jesus through key questions, e.g. Why do some people today think Jesus is very special? What kind of questions did people ask Jesus when he was alive on earth? What kind of answers did he give?

## Part 3

Remind the class that so far they have focused on special seasons and people. In the next RE lesson they will think about special places and objects. Invite the children (within reason!) to bring to the lesson an object which is special to them. You might want to read the book *Something Special* by Nicola Moon (Orchard Books; ISBN 1860390862), to encourage them to bring objects that reflect something special about their culture or identity.

## **Lesson 2: Special places and special objects**

### Part 1

Invite the children to talk about their special object. Create displays in the classroom of children's special objects. Emphasise that not everything we value may cost much money. Ask the children to draw their special object in a section of the shield.

### Part 2

Introduce a range of Christian artefacts (e.g. cross, fish symbol) to the children and share why they are important in the Christian faith. Encourage children to handle and touch artefacts with care and respect.

### Part 3

Ask the children to think about a place which is special for them, or a place they would like to go. In small groups, ask children to think about why this place is special for them and what kinds of feelings they have when they are at their special place. On their shield ask the children to draw a visual reminder of their special place.

Link to Christianity: Children could visit a local church and find out what makes it special for some people.

Recap with the children the learning undertaken so far on special seasons, places, people and objects. For the next RE lesson they will be thinking about special stories and music.

Encourage them to think about stories and music they enjoy, and perhaps bring in some music that is special to them, for the next lesson.

## **Lesson 3: Special stories and music**

### Part 1

Invite the children to share (through reading or telling) a story which is special for them. Ask children to draw a scene from their favourite story on the shield.

Link to Christianity: Children encounter a number of key stories from Christianity, e.g. *The Good Samaritan*, *The Prodigal Son* and consider why Christians think these stories are special.

### Part 2

Ask the children to think about their favourite music and share some they may have brought in. Talk with children about how music can be used to convey moods and feelings. They can then illustrate a feeling related to their special music on the final segment of the shield.

Link to Christianity: Children listen to and talk about a range of music from the Christian tradition and consider the beliefs, feelings and ideas which the music seeks to convey.

### Part 3

All parts of the shield are now complete. The shields can be displayed and used as a stimulus for class and group discussion.

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