



Guidance

Curriculum and  
Standards

# Primary *National Strategy*

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

**Relationships  
Years 3 and 4**

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

Status: Recommended

Date of issue: 05-2005

Ref: DfES 1364-2005 G

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

**SureStart**

**Disclaimer**

The Department for Education and Skills wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this document, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

## Yellow set

### Introduction

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.



In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.

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>In this set the children will explore the times when they have felt guilty or hurt someone, particularly someone close to them, and begin to explore how they might make amends. Through story they will look at some conflicts of interest.</p> <p>In relation to work on the feeling 'guilty', children further develop their understanding of responsibility, and have opportunities to differentiate between situations in which guilt may be felt inappropriately and those where guilt is an appropriate and helpful emotion that can lead to restorative action.</p> <p>Children will look at how we can hurt each other's feelings through the use of put-downs, and the impact of these on others. They will have an opportunity to reflect upon the people who are important to them.</p> <p>A story about the death of a pet provides an opportunity for the children to examine feelings about loss. They explore ways in which they might celebrate the life of people or animals who are important to them and support someone who has experienced a loss.</p>	<p><b>Knowing myself</b></p> <p>I can tell when something is my fault and when something is not my fault.</p> <p>I can take responsibility for my behaviour.</p> <p>I can tell you the things that hurt my feelings.</p> <p><b>Understanding my feelings</b></p> <p>I can express feelings of guilt.</p> <p>I can say when I might feel guilty.</p> <p>I know when I will feel guilty and use this when I make a choice.</p> <p><b>Managing my feelings</b></p> <p>I can tell when I feel ashamed about something.</p> <p>I know when to tell someone about it.</p> <p>I know some things to do when I feel guilty.</p> <p><b>Understanding the feelings of others</b></p> <p>I can understand how I might hurt others.</p> <p>I know how most people feel when they lose something or someone they love.</p>

	<p><b>Social skills</b></p> <p>I can tell you how I can make someone who is important to me happy.</p> <p>I can tell you some ways to make amends if I have done something cruel or unkind.</p> <p>I can tell you how I feel about the important people or animals in my life.</p> <p>I know some ways to celebrate the life of someone I care about.</p> <p>I can tell you about someone that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p><b>Making choices</b></p> <p>I know how to make a good choice.</p> <p>I can take responsibility for what I choose to do.</p>
--	--

## 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)	Children's version
Year 3: T2 31. To actively include and respond to all members of the group	Make sure everyone is included by asking people by name for their ideas or thoughts.
Year 4: T2 43. To use time, resources and group members efficiently by distributing tasks, checking progress and making backup plans	<p>Plan your time well, making sure that everyone is doing something sensible towards the project.</p> <p>Have someone to check the progress everyone is making.</p> <p>Think and talk about what you can do if things go wrong.</p>



### 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)

fault	blame	guilty	choice	love
proud	cruel	kind	ashamed	celebrate
funeral	amends	conscience	regret	remorse
apologise	death	miss	alone	

## Resources

	Resource	Where to find it
Year 3	Pamper cards Photocards – guilty <i>Feelings, thoughts and behaviour</i> picture <i>Feelings detective</i> poster <i>Problem solving</i> poster <i>Jack's choice, Jack's choice templates 1–3</i>	<i>Good to be me</i> – Gold set Whole-school resource file Whole-school resource file Whole-school resource file Whole-school resource file CD-ROM
Year 4	Gold set sheet 4 or 7 <i>Emotional barometer</i> <i>Working together self-review checklist</i>	<i>Relationships</i> – Gold set Whole-school resource file Whole-school resource file

## Key points from the assembly

- 1 Jordan had everything and used to boast about all the things he had.
- 2 Max was asked to bring in something special to show to the rest of the class. He brought in a photograph of him and his dad at the top of a mountain. It was very special as his dad had moved away.
- 3 Max promised his mum that he would leave the photograph in the classroom with his class teacher.
- 4 Max took the photograph out onto the playground. Jordan accidentally kicked the football into Max, who dropped the photograph and it was ruined. Jordan felt sorry.
- 5 Next year Max and Jordan went on holiday together with Max's dad.

## Suggested whole-school or 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 have been observed:

Week 1: Changing an unfair situation

Week 2: Being pleased for someone's achievements

Week 3: Telling the truth, saying sorry or making amends

Week 4: Helping someone who is feeling sad or lonely

### Points to note

Work in the areas of loss, shame and feeling ashamed is potentially highly sensitive. It is often difficult to talk about situations that result in the associated feelings, and teachers need to be sensitive to this. However, discussion may also result in children disclosing situations (such as abuse) that have resulted in them feeling deep shame.

Ensure that children can talk to an adult about any feelings that trouble them, and have access to a range of helpline numbers, websites and organisations. Remind them about these during the course of this theme, as it touches on areas in which some children may need further and individual support. There are ideas in the Purple set to help you with this.

Always follow your school's child protection procedures if any of the activities prompt responses from the children that give rise to concern.

## Yellow set: Year 3

### Circle games

#### *Have you seen my friend?*

Ask for a volunteer to be the 'friend'. The volunteer should describe two or three things about someone else in the group, for example:

'Have you seen this person? They have blue eyes and they are excellent at art.'

or

'Have you seen this person? They have just come back from holiday and they are wearing blue shoes.'

Members of the rest of the group should guess who the person might be. The person who guesses correctly should then become the 'friend'.

As an extension, ask the child who was described whether they agree with the friend's description.

Repeat this several times, telling the children at the start how many times it will be.

### Rounds

You may be able to relate this to the way the children felt in the game above.

'I felt ... when ...'

(For example, 'I felt proud when Sunya said I was good at art'.)

'I wish I hadn't ... because ...'

(For example, 'I wish I hadn't been mean to my little brother, because ...')

### Learning opportunities: special people

#### **Intended learning outcome**

I can tell you how I can make someone who is important to me happy.



Explain to the children some ways that you 'treat' yourself and make yourself feel good.



Children should work in pairs. Together they should think of ideas to make their favourite people feel happy.

They should try out their ideas and report back. You might like to use Gold set activity 9 *Pamper cards* from Theme 5 *Good to be me*.

## Learning opportunities: guilty

### Intended learning outcomes

I can express feelings of guilt.

I can tell you some ways to make amends if I have done something cruel or unkind.

I can tell when I feel ashamed about something.

I know when to tell someone about it.



Show the children the *Three pictures* resource sheets. Ask the children to talk to each other about the pictures and about which of the three people in the pictures might be feeling guilty and why (2 minutes). Take feedback in the larger group.

After discussion, read out the background to each picture. Alternatively, you might want to give three children a copy of the resource sheets with the background information, and ask them to create a freeze-frame for each scene, involving the class in thought-tracking the characters.

Ask the children how the three characters feel (the man, the girl who steals, Ewan) and for their ideas on why they might feel this way.

Explain that sometimes we feel guilty because we know we have done something wrong, but that sometimes we feel guilty about something that we are not responsible for. For example, it is not the little boy's fault that the little girl has to go, but he believes it is. Sometimes, too, others may judge us guilty when we have done nothing wrong.

The pictures would be a suitable stimulus for using a community of enquiry if you feel confident in using this approach.

Introduce the feeling word 'guilty'. You might want to use the drama technique 'teacher in role' here, pretending that as the teacher you have found that something important has gone missing from your desk, and are desperate to find out where it has gone or who might have taken it. Explore with the children how they felt when you were in role, drawing out the point that a guilty feeling is usually accompanied by a number of other uncomfortable feelings. Use the photocards 'guilty' and the *Feelings detective* poster from the whole-school resource file to identify the different feelings that children might have when they feel guilty, and what these might look like.

An extension of this activity might be to return to 'teacher in role' and pretend you have found the missing item in your bag, after all. Again, explore from a number of perspectives the feelings involved in this scenario.

Read the story from the resource sheet *Guilty!*, and discuss the story using the questions at the end as starting points.



In groups, get one of the children to lie down while others draw around them.

Some children in my class found it hard to see the difference between being guilty for doing something wrong and the feeling of guilt. It is a difficult idea and will need revisiting several times.



I stopped the reading at points in the *Guilty!* story. The children then had a one-minute talk with their partners and wrote a feeling word on their mini whiteboards. I listed these on the main whiteboard as we went through the story.



Each group chooses one of the three scenarios illustrated in the *Three pictures* activity, and together they write down inside the outline of the body the feelings that the main character may have inside.

Ask the children to write in thought bubbles what the character might be thinking. (For example, the little boy – Ewan – in the third picture might be thinking, ‘Oh no, it’s all my fault. If only I hadn’t said those nasty things, Angelina would still be here ... .’ In the second picture the girl might be having conflicting thoughts: ‘It’s wrong to take other people’s things’, ‘I wouldn’t like it if someone took my stuff’, ‘It won’t matter to her’, ‘It’s not fair that she gets so much stuff anyway’, ‘It’s her own fault for not sharing more’, ‘She’s a spoilt brat and I don’t like her, so why should I care?’)

Remind children of the links between feelings, thoughts and behaviour, using the visual representation from the whole-school resource file. How might their thoughts and feelings affect the behaviour of each of the characters?

In dance or drama ask the children to move in a way to show they feel guilty.



Children work in pairs and are given the stimulus word ‘guilty’. They are asked to devise three still images representing the feeling of guilt, all involving both people. The images are ordered 1–3 and put together to create a continuous flow of movement with three going back to one. Music could be added (either chosen or made by the children themselves using appropriate instruments).

People are likely to try to hide feelings of guilt, so it may not be easy to spot. Draw out the fact that feeling guilty means that the person knows they have done something wrong. They might not want other people to find out.

A child in my class who is on the autistic spectrum found the whole concept of guilt very difficult, and the idea of hiding feelings impossible. We decided to focus instead on what to do when he had ‘done something wrong’. We made a book with him exploring some of his experiences of this, and why people had sometimes been upset because of his actions.



## Learning opportunities: making amends

### Intended learning outcomes

- I can say when I might feel guilty.
- I can tell you some ways to make amends.
- I know some things to do when I feel guilty.



Have the children write the situations below on cards. Include some blank ones. Ask the children to work in pairs or small groups to put the cards in order of how guilty each would make them feel.

*Stealing a rubber.*

*Stealing ten pounds.*

*Forgetting to pay for something at the supermarket.*

*Not turning up for a football match and letting the team down.*

*Saying something nasty about your friend behind their back.*

*Leaving a toy car on the kitchen floor even though you know it is dangerous.*

*Dad comes in and falls and hurts his leg.*

The group might add ideas of their own to the blank cards. They should then choose a card and consider how they would make amends. They might use the *Problem solving* poster from the whole-school resource file to help them.

You might introduce the word 'shame' or 'feeling ashamed' and explore the idea of feeling so guilty that you feel that you can't talk about it. You might suggest that it is sometimes easier in these circumstances to talk to someone who they can trust but don't know, or there might be someone particular they might like to talk to in the school. Remind them also of helplines (such as Childline) where there is someone to talk to on the telephone.

Revisit the *Three pictures* scenarios from the earlier activity and explain that you are going to look at pictures 2 and 3. Read out these possible solutions to the problem:

Picture 2 – the girl feels bad when she gets home and doesn't feel angry any more. She goes back to school and puts the gel pens back. She could tell the girl what she had done. She could make amends and offer to share her lunch with the girl, or they could become friends.

Picture 3 – Ewan tells his mum how bad he is feeling and why. Together they come up with ideas for making things better: for example, a visit, a card to say sorry, a present, an invitation to his birthday party.

Emphasise the importance of telling someone if you are feeling guilty. If you don't talk about it, the feeling might grow. Ewan might have felt more and more guilty although it wasn't really his fault.

Ask the children to role-play what the solutions you have suggested might look like. They should try to come up with an even better solution if they can. You might like to question the characters after the role play:

- When you were taking the gel pens, did you feel guilty straight away?
- If not, why not?
- What did you say to yourself when you were taking the gel pens?
- Were you feeling cross? When you stopped feeling cross, how did you feel?
- Would you feel differently if you found out that Angelina was feeling sad because something horrible had happened to her?
- How would you feel if your mum had bought you some gel pens when you got home?

## Learning opportunities: taking responsibility

### Intended learning outcomes

I can tell when something is my fault and when something is not my fault.

I can take responsibility for what I choose to do.

I know how to make a good choice.



Make sure children understand that sometimes we feel responsible for things even when they are not our fault (like Ewan in the *Three pictures* activity). You might want to say that people often feel responsible when they lose someone they love – for example, if their parents separate, little children might think that Mum or Dad went away because they were naughty.

Remind children that most feelings have a purpose (just as pain tells us to move away from whatever is causing the pain). Ask children if they think that there might be a purpose to guilt. Could it be that it alerts us to the fact that there is a problem that we may need to solve?



In pairs, children should then sort the scenarios on the *Taking responsibility* resource sheet into two piles: those in which you would expect the person to feel guilty and those where the person is not responsible and so should not be feeling guilty.

Use some of the situations on the *Taking responsibility* resource sheet, or others, to get children to practise the steps in the problem-solving process described on the poster in the whole-school resource file.

## Learning opportunities: making wise choices

### Intended learning outcomes

I can take responsibility for what I choose to do.

I know when I will feel guilty and use this when I make a choice.



Use the interactive story *Jack's choice* from the CD-ROM that accompanies these materials to explore the more complex emotions that might lead up to us doing something we would regret and feel guilty about. The children should work in pairs to explore the interactive story. They might later use a storyboard to create their own interactive story with a decision point. This might be put into an empty interactive writing template from the CD-ROM. The three templates supplied provide for varying levels of complexity in the number of choices and consequences in the story.

In the interactive story the child has to make a choice, and listens to two voices that tell him what to do. You could introduce the word 'conscience' and the idea of two characters sitting on your shoulders – one (your conscience) telling you to do the 'wise' thing and one the 'unwise' thing. Ask the children if they sometimes have a conscience that encourages them to do the wise thing.

I used the story to consider 'fair' and 'unfair' and making a balanced choice.



We used the templates to create 'social stories' to remind a number of children in the class who have special needs about what to do in situations they struggle with.



You might remind children of the story of Pinocchio (the version where his friend Jiminy Cricket acts as a conscience).



Ask the children to give their own conscience a name and draw or paint or make a model of what they think their conscience might look like. They might want to write a character profile to accompany the picture or model.

The discussion can be developed if appropriate by posing questions such as:

- What does it mean to have a guilty conscience?
- Where does our conscience come from?
- What would the world be like if people didn't have a conscience?
- What would our class be like if people didn't have a conscience?
- Is it always easy to know the 'wise' thing and the 'unwise' thing?

### Learning opportunities: sticks and stones

#### Intended learning outcomes

I can tell you the things that hurt my feelings.

I can understand how I might hurt others.

Some of our children found the idea of wise and unwise choices hard to understand, so we did lots of 'conscience alley' drama work where half the class tried to persuade a child to make unwise choices while the other half tried to persuade them to do the wise thing. The children suggested the scenarios themselves, some from television programmes they'd seen and some from their own experiences.



*Note:* You will need space for this activity, which might be done in the hall. If this is not possible, divide the class into smaller groups when they are asked to sort cards by lining up.

Ask the children if they have heard of the expression 'Sticks and stones may break my bones, but words will never hurt me'. Ask if they think this is true. Explore the difference between physical hurt and hurt feelings, using the examples below.

*You cut your finger.*

*Your best friend goes off with someone else and tells them an embarrassing secret about you.*

*A boy on your street calls you a silly name.*



Give the children a bit of time to think about the things that hurt their feelings. In pairs, they should think of one hurtful thing and write it on a small card. The pairs should now think of one kind or healing thing. Remind the children of the work they did on friendship tokens in Theme 2 *Getting on and falling out*.

Take the cards in and shuffle them. Give them out to the children. Give the children the task of lining up so that the children with the most hurtful cards are on one end of the line and those with the most healing cards are on the other end.

The line should then fold in on itself so that the children with the most hurtful cards are opposite the ones with the most healing cards. Starting with the least hurtful or least healing, they should say their words and put the hurtful ones in the bin.

Give the children a little time to reflect upon the activity and to take it in turns to say what they have learned.

## Ongoing activities

Help children to assimilate and understand the vocabulary associated with this theme by explicitly using the words 'feeling guilty', 'sorry', 'regret', 'apologising' or 'making amends' when discussing conflict or difficult situations that have arisen between children (not at the time of the incident, as these feelings will emerge only with time and as the immediate strong emotions recede).

Devise a word collection for emotions or feelings that can accompany guilt (for example, 'anxious', 'nervous', 'worried', 'agitated', 'defensive', 'ashamed', 'embarrassed', 'uncomfortable'). Put up a display sheet where children can add words or phrases that they hear or know or find in newspapers, books, magazines and so on. There could be a prize for the most unusual or elegant way of describing a feeling that children find. Add colours and shapes to the display, so that children can match the feelings words to the colours or shapes they associate with them.

Establish a way of providing information about where children can go for help. This might be as part of a folder of information for the local or wider community. Emphasise that, if possible, children should talk to their parents or teacher or other adult in school first. There might be easy ways to help, even when a problem seems unbearable or insoluble.

Provide an easy way for children to access a 'listening ear'. This might be just by emphasising that you are always available to talk at a certain time during the week, or a more formal system for asking for a bit of personal time. Make sure that adults who are involved as listeners have access to information about support services.

## Questions for reflection and enquiry

- Can guilt be a helpful feeling? How? (Facilitative questions to follow might include: Why do you think that? Can you think of an example? Is this always the case? Can you think of an example when this is true? Can you think of an example when this is not true?)
- Why should we feel guilty even if no one knows we have done wrong?
- How do we know if we have done something wrong?
- What happens if we don't do anything about our feelings of guilt?
- Should people still feel guilty after they have been punished?
- Can we always make amends?
- Is there anything so bad that you can't talk about it?
- What is the difference between punishment and putting things right? Is one better than the other?

## Review

- What have you learned? Do you think you have met the intended learning outcomes we set at the beginning of the theme?
- What new thoughts or feelings have you had when thinking about feeling guilty?
- How are you going to use what you have learned?
- What would you do if you wanted to do something that might make you feel guilty?

## Yellow set resource sheet: Year 3

### Three pictures

Show the children the pictures on the next three sheets:

- a picture of a man in court, with the jury saying, 'We find the defendant guilty';
- a picture of a little girl taking another girl's gel pens in the classroom while the other children are playing outside;
- a picture of boy with his back to a window, with a little girl looking out of the back window of a disappearing car and waving sadly to him.

### *Background to each picture*

Picture 1 – the man had been accused of robbing a shop. In fact he hadn't done it – he has a twin brother and it was his twin who was involved in the robbery.

Picture 2 – the girl is stealing Gemma's new gel pens, because her mother has refused to buy her any and she is cross. The girl she is stealing from is spoilt and always gets what she asks for.

Picture 3 – the little girl (Angelina) is a foster child who has been staying with the little boy's family. She is moving out to be with her new adoptive family, but the boy (Ewan) doesn't know this. He thinks she has been taken away because they had had a fight and he had said, 'It's not fair that you live with us – it was much better before – I wish they would come and take you away.'

## Yellow set resource sheet: Year 3

*Three pictures*



## Yellow set resource sheet: Year 3

Three pictures



## Yellow set resource sheet: Year 3

Three pictures



## Yellow set resource sheet: Year 3

### *Guilty!*

Kelly and Chloe are twins, but they are not the slightest bit alike. Kelly is a pop fan and her half of their bedroom is covered with posters of her favourite star. Chloe is a football fan and her half is covered with posters of famous footballers. Like most sisters, sometimes they fight, and sometimes they are very best mates.

Kelly and Chloe are going to a big disco at the secondary school. It's for 10- to 15-year-olds and Kelly is really excited. On their tenth birthday she had a gorgeous sparkly white top especially to wear to it. Chloe had a Liverpool football shirt that she wears all the time when she is not at school.

It is a few days before the disco, and Kelly has come home from school not feeling well and burning hot. She falls asleep and doesn't seem to recognise Chloe, and calls out for Mum over and over again. Mum phones for the ambulance. It doesn't look as though Kelly will be going to the disco.

It's Saturday night and Kelly is still in hospital. Chloe is getting ready for the disco. All her friends have had new clothes and Chloe is beginning to wonder what on earth she is going to wear. She knows she can't wear her football shirt. Then, in their bedroom, she catches sight of Kelly's new sparkly top. Her heart begins to beat harder as the thought darts into her head that Kelly will never know if she borrows it. Hardly daring to think about it, she takes off her football shirt and puts the top on. She looks in the mirror. She can't believe how different and grown-up she looks. She brushes her hair into a ponytail, then she puts her football top back on, over the sparkly top, and goes to say goodbye to Mum.

'You're never wearing your football top to the disco?' says Mum. 'You should have had something nice for your birthday like Kelly did. I wish I could afford to get you girls some more nice clothes, but you know how short money is.'

Chloe suddenly feels bad. With Kelly's top under her shirt, she feels as though she is telling lies to her mum, but she doesn't say anything. Mum hugs her tight and then says, 'Have a good time, love. I'm popping to the hospital to see Kelly later. I don't like to think of her lying there, poor thing, with her lovely new top never worn.'

Chloe's bad feeling begins to get stronger, an uncomfortable little knot somewhere inside her.

Chloe is going to walk to the disco with her friend, Debbie. On the way to Debbie's house, she takes off her football top and stuffs it in her bag. She feels very glamorous in Kelly's top, but the uncomfortable feeling doesn't go away.

All Chloe's friends tell her how nice she looks. She lets them think that the sparkly top is hers. Then they all ask her how Kelly is and say what a shame it is that she can't come to the disco. Chloe's uncomfortable, guilty feeling grows stronger.

It is very hot in the disco. Chloe queues up with the others to get a drink. A boy in front of her is trying to carry four Cokes when somebody bangs into him and knocks them out of his hands – all over Chloe. Kelly's white top is covered with brown stains. Chloe runs out of the hall. She rubs and rubs at the stains with paper towels but that only makes them worse. The top is ruined.

Now Chloe's uncomfortable feeling has become bad, very bad indeed as she realises for the first time what she has done. Her sister is in hospital and she has taken her new top without her knowing, and she has ruined it. She feels more ashamed than she has ever felt in her life before. What is she going to do?

She tells Debbie that she can't stay because she's covered in Coke. She pulls her football shirt over the damp top, then runs home as fast as she can, hoping that Mum is back from the hospital.

Mum opens the door. She's very surprised to see Chloe. Chloe thinks that Mum has been crying. 'Oh no,' she thinks, 'something has happened to Kelly.'

'Is Kelly all right?' she asks breathlessly. To her relief, Mum smiles.

'She's so all right that they've let her come home,' she says. 'We just got back, she's lying on the sofa. I'm so happy,' she sniffs.

'Is that you, Chloe?' calls Kelly, 'Why aren't you at the disco?' Chloe runs into the room and hugs her twin. Kelly looks her up and down and says:

'You've never been out in that football top? You could have worn my new top if I'd thought about it. It would have looked lovely on you.'

That just does it for Chloe. Kelly's kindness makes the bad feeling inside her come bursting out. She takes off her football shirt and shows Mum and Kelly the stained top underneath. Then she bursts into tears.

Mum was very upset and angry with Chloe for a long time after that night, but Chloe still thinks that she'd rather have had double the trouble from Mum than go through those bad, guilty feelings any longer. Kelly was OK about it, especially as Chloe has been saving her pocket money for ages and is going out to buy Kelly a new top tomorrow.

'But I don't want a white sparkly one,' says Kelly, 'I want a green shiny one like Kylie.'

## Questions to explore

- Why do you think that Chloe's bad feelings began even before she thought that she would be found out?
- How do you think Chloe knew that what she was doing was wrong?
- Do you think that Chloe would have told Mum or Kelly about taking the top if she had not spoiled it?
- Chloe got into a lot of trouble from Mum. Why did she think that she would rather have twice as much trouble than go through the bad feelings any longer?
- What do you think of Chloe's behaviour?
- What might you have said to Chloe if you were her friend and she told you what she had done?
- What would you have said if you were Kelly?
- Would the story be different if it were about twin boys? In what ways?

## Yellow set resource sheet: Year 3

### Taking responsibility

You know your brother is looking forward to playing in his first football match. On the day of the match it is pouring with rain and he can't play. The night before, you were cross with him and told him he would be useless in the game, and they had only asked him to play because no one else would do it.

Nwamaka is feeling very guilty because her mum and dad have decided to live in separate houses. She says to you that if she had been better behaved they would still be living all together.

You know that it is wrong to eat in the daytime during Ramadan. One day you are really, really hungry. When your friends offer you chips during lunch-time, you look around and no one you know is looking. You grab one and think – well, no one will know.

Your friend asks you to go shopping with her and her mum at the weekend. You tell her you are already doing something, even though you are not, as you are bored with shopping every weekend.

You accidentally tear the new curtains in your bedroom when you trip and grab hold of them to steady yourself. It makes a big tear.

You are in a temper because all your friends are allowed out to see the fireworks and you have to stay in to help your mum. You are so mad you get some scissors and start to make a hole in the new duvet cover that your mum and dad have just bought for your bedroom.

You have been to the shops with your dad and when you get home you discover a small teddy bear in your two-year-old sister's pushchair – she took it from a shelf and dropped it behind her, so it hasn't been paid for.

While you are out playing on your bike, you are showing off on the pavement, riding with no hands, and you do not see a small boy running up the road until it is too late. You knock over the little boy.

Your friend has got lovely long dark hair and you are fed up with everyone saying how beautiful she looks. You tell another friend that she has got head-lice and soon the rumour spreads all around the school. Your friend is so upset to hear the rumours that she rings you and tells you she wants to move schools.

Your big brother is hanging around with a gang of boys and girls and has started coming home with lots of sweets you know he can't afford. He tells you one day that he and his friends are 'really good' at nicking from the local shop. When you tell him that you think it is wrong for him to do this, he says the shop owner is rich and it's not his fault that everyone does it.

## Yellow set: Year 4

### Circle games

#### *There's a chair on my right*

Place an additional chair in the circle on the right of the facilitator. The facilitator should start by saying, 'There's a chair on my right and I would like ... to come and sit in it because ...'. For example, the facilitator might say, 'There's a chair on my right and I would like Simon to come and sit in it because he helped Sarah when she was stuck.'

### Rounds

I felt lost when ...

I felt lonely when ...

### Learning opportunities: special people

#### **Intended learning outcome**

I can tell you how I feel about the important people or animals in my life.

Bring in a photograph or drawing of someone who is important to you. It might be a pet or a person. Explain how you feel about the person or animal, and some things you remember about them.



Children should draw pictures to show things they remember about their own special person or animal. This might link to the Gold set, sheet 4 or 7. Suggest that they label their pictures with words to show their feelings when they think about or are with that special person or animal. Encourage them to use powerful descriptive adjectives, similes and metaphors.

### Learning opportunities: loss

#### **Intended learning outcomes**

I know how most people feel when they lose something or someone they love.

I know some ways to celebrate the life of someone I care about.



Prepare the children and check that they have experience of pets and know what they are. You might introduce a class pet if you do not already have one, or talk to them about a pet they had in another class, or about a neighbour's pet. Remember that some children might have little experience of pets in their own homes. Read the story from the resource sheet *Lynford*. Allow the children a short while to talk to a partner about the story in general. Check the children's understanding by constructing a simple storyboard of the story with the class.

Many of the children in my class had never had a pet. I brought in photographs of my own pets (including the ones that had died), and we talked about them.



The main elements might be:

- choosing Lynford, getting used to Lynford and finding out about him;
- Lynford as a great escape artist;
- Lynford's illness and death.

Ask the children to work together to think about how the child in the story might feel in each part of the story, including when he hears of Lynford's death. Explore with them what they know about death by asking facilitative questions, for example:

- What do you think has happened to Lynford?
- Where do you think he is?
- Will he ever come back?
- Why did this happen?
- Should they get another hamster?
- If they do, will it live forever?

*Note:* Some families might find the idea of keeping animals in cages distasteful and immoral. You might like to facilitate some thinking about whether it is right to keep an animal in a cage.

Key concepts to keep in mind are:

death is a normal part of the life cycle;

every living thing dies;

there are a variety of causes of death but they all relate to illness, injury or parts of the body gradually wearing out as we grow old;

people and animals don't know exactly when they are going to die;

people and animals don't normally choose to die.

*Note:* These concepts are provided to support you in facilitating the discussion and not as information to be provided and 'taught' to the class. Do not prompt the children with direct teaching about these ideas, but let the children explore the ideas themselves.

You might use the *Emotional barometer* from the whole-school resource file to explore how the child in the story was feeling at various points.

Encourage the children to think about when animals or people they have known have died or about their knowledge of this from the television or other stories.

Make it clear that if they want to talk about any issues or want a little time to think by themselves, this is OK. You might like to set up a special place where they can go if they want to talk.



Have the children do the *Lynford* challenge from the resource sheets. Support the groups in starting the activity and then be available to work with individuals or groups. You should encourage them to talk about their experiences while completing this challenge.

A child with learning difficulties in my class found the loss of his grandfather extremely painful. Together with his friends we planted a lavender plant in the school garden. When he felt particularly sad, he would ask to sit near the plant. Sometimes snipping off a little and keeping it close really helped. We also used the story *The sunflower* from the Red set to help him to come to terms with the cycle of life and death.



Emphasise the importance of working well together as a group, particularly how well they use time, distribute tasks and check progress. 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.

Read the poem from the resource sheet *My gerbil*. Encourage discussion of the issues that it raises.

### Learning opportunities: let's not forget

#### **Intended learning outcomes**

I can tell you about someone that I no longer see.

I understand that we can remember people even if we no longer see them.

Read the story *Badger's parting gifts*, by Susan Varley (Harper Trophy) ISBN 0 006 64317 5. Use a community of enquiry, or explore the issues using the following questions:

- How did the animals feel when Badger died?
- How did the animals feel at the end of the story?
- What helped them to feel a bit better?
- What were Badger's parting gifts?

Even when people die we can still remember them. Use one of the anecdotes below, or one of your own about a relative, to explore how we can look back at special people.



'I never met the two Doreens, but I do know a bit about them. They used to live in the last house on the street up to the park from my grandpa's house. Tall Doreen was my grandpa's aunt and small Doreen was her friend. Tall Doreen was tall and thin with a beaky nose while small Doreen was small and fat with little eyes. Tall Doreen rode on her bike to the library where she worked each day. Small Doreen kept house. My grandpa can remember

seeing her with a big bucket of soapy water scrubbing the steps each Monday. He'd be going to the park to play football, but small Doreen wouldn't let him go past without giving him a big kiss on his cheek and stuffing a humbug into his pocket. Sometimes he thought he would sneak by to avoid the kiss but then he thought of the humbug and would go up to her as she scrubbed the steps and whistled to herself. Grandpa has a photograph of the two Doreens.'

'I never knew my great-great-great-uncle John. He died long before I was born. I don't know what he looked like or much about him. He was my great-great-grandfather's brother. They lived in a small village where they were cabinetmakers. They made things out of wood and mended things. One day John was working at the church. He was mending something but I don't know what. I always imagine him up his ladder in old-fashioned clothes. There was a storm and the stone cross from the top of the church blew down. It fell on his head and killed him.'

Use the recollections for a class discussion (or as a stimulus for a community of enquiry if you are used to working in this way). Some questions to get the discussion started might include:

- How do you think the author knew about 'the two Doreens' or great-great-great-uncle John when they had never met them?
- Are the stories funny or sad?
- Can stories be funny and sad at the same time?

Set the children a challenge to find out about one person who lived a long time ago, ideally someone who lived before the Second World War. The children should write a set of questions and use these to find out as much as they can about the person, what they looked like, what made them special, whether they are alive or dead, how they are remembered if they are dead. They might find out about the person from their parent/carer, from a relative or from significant people in the school if they cannot do this at home. Many areas have older adults who

visit schools or work with the children. This activity might provide a structure for children and older adults to work together.

The children should create a display about the people, with photographs if available or pictures of what the children think they looked like. They should include things about why we remember them and why they are special.

Alternatively, they might question each other about their special people as if it were a television interview.

### Questions for reflection and enquiry

- Why are animals born and why do they die?
- What would happen if everyone lived forever?
- Why do we remember people who lived a long time ago?

### Review

- What have you learned? Do you think you have met the intended learning outcomes we set at the beginning of the theme?
- What new thoughts or feelings have you had when thinking about loss?
- How are you going to use what you have learned?
- How would you help someone who was feeling unhappy because a pet had died?

## Yellow set resource sheet: Year 4

### Lynford

*Note: Before you read the story, think about your class and bear in mind that some children may come from a culture that does not keep pets such as hamsters. You might help them to think about the story by discussing pets and what they are. They might have had a class pet in a younger class.*

When I was young I had a hamster. He was called Lynford. I got him from a pet shop. There were lots of hamsters in a cage and the man in the shop told me to choose one. I chose Lynford because he was so lively. He was the one at the very top of the cage chewing at the bars. I thought he wanted to get out.

We bought a big cage. The man said that it was very special and that it was good for hamsters because it had tubes and tunnels for them to run in. He said it was specially designed so that no hamster had ever escaped. That man didn't know Lynford – he could escape from anything. My brother said we should have called him Houdini. The first time Lynford got out of the cage we were really worried – we looked everywhere, but then the next morning he was just there in the middle of the carpet, waiting to be picked up. We put him back in the cage and we wedged the door to the cage shut with some little plastic pegs. We thought that he wouldn't be able to escape. But he did. When we came down the next morning he wasn't in his cage. The pegs had been chewed and were lying next to the cage. Lynford wasn't there, but that night he was waiting for us behind the settee.

We tried buying Lynford new, stronger cages but he always found a way of escaping from them. It didn't really matter, because he always came home. We stopped trying to keep him in.



One night my uncle Gordon came to stay for a night. In the morning he was quite upset. He'd been woken by something furry running up his leg – inside the duvet! Of course we explained that it was Lynford and eventually he calmed down.

When Lynford was two years old, my dad told me to sit down. He told me that hamsters didn't live very long and that he

might die soon. I didn't listen. I didn't want to know.

One morning I came down and Lynford was lying still in one of the tubes of his cage. I opened the tube and took him out. He was still warm. Dad and I took Lynford to the vet. The vet said he was very old and very ill, but she gave him an

injection. She put him back in his box and we took him home. When I opened the box, Lynford was still. His body was cold. I knew he was dead.

Dad said he would get rid of Lynford's body. I started to cry and said that wasn't fair. I remembered when I went to Great Granny's funeral. They had music and people read stories and someone had written a poem. They buried Great Granny in the graveyard in a coffin.

I said that I wanted Lynford to have a funeral too. I was going to make it very special so that we would always remember him.

## Yellow set resource sheet: Year 4

### The Lynford challenge



Talking and planning together

#### *Your challenge*

Your challenge is to help the boy or girl in the story to make a very special send-off for Lynford. It should be about making them feel better when they say goodbye.

There are many ways of doing this. It might be a song or poem.

#### *What you must have at the end of the challenge*

Your presentation should include:

- some text with at least three feelings words;
- something visual;
- some music;
- something to help the boy or girl to remember Lynford.

Some ways people remember others:

special book;      photographs;  
music;              letters;  
clothing;          special item;  
talking about them;  
lighting a candle for them;  
special memory box.

Everyone in the group should have a role, but if anyone wants to talk about a time when they have felt like the boy or girl, they can choose whom they talk to. This might be a friend or an adult.

You have an hour to complete the challenge. When you have finished we will share our ideas with 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 plan your time well, making sure that everyone is doing something sensible towards the project.

Have someone to check the progress everyone is making.

Think and talk about what you can do if things go wrong.

## Yellow set resource sheet: Year 4

### My gerbil

Once I had a gerbil –  
Bought me by my Dad  
I used to watch it in its cage,  
Running round like mad  
Or sleeping in a corner  
Nesting in a hole  
Made of shavings, bits of wool  
And chewed up toilet roll.

I kept it in the kitchen  
In the cage my cousin made.  
It flicked all bits out on the floor  
Mum grumbled – but it stayed.  
I fed it; gave it water;  
Was going to buy a wheel.  
I used to take it out sometimes –  
To stroke. I liked the feel –  
All soft, with needle eyes,  
A little throbbing chest.  
I'd had a bird, a hamster too:  
The gerbil I liked best.

I came downstairs one morning.  
I always came down first.  
In the cage there was no movement.  
At once I knew the worst.

He lay there in the corner.  
He'd never once been ill –  
But now, fur frozen, spiky,  
No throbbing, eye quite still.

I tell you – I just stood there  
And quietly cried and cried,  
And, when my mum and dad came down,  
I said, 'My gerbil's died.'

And still I kept on crying,  
Cried all the way to school,  
But soon stopped when I got there  
They'd all call me a fool.  
I dawdled home that evening.  
There, waiting, was my mother.  
Said: 'Would you like another one?'  
But I'll never want another.

### John Kitching

*My gerbil* is used by permission of John Kitching. Copyright © John Kitching.  
All rights reserved. First published in *Pet Poems*, edited by Robert Fisher and published by Faber and Faber, 1989.

## Yellow set

### Curriculum links/follow-up work

Subject area	Follow-up activities and ideas
Literacy	<p>See exemplar lesson plan for work on loss.</p> <p>When working on guilt, read <i>Get lost, Laura!</i> by Jennifer Northway (Random House) ISBN 0 30717520 0, in which children are nasty to a little sister and then she gets lost.</p>
Speaking and listening	<p>Use the drama technique 'conscience alley', described in the leaflet <i>Drama – making it work in the classroom</i>, in QCA/Primary National Strategy guidance <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003). The story <i>Guilty!</i>, in the resource sheets at the end of this section, could be usefully explored in this way.</p>
History	<p>Consider loss experienced in times of war. In QCA History Unit 9, on evacuees, think about how the children might have felt as they left their parents and how their parents might have felt. Would there have been feelings of guilt on both sides?</p> <p>After learning about how the Celts lived, think about how they would have felt when invaded by the Romans. Consider the loss of the way of life that they experienced (see exemplar history lesson plans for Theme 7 <i>Changes</i>).</p>
Geography	<p>Work on knowledge of environmental change and sustainable development provides opportunities to exemplify objectives concerning fair and unfair, how our behaviour impacts on others and taking responsibility for our actions.</p> <p>QCA Geography Unit 8 Improving the environment involves children in investigation of the school buildings, grounds and immediate locality. They discuss the issues that they discover through their investigation, and think about caring for the environment and planning for sustainability. They are encouraged to take responsibility for their actions in the local environment and to write a report on the area for the local authority. The activity links to literacy, mathematics, ICT and environmental education.</p>
ICT	<p>Let the children use a digital camera to take photographs of the presentations from their <i>Lynford challenge</i> work. Have them add text to create a memory book for the class.</p>
Design and technology	<p>See exemplar lesson plan, in which children design and make a package in which to keep a collection of things that are very special to them. For some children, this might be things that remind them of a special pet or even a person who is no longer with them.</p>
PE	<p>Explore feelings of guilt that children may experience when they feel they have let the team down in team games, and how to help each other in this situation.</p> <p>Use the <i>Three pictures</i> activity as a stimulus for dance, using contrasting movements for the three characters. Discuss the similarities in and differences between the movements.</p>

Art and design	<p><b>Objectives:</b> As QCA Unit 3A Portraying relationships</p> <p>The children collect and consider a range of images of two people who have a relationship, and consider how the relationships are conveyed. They then work in pairs to explore and act out a relationship of their choice. Encourage them to make pictures (simplified, fast and bold) to depict this role-play. Digital cameras might also be used to capture a range of ideas and allow prompt feedback, review and revisions. The idea could be extended to 3D using wire or card forms.</p> <p><b>Objectives:</b> To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world)</p> <p>Consider the work of a range of artists who have used art and design to hold on to memories. You could include, as well as more traditional portraits and landscapes, the work of modern artists – for example, installations where simple objects become works of art because of the memories they hold. Careful use of the Internet can provide a rich source of images.</p>
RE	<p>Think about loss in relation to the Easter story. Explore the feelings of the disciples: Judas in his betrayal, and Peter in his denial of Jesus. Think about people's beliefs and ideas about suffering and life after death.</p>
Citizenship	<p>School and class councils will give children experience of looking at issues of responsibility, and considering how they can best make amends to one another when things go wrong.</p>

## Yellow set activities

### Exemplar lesson plan: literacy

Theme	Relationships Year 3 or 4 Term 2
SEAL objectives	To recognise feelings associated with loss  To understand that the feelings can be hard to cope with but that it can be helpful to mark loss by celebrating special things about the person or pet we have lost
Linked literacy unit of work	Poetry
Literacy objectives	Y3 T3: T7, 15, 21  Y4 T3: T4, 6, 9, 14, 15
Outcome	Discussing and writing about issues or themes in poetry. A pet obituary. Drama activities.
Linked speaking and listening focuses	Y3 T3: GD 35 To use the language of possibility to investigate and reflect on feelings, behaviour or relationships  Y3 T3: D36 To use some drama strategies to explore stories or issues  Y4 T3: S44 To tell stories using voice effectively
Text	<i>Death of a cat</i> by Anthony Thompson (attached)
Text themes	Death of a loved pet
Possible focuses for response to this text	The teacher could read the poem to the class, then pose the following questions for consideration: <ul style="list-style-type: none"> <li>• What can we tell about the poet's feeling for his cat from the first verse? The next four lines?</li> <li>• Are there any clues about the cat's feelings for the poet? (<i>He opened his mouth as if to miaow; he lay quietly.</i>)</li> <li>• Why does the poet leave the room?</li> <li>• Why is there no full-stop at the end of the poem?</li> <li>• Why do you think the poet chose to tell readers the outcome in the title?</li> </ul> <p>The children could be invited to talk about their own or others' pets that have died, and how they came to terms with the loss. Those who do not have family pets may have watched television programmes like <i>Animal Hospital</i> that sometimes feature an animal's death and the owner's response. Using teacher scribing, the children could be asked to help compose an imaginary obituary for the cat in the poem, inventing incidents from his life based on their own knowledge of cats. The teacher may need to explain to the children that an obituary records memorable events from a life.</p>
Suggested related activities	In a drama session, the class could work in pairs to have a 'telephone conversation' between the poet and a good friend he rings to tell what has happened to his pet.

Alternative or additional texts with themes related to loss of a pet

*Goodbye Mog*, by Judith Kerr (Picture Lions)  
ISBN 0 007 14968 9  
*Fred*, by Posy Simmonds (Red Fox) ISBN 0 099 26412 9  
*Lovely old Roly*, by Michael Rosen (Frances Lincoln)  
ISBN 0 711 21488 3  
*Up in Heaven*, by Emma Chichester Clark (Andersen)  
ISBN 1 842 70046 4  
*Badger's parting gifts*, by Susan Varley (Harper Trophy)  
ISBN 0 688 11518 7  
*The tenth good thing about Barney*, by Judith Viorst (Prentice Hall & IBD)  
ISBN 0 689 71203 0

## Death of a cat

I rose early  
on the fourth day  
of his illness,  
And went downstairs  
To see if he was  
all right.

He was not in the  
House, and I rushed  
Wildly round the  
Garden calling his name.  
I found him lying  
Under a rhododendron  
Bush  
His black fur  
Wet, matted  
With the dew.

I knelt down beside him.  
And he opened his  
Mouth as if to  
Miaow  
But no sound came.

I picked him up  
And he lay quietly  
In my arms  
As I carried him  
Indoors.

Suddenly he gave  
A quiet miaow  
And I felt his body tense,  
And then lie still.

I laid his warm  
Lifeless body on  
The floor, and  
Rubbed my fingers  
Through his fur.

A warm tear  
Dribbled down  
My cheek and  
Left a salt taste  
On my lips.

I stood up, and  
Walked quietly  
Out of the room

**Antony Thompson**

Every effort has been made to secure copyright clearance for the third-party material featured in this publication. We apologise to any copyright holders who may have been overlooked and invite them to write to contact the publisher.

## Yellow set

### Exemplar lesson plan: design and technology

Theme	Relationships Year 3
SEAL objectives	<p>To learn to explain their feelings about the important people or animals in life</p> <p>To be able to talk about what is special</p> <p>To celebrate the life of someone or something that is cared about</p>
D&T objectives	<p>To relate a product to its intended purpose</p> <p>To find out what others say about a special product</p> <p>To learn how appropriate materials can be used</p> <p>To learn that 3D shapes can be constructed from nets</p> <p>To learn how to create different styles of package for a purpose</p> <p>To generate ideas for a package, considering its purpose and use</p>
Linked unit of work	QCA D&T Unit 3A Packaging
Suggested activities	<p><b>Lesson 1 Investigative and evaluative activity</b></p> <p>Produce a display of boxes and packages that protect, display or celebrate special contents. Prepare a box of materials that the children will be able to use when making their own special package. Ensure that the materials reflect those in the display.</p> <p>Part 1. Explain to the children that they are going to make an important package to keep and celebrate something that reminds them of a special person or pet. Explain that that the person or pet may no longer be with them. Discuss ways that we can celebrate the life of someone or something. Ask the children to choose one package from the display that might be used as part of such a celebration. Encourage them to investigate and discuss their package in more detail in small groups. Ask each group what they think the original purposes of the packages were, what materials they were made from and how they have been stiffened. Discuss colours chosen and the impact of the style of the packages they have selected.</p> <p>Part 2. Sensitively introduce opportunities to talk individually about the sort of item that could be kept in the package the children will design and make. Encourage them to talk about what is special about the item that will be stored or displayed. Ensure that it is appropriate to bring such an item to school, and carefully suggest alternatives if necessary.</p> <p>Part 3. Remind the whole class of the investigation work they have carried out. Ask them to seek permission and then bring in an item they want to keep in their package by the next lesson.</p> <p><b>Lesson 2 Focused practical tasks</b></p> <p>Part 1. Ensure that general items on the theme of someone or something special are available for those who have brought inappropriate items or not brought anything to the follow-up lesson.</p>

Show the children how to construct a cube or cuboid using squares or rectangles of thin card. The sides could be joined using adhesive tape. Show how the card net of a cube or cuboid can be cut, scored and assembled to make a box.

Part 2. Ask the children to practise graphic techniques that could be used on their special box. Discuss the reasons for using different techniques for different purposes or effects. Show the children ways of stiffening card structures, drawing on their experience gained when investigating the packages they chose from the original display.

Part 3. Ask the children to label and hand in the items they will keep in their final product so that they can be stored safely. Explain that they will start designing and making their package or box in the next lesson.

### **Lesson 3 Start the design-and-make assignment**

Prepare materials that have been roughly cut to the required area for nets that would accommodate the sort of items that have been left in safe keeping by the children. Place the materials in boxes of different sizes to aid selection.

Part 1. Remind the children of the work they have done so far on designing a package to celebrate someone or something special. Ask them to select material from one of the boxes and discuss again in groups what their final design will need to do. Ask them to write down two or three criteria that their final product will have to meet.

Part 2. Ask the children to work in those same groups to discuss ideas as they draw their initial designs, bearing in mind the material they have chosen and what they have learned about nets.

Part 3. As they are working, ask the children individually what is special about the item they will keep in their final package.

### **Further lessons**

Continue designing and making processes, encouraging the children to evaluate each other's work in a positive manner against their original criteria.

Copies of this document may be available from:

**DfES Publications**

Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
Textphone: 0845 60 555 60  
e-mail: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

**Ref: DfES 1364-2005 G**

© Crown copyright 2005

Produced by the  
Department for Education and Skills

[www.dfes.gov.uk](http://www.dfes.gov.uk)

If this is not available in hard copy it can be  
downloaded from:

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

The content of this publication may be reproduced  
free of charge by schools and local education  
authorities provided that the material is  
acknowledged as Crown copyright, the publication  
title is specified, it is reproduced accurately and not  
used in a misleading context. Anyone else wishing  
to reuse part or all of the content of this publication  
should apply to HMSO for a core licence.

**The permission to reproduce Crown copyright  
protected material does not extend to any  
material in this publication which is identified  
as being the copyright of a third party.**

Applications to reproduce the material from this  
publication should be addressed to:

**HMSO**, The Licensing Division, St Clements House  
2-16 Colegate, Norwich NR3 1BQ  
Fax: 01603 723000  
e-mail: [hmsolicensing@cabinet-office.x.gsi.gov.uk](mailto:hmsolicensing@cabinet-office.x.gsi.gov.uk)

