



Guidance

Curriculum and
Standards

Primary

National Strategy

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

**Relationships
Years 5 and 6**

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

Status: Recommended

Date of issue: 05-2005

Ref: DfES 1365-2005 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.

Green 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 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 5 and 6 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 earlier year groups.

Intended learning outcomes

Description	Intended learning outcomes
<p>This set will consider how other people see us and how this might lead to feelings of embarrassment.</p> <p>The children will continue to explore their understanding of how thoughts can influence our feelings and our behaviour and how embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. The children will explore how they might predict when they might feel embarrassed and when and how they might avoid an embarrassing situation. They will also consider how they might manage their feelings of embarrassment.</p> <p>There will be a focus on understanding how others see us and how we would like to be seen by others. This will lead into consideration of stereotyping.</p> <p>The concept of forgiveness will be introduced and the children will consider when it would be appropriate to forgive and the impact that forgiveness might have on both parties.</p> <p>The theme will explore some of the losses that a child might experience and the feelings that are associated with a loss.</p>	<p>Knowing myself</p> <p>I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p>Understanding my feelings</p> <p>I can tell you about a time that I felt embarrassed and what it felt like.</p> <p>I understand that there is not just one way to grieve.</p> <p>Managing my feelings</p> <p>I know some things to do when I feel embarrassed that will not make things worse.</p> <p>I can use some strategies to manage feelings associated with loss.</p> <p>I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p>Understanding the feelings of others</p> <p>I have helped someone who felt embarrassed.</p> <p>I know how to make people feel good about themselves.</p> <p>I know some of the feelings people have when someone close dies or leaves.</p> <p>I understand that different people show their feelings in different ways.</p>

In relation to friendships, children will consider when and how it is appropriate to break friends with someone. They will consider the impact of breaking friends.

Social skills

I can break friends with someone without hurting their feelings.

I can recognise when I am using a put-down.

I can recognise stereotyping.

I can try to challenge stereotypes.

I can tell you about the people who are important to me.

I can help support someone who is unhappy because they have lost someone or something.

I can think about when to forgive someone.

I can forgive someone.

Making choices

I understand when breaking friends might be the best thing to do.

I can use a problem-solving approach to sorting out an embarrassing situation.

PSHE/Citizenship links

Year 5

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (in the area of 'embarrassment');

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes.

Year 6

Children will be taught:

2a) To research, discuss and debate topical issues, problems and events.

2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

3e) To recognise the different risks in different situations and then decide how to behave responsibly.

4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

4b) To think about the lives of people living in other places and times, and people with different values and customs.

4c) To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

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

Speaking and listening links: group discussion and interaction

Objectives from QCA/Primary National Strategy guidance <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2 (DfES 0623-2003)</i>	Children's version
Year 5: T2 53. To understand and use the processes and language of decision making	When you need to make a decision in the group, think about the consequences of each possibility, make sure everyone has a say, and compromise when necessary.
Year 6: T2 63. To consider examples of conflict and resolution, exploring the language used	When you can't agree in the group, use 'peaceful problem-solving' to try to find a win-win solution. Think about how the language you use can make a solution more or less likely.

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)

embarrassed	humiliation	forgive	make amends
stereotype	breaking friends	grief/grieve	shock
denial	anger	disbelief	depression
despair	sadness	acceptance	

Resources

	Resource	Where to find it
Year 5	<i>Emotional barometer</i>	Whole-school resource file
	<i>Feelings detective poster</i>	Whole-school resource file
	Photocards – embarrassed	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
Year 6	<i>Working together self-review checklist</i>	Whole-school resource file
	<i>Assembly pictures</i>	CD-ROM
	<i>Peaceful problem solving poster</i>	Whole-school resource file

Key points from the assembly story

- 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 on to 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/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

A focus on feelings may give rise to a number of potentially sensitive issues. Teachers or practitioners are advised to read the section in the *Guidance* booklet from the whole-school SEAL resource that deals with this issue before beginning work on the theme (Appendix 3 'Guidance on the teaching of potentially sensitive and controversial issues').

Green set: Year 5

Circle games and rounds

I don't get it!

Play a game where the adult goes round each child in the circle, saying whether they are 'cool' or 'not cool'. Use a simple but not too obvious criterion (such as whether the child has their ankles crossed or arms folded) to decide which category each child belongs in. Do not share this with the children. Everyone has to guess the criterion and make sure they are 'cool'. After a while some children will have guessed and crossed their ankles or folded their arms. Stop the game and ask those who have not guessed (they should still be the majority) how they are feeling. Ask how they might feel if the game went on and they were the only one left in the class who had not guessed.

Rounds

'When I make a mistake I feel ...'

Learning opportunities: people around us

Intended learning outcomes

I can find out about people who are important to me.

I can give and receive a compliment.



Write the names of all the children and adults in the class on cards or pieces of paper and put them in a bag. Each child or adult in the class should pull out a name and make a card about why the person is important. This could be approached as an investigation, with the children asking the teacher and particular friends of the named child for their ideas.

The cards should be given to the named child. They must say or sign thank you.

Learning opportunities: embarrassed

Intended learning outcomes

I can tell you about a time when I felt embarrassed and what it felt like.

I know some things to do when I feel embarrassed that will not make things worse.

I can use a problem-solving approach to sort out an embarrassing situation.

I can think about what embarrasses me and learn something about me that I didn't know before.

I have helped someone who felt embarrassed.

Introduce the idea of embarrassment having physical and emotional effects. Ask children to list the physical effects (e.g. being hot and flushed, shaking, stammering) and introduce the 'blushometer'. This is an emotional barometer from the whole-school resource file on which you have written the word 'embarrassed'. It can be coloured with increasingly dark shades of red, to symbolise embarrassment.



The children might work in groups and create their own blushometer and then discuss the situations outlined on the resource sheet *The blushometer*, deciding where each would register on the blushometer.



Use the photocards 'embarrassed' and the *Feelings detective* poster from the whole-school resource file to explore the feeling more fully.

Draw attention to the fact that embarrassed people often feel:

- upset;
- angry (at themselves or others);
- at a loss – they don't know what to do;
- very uncomfortable (inside as well as 'hot and bothered' on the outside).

Ask the children what influences just how embarrassing we find a particular situation. Draw attention to the fact that we feel more or less embarrassed according to:

- who is there or who sees, and how much we care about what they think or value their opinion;
- whether what we did was intentional;
- how bad we think what we have done is – have we 'let ourselves down'? – and can this apply even if no one knows?

Have the children come up with their own ideas of embarrassing situations and rate them on the blushometer. (Note them down for later.)

Read the short story from the resource sheet *Embarrassed*. Discuss the story using the suggested questions as a framework.

Say that some people find it embarrassing to be praised out loud in public. Ask the children to position themselves on an imaginary line on the classroom floor, according to how much (from 'not at all' to 'very 'much') they feel embarrassed when:

- praised in front of their parents;
- praised in front of the class;
- praised in front of a few close friends;
- praised for work in ... (specify a subject here, which might be literacy, maths, PE, art and so on).

Ask children to notice any patterns or gender differences that emerge from this activity. Discuss the reasons why it feels embarrassing to be praised in some situations, but not in others. Draw out issues such as not wanting to seem to be hardworking and so on.

Show a video clip, if you can, of *You've been framed*, or read a newspaper article about a celebrity who has been shamed, as a stimulus for debate, using a community of enquiry approach if you are familiar with this way of working. Children's and teen magazines often have a section on 'my most embarrassing

I made a huge blushometer by putting a line along one wall. A volunteer read out the situation and the children positioned themselves somewhere on the blushometer. We then tried to think of ways to reduce our embarrassment.



We have a resource base for children with autism in our school. The feeling of embarrassment was very hard for them to grasp, as it depends on understanding how others might view you or a situation. We worked with this group of children instead on constructing social stories, books and displays about what to do when you have 'done something you don't feel good about'.



moment'. These can also provide a good stimulus for discussion (but read through first to ensure that you are comfortable with the content). Children could make their own photo story or magazine page as a follow-up activity.



Ask the children to discuss the following questions in pairs: What can you or other people do when you feel embarrassed? What helps? What makes it worse:

- at the time (while you are feeling the physical effects of embarrassment)?

and

- later on, when you are more able to problem-solve?

They can describe or act out strategies that help. For example, at the time:

- someone noticing your situation and distracting others by doing something that takes the spotlight off you;
- shrugging your shoulders and laughing (at yourself);
- thinking 'well, everyone gets embarrassed about something';
- deep breathing;
- smiling;
- ignoring it, and walking away;
- saying something funny back;
- acknowledging that you feel embarrassed.

And later on, using the problem-solving process, examples of strategies might be to:

- ask someone not to do or say something as you find it embarrassing (when it is not done intentionally);
- when you are embarrassed because you have let yourself or others down, admit that what you have done is wrong, apologise, and make amends.



Embarrassment is so horrible that sometimes we will do anything to avoid feeling embarrassed. This means that we can be vulnerable to being bullied. Thought shower ideas about how we can avoid this happening.

When we are embarrassed it is difficult to think sensibly and problem-solve. Remind children of work they did about 'fight' and 'flight' responses and the threats we sometimes feel. When we have been overwhelmed by our feelings it is sometimes difficult to think straight.

What behaviours might embarrassment lead us to use?

Remind children, perhaps using the visual representation *Feelings, thoughts, behaviour* (from the whole-school resource file), that our feelings influence our behaviour.

Go through the list of examples of embarrassing situations that children came up with earlier and ask them to discuss with a talk partner some ideas on how people might react (in class or group situations).

Take feedback. Children are likely to include behaviours such as 'say something worse back'; 'threaten them'; 'cry'; 'run away'; 'hit the person'; 'be horrible to the person later – get your own back'; 'plan revenge'.



Have children work in pairs and tell their partner something embarrassing that has happened to them or to someone they know. Each pair then joins another pair to share their stories.



The group chooses one story and creates a freeze-frame and a headline or caption to go with it. Each character should say what they are thinking. They should share their work.



The rest of the class tries to guess what happened.

Draw out discussion about why the embarrassed person behaved as they did (e.g. lashing out or retreating – remind children of the ‘fight or flight’ response to threat).

Note: Make clear that embarrassment can often be a signal that children should seek help. If others are using embarrassment as a tool for bullying them, they should not just try to solve the problem on their own. They should involve others – school staff, friends, family, school council – in solving the problem.

Extend the role-plays by asking one child (with well-developed social skills) to take on the role of the person who helps the embarrassed person to feel better. How did the embarrassed person respond to help? What are the dangers of trying to help? (For example, it might make things worse; the person you are trying to help might take anger out on you.)

Children could interview staff in school or people at home about ‘my most embarrassing moment’.

Set up a book of embarrassments. Encourage children to consider how it might be embarrassing to feel different, and how sometimes we embarrass someone either inadvertently or deliberately by focusing on ways in which they are different from ourselves.



Involve children in thinking about how to help people who are in embarrassing situations by:

- role-playing (and perhaps filming their role-play) a morning television programme discussing what the person could do;
- constructing a written response, in the style of an agony aunt or uncle;
- producing a help-sheet for children feeling embarrassed – what can people say or do to help themselves when they are in this situation?



Ask children how adults sometimes inadvertently embarrass them. They could then write a letter to parents/carers or staff ‘advising’ the adults on what they find embarrassing and what they would suggest adults did instead.

Extend the discussion to ways in which boys sometimes embarrass girls in the class, and vice versa.

Make an illustrated display of pictures, words, phrases and descriptions of embarrassment (from children’s books, what soap characters say, pictures they find and so on), for example:

- I wanted the ground to open up and swallow me;
- I blushed as red as a beetroot;
- I could have died ...;

When the groups had thought of their ideas they sat in ‘hot seats’ while the others questioned them.



I reintroduced a ‘worry box’. The children put their worries in this and we discussed some of them as a class. If they included their name I spoke to them individually.



In our school we encourage children with language difficulties or autism to keep a little book of idioms like these, as they take them very literally and can get quite worried by them. They write their own explanation next to the idiom.



- I didn't know where to put myself;
- I could have kicked myself.

This could be used as a sentence completion exercise, with the addition of the word 'when' at the end of each expression.

Learning opportunities: pick me up, don't put me down

Intended learning outcomes

- I know how to make people feel good about themselves.
- I can recognise when I am using a put-down.



Ask children to think of some of the things that people say or do that make them feel good. Thought shower some examples (remind children of the 'compliments' activity they have carried out in previous sets).

Explain that sometimes people say and do things that make others feel bad – these are called 'put-downs'. Ask the children to thought shower as many ways of putting someone down as they can.

These might include:

- saying or texting something nasty or unkind about the person;
- saying something about the person's family or friends;
- name-calling;
- laughing at someone or making fun of someone (imitating them);
- leaving someone out or not responding to someone when they talk to you;
- rolling eyes etc.

Tell the children the story *Pick me up, don't put me down* from the resource sheets.

If possible, have the children construct a giant paper or card jigsaw in the shape of a girl, with a big smile on her face. Begin the story with the jigsaw complete and choose children to take away pieces each time something happens that makes the girl feel bad about herself. Make sure there are enough pieces in the jigsaw to match incidents in the story.

Read the story to the children, encouraging them to notice the everyday ways in which we put others down, and the effect this has on us.

When you have finished the story, ask the children to say what they could do to make the girl feel better about herself by doing and saying kind things. As they offer suggestions, use the jigsaw pieces to 'put the girl together again'.

Draw out that put-downs are unkind and unnecessary. They can be racist or homophobic. We should all be aware of the effect they have on others. They are also a major source of conflict.

We have a marble jar in our class. We use it to notice good behaviour – when it's full the class get a reward. After working on the *Relationships* theme we used it to focus on put-downs. If I heard anyone using a put-down I took a marble out and if anyone gave encouragement I put one in.



I gave each child a piece of paper with 'I am as good as anybody else' written on it. Every time a put-down occurred in the story they ripped off a bit. They kept the bits of paper safe so they could put them back together in the second part of the activity.



Learning opportunities: don't judge a book by its cover

Intended learning outcomes

I can recognise stereotyping.

I can try to challenge stereotypes.



Use the resource sheet *Don't judge a book by its cover* for this activity.

This challenge addresses the important issue of stereotyping people according to how they look. It highlights assumptions we might make (and be very wrong about) and prejudices we may have. It is interesting to consider the similarities between a book cover and our public self. We have some control of the messages we give.

Emphasise the importance of working well together as a group, particularly how well they resolve any conflicts. 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.

You might want to extend this work on stereotyping by reading the book *A pig is moving in*, by Claudio Fries (Siphano Books) ISBN: 1903078113, in which everyone makes assumptions that a pig will be an awful neighbour. They look for the evidence they are expecting, and think they have found it and proved themselves right. In fact they are all wrong and have misinterpreted the evidence. This book provides a powerful challenge to stereotyping. Only use it, however, if it will not offend children in the class for whom reference to pigs is culturally inappropriate.

Ongoing work

Talk about situations where you have felt embarrassed, and what you did (and whether or not you would do the same in retrospect). Emphasise strategies for dealing with the difficult feelings.

Practise using the strategies discussed when children report that they have felt embarrassed. Be sensitive to their need not to have attention drawn to an individual's embarrassment at the time, or in public.

Ask the class to let you know, perhaps via a private note, about times when you may inadvertently embarrass them, for example by sending them to a younger class to fetch their new reading book, reading out one of their stories, giving them a public reward, or allocating a teaching assistant to support them.

Be careful not to embarrass children in front of their peers. Apologise privately if you inadvertently do so.

Model the use of 'pick-me-ups' (compliments) with the children and be careful not to use put-downs. If you hear children using a put-down, draw attention to it by saying 'that sounds like a put-down'. You could agree a rule in your classroom

that if someone uses a put-down, they must balance it by thinking of a 'pick-me-up' within a certain time.

Questions for reflection and enquiry

- Do you think it is ever a good thing to feel embarrassed?
- Why do you think some people get embarrassed when others don't?

Review

- What have you learned about feeling embarrassed? Do you think you have met the intended learning outcomes we set at the beginning of the theme?
- Does the feeling of embarrassment tell you anything about yourself that you didn't realise before?
- Is this useful?
- What helps you when you feel embarrassed?
- What sort of things might help someone else when they are feeling embarrassed?

Green set resource sheet: Year 5

The blushometer

- Your friend says loudly in class: ‘Hmm, nice shampoo you use – smells like head-lice lotion.’
- Your mum kisses you goodbye at the school gate and three Year 6 children who reckon they’re hard laugh loudly.
- As you walk past a group of older children you trip over and your school bag spills over the pavement.
- You have been saying some unkind things about a girl in your class and turn around to find her standing behind you.
- You miss a crucial penalty in the final of the school football league.
- You copied your friend’s spelling test and your teacher has called you both up to speak to her. She is accusing you both of cheating.
- Your school shoes break and you have to wear the ‘wrong’ sort of trainers to school.
- You go to the toilet and a few minutes after you return to the classroom someone points out that you have a trail of toilet paper stuck to your shoe.
- Your teacher asks you to answer a question in maths. You don’t know the answer and make a wild guess – everybody laughs.
- You fall over and although you are with your tough friends, you hurt yourself so badly that you can’t help the tears that come to your eyes. One boy shouts ‘Cry baby’.
- You fall over as you are roller-blading by yourself – the tears come to your eyes, and a kind old lady asks you if you are OK.
- You turn round in a shop to your friend saying, ‘Hey, you’d look great in those’, and realise that your friend has moved away and a total stranger is looking at you.
- You are supposed to have gone to the mosque after school but some friends persuade you to go the park instead. A friend of your parents sees you and tells them.
- You are caught taking a pound from your brother’s wallet (a) by your brother (who is always taking your stuff without asking) or (b) by your parents.

Green set resource sheet: Year 5

Embarrassed

Like most people, I have good days and I have bad days. This day was the worst ever. It started off wrong when Mum overslept and got in a big panic about being late for work. She said that I would have to walk Georgie to school instead of her driving us, even though I kept trying to tell her that I had a test first thing. All she said was: 'Try telling that to Mr O'Brien.' Mr O'Brien is her boss. It was a nightmare – Georgie was grumbling and dawdling, Mum was trying to pack our lunch boxes, and I couldn't find my trainers. By the time we got out of the house everyone was in a bad mood.

At school it got worse. I had to drop Georgie off in her class, put her lunch box away and settle her down, so by the time I walked into our class, the test was nearly over. It is so embarrassing being late. Everybody looks at you. I could see a couple of the girls whispering and giggling, but I pretended not to notice, even though I could feel myself getting hot and uncomfortable. Mr Porrit didn't look too pleased. He looked as though he thought I was late on purpose to get out of the test. He told me to read until it was over.

It was a history test. We were supposed to have researched World War Two for our homework and then, in the test, we had to write down what we'd found out. By the time everyone had finished, I was just beginning to recover from being late, but then Mr Porrit said to me: 'Well Leon, as you weren't able to write anything down, perhaps you can tell us something instead. Let's see now, who was the British Prime Minister during World War Two?'

Of course I knew the answer, everyone knows that, but just at that moment, it went right out of my mind. I sat there, like a lemon, getting more and more panicky. Then I blurted out the name of the only Prime Minister I could remember before Tony Blair:

'Margaret Thatcher,' I said.

The whole class burst out laughing. It was awful. I just wished the floor would open and swallow me up for ever.

Mr Porrit asked who would like to jog my memory and the whole class yelled out: 'Winston Churchill.' Of course I knew that really, but no one believed me.

By break time I had cooled down a bit, even though there were still the odd whispers and giggles. I checked to see if Georgie was all right and then I joined in with the game of football that was going on. I was just dribbling the ball along ready to pass it to Eldean when I noticed that the rest of the team had stopped playing, and were nudging each other and staring at me. I dribbled a bit more, wondering if they were admiring my style, then I realised that they were laughing. Eldean was laughing so much he could hardly stand up. I stopped and looked around.

'What's going on?' I said. Eldean couldn't speak, he just pointed to my shoes. What was he on about? And then I realised. I had odd trainers on. I mean it wasn't like they were different colours, they were both mucky white, but they were definitely odd. I couldn't believe it. I had been in such a hurry that morning that I hadn't even looked properly. It seemed as though the whole playground was in an uproar and, short of running round in my socks, there was nothing I could do about it. My face was burning like an oven and I felt a complete fool. At that point I just wanted the day to be over. But it wasn't.

By lunchtime I was starving. It's so unfair on the juniors because they get to eat their lunch half an hour after the little ones. As soon as the bell went I dashed to get my lunch box out of my bag. Except that it wasn't there. Instead, there was a bright pink, glittery, Barbie lunch box. It was Georgie's. I groaned. In my hurry that morning I must have left my lunch box in Georgie's class, and brought hers with me. Well, she would have finished my lunch off by now, I thought.

By the time the fifth person said: 'That's a nice sparkly Barbie lunch box, Leon,' and asked me how many Barbie dolls I'd got at home, I'd had enough. I wasn't hungry any more. I put the lunch box back in my bag, sat myself in the corner of the playground and decided I had had enough humiliation for one day. I tucked my feet in their odd trainers under the seat where no one would see them. Georgie saw me and came over. 'Thank you for letting me have your lunch box, Leon,' she said. She would have given me a kiss but I've told her she's not allowed to in school. I smiled at her. She's a good kid when she's not driving me up the wall. Five minutes later, Eldean came over. I turned my face away. I just didn't feel like talking. He sat down on the bench next to me.

'Do you want to wear these?' He held out a pair of trainers. 'I brought them in for football,' he said. 'My mum goes mad if I play in my new trainers.' They weren't anything special, but at least they matched.

'Thanks,' I said and pulled my feet out from under the bench. Eldean had to look away when he saw the odd trainers. He's always in trouble for laughing when he shouldn't. I put his trainers on, and suddenly the day didn't seem so bad.

I managed to get through the afternoon without any disasters. When I went to collect Georgie, I put all the food out of her lunch box into mine and ate it on the way home. I was starving. Mum was already home when we got there.

'How was work?' I asked her. 'Oh all right,' she said, 'except that I was in a such a rush this morning that I spent half the day with my dress on inside out. It was so embarrassing.'

'Tell me about it, Mum!' I said.

Questions to explore

- Leon was embarrassed on four different occasions. Do you think he was more embarrassed by the situations themselves, or by the other children's and the teacher's reaction to what was happening?
- Leon was embarrassed at having Georgie's lunch box and other children made fun of him because of it. Could we call comments like these 'sexist', in the same way we call some name-calling 'racist'? Why were these sexist comments and feelings embarrassing? What could you have said to someone who made sexist comments like those?
- Which do you think was the most humiliating experience for Leon, and why?
- Would you have been embarrassed by the situations that Leon found himself in?
- How would you have reacted in each of the situations?
- If you had been in Leon's class, how could you have helped him to feel less embarrassed in each situation?
- What do you think of Eldean's behaviour?
- Who or what do you think helped Leon the most?

The story can provide a starting point for exploring the following key ideas.

The idea that we all need to belong and can be embarrassed by going against social or cultural norms or expectations of behaviour, including the norms of the social groups we identify with. (Children could explore the different groups they belong to and the norms of, for example, behaviour, dress, language.) We sometimes don't want to do things differently from other children, in order to belong.

The fear we all have of being different or feeling out of place (saying or doing the wrong thing).

The links between embarrassment and threats to our self-esteem or self-worth (for example, getting things wrong in class, being picked on).

The idea that embarrassment can tell us what matters to us at any time. If you don't get embarrassed about something it probably means that that thing is not very important in your life (e.g. going out without the latest trainers on may be important for a teenager, but less so for a middle-aged dad).

The idea that different things matter to different people and that this depends on our culture, gender and personality. How are we the same? How are we different?

Green set resource sheet: Year 5

Pick me up, don't put me down

Shipa woke up more excited than she had ever been. Today was the day of the auditions for the school play, *Oliver*, and she just knew she was going to get the part she deserved – she was going to be the Artful Dodger and nobody was going to stop her. She'd watched the movie over and over and knew all his songs by heart.

*'Consider yourself, at home (boom boom),
Consider yourself, part of the faaaamily,'*

she sang at the top of her voice, sweeping around the bedroom she shared with her older sister.

'Ooooh, shut up with the warbling,' shouted Farozia from under the blankets, 'it sounds like you're killing a cat!'

'Shut up yourself,' called back Shipa, 'you'll be sorry when I'm a famous actress ...'

On the way to school, Shipa could hardly contain her excitement and chattered all the way about the audition. She was completely taken aback when her mum said, as she gave her a kiss:

'Don't get your hopes up, Shipa – you know there'll be a lot of competition for that part – maybe you should think about going for a smaller role?'

Did her mother understand nothing? Shipa knew that she was made for the part – small, mischievous-looking with beautiful dark hair cut short – and besides, she'd been practising the songs for weeks.

As she walked into the classroom a group of girls shouted across to her, 'Hey Shipa – who are you auditioning for?'

'There's only one part for me – the Artful Dodger,' she replied proudly. Katrina rolled her eyes at the other girls, and Molly stifled a giggle.

'Duh, yeah, er ... good choice Shipa,' Shanaz said sarcastically, 'just the part for you – it was always supposed to be played by an Asian girl you know.'

Shipa felt her cheeks burning – it hadn't occurred to her that anything other than being able to remember lines and sing the songs would come into the selection.

'Maybe they're right,' she thought. 'What if I'm making fool of myself?'

Putting her fears out of her mind, Shipa carried on with her work for the rest of the morning. At playtime she had to pop back to the classroom to get her coat, but as she passed the window she stopped dead. There were the girls, Samantha, Molly, Shanaz and Katrina, all beside themselves with laughter – spinning round and round in a ridiculous dance singing at the tops of their voices:

*'Consider yourself, well in,
Consider yourself, part of the furniture.'*

As she watched through the window, she heard Molly say, 'And did you see the way she was dancing?'

They must have seen her in the toilets practising for the audition. Shipa turned and walked away, back to the playground, tears stinging her eyes. They thought she was stupid. How could she ever have thought she would get the part?

Lunchtime eventually arrived, and Mr Binns shouted, 'All the Olivers over here please, Artful Dodgers over there, Nancys at the front of the stage ...'. Shipa hesitated – should she go for it? She started to move towards where Mr Binns had pointed, suddenly nervous and shaky.

'Come on Shipa, slowcoach, no time for your dithering now, we haven't got all day you know,' chided Mr Binns as she slowly approached the noisy group of children waiting to be auditioned for the part of the Artful Dodger.

As she got nearer the group a silence fell, and Shipa realised with horror that every single other person was a boy.

'You!' spluttered Kevin. 'You can't be serious.'

'Oh, not her' shouted another voice.

Two of the boys didn't say anything, but looked at her curiously, eyebrows raised in mock horror.

Shipa couldn't take it anymore, tears blinding her she ran from the room.

'Typical girl', she heard one of the boys shout as she left.

Green set resource sheet: Year 5

'You can't judge a book by its cover' – an enquiry

When Arthur got into town he was out of breath. It was a long walk but he needed to go to town if he was going to get a present for his grandson. Arthur wanted to get him a book about motorbikes, because that's what the boy really loved.

Arthur thought he would sit down on the seat in the square near the memorial to those who died in the war. He often sat there on his way to the shops.

Today there was a group of lads round the seat. He leant on his stick but didn't feel he should stay. One of the lads was standing in the middle. He was talking; the others were laughing. He was dressed all in black with chains hanging from his clothes. His nose was pierced and his head was shaved, except for a stripe down the middle.

Arthur turned quickly away. He didn't want them to see him. Perhaps they might come over and steal his pension. He walked to the bookshop and went to the back to find a book. He picked one up. It looked about right, with a big bike on the cover. He opened the book. It fell open to show a glamour shot of the bike with a young woman in a bikini. Arthur was flustered. He quickly shut the book, in a hurry to put it back on the shelf. As he did so he lost his balance and fell with a crash to the floor. He lay there on his back and thought, 'Have I hurt myself?' Then he remembered the book. There it was lying open with the picture on show. He couldn't get up and he couldn't reach it. What would people think?

There was someone coming over. It was the young man in black. He looked at Arthur. He looked at the book, shut it and slipped it on the shelf.

'Are you OK grandad?'

Arthur nodded and started to explain, 'The book ... I didn't know it would have ...'

'What book? I didn't see a book,' the young man said as he carefully lifted Arthur to his feet and gently helped him on to a chair that someone had brought.

'I know you can't judge a book by its cover,' he said softly, with a smile and a wink.

Green set resource sheet: Year 5

'You can't judge a book by its cover'



Talking and planning together

Read the story where the young man uses the expression 'You can't judge a book by its cover'. Your challenge is to carry out an investigation to find out whether this expression is true or not.

To start the investigation you will need to work together to think of a question for your investigation – that is, a question that tells us exactly what you are trying to find out.

Then you will need to gather some evidence to help you answer your question.

Finally, you will need to compile a report to let the class know:

- your question for investigation;
- your answer;
- your evidence;
- how you went about finding out your answer.



Time keeping

Your report does not have to be written but can be if you want it to be. When considering how well you did this challenge, you will need to think about:

- how well you worked together
- the quality of the thinking you showed and evidence you presented.

Good luck with your investigation!



Listening to each other



Activities



Presenting to the class

REMEMBER YOUR GROUP SKILLS

Don't forget to think about HOW you work together as well as WHAT you end up with! ... Remember ... you need to make a decision in the group, think about the consequences of each possibility, make sure everyone has a say, and compromise when necessary.

Green set: Year 6

Circle games and rounds

Swap places or put your thumbs up if:

- you have lost something that is important to you;
- one of your friends has moved away;
- something interesting or exciting has happened to you recently;
- you like frightening films;
- you have found something you thought you had lost.

Rounds

'I know someone who was disappointed when ...'

'I was disappointed when ...'

'I felt better when ...'

Learning opportunity: our special people

Intended learning outcome

I can tell you about the people who are important to me.



Ask the children to summarise the assembly story and to identify the important people in the story. Use the assembly pictures from the CD-ROM that accompanies these materials to support children, where necessary, in picking out the main points.

Concentrate on Max's dad who has moved to another town. Working with a partner, children should generate as many reasons as they can for why Max's dad might have moved.

Share the reasons as a whole group.

Provide time for children to think of words that might describe how Max might have felt when his dad left.

Explore what things Max, his mum and his dad might have done to help him feel better.

Children can draw pictures or make a display to show something about someone important who lives away, whom they don't see as often as they would like or whom they no longer see.

Note: You will need to be sensitive to the needs of children who may have had to leave behind people they care for in other countries when deciding whether and how to approach this activity.

Learning opportunities: loss

Intended learning outcomes

- I know some of the feelings people have when someone close dies or leaves.
- I can use some strategies to manage these feelings.
- I understand that different people show their feelings in different ways.
- I understand that there is not just one way to grieve.

These activities are designed to allow children to explore their understanding of loss and the whole range of experiences that might be seen as loss. They include work on the different stages that people may go through when they have experienced a significant loss. If this set of materials is to be helpful, we should make it very clear that there is no right way to cope with loss. There are individual and cultural differences.

It is very important that the school lets parents/carers know that the class are to be learning about loss (see points to note in the theme overview, and the sample letter to parents in the Gold set). This will provide them with an opportunity to explain any issues or information you might need to know about the children's experiences before you start.

Introductory activity



Start by using a book, poem or video that explores the issue of death. This might be the video of *Grandpa* by Raymond Briggs or it might be through the unit of work based upon George Layton's *The long walk*, described in the exemplar literacy lesson plans later in this section.

These texts might be used as a stimulus for a community of enquiry, if you are familiar with this approach, or for a class discussion. The following questions might be a starting point:

- What do you think happens to Grandpa?
- How do you think the characters in the book might feel when Grandpa dies?
- How do you think they will cope with the way they feel?
- Will they always feel like this?
- Do you think they will ever forget Grandpa?
- How would they feel if Grandpa had decided to leave and hadn't died?
- Would it be easier to cope with?

Use the text, poem or video you have chosen to explore ways in which people react to loss. You might want to emphasise that when someone close dies or leaves us we all react differently, but there are some ways we are particularly likely to feel and behave. These are sometimes called the stages of grief. Sometimes they happen in a particular order; sometimes in another order; sometimes people react straight away; sometimes it takes a long time to react at all. Never tell someone how they should feel, or listen to people trying to tell you how to feel.

One of the girls in our class asked what happened to people after they died. We used this for a community of enquiry. I was amazed at how frank and matter-of-fact the children were.



People don't forget when someone close leaves them or dies but they do learn to accept it and build their own lives. These are some of the feelings that people have identified we might go through when we are grieving, for example:

- shock, disbelief, numbness and denial;
- yearning, recognising what has happened, anger, guilt, sadness, pain, despair;
- feelings of hopelessness and depression;
- coming to terms with and acceptance of the loss.

Emphasise that everyone experiences loss differently and that there are no fixed stages that everyone goes through in a set order, or at all. The important thing to understand is that all sorts of feelings, such as denial, anger and self-blame, are a normal reaction to loss.

Read the speech bubbles below. Ask the children to identify the feeling, or 'stage', that each speaker is experiencing or going through.



Learning opportunities: losses

Intended learning outcome

I can use some strategies to manage feelings associated with loss.



Have the children make losses cards, on which are written the following things (one to each card):

- Moving house
- Changing schools
- A pet dying
- Having an injury that scars your face
- A brother leaving home to go to college
- Parents getting divorced or separating
- A grandparent dying
- Falling out with a friend
- Losing a favourite toy
- Having an accident that means you will never be able to run again
- Leaving your country
- Breaking up with a best friend

The children should work together to place their cards in order according to how bad they might feel if these things happened to them. You will need to encourage them to realise that there is no one way of doing this. They may not be able to agree an order, but they need to be able to explain to one another the order they have chosen.

How many losses can we think of?



Tell the children that their task is to work in groups to build a list of as many different losses as they can think of. These should be losses that might happen to anyone, not the losses they themselves have experienced. They might like to do this as a spider diagram. They might like to use some of the ideas from the last activity.

Once the children have made their diagram, ask them to choose six of these losses to think about in their group. They should choose two that they think are serious, two that they think are not very serious and two that they think are in between.

The last task is to think about what they might do and feel if each of these things happened to them. They should discuss:

- How would you feel if it happened to you?
- How would you feel if it happened to your friend?
- What could you do?
- What could other people do to help?
- What could your school do to help if sad things happened to the children in the school?

Learning opportunities: helping others

Intended learning outcomes

I can help support someone who is unhappy because they have lost someone or someone.

I can tell when I am hiding a feeling and then choose to share it with someone.



Read the poem *Harrybo* by Michael Rosen from the resource sheets. Explore the poem, asking:

- How did the children in the poem show that they understood and tried to support Harrybo?
- Do you think this was the right thing to do? Should they have done anything else?
- What about in the story, what did the children in the class do?

Do the *Just trying to help!* challenge from the resource sheets.

Read the first page of *Michael Rosen's Sad Book* (Walker Books) ISBN: 0 744 59898 2 and discuss it with the children. Some questions to get you started might be:

- Is he really sad?
- How can you tell?
- How could you find out?
- When should you pretend you are happy when you are really sad?
- Can you forget about being sad and be happy by mistake?

You might use a community of enquiry, if you use this approach.

If you feel it is appropriate, read the rest of the book or make it available for private reading and reflection.

Learning opportunities: breaking friends

Intended learning outcomes

I can break friends with someone without hurting their feelings.

I understand when breaking friends might be the best thing to do.



Note: The resource sheet *Breaking friends* will need to be photocopied and divided into Part A and Part B stories before you begin the activity.

One sort of loss that we all experience is the loss of friendships. Talk with the children about the reasons why friendships have to end. Sometimes friends move away (remind children of the story *Melanie's journal* in Theme 7 *Changes* (Yellow set: Year 4), sometimes we change as we grow older, sometimes our friends

change and sometimes we fall out. Even when we feel that we no longer want to be friends with someone, we may still feel a sense of loss. Breaking friends is certainly one of the hardest things to do.

In the scenario given on the resource sheet, Paula wants to stop being Magenic's best friend. This activity is about exploring how children might break friends in a kind, empathetic but assertive way, with the least uncomfortable feelings on both sides.

Distribute the resource sheet *Breaking friends* so that half the class read story A and the other half read story B. (The activity calls for an even number of children, but if numbers are uneven, arrange one group of three after the class has read the story.)

As a whole class, come up with a storyboard of the facts of the story, ensuring that you draw on the ideas both from the children who have read story A and those who have read story B. Record the events of the story in storyboard format on a flipchart.

As a class group consider the following three questions.

- Do we sometimes want to break friends but don't do so because we worry about the other person's feelings?
- Is it possible to break friends but still be friendly?
- How might you do this?



The children should then pair up so that they are with someone who has read a different version of the story. Taking the role of the person whose story they have read, they should consider what Magenic and Paula might say to each other so that they can sort things out. They should try to explain in role what happened, the character's feelings and what that person would like to see happen in the future.

Remind children of the peaceful problem-solving process, using the poster from the whole-school resource file.

Each child should then follow the process, taking it in turns to explain what happened from their point of view, how they felt and what they would like to see happen. The other person should listen but not interrupt. Together they should agree what they would like to see happen, so that both of them feel OK about the outcome (a win-win situation).

When the pairs have all had a go they should join up with another pair and share ideas. Ask the children to share any really good ideas with the rest of the class.

Learning opportunity: forgiveness

Intended learning outcomes

I can think about when to forgive someone.

I can forgive someone.



One of the things that helps us to move on when we have suffered a loss, perhaps of a friendship, or a disappointment in someone or something is to forgive. Talk to children about their understanding of what it means to forgive and times when they have forgiven someone for something they have done. You might discuss with the children the feelings associated with being very angry with someone for a long time ('holding a grudge' or 'harbouring a resentment'). How does this contrast with the feeling when you have forgiven somebody?

You might want to introduce this activity by watching the BBC video *2 Tough Crew**, which tackles issues of friendship between three Year 6 girls – loyalties and rivalries, inclusion and exclusion, forgiveness and moving on. The drama ends with one child trying to make up with the other who must decide whether or not to forgive and move on.

Read the story from the *Forgiveness* resource sheet.



At each stopping point ask the children to discuss the question in pairs:

- Should the girl (whose name is Sacha) forgive Kelly?

Ask each pair to record two or three reasons why she should or should not (they do not have to agree, just record their reasons) in a strictly time-limited period (3 minutes). Take a vote (show of hands) of whether or not Sacha should or should not forgive in each version of the story. (Note: the children do not explain their reasons at this time.)

After the final part of the story has been read out, ask children what reasons they came up with for forgiving or not forgiving Kelly at each stage.

Let this lead into a discussion about what we take into account when we decide to forgive or not to forgive someone. List responses. These may include:

- Do we like the person usually? Is the person's behaviour a one-off or are they always doing it?
- Was it something that was important or unimportant to us?
- Did it have short- or long-term consequences for us?
- Was it accidental or deliberate?
- Is the person genuinely sorry?
- Has the person tried to make amends?
- Has the person let us down before? Do we trust the person to do what they say they will do?
- What sort of mood are we in? Could we feel differently tomorrow?
- What would be the outcomes of not forgiving or forgiving (for the person and for us)?

There are two friends in my class who are always falling out and calling each other names. They said very little during the discussion but when they next had a fall-out they came to me for help. We went through the peaceful problem-solving process. In the past they always left it until it was too late and they were in a real state.



*One of a series of six 10-minute programmes for KS2 children titled *Emotional literacy – social, emotional and behavioural skills*. See the *Guidance* booklet for details of how to order.

- How have children let others know they forgive them or want to be friends again? (And how have they known when others have forgiven them?)
- What happens if they reject you?
- What signs have we given or experienced – how do we feel when we make an effort to let someone know we want to be friends again, and our ‘sign’ is not understood or is rejected?



Self-forgiveness. Ask children to consider this – what do you say to yourself when you make a mistake or get something wrong? Talk to the children about the way they talk to themselves – are they harder on themselves than on other people? Ask children to consider what they would say to their best friend if they were in their position. Get them to monitor the things they say to themselves for a day (surprise them by asking them ‘what are you saying to yourself right now?’).

Make a list of helpful or unhelpful things to say to ourselves when we get it wrong. Practise! (Refer children to the *Hopeless/hopeful* challenge they may have done in earlier work, and to previous work they have done on using ‘happy’, ‘helpful’ or ‘hopeful’ thoughts).



Practising problem solving. Discuss difficult situations children have been in where they have had a choice about whether to forgive or not. Have children work in pairs to use the problem-solving strategy to decide what to do in the situations they have suggested.



Use the *Forgiveness challenge* from the resource sheets.

Emphasise the importance of working well together as a group, particularly in the way the group resolves conflict. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resources file, to review how this went.

Ongoing activities

Provide a special place in the classroom or playground for people to go when they are feeling sad or angry. Have signals children can use in this special place, to show that they would like to talk to an adult or another child, or that they just need time on their own.

Use a personal journal for children to record the way they are feeling, or to tell you something about their work or anything that they feel is private or important. Encourage use of the journals by looking at them regularly and writing back. Ensure that you respect confidentiality while ensuring the child’s safety. This should be made clear to the children.

Provide a special board to remember people who have left and whom the children want to remember. Have the children use cards, letters and e-mail to keep in touch.

Have children draw concept maps (spider diagrams) to express their feelings about, for example, a member of staff who is leaving, and what they will miss about them.

Explore with the children the different ways that they celebrate and remember people who have died in their family or community.

Questions for reflection and enquiry

- Why do you think people feel sad when someone dies or they are left by someone they care for?
- Should we always forgive?

Review

- What have you learned about loss, forgiveness and breaking friends? 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 someone close had died or moved away?

I put these review questions on cards. Children choose a card and read it to a partner. They then discuss what they have learned.



Green set resource sheet: Year 6

We are unable to reproduce 'Harrybo' here due to copyright issues. For a full version please refer to your CD-ROM (DfES1319-2005 CD) or the printed version of this booklet.

'Harrybo' from *When did you last wash your feet?* by Michael Rosen (© Michael Rosen 1986)

Green set resource sheet: Year 6

Just trying to help! challenge



Talking and planning together

In the poem *Harrybo* you will have seen how some children behaved when someone in their class was bereaved.

It's your challenge to help adults by letting them know of your ideas about the best ways to help a child when someone important goes away or dies. You will need to think about any experiences you have had when someone has gone away or died or you have been upset about something. Remember, there is not just one way of helping, and different people might need different things. Use ideas and experiences from all members of your group.



Activities



Time keeping

You need to let the adults know your ideas about how they can help and how they can encourage other children to help.

Your challenge should include:

- some words – these might be on a poster, in a poem, rap or anything else you can think of;
- something that we can see to help us to remember;
- some things that adults do that you do not think are very helpful;
- some things that children do that you do not think are very helpful.



Presenting to the class



Listening to each other

REMEMBER YOUR GROUP SKILLS

You will have 50 minutes to do this challenge. You will have no longer than 3 minutes to let us know your ideas.

Green set resource sheet: Year 6

Breaking friends

Part A: Paula's story

'I'm going to die!' I thought as I heard the glass smash and the floor rising up towards me.

I couldn't feel my body. It was dark and there was no noise. I wondered whether I was dead but then I heard them whispering. I didn't want to see Magenic or her friends. Not now, not ever. Then I heard Magenic say:

'It's not my fault. I didn't make her do it.'

Someone else chipped in: 'But if you hadn't told her it was easy she wouldn't have been such a fool. You know she's no good at skateboarding. You should have just let her be.'

'It's not my fault,' Magenic said again. Her voice was getting loud now and I could tell she was getting angry. When Magenic got angry she really got angry, and I'm the only person who could calm her down.

I didn't want to be there, lying in a pathetic heap on the floor of the old greenhouse. I didn't want to see Magenic or make things OK for her. I wanted to be at home, alone. I started to get up. I didn't look at them, my audience, but I could feel them staring. I stood up and slowly walked away.

Dad was outside my house cleaning windows. When he saw me he screamed, 'Paula, what happened?' He ran towards me, picked me up and carried me to the bathroom. When I looked in the mirror I realised why he had screamed. I was covered in blood. Dad carefully wiped my face. There was only a small cut just above my eye. He gave me a cup of cocoa and we sat down together on the sofa.

I told Dad what had happened. What a fool I'd been trying to keep up with Magenic and her friends. I didn't even like skateboarding.

When Magenic came round I told Dad that I didn't want to see her. She started to argue but Dad was firm. I realised I didn't want to see Magenic any more. I didn't want to be her friend any more. More than that, I didn't want to try to be someone I wasn't. I just want to stay home sometimes with my brother and baby sister. I want an ordinary friend who wants to play with toys and quiet games and I want someone to go to Brownies with me.

I can't explain to Magenic. She won't understand so I just don't talk to her, and if I see her I go the other way. It doesn't make me feel good but what else can I do?

Part B: Mogenic's Story

One moment Paula was on the wall, and the next she had fallen through the glass in the greenhouse. I ran into the greenhouse. Paula was lying still. Her eyes were shut. Perhaps she was dead. Then Martin was talking to me. He was saying it was all my fault. But it wasn't my fault. I hadn't made her do it. I knew Paula wasn't much good at skateboarding but it wasn't that difficult to ride the wall. Or was it?

I could feel myself getting cross and I shouted back at Martin. But then her body started to move – Paula wasn't dead, but she wasn't happy. She didn't look at me. She just walked slowly out of the greenhouse. I followed. I was scared. I had never seen Paula like this. When Paula reached home her dad dragged her into the house and the door shut with a bang. I was left waiting outside, alone. I thought that Paula's dad might think it was my fault so I left without seeing Paula. I got home and then I went back. I wanted to know if Paula was all right. Paula's dad opened the door and said that Paula was OK but didn't want to see me. I tried to explain but no words came and I left. I think I was crying so I rushed home. I didn't want anyone to see.

Paula had been my friend for ages. She was always there when I needed her. I really want to still be friends but every time she sees me she goes in the other direction. Is she still cross with me? What can I do?

Green set resource sheet: Year 6

Forgiveness

Every Saturday, Kelly (my best friend) and I go swimming together. We've been going since we were four years old. After swimming we usually hang out in the park for a bit. Once we got the bus into town and looked round the shops, but my mum went mad so we never did it again.

Last Saturday I called for Kelly, as usual, but her mum said she was still in bed and to go up if I wanted to. She was sitting in bed watching television but she turned it off when she saw me, and lay down. She said she didn't feel well and she didn't want to go swimming. She didn't look very ill, but she turned over like she wanted to go to sleep, so I left her.

I didn't feel like going swimming on my own so I went back home. After about an hour, my mum said, 'Look, love, it's no good you sitting there looking miserable. Why don't we go into town and see if we can get you that T-shirt you've been after?'

At the shopping mall, Mum had to go off and do some boring stuff so I went straight to the T-shirt shop. It was really busy and I had to push my way through the crowd. In front of me was a girl looking through the T-shirts. She turned round. 'Kelly?' I cried, 'I thought you were ill.' Then I noticed that she was with a couple of girls from our class. I just couldn't believe that she would go off with them instead of me. I probably shouldn't have said anything but I was so hurt and angry that it just burst out, right there in the shop. 'Why did you lie to me, Kelly,' I shouted at her, 'pretending to be ill and then sneaking off into town? That is so sly. I thought you were my friend. I will never, ever forgive you.'

Stop reading here

'Look, I know I lied to you,' replied Kelly, 'and I know I shouldn't have but I just couldn't tell you the truth. The thing is, Sacha, I'm tired of going swimming every single Saturday. We've been doing it since we were babies and now I want to do different things. The others asked me if I wanted to go to town and I didn't ask you because I knew your mum wouldn't let you. It's not that I don't want to be friends, I just want to grow up a bit. Can't you forgive me for that?'

Stop reading here

'But you're my best friend, Kelly' I said. 'I haven't got any friends except you.'

'Well I think we should both have other friends,' she retorted. 'If you only ever go round with one person it gets boring. We can both still be friends with each other and hang out with other people sometimes.'

'So now you're saying I'm boring,' I cried. 'Kelly, that's so spiteful. How can I forgive you?'

Stop reading here

Suddenly my mum was standing next to me. I don't know how much she'd heard, but she said: 'Sacha, why don't you stay in town with Kelly. I'll give you some money for a T-shirt, then you can both get the bus home when you're ready? How about it?' Kelly looked embarrassed. 'Look, I don't want to be rude,' she said, 'but I'm here with some different friends and I promised I'd spend the day with them.' And she turned and walked away with the two girls from our class. 'Now I know I will never, ever forgive you,' I called after her.

Green set resource sheet: Year 6

Forgiveness challenge

Lines to use in the play



First step

Your challenge is to create a scene from a play. Your scene should:

- use all the lines in the box above – they don't need to be in the same order;
- have at least three characters;
- involve everyone in the group;
- make it clear what is happening – you can use more lines if you want.

You will have 15 minutes to create your scene and about 2 minutes to show it to the rest of the group.

Second step

After you have watched all the scenes your class should choose one of the scenes for further development.

Third step

Your challenge is to create a play by adding two further scenes. One should be set before the scene you have just chosen and one after it. Your play should:

- have a beginning and an end;
- have two props that your group has made themselves;
- involve everyone in the group;
- have a title that sums up the play.

You will have 40 minutes to make the play and 5 minutes to perform it.

Don't forget to think about HOW you work together as well as WHAT you end up with! When you can't agree in the group, use 'peaceful problem-solving' to try to find a win-win solution. Think about how the language you use can make a solution more or less likely.

Curriculum and other links/follow-up work

Subject area	Follow-up activities and ideas
Literacy	<p>See exemplar lesson plan on loss.</p> <p>When working on embarrassment, explore some of these texts:</p> <p>Poetry: 'My sister Jane', by Ted Hughes and 'Lorrie and Dorrie', by Kit Wright, which lead to discussion about why adults embarrass children. 'Never ever tell', by Michael Low, in <i>A World of Poetry</i>, ed. Michael Rosen (Kingfisher Books) ISBN: 1 856 97221 6, about a child painfully embarrassed about his eczema.</p> <p><i>Love that dog</i>, by Sharon Creech (HarperTrophy) ISBN: 0 064 40959 7, which is written in poem form and explores, among other themes, boys being embarrassed by praise and by poetry.</p> <p><i>Face</i>, by Benjamin Zephaniah (Bloomsbury USA) ISBN: 1 582 34774 3, about a teenager whose face is ruined and how he and his friends come to terms with it.</p> <p><i>The terrible underpants</i>, by Kaz Cooke (Hyperion Books) ISBN: 0 786 81924 3, a story for younger children which could lead to discussion and then children writing their own story for younger readers about having the wrong clothes and being embarrassed about it.</p>
Speaking and listening	Role-play, act out or hot-seat from the point of view of different characters in texts relating to embarrassment.
Mathematics	Ask children to work in pairs to list things that have embarrassed them, or that have the potential to embarrass them. They give these things a rating between 1 and 10. The data can be displayed in a variety of ways.
Science	Begin to explore the embarrassment that can go with the body changes children may be experiencing as they move into adolescence.
History	<p>When studying the story of Anne Frank, bring out her embarrassment as a teenager and the humiliation heaped upon her and her family for being Jews.</p> <p>Can we or should we always forgive?</p> <p>Draw parallels with the story of Nelson Mandela.</p>
ICT	Let the children use a digital camera and PowerPoint software to create text with photographs, captions and speech bubbles for a class book 'A Martian's guide to human feelings'.
PE	Explore with the children why we feel self-conscious or embarrassed in any kind of performance in PE, dance or drama. How can we manage these feelings? How can others help?
Art and music	Listen to and create music that evokes feelings of loss and sadness. Link this to the work of artists such as Munch's <i>The Scream</i> .
RE	The Easter story – betrayal, loss, humiliation (through the crown of thorns and the jeer 'This is the King of the Jews') and forgiveness.
Citizenship	Lives and work of great leaders like Nelson Mandela, Martin Luther King, Gandhi, who all changed the world, and who had all suffered humiliation and loss in their lives.

Exemplar lesson plan: literacy

Theme	<i>Relationships Year 6 Term 2</i>
Seal objectives	Recognising and empathising with feelings associated with loss
Linked literacy unit of work	Narrative reading (two weeks) This unit is exemplified in the NLS planning exemplification. For details see www.standards.dfes.gov.uk/literacy/ or the CD-ROM: <i>Year 6 Planning Exemplification</i> (2002–03), which was sent to all schools. The CD-ROM contains the full story text and all the teaching resources for the unit.
Literacy objectives	T1, T2, T7, T8 <i>Note:</i> Links are made to text-level objectives in this suggested plan. Teachers will also need to link it to their word- and sentence-level objectives.
Outcome	Reflective reading journal entry following shared reading or the linked guided reading session (see below).
Linked speaking and listening objectives	Y6 T2 Dr64 Improvise ... to explore themes such as hopes, fears, desires Y6 T2 GD63 Consider examples of conflict and resolution, exploring language used focuses
Links to other curriculum	The QCA History Unit 13 How has life in Britain changed since 1948? as areas there is textual evidence of change over time – clothing, transport, development of cities and so on, as the grandfather talks about his past life. The story would provide some contextualising background information.
Text	The first two days of this unit focus on the short story, 'The long walk', by George Layton in <i>The Fib and other stories</i> (Pan Macmillan) ISBN: 0 330 39795 8. This relates the final walk taken by a boy and his grandfather. The themes of close relationships, life and death are dealt with in a sensitive manner.
Text themes	The long walk presents a continuous narrative of a single event, which represents a number of previous similar encounters. This particular journey, however, is used by the grandfather to 'close' his life: he journeys through the stages of his life, finally taking his grandson to his grave plot. In retrospect, this makes complete sense to the grandchild, who is then perfectly prepared for the grandfather's death. There is no sense that the grandfather fears his death, rather that he is prepared for it and accepting of it. The theme of change and continuity over time is explored – some things have altered, some have stayed the same. There is a sense of continuity between generations which helps place the grandfather's death within a natural cycle.
Possible focuses for response to this text	The attached annotated plan shows how the existing unit of work could be amended to emphasise particular themes in the story.
Suggested related activities	A linked guided reading session could also be included during days 1 and 2 to explore the issue further with selected children. The smaller group situation of a guided reading session could be supportive for some children in discussing uncomfortable feelings. Having read and discussed The long walk in shared text work, introduce <i>Grandpa</i> , by John Burningham (Red Fox) ISBN: 0 099 43408 3 (or <i>The grandad tree</i> , by Trish Cooke (Walker Books) ISBN: 0 744 57875 2) in the guided session. These are picture books so will not present a reading challenge to

	<p>Year 6 children and would therefore be a good text to use with a mixed reading ability group. The challenge in the session would lie in comprehension, interpretation and discussion. Throughout the shared session, you could ask the children to compare the two texts. Both explore the close relationships between a child and a grandfather and they present the child's reaction to the grandfather's death.</p> <p>The boy who suffers the loss of his grandfather in 'The long walk' has been prepared (along with the perceptive reader) for his grandfather's death, which prevents a sense of shock.</p> <p>The girl in <i>Grandpa</i> is more apparently distressed, as she has fewer clues about her grandfather's coming death, although the final picture suggests a natural circle of life continuing, into which she is drawn.</p> <p>After the discussion, children could write a reflective response in their reading journals or they could be asked to write a piece giving the girl's memories of her grandfather.</p> <p>You might want to make electronic reflective journals, so that children can change and add to them at any time. It is often helpful to use a reflective journal, also called a process diary, in any piece of creative work, so that children can keep a record of ideas, sketches, notes, reviews and so on.</p>
<p>Alternative or additional texts with themes related to loss</p>	<p>Poetry: 'Grandad', by Kit Wright and 'Uncle', by Brian Moses, in <i>All in the family</i>, a collection by John Foster (Oxford University Press) ISBN: 0 192 76119 6</p> <p><i>Secret friends</i>, by Elizabeth Laird (Hodder Children's Books) ISBN: 0 340 66473 8</p> <p>'The giant's necklace' and 'Letter from Kalymnos', by Michael Morpurgo, in <i>Hereabout Hill</i> (short stories) (Mammoth) ISBN: 0 749 72872 8</p> <p><i>Eve and the man who helped God</i>, by Michael Foreman (Andersen Press) ISBN: 1 84270219 X</p> <p><i>Vicky Angel</i>, by Jacqueline Wilson (Corgi) ISBN: 0 440 86415 1</p> <p><i>My brother's ghost</i>, by Allan Ahlberg (Puffin) ISBN: 0 141 30618 1</p>

Annotated plan for days 1 and 2

Read the whole story.
 Allow a few minutes to react or share impressions with a talk partner. Ask why it is called 'The long walk'. Take responses and discuss.
 Revisit the story drawing out relationship between the two, and chart an 'emotions route' through the story (also looking at what that tells you about their characters). Discuss why the boy was not shocked or distressed.
 In the final 10 minutes, create character checklists as below.

Guided reading using notes.
 Write reflective response in reading journal.

Pay attention to how emotions have been used to indicate character and reveal relationships.

Week	Day	Shared text and sentence level	Guided reading	Independent work	Plenary
1	1	Shared reading; analyse and annotate two examples or create checklist Opening – introducing characters	<i>Grandpa John</i> Birmingham	Working in pairs, analyse the openings of other short stories and extend the checklist	Children contribute to the class checklist of features of effective openings
	2	Shared writing; teacher demonstration using checklist Opening – introducing characters	<i>Grandpa John</i> Birmingham	Working independently, apply the checklist to write an opening	Children's work is evaluated against the checklist

Green set activities

Exemplar lesson plan: PE (outdoor and adventurous activities)

Theme	<i>Relationships Year 6 Term 2</i>
SEAL Objectives	<p>To explore relationships built on trust</p> <p>To develop a sense of belonging to a group, and personal identity</p> <p>To understand and manage feelings of embarrassment</p> <p>To explore comfortable and uncomfortable feelings</p>
PE objectives	As for QCA Unit 30 Outdoor and adventurous activities (3)
Unit of work	QCA PE Unit 30 Outdoor and adventurous activities (3)
Linked speaking and listening focuses	<p>Y 5 T3 53 To understand and use the processes and language of decision making</p> <p>Y5 T3 56 To understand different ways to take the lead and support others in groups</p> <p>Y 6 T3 63. To consider examples of conflict and resolution, exploring the language used</p>
Prior work	It would be helpful if children have taken part in some form of problem-solving activity requiring both planning and action, and worked collaboratively in pairs and small groups.
Suggested activities	<p>Resources</p> <p>Activity resources, for example cones, markers, blindfolds, ropes, mats and so on (dependent upon chosen activities).</p>
	<p>Activities</p> <p><i>Note:</i> Wheelchair users should also be able to do a selection of these activities. There may be more activities here than you can do in one lesson. They can be spread out, repeated or added to in subsequent lessons.</p> <p>Part 1 Ask the children to take part in some simple cooperative group activities, for example joining hands in threes, and navigating their way along marked lines on a playground, changing speed and direction, without letting go of each other's hands.</p> <p>Talk with them:</p> <p>Did you manage to stay together or did the chain break?</p> <p>Did the same person lead the group all the time, even when you changed direction?</p> <p>How could you do that activity again with a change of leader at different times, without letting go of hands?</p> <p>Try the activity again.</p> <p>Did you manage to change leader? Did everyone lead at some point?</p> <p>How did that feel – to be in charge? Did you manage to keep together?</p> <p>When you were leader, did you think about how you were helping the others to keep on the lines, and change speed and direction together?</p> <p>Try another activity, this time changing your group. Join with at least three others you do not usually work with.</p> <p>Using a long rope (at least 8 metres - one end can be tied or both ends held), swing the long rope slowly. First ask individuals, and then in their new groups, to find a way past the rope without being touched.</p> <p>How did it feel to work with different people?</p>

Did it feel good or were you not as happy? If not – why do you think you felt less happy?

Help children discuss why they feel settled with those they know well and why changing whom they worked with might not have felt so comfortable. Do some people act differently, or do unexpected things that make you feel uncomfortable?

Part 2 Work in pairs, with one person wearing a blindfold. The one who can see should lead their blindfolded partner safely over an area of ground which may have obstacles placed on it (e.g. on the playground, or an area of grassland or woodland, with natural obstacles or placed cones, ropes, etc). Change roles. Help the children understand the conditions you set for the task – this is all about trust. How are they going to look after their partner?

After the task, talk to them about how they felt:

What was it like not being able to see?

How did you feel having to trust your partner to keep you safe and complete the task?

What did it feel like leading your partner?

Part 3 Group the children into teams of approximately six.

In their teams, using the equipment provided, they are to cross an imaginary stretch of water using 'stepping stones' while carrying 'precious' materials (resources could include planks of wood, crates, a jug of water). They have to complete the task of all team members getting across without getting their feet 'wet' and with all their materials safely across (e.g. no water spilled).

This task can be repeated competitively with points lost for time penalties, loss of materials, wet feet. etc.

Encourage the teams to start by planning together their approach to the task. Who goes first and why? Will they need to wait for one another? How will they support each other as they are crossing the water? If they have one jug of water, how are they going to see that it gets there as a full measure – will it be passed around or kept by one person? Encourage them to look at the resources and plan their use.

This type of adventure game challenges children to work together cooperatively. Some may feel embarrassed because they have 'let others down' if they gain team penalty points. How do individuals and the rest of the team handle this situation? Use what you see and hear to help those who may react strongly to what is said or done; understand why behaviour can change for the worse when people are under pressure, and why it is so important for everyone in a group to feel that they belong and can contribute.

Follow-up lessons

Using the same unit of work, develop core tasks 2 and 3 over the term, introducing a variety of challenging adventure activities. Build on the content by introducing orienteering activities.

Use the same strategies for exploring how the children work together, changing those with whom they work in readiness for working with others in the secondary school. Challenge them to talk about how they can sometimes feel uncomfortable at the way others might behave but recognise that uncomfortable feelings do change and they must move on.

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

Ref: DfES 1365-2005 G

© Crown copyright 2005

Produced by the
Department for Education and Skills

www.dfes.gov.uk

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

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