



Guidance

Curriculum and
Standards

Primary *National Strategy*

Excellence and enjoyment:
social and emotional
aspects of learning

Key Stage 2
Small group activities

Headteachers, teachers
and practitioners in
primary schools,
middle schools and
special schools

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Small group work – silver set

Key Stage 2

Introduction

These materials have been produced following consultation with colleagues involved in the Primary National Strategy Behaviour and Attendance Pilot (2005-6). The wealth of their ideas was impressive and only a small number could be used in these materials. It made us realise that we would like to develop this resource over time, collaboratively.

Please try out these ideas, add to them and develop them. We would like to hear from you so that we can build a resource bank for use by all those who are running small groups with children in our schools. We are interested in all aspects of small group learning including your own practice, how you have used the ideas presented here and adapted them to meet the needs of the environment in which you work and the particular children you work with.

The Key Stage 2 Silver Set includes ideas for four of the SEAL themes, New beginnings, Getting on and falling out, Going for goals! and Good to be me. We intend to develop this resource to include ideas for Relationships and Changes.

Why might we want to develop group work?

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

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

The purposes of group work for the children will include:

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

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



Is our school ready for group work?

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

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

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

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

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

Who needs to be involved and how?

Headteacher and the leadership team for inclusion

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

Coordinating the involvement of other agencies as appropriate.

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

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

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

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

Class teacher

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

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

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

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

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

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

Lead behaviour professional/behaviour and attendance coordinator

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

Group-work facilitator

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

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

The role of the facilitator will be:

Joint planning with the class teacher;

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

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

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

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

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

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

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

Co-facilitator

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

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

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

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

Children

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

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

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

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

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

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

Groups should:

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

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

Parents/carers

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

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

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

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

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

What are the factors that make group work successful?

Key features of effective group work include:

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

Where shall we do the group work?

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

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

How do I plan an intervention?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What will a group-work session be like?

Each session will take a minimum of 40 minutes.

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

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

The proforma for planning a session provides the following structure.

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

These key aspects of the session are expanded below.

Welcome and check-in

The group facilitators welcome each child to the group session.

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

Warm-up activities

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

These activities are designed to:

increase group cohesion;

practise skills such as listening and taking turns;

mix up children to encourage them to work with everyone in the group;

provide opportunities for beginning to explore the intended learning outcomes for the session;

create a climate where children will feel free to share feelings and experiences.

Reminder of group aims for how we behave towards each other

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

Review of previous week

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

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

Plan for today's session

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

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

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

Core activity

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

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

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

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

Review and reflection

Children need to be given time to:

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

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

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

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

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

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

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

Use the questions above to encourage reflection.

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

Use the questions above to encourage reflection.

Plans for the coming week

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

Relaxation

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

How will we know the sessions are being effective?

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

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

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

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

What do we need to do first?

The following checklist will help you get started.

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

PROFORMA FOR GROUP-WORK INTERVENTION

SEAL theme:

Planning team: *Class teacher, group-work facilitators*

No. of sessions:

Minimum of 6 sessions

Dates:

Group:

Focus of group:

The planning team will have decided the focus of the group work.

This will have informed and been informed by the choice of the children to be part of the group.

Group aims:

These are the aims for the group as a whole, with planned outcomes by the end of the intervention.

These link to the aims within the curriculum materials for this theme.

Intended learning outcomes: 'I can' statements

These are the 'I can ...' statements that will be focused on in the intervention.

These will link with the 'I can ...' statements within the whole class curriculum materials for the theme.

Key vocabulary for the intervention

This will link to the key vocabulary within the SEAL curriculum materials for this theme.

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

Session 1

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

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

Core activity:

Resources:

Session 2

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

Core activity:

Resources:

Session 3

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

Core activity:

Resources:

Session 4

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

Core activity:

Resources:

Session 5

Preparation for ending the intervention

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

Core activity:

Resources:

Session 6

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

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

Core activity:

Resources:

Post-intervention review and planning

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

PROFORMA FOR GROUP-WORK SESSION

SEAL theme:

Session no.:

Date:

Group:

Class teacher:

Facilitators:

Resources:

Group aims:

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

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

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

Key vocabulary:

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

Welcome and check-in:

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

Warm-up activities:

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

Reminder of group aims:

A reminder about how we behave towards each other.

Review of previous week:

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

Plan for today's session:

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

Core activity:

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can ...' statement(s).
Chosen from the ideas in this booklet, or your own ideas.*

Review and reflection on intended learning outcomes and group aims:

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

Plans for coming week:

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

Relaxation:

This may be a guided relaxation or a quiet time.

Approaches to incorporate into session:

Examples: Peaceful problem-solving approach, emotional barometer.

Creating the environment

The emphasis when establishing the environment for running a small group should be on providing a nurturing environment where the children feel safe and secure and feel confident to take risks in their learning because the boundaries are made explicit. This will be created by the way the adults and children respond to each other but the physical environment is also important.

Some ideas:

- A mat can be used to define a safe space for the children in the group. When the children are on the mat they are part of the very special group where the negotiated rules are clear and they behave in a supportive and caring way to each other. If they are finding it hard to keep to the group 'rules' they might be asked to leave the mat and return when they feel ready.
- Create a 'relaxation' corner in the room if you have the space. This might link with the theme of the group. For example in New beginnings you might organise it so it looks like a desert island with a 'palm tree'. You might include:
 - Tape player with soothing and calming music
 - A box of pebbles of assorted sizes in a treasure box with a cloth for the children who feel the need to withdraw from the group to sit and polish or modelling clay to play with
 - Soft toy(s) strategically placed to act as a comforter
 - Glittery mobiles
 - Ooze tubes and bubble lamps etc.
 - A 'cave' or tent for children to crawl in. It could have ribbons hanging down at the entrance. If possible involve the children in creating this
- Provide a cushion or mat for each child that they can personalise and use when in the group.

Setting the group rules:

Creating the group rules together will be an essential element that allows the boundaries to be enforced in a way that is respectful and empowering to all members of the group. The process should help the group members feel they belong to the group. There are many ways to do this but here is one suggested approach:

What to do

Explain that the group is designed to be a special place for everyone where they feel happy and confident. Allow a couple of minutes for children to think about what that special place would be like. Use a round to elicit ideas from the children about these things. The stem might be:

- 'I like groups which'
- 'I would like to ... in the group'

From these thoughts ask for ideas for the group rules. You will need to listen, discuss and help the children formulate their ideas. However, it is essential that the rules ensure members of the group are kept safe. Some ideas might include:

- Be kind (if you want to make it clearer that you don't want any physical or verbal nastiness you might include – 'use kind hands and feet')
- Consider the feelings of others
- Confidentiality

When the children have agreed the rules you will need to record them for prominent display. You might:

- Give each pair a rule to write on a poster. This might include the use of a digital camera to record what it looks like
- Display the rules in a visual and eye catching way that links with the theme. For example in the New beginnings group they might display them as coconuts on a palm tree or messages in bottles bobbing on the ocean
- Display the rule in speech bubbles next to pictures or photos of the children. For example Max's rule is 'Sit smartly and smile', Samantha's rule is 'Listen to each other'. This means that you can make effective reference to the rule – for example by saying, 'Well done Martin you have followed Samantha's rule'

Warm-up activities

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

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

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

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

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

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

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

Suggested warm-up activities

Find your match

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

Mirror games

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

Secret writing

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

Serious sausages

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

Blindfold games

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

Beanbag games

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

Blast off!

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

Traditional games

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

Copying actions

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

Passing games

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

Zoom eek

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

Walking around the room

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

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

Fight, flight, flow

The group stands inside a small circle made from rope or cushions. Someone (a group facilitator at first) stands outside the circle. Shuffle cards with characters on them and quickly call out who the character is. Choose a range of friendly or frightening ones that the children would know, generic or particular (for example a ghost, police officer, Mum, Dad, a child who bullies others, a barking dog, a dragon). The person outside the circle acts the role of the character; the other children decide whether to run to the safety of the centre of

the circle (flight), confront the character (fight) or be friendly with it (flow). (This exercise can give an opportunity to explore a range of appropriate responses to threat and to discuss the feeling of being scared.)

Surprise

- Collect a range of objects that are 'not what they seem' e.g. a sweet tube with beans inside, a joke can of nuts with something that 'jumps out' etc. Give one to each child to explore. The children should take it in turns to share the surprise with the rest of the group

Treasure search

- One volunteer leaves the room while another child hides a coin or 'treasure' in full view of the rest of the group. When the child returns s/he should search for the missing treasure. The group gives clues by clapping. The louder the clapping the nearer to the treasure the volunteer is. A variation might be by smiling so that the wider the smile the nearer the volunteer is to the treasure

Guess who

- Choose a child and think of some of their positive attributes. Then say something like, 'The person I am thinking of has ... and ... Guess who?' The children have to try and guess who it is

About me

- Each person takes it in turns to introduce themselves. For example, 'My name is Penny.' They then take it in turns to introduce themselves and add something about themselves. For example, 'My name is Penny and I like to talk for hours on the phone.' They then take it in turns to introduce themselves and add something about themselves and illustrate this with an action. For example, 'My name is Penny and I like to talk for hours on the phone' (with a talking on the phone mime). Finally, as the members of the group take it in turns to introduce themselves the whole group repeats it after them. For example, 'Your name is Penny and you talk for hours on the phone' (with the talking on the phone mime)

Find the hoop

- Place large coloured hoops on the floor. The children take it in turns to direct the group. For example they might say, 'Go to the red hoop if you like swimming'. This might be extended to linking each hoop with a feeling. Members of the group would ask questions. For example, 'How would you feel if you won the lottery?', 'How would you feel if you were shipwrecked on a desert island?' etc. and the children move to the appropriate hoop. This game provides a useful way to encourage the children to reflect on the feelings associated with any of the core activities

Making it

- Give the members of the group a piece of modelling material. Ask them to close their eyes and roll the material into a ball. Then ask them to roll it into other shapes still keeping their eyes closed. Finally ask the children to model something of their own and take it in turns to talk about it

In your shoes

- Provide a range of pairs of shoes. Ask the children who might have owned the shoes. Children should take it in turns to stand in the shoes and imagine what it might be like to be in that person's shoes. They should reflect on what they might do and feel. When they return to their own shoes they should say one thing that makes it good to be them

Surprise box

- Bring in a box with an object from home. Pass the box round and the children should guess what is inside the box. If nobody has guessed correctly what is in the box by the time it returns to the owner then members of the group should be given an opportunity to ask a question each and guess again. You might like to repeat this and allow each child to have an opportunity to put a secret in the box

Relaxation exercises

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

Suggested relaxation exercises

Breathing by numbers

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

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

Tense and loose

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

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

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

Melting in the sun

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

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

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

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

The mysterious shop

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

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

Appendix one: New beginnings

Purpose of the group

The purpose of the group is to establish a feeling of belonging for children within a small group that can be extended into the class group and whole-school community.

Children who might benefit from participating

The core activities in this set are designed to benefit children who might feel they don't belong in the class group. This might be because they have recently joined the school, have found it difficult to settle in a new class, have expressed feelings of isolation or loneliness, the class seem to be leaving them out or they have experienced considerable change in their life so far.

Key vocabulary

Happy sad scared excited nervous/worried
comfortable uncomfortable valued welcome gifts
talents excited nervous hopeful talents belong

Core activity 1

Intended learning outcomes

- I know that I am valued at school
- I know how to make someone feel welcomed and valued at school
- I understand why we need to have different rules in different places and know what the rules are in school

Resources

- magazines and other sources of photographs
- coloured pens and pencils
- glue
- digital camera
- boxes and other junk.

What to do

Start the group with one or more warm-up games to help the children feel supported and confident in the group and to help them learn each others names or something about each other. Remember to set the group rules in your own way or by using the ideas in the Introduction or in the Silver Booklets.

Use a round to elicit ideas from the children about the things that are important to them. The stem might be:

- 'The thing I think that is special about me is ...'

Explain that the first task is to think of a name for the group. The name should try to say a little bit about everyone in the group or about what the children would like to get from the group. The children might like to work in pairs to think of ideas before sharing them with the whole group and explaining why their idea will represent the group well.

As a group agree the name. Explain that the next task of the group is to make a symbol such as a flag, a coat of arms or a totem pole to represent the group. As a group they should agree what and how they are going to make and then make it together. It should be designed to represent the individuals in the group and what the group help to achieve together.

Follow-up

Ask each member of the group to volunteer one thing that they are going to do to make the other members of the group feel as if they belong to the group. For example they might agree to say hello in the morning or to do a thumbs up to each other during the day.

Core Activity 2

Intended learning outcomes

- I know that I am valued at school
- I know how to make someone feel welcome and valued at school

Resources

- plain coloured cushion
- fabric paints or crayons
- pieces of material
- fabric glue

OR

- A3 card
- magazines and other sources of photographs
- coloured pens and pencils
- glue
- digital camera

What to do

Remember to start the session with a warm-up game and to remind the children of the purpose of the group, its name and the symbol that they made last time. Ask them to explain how they made each group member feel as if they belonged to the group during the week.

Ask the children to start a round:

- 'Something that makes me special is ...'

Explain to the children that this is a special place for them to be and that in the group they are all important. They are going to create their own special place to be within the group (i.e. a mat or cushion). They will use these to show their special place each time they attend

the group and they will be able to take them home when the group is over. The mat or cushion should tell the other members of the group about what makes them special.

The first task will be to spend a little thinking time, provide some paper and a pen for the children to use if they wish. They should think about the things that make them distinctive and unique. It might be early experiences, family or friends, an interest or a special possession. It is up to them to choose but their mat or cushion should represent what makes them distinctive and unique. It might also include something that makes their membership of the group important.

They should then decorate their mat or cushion. The mat should be laminated and used to mark where they might sit in a circle or group. The cushion can be illustrated with fabric paint or pens.

Ask the children to share what they have added to their cushion or mat and why they have made it this way if they wish.

Follow-up

Ask the children to look out for anyone in the group who looks lonely or is alone and ask them if they would like to play or make them feel welcome.

Core activity 3

Intended learning outcome

- I can tell you about my gifts and talents

Resources

- circular pieces of paper of various colours
- string – enough cut into lengths (approx 50 cm) so there is one for each person in the group
- pens etc.

What to do

Remember to start the group with a warm-up game and then review whether they saw anyone who looked lonely in the playground and what they did about it. How did they feel? How do they think the lonely person felt?

Read the simple visualisation script:

Sit comfortably on your chair with your feet flat on the floor and your bottom at the back of the chair. Just imagine that you are somewhere that you like to be. Look around at what there is around you. You notice that far away there is a faint blue light. You look hard and you see it is a person. They are coming towards you. They are smiling and this makes you feel happy. They have a wand in their hand. They wave the wand above you and you feel really special. You start to think of the times when you are feeling good because you are being successful. It is a lovely feeling because you are doing something you really enjoy doing. You know it is good and the feeling is really good.

The person is going away now and you wave goodbye. The blue light fades and as it does so you start to hear the sounds of the group room. When you are ready open your eyes and talk to the person next to you if you like.

At the end of the visualisation allow the children time to reflect upon their gifts and talents.

Use a round with the stem:

- 'My special gift or talent is ...'

The children should write or draw the gifts and talents on some of the circles of paper. Use these with blank circles to make flower garlands that can be presented to each child when they next come to the group. You might like to show pictures of how people in the South Pacific islands use garlands as a symbol of welcome.

Take a photo of the children wearing the garlands to stick in their memory books. They should write their gifts and talents round the outside.

Follow-up

Ask the class teacher, parents, friends in class and the children themselves to fill in one of the garland circles to add to the garland over the week.

Core activity 4

Intended learning outcomes

- I know how it feels to do or start something new, and some ways to cope with these feelings
- I can manage my feelings and usually find a way to calm myself down when necessary

Resources

- Paper, pens etc.
- A plastic bottle for each child

What to do

Complete a round with the stem:

- 'If I went to a desert island I would take ...'

Remember to start the group with a warm-up game and a review of the last session. Share the circles for the garlands and add them to the children's flower garland.

Ask the children to shut their eyes and imagine what a desert island might be like. Quickly share ideas to build up a picture of the group's idea of a desert island.

Ask the children to imagine that they are being sent to a desert island. They can only take six things with them. What things would they take? These might be practical things to help with their survival, qualities and skills that they might use or things to remind them of what they are leaving behind.

Give the children some thinking time and ask them:

- how would you feel if you were on a deserted island.

Explain that long ago before there were mobile phones if people got stranded on a desert island they would sometimes write a message in a bottle. They would then have to hope that it would be found and passed on to someone who could help. The children should write a message to go in the bottle – it might be to someone special or to people more generally. The children should put their messages in the bottle.

Ask the children to share their messages. If they explain that their messages are secret, respect this but remind them that someone will find their bottle so they might like to think of a new message.

At the end of the group ask someone who is significant for the child in the school to reply to the message. Place it in the bottle ready for the children to find in the next group session.

Follow-up

Suggest that the children write one of the other members of the group a message and give it to them during the week. Discuss how important it is that everyone receives at least one message.

Core activity 5

Intended learning outcomes

- I can give and accept a compliment
- I can work together in a group

Resources

- A variety of cardboard boxes and 'junk' that might be used to make things
- Stones, leaves and other natural things that you might find on a desert island

What to do

Place the bottles with the reply messages ready for the children to find when they arrive. Provide some time for the children to read the message (offer help to those who might need it).

After a warm-up game ask the children about whether they remembered to give each other a message and whether they received any. They might like to share one or two or they might like to keep them secret. Discuss with them how it felt when they received an unexpected message.

Ask the children to consider what it would be like being on a deserted island. You would be alone with the people in the group. You might like to build a word picture and record it on the flip chart.

Explain that you would have to survive and try to find a way off the island. Agree with the group one or more ideas about how they would survive to try out. The ideas should involve the children working together. For example:

- Make a fishing rod or net to help you to survive on the island
- Create a colourful flag to wave to attract attention
- Build a simple shelter together with junk materials

- Write a group message from 'things' found on the island – e.g. lie on the floor making different body shapes to spell out a message

Build up a box of 'treasure talents'. The children should work in pairs to tell each other a strength or talent that they have shown during the group. You might share the strengths that you have observed during your observations of the children completing the group tasks.

After listening to each other, they should write their strengths on a 'gold coin' and place them in the box. Make sure you have a comprehensive list of the personal and social skills that were required to complete the group task.

Follow-up

Share the box of 'treasure talents' with the class teacher and ask him/her to add a gold coin for each child from his/her observation over the week. Send a coin home with the children for the parents/carers to write on.

Core activity 6

Intended learning outcome

- I can work in a team

Resources

- A variety of craft materials
- A variety of boxes, cartons and other junk

What to do

Remember to start the group with a warm-up game and then review the strengths that the children demonstrated in the last session. Ask the children to share the writing on the coins they received over the week before placing them in the 'talents treasure chest'.

Remind the children that the next session will be the last session. In that session you will include special group challenges. The challenges will need to be fun and require each person to demonstrate their gifts and talents. You might like to provide some suggestions:

- Using your bodies work together to make the word help
- Walk the plank (an upturned bench) avoiding the sharks swimming below
- Collect the delicious fruits (card or models) that are hidden in the forest
- Retrieve the gold coins from a vat of flour in a minute with your eyes shut
- Think of as many compliments as you can in 1 minute

Provide time for the children to plan and prepare for the challenges. If there is time the members of the the group might like to decorate a 'flag' to add to bunting you might use to decorate the room for the 'farewell' party.

Follow-up

Ask the class teacher to set the children a challenge in the week that requires them to work with one or more other children. They should give the child a token/sticker if they complete it successfully with an emphasis on the skills that were required to complete the challenge.

Core activity 7

Intended learning outcomes

- I can say farewell
- I can work with a group to achieve a group goal

Resources

- A medal for each child – these might be made from laminated card. On one side of the medal it should have the child's name and on the other an achievement by the child
- Decorate the room with bunting flags made from coloured paper and string. Set up the challenges devised by the children the previous week
- Refreshments for a small end of group party

What to do

Start the group with the children's favourite warm-up game and a review of last week's session. Ask them about any challenges they completed over the week and how they got on.

Each child should take it in turn to try out the challenges agreed last week. The children should get a token for each time they are successful. These should go in a group pot. At the end of the session the children will be able to trade in the tokens for treats at a small end of group 'party'.

Place the farewell medals in a box or pot. Children should take it in turns to pick out a child's medal (make sure that they don't take out their own). They should then present each other with the medal and read out (with help if necessary) what is on the medal.

Follow-up

Ask the class teacher to ask the children to show him/her the medals and remind the children to take them home. It might be helpful for children to continue to meet as a group at lunch time. Encourage them to organise these meetings themselves with your support.

Group two: Getting on and falling out

Purpose of the group

The purpose of the group is to help children understand the processes involved in friendship and being friendly.

Children who might benefit from participating

This set of core activities is designed to benefit children who are struggling to make, maintain and break friendships without falling out with each other. You might like to use these activities with a group of children who frequently fall out with one another.

The selection for children to join this group will be important and careful consideration should be given to ensure the group is balanced and will be a positive experience for all the children involved. You might consider including some children who will be good role models.

Key vocabulary

Compliment friend fall out get on trigger angry
peaceful cooperation conflict point of view make up problem solving
apologise solution resolve a conflict win-win solution anger 'losing it'

Core activity 1

Intended learning outcome

- I can tell you what makes a good friend

Resources

- Modelling material
- Or
- cardboard child shapes
 - coloured pens and pieces of material
 - 2 large pieces of card: one with 'important' written on it and the other with 'not important' written on it.
 - small cards
 - memory book (this will be their record of the time spent in the group)
 - digital camera

What to do

Remember to start the session with one or more warm-up games and to negotiate the group rules using your ideas or those in the Introduction.

Explain that when some of us were small we had an imaginary friend. You might like to share your own experiences, the experiences of friends or relatives or read the additional

assembly story. When we have an imaginary friend we can give them all the qualities that we might want in a friend so that an imaginary friend can be your ideal friend. Ask the children if any of them had or have an imaginary friend.

Ask the children to think of their own imaginary friend and to think about what that friend might be like. Give a little thinking time before asking them to generate ideas about some of the qualities they would like in a friend. You might need to model this so that the children understand what a quality is. Write the children's ideas on individual cards. Place the important/not important cards on either side of the circle. Ask children to take it in turns to choose one of the cards and place it between the two cards to show how important they think the quality written on the card is. They are allowed to move the other cards when it is their 'go'.

Give the children the modelling material or card shapes and ask them to create an imaginary friend. When they have finished they should whisper to their imaginary friend the qualities they would like their friend to have.

They should give their 'friend' a name and take it in turns to describe it. Encourage them to identify physical characteristics, likes/dislikes and the qualities they have given it.

Take a photo of each child with their imaginary friend and give the photo to them to stick in their memory book. They might write a short description of their friend if they wish.

Follow-up

The children might take their imaginary friend or a picture of him/her back into class to remind them of the qualities that make up a good friend.

Core activity 2

Intended learning outcomes

- I can tell you when I feel safe and happy
- I know how to make someone feel welcome

Resources

- cardboard
- glue
- pens
- tissue paper
- junk – boxes etc.
- camera

What to do

Don't forget to spend some time reviewing the follow-up activity from the previous week and to find out about whether they remembered to show the qualities of a good friend.

The children should take it in turns to introduce their imaginary friends to the group and to explain something about their week. For example:

- 'This is ... s/he is ...'

Their task this week is to create a home for their friend – somewhere where they would feel happy and safe. They should use the resources provided. When they have finished they should put their 'imaginary' friend in the home and take a photo of it to put in their memory book. They might write some of the words they used to describe their home round the picture.

Provide an opportunity for the children to take it in turns to describe the home and explain why they have made it the way it is.

You might like to read an extract from the book *Flour Babies* by Anne Fine.

Follow-up

Give the children their 'friend' to take home and look after for a week. They should report back on how they made sure their friend was okay and felt welcome and how they introduced it to their other friends and family.

Core activity 3

Intended learning outcome

- I can be friendly and join a group

Resources

- a magic wand
- some glitter and small bits of card
- blank certificate
- bottle with water coloured with food dye
- set of measuring spoons

What to do

Don't forget to spend some time reviewing the follow-up activity from the previous week and find out about what the children did to make their imaginary friends welcome at home.

Explain that this week the imaginary friends have been invited to join a club but the friends are scared because they have never been to a club before and they don't know how to meet new people. Ask the children to think about what advice they might give their 'friend' and share their ideas with a talk partner. Ask the children to take it in turns to share their ideas with the full group. You might like to record these for reference on the white board.

You might like to make this more visual by bringing in a saucepan/bowl and some small bottles of water that have been coloured with different food colours. The children might decide what the key components of making a new friend are. Write labels for the bottles and then ask them to mix their own 'making a new friend' medicine.

Provide the children with the blank recipe sheet. They should use this to record (in what ever way they like) their 'recipe' for making new friends, e.g. 3g of smiles, 4g of chatting, 1g 'ask if you can join in a game' etc.

Follow-up

Set the group the target of trying to ask if they can join a game with a group of new people in the playground. You might like to ask members of the group to suggest how they might do this.

Core activity 4

Intended learning outcomes

- I can take turns and play with others
- I know how to be a friend

Resources

- 'imaginary friends'
- craft equipment to make an invitation
- envelopes

What to do

Don't forget to spend some time reviewing the follow-up activity from the previous week and find out if the children managed to join in the games of someone new.

In pairs the children should take it in turns to tell each other all about their imaginary friends and what they like to do. Explain that the children are going to help their imaginary friend invite their partner's imaginary friend round to play.

The children should then make an invitation for the imaginary friend and decide what they might do together. Remind the children that it is important that both the friends enjoy the visit.

The children should use the imaginary friends to role-play the visits and report back to the group what they have learnt.

The children should stick the invitation in their memory book and record what they did in words or pictures.

Follow-up

Invite a real friend round to play or for tea or invite a friend to join the group for the warm-up games.

Core activity 5

Intended learning outcome

- I know some of the things that make me angry or fall out with my friends

Resources

- pieces of star shaped card
- large picture of a volcano for a display

- TV remote control

What to do

Remember to start the session with a warm-up game and welcome any friends who have been invited from class for the warm-up games.

Review what happened when they invited the imaginary friends home or to the group. How did it feel when they accepted?

Explain to the group that the next two sessions are going to focus on 'falling out and making up'. Give the children some thinking time and then ask them to generate as many reasons that the imaginary friends might fall out as they can. Record these on the blank star cards and stick them around the top of the volcano as if they are being thrown out as it erupted.

Pair up the children and ask them to choose one of the cards. They should devise a simple scenario around the idea written on the star card and act it out either with their imaginary friends or in person.

Ask the pairs to take it in turns to show their role-play. Use the remote control to stop, rewind and fast forward to explore with the whole group what happens and to consider better ways of doing things.

Take some pictures for the children to stick in their memory books.

Follow-up

Explain that this week's follow-up is to act as playground detectives. The detectives should look at what happens in the playground and how people make friends, fall out and make up. Ask how they might feel if they were in the playground and they thought someone was spying on them. Think about what they might do to stop themselves getting into trouble or upsetting people.

Core activity 6

Intended learning outcome

- I can use the peaceful problem solving process

Resources

- Peaceful problem solving poster (*Whole-school resources Excellence and Enjoyment: social and emotional aspects of learning (SEAL)*)
- Record what you hear in the playground

What to do

Remember to start the session with a warm-up game and a review of the follow-up activity. Write a list of what the children have found out in their role as playground spies.

Remind the children of the steps from the peaceful problem solving poster.

Use the scenarios generated in the previous week, the photographs might be used to help them remember.

Select pairs of children to act out their scenarios in the centre of the circle. When the conflict begins to arise, use the remote control to stop the role-play. Ask the whole group to work together to use the problem solving process to resolve the conflict and to direct the role-play to an amicable resolution.

In pairs the children might use their imaginary friends to role play their own conflicts and resolve them using the peaceful problem solving process.

Encourage the children to think about the following questions:

- Is it wrong to fall out with other people? (emphasise it is okay and inevitable – it's how you sort things out that is important)
- Do you have to be everyone's friend? (emphasise that it is important to be pleasant and friendly but not necessarily friends)
- How do you feel when you fall out with a best friend? (emphasise that it hurts your feelings and this can make people angry)

Provide a small copy of the Peaceful problem solving poster for the children to stick in their memory books.

Follow-up

Ask the children to choose a problem solving partner. The children should use their partner if they fall out in the playground to help them use peaceful problem solving.

Core activity 7

Intended learning outcome

- I can explain what I have learnt and can apply my learning

Resources

- a card medal for each member of the group – on one side this should say the name of the group with a date
- laminator
- ribbon
- large cards
- names of each member of the group on a slip of paper or card placed in a hat or box
- farewell cards – this might have 'thank you' written on the front and inside one side should be headed: 'You made the group special for me when ...' and the other headed: 'I want to stay friendly so I will ...'

What to do

Remember to start the session with a warm-up game and an opportunity for the children to share how they helped each other to resolve their conflicts peacefully.

Ask the children to work in pairs to think of the things they have done in the group. They might use their memory books to help them. Try to encourage them to think about what they have learnt as well as the activities they took part in. As a whole group write a list of their ideas on a flip chart or white board.

Each member of the group should draw a name out of the hat. It is their responsibility to create a thank you card for each member of the group. They should illustrate the front of the card. When finished the children should sit in a circle and pass the cards round. Each child should write in each card under the two headings.

Each member of the group should be given an opportunity to choose one of their favourite games and lead it with the group.

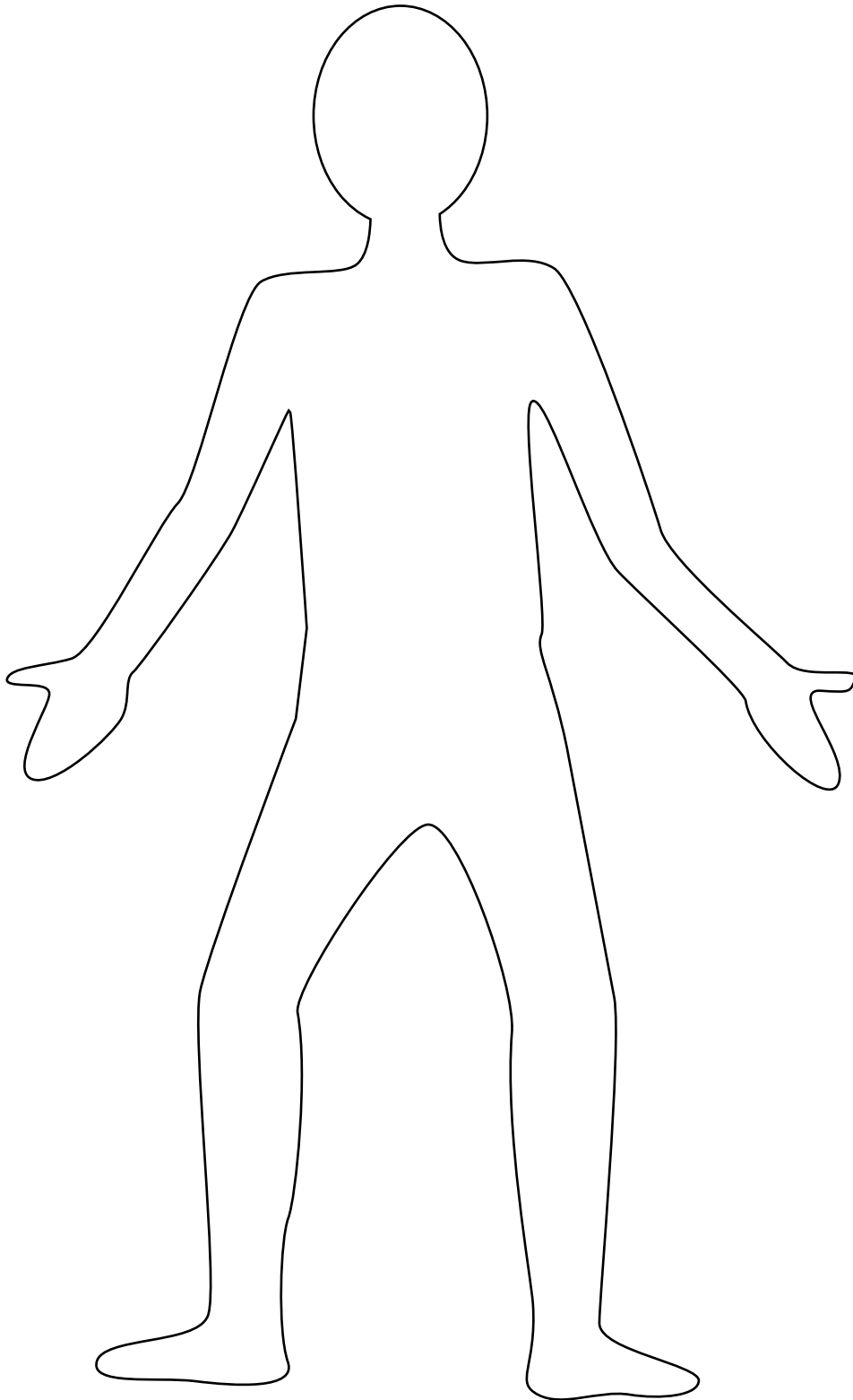
At the end of the session the children should take it in turns to present each other with a medal and their card. Try to make this like a formal presentation. You might like to invite the head teacher or class teacher to do the presentation.

Follow-up

Encourage the group to continue to meet every now and again to play a few warm-up games and share what they have been doing.

Handout sheet

Getting on and falling out



Appendix three: Going for goals – circles of learners

Purpose of the group

The core activities for this group focus on encouraging children to take responsibility for their learning and to develop goal directed behaviour. It is designed to help children to form a group that offers mutual support to the members beyond the duration of the group.

Children who might benefit from participating

This set of core activities is designed to benefit children who appear uninterested in learning and unmotivated to achieve in school. The children in this group might be of any ability.

Introduction

The children will be taken through a solution focused process to support them in meeting an individual learning goal that they have selected in negotiation with their class teacher. As well as meeting their own individual learning goal we suggest that the group learn a new skill together so that you can reflect upon the learning process. Examples of skills might be, learning to crochet, learning to do hula hoop, learning a new language and so on. It would be good if one of the facilitators was learning the skill for the first time alongside the children.

Before you start

This set of activities depends upon the children being able to plot their own progress towards a goal and to see their progress marked clearly on a visual representation. For example this might be a picture of a mountain or cliff face on which there is a rope and a climber. As the group make progress towards reaching the goal the climber is moved up the rope.

Progress towards their individual learning goal might be plotted on the same display with small representations of each child. In addition we suggest that each child is given a learning log to enable them to keep a personal record of their learning journey.

Key vocabulary

Goal achieve achievement steps distracted distractions
persistent persistence frustrated frustration bored
boredom target obstacle barrier responsibility
responsible perseverance boredom encouragement

Core activity 1

Intended learning outcomes

- I feel part of the group
- I can support others with their learning
- I can tell you about myself as a learner

Resources

- stop watch
- bean bag
- flip chart or white board
- display board with a visual representation e.g. cliff face and climbers
- cardboard
- pens etc.
- 'learning log'

What to do

NB this activity is often used as a warm-up but provides some important learning about learning, goal setting and group cohesion.

Start the activity by throwing the bean bag to a child saying their name in advance. This child should say the name of another child and throw the bean bag to them. This should be repeated until everyone has received the bean bag once. Explain that the purpose is to see how fast they can pass the bean bag round the group, in the same order. Time the children's next attempt. Ask the children to set themselves a target and see if they can meet this target.

You might like to take photographs of the children and use these to discuss how the children felt when they met their target.

Discuss the activity with the children by exploring the following:

- What would they do next time the same or differently?
- What difference did having a target make?
- What have they learnt?
- What helped them complete the task quickly?

Write a list of the things that helped them to meet their target on the flip chart. Emphasise how important it was to support each other.

Introduce the new skill that they are to learn as a group and let the children try it out. You will find that the children will show different levels of aptitude.

Remind the children to use the ideas on the flip chart as they learn and stop and reflect throughout the session.

Encourage the children to reflect how well they did with learning the new skill.

Use the round:

- 'It helped me to learn when ...'

Negotiate a group goal that might be achieved by the end of the 6 weeks.

Ask each individual to suggest one way that they might help the group to reach their goal. Write the goal at the top of the display.

Place their cardboard figure climber at the appropriate place on the group representation.

Provide the children with their learning log and ask them to comment on their progress so far towards the goal. They should record their own individual progress on the 'group goal' page.

Follow-up

Introduce the idea of how the group might help each other to meet an individual learning goal from class. Explain that each child should identify an individual learning goal with the class teacher.

Core activity 2

Intended learning outcomes

- I can set success criteria so that I will know whether I have reached my goal
- I can break down a goal into a number of steps and wait for the result

Resources

- magic wand (optional)
- 2 pieces of coloured card with: 'Before we started' and 'target reached' written on them
- learning log

What to do

Remember to start the session with a warm-up game and a reminder about what they learnt last week. Ask the children to share the individual learning goals that they have selected.

Say something like:

Just imagine that in the night when you are in bed a miracle happens. You don't know it has happened but when you wake up something is different. You are a miracle learner. You are very good at learning new things. What do you think you will notice when you wake up? What will be different when you come to school? If you look at the other children in the group what will they be doing that they don't do now?

Record their ideas on the flip chart or white board.

Remind the children of the group goal and ask them to demonstrate how well they are doing towards meeting it. Ask them to share their experience and how they have helped each other.

Ask them to consider what it will be like when they have met their goal and what it would look like. As a group, identify some key elements or success criteria that would allow the children to know whether they have reached their group target. For example:

- We can crochet a scarf that reaches ... feet when it is joined together. We have all contributed at least ... cm
- The group can do a hula hoop presentation to the rest of the class. Everyone will contribute and do 10 hula hoops without stopping

Place the two pieces of card on either side of the room. Ask the children to line up to consider how far they think they are in relation to the goal. Use these questions to help them think about their progress:

- Why are you standing there?
- What would you need to do to move one step towards your goal?
- How can you help ... to move towards the goal?
- Where would you like to be standing next week?
- What are you going to do to help ... ?

As a group agree where the whole class might be in relation to reaching the group goal and represent this on the display.

Remind the children of the follow-up task from last week and go round the circle and ask the children to share their individual learning goals with the group.

Ask for ideas from the group about how each child might reach their goal and elicit any offers of help. Pair up the children so that each of them has a 'learning goal partner'.

Ask each child to write their goal in their 'learning log'. Keep a record of each child's learning goal.

Follow-up

Each child should use their learning log to record progress towards their individual learning goal. They should try to support their 'learning goal partner' during the week.

Core activity 3

Intended learning outcomes

- I can tell you some of my strengths as a learner
- I can tell you why things have been successful

What to do

Remember to start the session with a warm-up game and a review of the learning in the last session. Ask the children to share the reflections they have written in their learning log if they wish to. Ask the group to think about the learning and to make suggestions as to how the children can reach their goal. They should plot where they are on the scale.

All the children will have something that they have been successful at or they enjoy learning. Ask them to share these using the round:

- 'I enjoy learning ... it makes me feel ... because ...'

Model the round with something you are good at and enjoy learning.

In the whole group or with a learning partner ask the children to talk about what has helped them to learn their identified skill or subject. Try to encourage them to think about why they find this type of learning easy and why they find it harder to learn other things. Try and draw out and celebrate the generic learning skills that are described. For example:

- That must be really hard
- You must have to practice
- What helped you?
- What is different when you are learning ...? etc.

Record their ideas on the flip chart or white board.

Provide an opportunity for the children to demonstrate how well they are doing with their group learning goal and provide time for them to practise. Encourage them to use the ideas generated by the above activity to help them. Use the scaling task from last week and ask them to line up to show how well they think they are doing as a group. Agree where they should place the group representation on the display.

As a finishing activity demonstrate to the children that they are better than they think! Ask them to stand up and point a finger in front of them then turn their body so their finger is pointing as far round to the right as they can without moving their feet. Ask them to close their eyes and imagine that they can turn their body through a complete 360 degrees. They should open their eyes and repeat the first activity. It is likely that they will be able to turn their bodies further than before. Discuss the result!

Provide an opportunity for the children to discuss progress towards their individual learning goal with their partner.

Core Activity 4

Intended learning outcomes

- I can break down a goal into a number of steps and wait for the result
- I know how others can help me to achieve my goals and how I can help others

Resources

- ball of wool or ribbon
- suggestions from the class teacher about how the children have worked towards meeting their targets
- Ladder resource sheet from the Blue Booklet in the theme Going for Goals!

What to do

Take the ball of wool or ribbon, keep hold of the end and throw the ball to one of the children. Say a positive comment about how the child as a learner or has responded to the group. The children should take it in turns to keep hold of the wool or ribbon, throw the ball to another child and say a positive comment. They should repeat this activity until the group have exhausted positive ideas and everyone has had a go at passing the wool or ribbon. Point out how much positive energy there is and that the group has an important role in working together to help each other reach their goals. This should make a spider's web.

Explain that it is often important to break down a goal into small parts otherwise it all seems too big and impossible. Pin up the enlarged copy of the Ladder and ask the children to generate a picture of what it will be like when they have reached their goals. Remind them of the success criteria generated earlier (they might like to revise these). Now ask them to remember some of the steps they took in achieving their group goal and record these in the Ladder provided.

Ask the children to demonstrate their progress towards meeting the group goal and provide some time for them to practice. Encourage the children to support each other. Use the scaling task from last week and ask them to line up to show how well they think they are doing as a group. Agree where they should place the group representation on the display.

Provide each child with their own copy of Ladder. The children should work with a partner to fill out the steps to meeting their individual learning goal. They should stick the sheet in their own learning log.

Follow-up

The children should continue to use their learning log to reflect upon their progress towards meeting their individual learning goal (curriculum target), supported by their learning goal partner.

Core activity 5

Intended learning outcomes

- I can identify some barriers to my learning
- I can think of ways to overcome barriers to my learning

Resources

- 'Ladder', resource sheet (Going for goals!, Blue, Resources SEAL CD or Blue Booklet)
- paper, pencils, coloured pencils etc.

What to do

After a warm-up activity and a review of last week's session start the group with an opportunity for the children to demonstrate how well they are doing with their group goal.

They should reflect upon how well they are progressing towards their goal on the wall display. Discuss any things they found difficult and how they felt they were doing individually and as a whole group. Try to elicit some of the barriers that the children had faced during the week and how they had overcome these barriers. Identify some key strategies and record them on the flip chart. For example:

- Frustration and finding it difficult: possible strategy – relaxation, distraction, having a break
- Boredom: possible strategy – setting themselves a shorter term target and giving themselves a reward (e.g. a break or a drink)
- Problems keeping going: possible strategy – setting some rewards or encouragers, thinking of how it will feel when they have successfully reached their goal or that if they don't practice they might let the group down

- Anxiety that they cannot be successful: possible strategy – think of times when they have been successful, relaxation

The children might like to think of simple ways to remember their ideas and to record these in picture or catchphrase.

Now ask the children to take it in turns to share their progress towards their own individual learning goal. Ask the group to think of ways of helping each child overcome any barriers. Write ideas on a card and give it to the child to take away with them.

The children should indicate their progress towards their individual learning goal in their learning log. Remember to ask them to explain why they have placed themselves in that position and to say where they would like to be next week and what they might do to achieve this target. The group should commit to helping each other to achieve their target.

Follow-up

As in previous sessions.

Core activity 6

Intended learning outcome

- I can understand that some thoughts help me reach my goal and some are a barrier

Resources

- resource sheet *Helpful and Unhelpful Thoughts* cut up into cards (one sheet per child)
- equipment for a suitably challenging task – e.g. an upturned bench

What to do

Remember to start the session with a warm up game and a recap of the learning in the last session.

Mix up the cards. The task is for the children to take it in turns to pick up a card, read it (with help if necessary) and decide whether it is helpful or unhelpful. They should place the unhelpful cards in one pile and the helpful ones in another. They might be able to think of some ideas to add to the blank cards

Ask for a volunteer. The child should try to walk along the upturned bench without falling off. Give each of the other children a card from the *unhelpful thoughts* pile. The children should read them out as the volunteer walks along the bench.

Ask the volunteer how it felt to try to complete a task with these thoughts.

Now ask the volunteer to complete the task again but this time the children should read out the cards from the *helpful thoughts* pile.

Repeat the activity with other children or in pairs if you have enough equipment and you feel it is appropriate.

Ask the children to demonstrate how well they are doing towards their group goal. Encourage them to think about the helpful and unhelpful thoughts that they have had during their learning. Ask them to reflect upon how well they are doing and to use the display to show their progress.

Ask the children to work in pairs to review progress with their individual learning goal and to complete the scaling sheet in their learning log.

Spend some time reflecting on progress with the group goal. Assess whether the goal will be met in two weeks' time to be demonstrated in the final session. If not adapt the goal. This is likely to include time to practise their goal and to support each other in their learning. Remind them to use the 'helpful thoughts' to support each other. You might need to renegotiate the group goal if it is apparent that the goal is unlikely to be met.

Follow-up

Ask children to choose their favourite 'helpful thoughts' and to take them with them. They should share them with their teacher and use them when in class. The teacher might use them to encourage the children.

Core activity 7

Intended learning outcomes

- I can recognise when I have reached my goal or been successful with my learning
- I can tell you what has gone wrong with a plan and why

Resources

Class teacher review of the children's progress towards targets.

What to do

Remember to start the session with a warm-up game and an opportunity for the children to reflect upon how useful they found the 'helpful thoughts' that they took with them.

Provide an opportunity for the children to share the progress they have made with working towards their own individual learning goal. Encourage the children to offer suggestions. Celebrate any children who have achieved their goals.

The children should be given a final opportunity to demonstrate and practice their group learning goal. The children should be asked to evaluate their current performance against the success criteria identified earlier and agree what they need to do to be successful. Remind the group that the next session will be the last session. You might need to revise the success criteria to ensure that they are successful.

Follow up as in the previous section.

Core activity 8

Intended learning outcomes

- I can recognise when I have reached my goal or been successful with my learning
- I know what it feels like to be successful
- I can explain some ways to help me reach a learning goal
- I can help others to reach a learning goal

Resources

- Certificate for each child

What to do

The final core activity provides an opportunity for the children to share their achievements with the rest of their class.

The children should prepare a presentation together to explain something about their group. It might be shown to their class or an invited audience (e.g. class teacher, head teacher or other people the group would like to invite).

Their presentation should include:

- A demonstration of the group achieving their group goal
- A celebration of their achievements with their individual goals
- A presentation of what they have learnt during the group

They should try to make the presentation interesting by using pictures, drama etc.

The presentation should be performed to the guests.

At the end of the group one of the guests might like to award each member of the group with a certificate to show how they have met their group and individual goals.

Follow-up

Encourage the children to consider how they might continue to support each other with their learning. They might agree to continue to meet or to ask if they might sit together in class.

Going for goals

Learning log – group goal



Our group goal is -----

How are we doing so far ...

Week one



Week two

Week three

Week four



Week five



My learning goal is -----

How are we doing so far ...



Week six

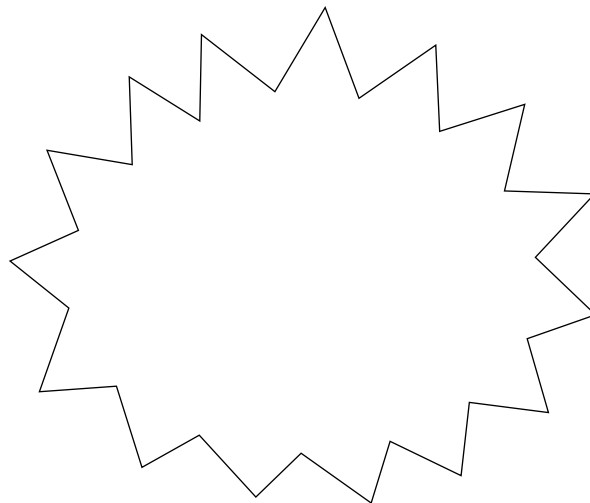
									

Week seven

Week eight




Going for goals

Individual learning goal

My learning goal is -----

How am I doing so far ...



Week one



Week two

Week three

Week four

Week five



My learning goal is -----

How am I doing so far ...



Week six

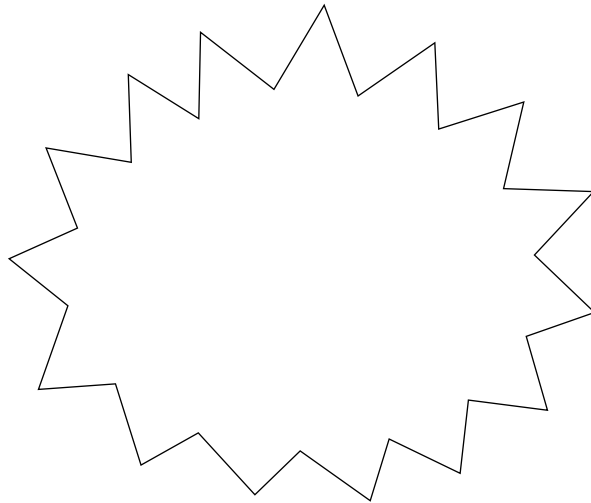
									

Week seven

Week eight



Blue set resource sheet: Year 2

Ladder



Appendix four: Good to be me

Purpose of the group

The focus of this small group is to help children to become more self-aware about their emotions and to learn some skills to help them manage and cope with uncomfortable feelings.

Children who might benefit from participating

This set of core activities is designed to benefit children who find it hard to cope with or manage uncomfortable feelings such as anxiety and stress and appear unhappy or fearful. You will need to consider the composition of the group very carefully to ensure that you have an appropriate mix of children.

Key vocabulary

Happy sad worried anxious angry disappointed
relax calm threat threatened hopeful hopeless
frightened tense scared stressed proud

Core activity 1

Intended learning outcomes

- I know about myself
- I can tell you about the things I am good at

Resources

- a large paper bag or box: one for each child
- coloured pens, shiny paper and shapes
- pictures from magazines
- material of a mixture of colours and textures
- 4 cardboard 'tokens'
- illustrate a bag or a box with examples of things that are important to you, you are good at and make you feel good

What to do

Start the session with a warm-up game, ideally, one that involves getting to know each other. Follow this by negotiating some group rules for the session. You might like to use the ideas in the Introduction. Make sure you are careful to discuss a rule around confidentiality and make it clear to the children that if you think they are in danger you will need to share this with someone. Emphasise that you will let them know if you need to do this.

Show the group the bag or box you have prepared and talk through what is on your bag and why.

Give each child a box or bag and ask them to illustrate the box or bag with the things that make them feel good.

Explain that the box or bag will be kept in the room and it will be where they keep the things that they make in the group. They will be able to take it home at the end of the sessions.

At the end of the session ask the children to take it in turns to show each other their box or bag and explain why they decorated it in the way they have.

Follow-up

Ask the children to spot when they feel good and write it on an 'I felt good when ...' token. They should bring these to the next session and place them in the box. Ask the children's class teacher to help them do this.

Core activity 2

Intended learning outcome

- I can relax when I want to

Resources

- paper and crayons
- a picture in words or picture of your favourite place for relaxation

What to do

Explain a little bit about your favourite, relaxing place. Ask the children to complete the round:

- 'My favourite place to be relaxed and calm is ...'

Explore the idea of a place where they find it easy to relax and feel good. Ask questions such as:

- What kind of place is that?
- How does this place make you feel?
- Where do you go if you want to feel good inside?
- Where do you go if you want to relax and calm down?

Ask the children to draw a picture of a favourite place, somewhere they feel really good, somewhere they can feel calm, relaxed and peaceful. This might be an imaginary place or a real place. Ask the children to describe how they feel or would feel if they were in this favourite place. Help them to write a word picture of their favourite place. This might start with:

'My favourite place is very special and when you are in my favourite place you feel very safe and peaceful and very calm...'

Make sure that they explain what they see, what they hear and how they feel.

At the end of the session they should fold up the description or picture of their special place and put it in their bag or box.

After reviewing the learning in the session use your description as a visualisation. Ask the children to get themselves ready for a final relaxation. They might sit in a comfortable

position or lie down with a pillow, shut their eyes or look down while you read out your own description of your special place. For example you might like to start:

Just imagine that you are standing outside your house. You look down the road and you see wall that you have never seen before. In the wall there is a door. You walk towards the door and you open it. When you look inside you see my special place. When you are in my special place you feel very safe and peaceful and calm. Look around my special place and you will see ... (Add your own description.)

It is now time to go. You turn round and you can see the door in the wall. Walk out of my special place and go to the door in the wall. You open it and walk through. As you walk through you see you are back in the group room. Listen to the sounds you can hear. Open your eyes when you are ready. You might like to stretch and talk with a partner.

In subsequent sessions you (or the children) should read out the visualisation with a description of each child's special place in turn (or describe it) as part of the relaxation.

Follow-up

In the week the children's class teacher should provide an opportunity for the children to practice visualising their 'special place' when they are feeling anxious or worried.

Ask the children to prepare for the next week by acting as 'playground detectives'. They should watch and listen carefully to what they hear in the playground.

Core activity 3

Intended learning outcome

- I can recognise when I begin to get upset

Resources

- two body shapes: one with a sad face and the other with a happy face
- a stamp or sticky stars
- card or paper shapes
- cardboard circles to make into medals enough for one per child. These should be about 3cm across
- 2 boxes labelled comfortable and uncomfortable feelings

What to do

Don't forget to spend some time reviewing the 'follow up' activity from the previous week after the warm-up game.

Stick the two body shapes to the wall and place the boxes at the foot of the shapes. Ask the children to think of things that they heard children saying to each other in school or on the playground during the week. Give the children a bit of thinking time. Encourage children to include nice things or compliments and 'put downs'. Record these on pieces of card. Place the cards in the centre of the circle. The children should take it in turns to pick one of the cards. They should then consider how it might make them feel and read it out (with help if needed) with the intonation that might go with the feeling. They should then walk over to the cardboard body shapes in a way that shows how they would be feeling and either:

- Place it in the box by the happy child shape if it would make them happy
- Throw it in the box and tear a small strip off the unhappy child shape if it would make them feel bad, uncomfortable, angry, scared or sad

Give each child one of the card circles. Explain that they are going to use these to make a medal. You might need to explain what a medal is. Decide what is to be on the front of the medal. This might represent the group name or something about the group. The children should draw a medal on one side on the other side they should write something that might make someone happy. Put these in your box and mix them up. Each child should shut their eye and choose a medal to take away with them. Encourage them to look at them and read them if they are feeling bad during the week.

Give each child two more of the card medals to make – one should be given to a friend or someone in their class who is not in the group. The other might be given to someone in the family. They should think about what positive message they might write on the medals.

Follow-up

Children should give their medals to a friend or someone in their class and someone in their family. During the next group session they should explain what happened when they gave the medals away and how they felt.

Core activity 4

Intended learning outcomes

- I can tell when I am beginning to get upset, anxious or fearful
- I can tell you some ways to calm down if I am feeling upset, anxious or fearful
- I understand why we sometimes fight or run away when we feel threatened

Resources

- computer/interactive white board
- 'Fight and Flight' PowerPoint sequence, Good to be me, yellow resources (SEAL CD) or Good to be me Yellow Booklet (pp 33–34)
- large piece of paper
- a white board or flip chart
- musical extracts – happy, anxious etc. A list of ideas can be found in the resources section of *Excellence and enjoyment: social and emotional aspects of learning* (SEAL CD DfES 1579-2005CD)

What to do

Don't forget to spend some time reviewing the previous session and follow-up activity from the previous week after a warm-up game.

Use the 'fight and flight' sequence to remind the children of the idea of fight or flight. Ask them to think of times when children might feel like 'fighting' or 'running away'.

Draw round two of the children to make two child shapes. Ask the children to consider how they might feel when they are scared (or anxious). Write up the ideas on the white board.

The children should then draw something to represent each of these 'physiological signs' (for example a heart beating fast might be a picture of a 'pumping' heart. The children should stick these on the cut out shape.

Repeat this activity to illustrate what it feels like when they are feeling happy.

Stick the two shapes up on either side of the room. Ask the children to stand in the middle of the room. Play a bit of the music and ask them to move to the shape they think the music makes them feel. They should move in the manner of the feeling. Take photographs of the children doing this activity. If possible you might like to use these to talk about the feelings involved.

The children might like to take a photograph of the two child shapes to go in their memory box/bag.

Follow-up

Ask the children to spot times over the week where they have felt like running away or fighting back. They might like to keep a record on paper to put in their box or bag.

Core activity 5

Intended learning outcome

- I know the things that make me feel frightened or upset and know what I might do about them

Resources

- copies of the handout sheet 5 'Fears' enlarged on to A3 sheet (one for each child)
- paint, pens and materials that might be used for a collage

What to do

Don't forget to spend some time reviewing the previous session and follow-up activity from the previous week after a warm-up game.

Give the children copies of the handout sheet, 'Fears'. In the centre they should draw a picture that represents fear – this could be an abstract design, a face or anything they think is frightening. In the circle they should write or draw how it feels when they are frightened. Be available to talk to children about what they are drawing.

When they have finished they should fold this up and place it in their memory box/bag.

Explain that we are all frightened some of the time and our fears are never silly but are real for us. The best way to deal with our fears is to talk about them.

Share a fear of your own with the group – it might be something like being frightened of swimming when you were young, or spiders or snakes. Explain how you overcame your fear or how you learnt to cope with it.

Review the learning in the session with an emphasis on how we might overcome, deal with or cope with our fears or worries.

Finish this session with the children's favourite circle game and an opportunity to relax.

Follow-up

Ask the children to find out from their family or friends examples of things that people are frightened of now or were when they were younger. They should find out how they learnt to overcome or cope with their fears or worries.

Core activity 6

Intended learning outcomes

- I can think about my worries and decide what I might do about them
- I can tell when I should share a worry
- I know that most people have worries

Resources

- *The Huge Bag of Worries* by Virginia Ironside (Hodder Wayland ISBN 075 002 1241)
- some worry shapes
- some of the girl in the story's worries written down on the worry shapes
- a box or 'tray' labelled Ours and Others
- burnt matchsticks
- pieces of material or coloured paper
- pens, glue
- Guatemalan worry people

What to do

Don't forget to spend some time reviewing the previous session and follow-up activity from the previous week after a warm-up game.

Read the *The Huge Bag of Worries* by Virginia Ironside (Hodder Wayland ISBN 075 002 1241) to the children. Read out some of the worries from the book. Ask the children to think of any other worries that children or older people might have. Write these down on the blank worry shapes. The children should take it in turns to pick up a worry and, with the help of the other children, they should decide whether:

- It is a worry that they might do something about and place it in the 'ours' box
- It is a worry that they can't influence and place it in the 'others' box

Children should pick up the worries from the 'ours' box and discuss together what they might do about these worries.

Explain that some people find it hard to sleep when they are worried. In Guatemala, a country in South America, they use worry people to help. If you put worry people under your pillow then they turn your worries into useful thoughts and actions or make them disappear. If you are worried it will help to talk to someone.

Give the children 4 matchsticks to dress up and make into worry people. On the burnt end of the matchstick draw a little face. Dress the matchstick using coloured paper or pieces of material. This is quite fiddly so be on hand to help.

Follow-up

Give the children their worry people to show their family and use them at night if they wish. The children might like to give one or more of their worry people to someone they care about.



Core activity 7

Intended learning outcome

- I can talk about my achievements and my learning

Resources

- slips of paper with the children's name on it
- blank cards
- glitter
- pens
- glue
- coloured paper

What to do

Don't forget to spend some time reviewing the previous session and follow-up activity from the previous week after a warm-up game.

The children should look through their box for the session. They should take it in turns to use the things in the box to share their experience of being in the group.

Ask the children to take a name slip and a blank card. They should make a congratulations card for the child whose name is on the slip.

It would be nice to end the session with the children presenting each other with the congratulations card.

The children might prepare a short presentation for the rest of their class to show them what they have learnt.


Finish the session with a review of what they have learnt and a presentation of the cards. They should use the things in their memory bag/box as a reminder.

Handout sheet


Fight or flight/Good to be me, resource sheet

The reason it can work so quickly is that it only ever has a few ideas about what to do.

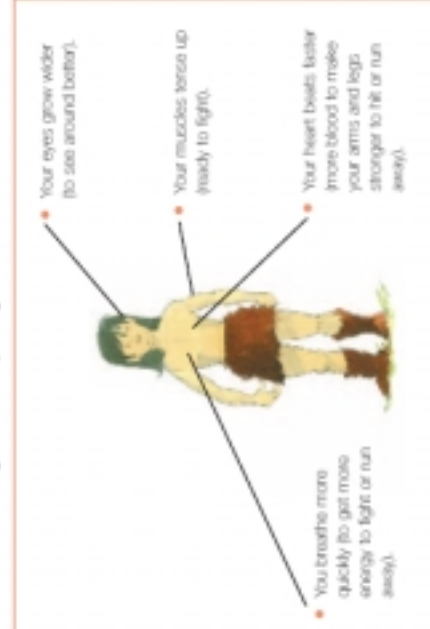
Fight (get ready to fight), or ...



Flight (get ready to run away).



The feeling part of your brain gets your body ready for action – ready for 'fight' or 'flight'. If you are not careful it stops your brain from thinking about anything else.



- Your eyes grow wider (to see around better).
- Your muscles tense up (ready to fight).
- Your heart beats faster (more blood to make your arms and legs stronger to hit or run away).
- You breathe more quickly (to get more energy to fight or run away).

Yellow set resource sheet: Year 4

Fight or flight

Use the pictures on the CD-ROM to explore the classic.

Long, long ago life was dangerous, more dangerous than it is for most people living today. Just imagine you lived then.



All of a sudden you see a ferocious bear. You need to act very quickly. You don't have time to think.



Well, I don't know, I'm just going to take a minute to think about this, should I run? I don't want to spoil my new beakskin tunic... and maybe it's a friendly bear anyway... AAAAAAIIIIIIIIIIIIIIIIIIII

You need to be able to spot danger and run away or attack the bear very, very quickly.

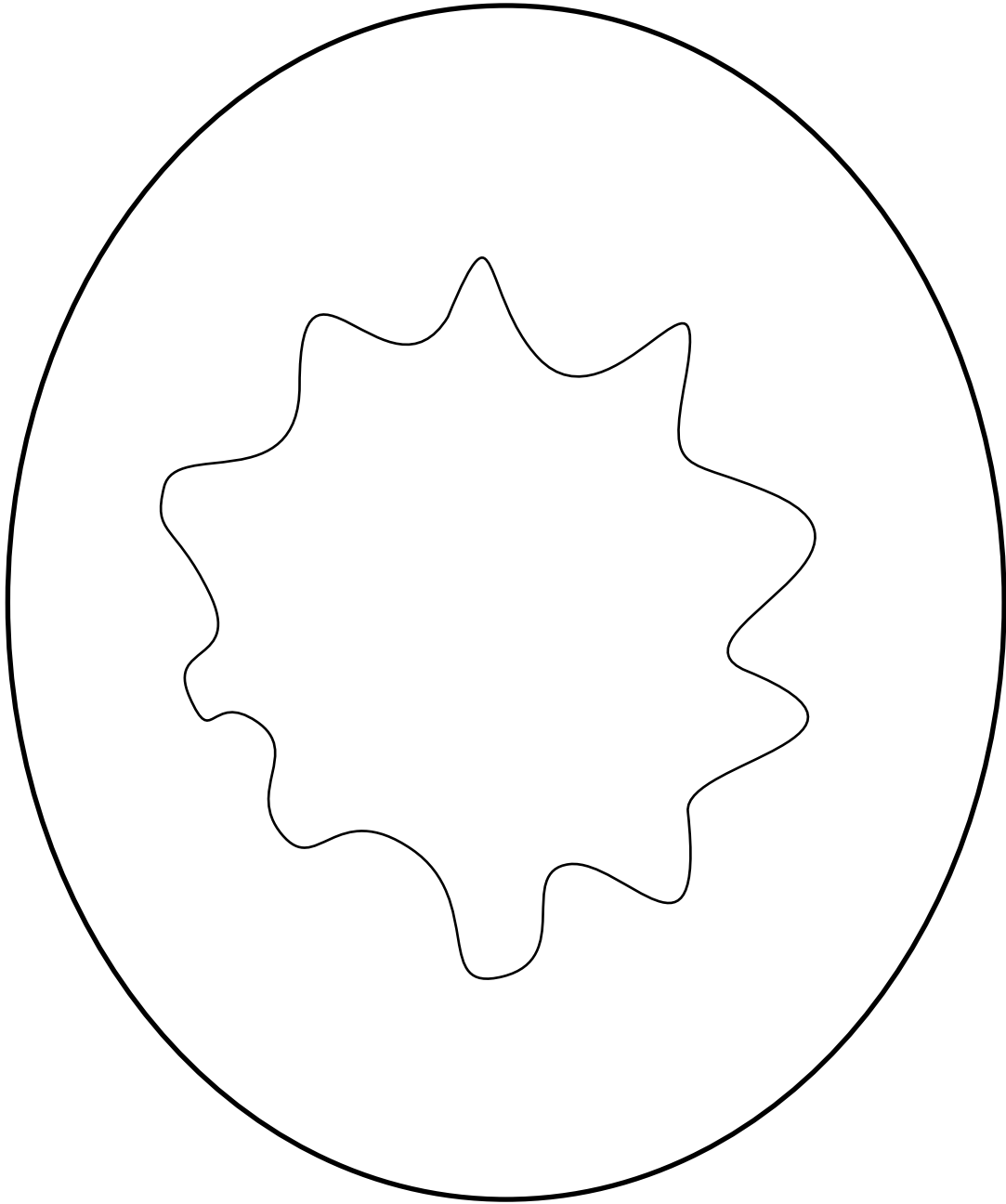


If we live in a dangerous place we need to make sure that our brain tells us to move out of the way pretty quickly! Luckily the feeling part of the brain does this very well. What it does is look out for THREATS and tells the body very, very quickly what to do.

Handout sheet

Fears

In the shape in the middle draw something to represent fear. In the circle write words or draw pictures to show how it feels when you are frightened.



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