

Excellence and Enjoyment: social and emotional aspects of learning

Getting on and falling out Years 5 and 6

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Guidance

Curriculum and
Standards

Primary

National Strategy

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

**Getting on and falling out
Years 5 and 6**

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

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Green set

Introduction

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.



Each colour-coded set is organised around developing the ethos of the classroom – extending the work of Theme 1 *New beginnings* on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.

The intended learning outcomes for Years 5 and 6 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from earlier year groups.

Intended learning outcomes

Description	Intended learning outcomes
<p>Children focus again on the value of diversity and cooperation in continuing to build a positive classroom ethos.</p> <p>In this set children consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each. They go on to consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions are explored through a group-work challenge in which children produce a 'friends magazine'.</p> <p>Work on managing conflict continues, with children generating a list of behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them. They are introduced to a new conflict management skill – using 'I messages' instead of blaming and accusing.</p> <p>Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry.</p>	<p>Friendship</p> <p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</p> <p>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions.</p> <p>Seeing things from someone else's perspective</p> <p>I am able to see a situation from another person's perspective.</p> <p>I know how it can feel to be excluded or treated badly because of being different in some way.</p> <p>Working together</p> <p>I can tell you some things that a good leader should do.</p> <p>When I am working in a group I can tell people if I agree or don't agree with them and why.</p> <p>When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p>

They are introduced to the idea of reframing a situation (looking at it in a different way) and encouraged to get an accurate picture so that they do not act impulsively.

There is a focus on the role of the leader in groups and on giving and receiving constructive criticism when we are working together.

Managing feelings – anger

I know:

what my triggers are for anger;
what happens when I get angry;
what happens when I am overwhelmed by feelings of anger;
some ways to calm myself down.

I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry.

I know I am responsible for the choices I make and the way I behave, even if I am very angry.

I know how my behaviour is linked to my thoughts and feelings.

I can stop and try to get an accurate picture before I act.

Resolving conflict

I can say things and do things that are likely to make a difficult situation better.

I can use my skills for solving problems peacefully to help other people resolve conflict.

I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.

I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.

I can use language ('I messages') that does not make conflict situations worse.

PSHE/Citizenship links

Year 5

Children will be taught:

- 2a) to research, discuss and debate topical issues, problems and events;
- 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Year 6

As for Year 5 with the following additions:

2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;

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

4e) to recognise and challenge stereotypes;

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

Speaking and listening links: group discussion and interaction

Objectives from QCA/Primary National Strategy guidance <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)	Children's version
Year 5: T1 50. To plan and manage a group task over time by using different levels of planning	When you are planning, think about how long something might take. Plan what you need to do straight away and what you will need to do later.
Year 6: T1 60. To understand and use a variety of ways to criticise constructively and respond to criticism	If you think that someone's ideas could be improved, make a suggestion about how. If someone suggests a way of improving your ideas, listen and decide whether their suggestion will help.

Planning

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



- Whole-class



- Individual



- Pairs



- Small group

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



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

short-term/long-term consequences

'I message'

prejudice

'reframing a situation'

responsibility

Resources

	Resource	Where to find it
Year 5	<i>Are we ready for circle time?</i> poster	Whole-school resource file
	<i>Working together self-review checklists</i>	Whole-school resource file
	Photocards – conflict	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Peaceful problem solving</i> poster	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	<i>Fireworks</i> picture	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file
Year 6	<i>Are we ready for circle time?</i> poster	Whole-school resource file
	<i>Working together self-review checklists</i>	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Problem solving</i> poster	Whole-school resource file
	<i>Peaceful problem solving</i> poster	Whole-school resource file
	<i>Fireworks</i> picture	Whole-school resource file
	<i>Ways to calm down</i> sheet	Whole-school resource file
	<i>Feelings, thoughts and behaviour</i>	Whole-school resource file

Key points from the assembly story

1. Everyone used to be friends with everyone else and liked to give each other friendship tokens.
2. Rani and Leroy were best friends and cheered each other up with friendship tokens.
3. A miserable old woman didn't like people being happy, and told them to keep their friendship tokens in case they ran out.
4. The old woman stopped Leroy from giving Rani friendship tokens and they were no longer friends.
5. Rani was sad and followed the old lady who was destroying all the kindness in the world.
6. Rani looked at the old lady and saw that she was really lonely and sad.
7. She told the old lady she would be her friend and the old lady stopped being miserable and unkind.
8. Rani and the old lady visited Leroy and they became best friends again.
9. The old lady now wanders the world trying to encourage people to give their friendship tokens away and make the world a kind place again.

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

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who were observed:

Week 1: Working cooperatively to help a group

Week 2: Being a really good friend

Week 3: Keeping calm and overcoming feelings of anger

Week 4: Solving a difficult problem with a friend.

Green set: Year 5

Circle games and rounds

Thunderstorm

A facilitator (this could be an adult or child) leads the activity. The idea is to create a thunderstorm sound by all working together. The facilitator walks round the circle conducting the storm. First the facilitator rubs their hands; as they walk past each child, the child should also begin to rub their hands. When the facilitator gets back to the starting point they should click their fingers; as the facilitator passes them the children should click their fingers too. Next the facilitator claps his or her hands, then stamps his or her feet. This whole sequence is then repeated in reverse order, as the storm dies away.

Draw out the idea that, if we work together, we are more powerful than if we work alone.

Feeling lines

Give all children a piece of plain paper and make available a selection of coloured pencils or felt-tip pens. Explain that you are going to 'give' each child the name of a feeling and they should remember that feeling. Choose words from the list below to allocate to various children; then circulate among the children, telling each child what their feeling is:

confused
happy
sad/upset
lonely
angry
not confident
confident.

Ask the children to draw a line to represent the feeling that they have been given. Give them a time limit to work to. The line must start on one side of the paper and finish on the other, but can be any colour, thickness or shape. If children complete one line they can draw another line of their choice or a 'feeling word picture'.

Ask children to get into groups according to the feeling they were given and to compare their line with the lines others in their group have drawn. Ask children in turn to talk about why they drew the line as they did and appoint a scribe to note similarities and differences.

The scribe from each group then shows the pictures and gives feedback to the class group.

The pictures can be named with the feeling and added to a display, or laminated and used for children to indicate their feelings in circle time (by holding up the relevant picture).

I used an Internet translation site to get translations of these feeling words into their first language for children new to English. We helped them to make 'feelings dictionaries' as a prompt. I used <http://www.yourdictionary.com>.



Rounds

I like it when a friend ...
When I make a friend I feel ...
I keep my friends by ...
When I fall out with a friend I make up by ...

Give some time for thinking before starting the rounds.

Learning opportunities: levels of friendship

Intended learning outcomes

I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.

I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.



Ask the children to think of as many different friends as they can (in and out of school), then to think about the following questions for a few moments, then to share their thoughts in pairs for 2 minutes.



- Do you like all your friends in the same way?
- Do you like doing the same thing with all of your friends?
- Do you tend to see some friends only in certain situations?
- Would you want to see all of your friends all the time?

You can take feedback at this point, or ask the children to keep their ideas in their heads as this will help them to complete the next activity.

Draw four concentric circles on the board or flipchart. Explain to the children that they are going to complete a diagram that will help them to understand the way that we can have friendships and relationships on different 'levels', and that these are all OK.

Explain that you are going to show them something about friends and other people in your life.

Note: Use initials or made-up names and explain that the children can do this too, to preserve privacy, and protect feelings.

In the inner circle you write the names, initials or made-up names of the people closest to you, whom you love, such as close family, best friends.

In the next circle you write the names, initials or made-up names of people who are very close to you, good friends, cousins maybe – people you like a lot.

In the next circle you write the names, initials or made-up names of the people you know quite well, see a lot, get on OK with, like classmates, people at your place of worship, relatives you see rarely.

In the outer circle you write acquaintances: people who you know just a little bit, like the postman, maybe your doctor and dentist, the lady in the corner shop.



Give out copies of the *Levels of friendship* resource sheet and ask children to complete the sheet for themselves. They will not need to share it with anyone.



When the children have finished, or the allocated time has elapsed, facilitate a brief discussion as a class, drawing out the point that we all tend to have friendships at different levels, and this is OK. We do not want to be best friends with all of our friends. Some of us have many friends, some prefer to have one close friend.

There may be different expectations of friends at different 'levels'. Demonstrate this by using the following examples or others that you or the children come up with.

You wouldn't feel that you had to let the postman know that you had just won a gold medal in a judo competition but if you didn't tell your mum or best friend, they would be upset.

If someone in another class that you had seen in school but never spoken to broke their leg or arm, you probably wouldn't feel that you should visit them but if it was someone in your close circle of friends, then you would probably want to do this.

Ask the children:

- If your dog had to be put down by the vet, and you were very sad, who would you want to come and see you? Which level of friendship would these people be likely to be on?
- Who would you give your favourite toy or game or all your money to, if they felt really sad? Which level of friendship would this person be on?
- Who would you expect to give you their favourite toy if you were feeling sad?

If appropriate, it can be pointed out to children that some friendship problems may arise when one person 'expects too much' of another. One person may consider the second person a closer friend than the person really is and this can result in difficulties and even break up the friendship. We need to respect what people are able to give us. We cannot demand that someone be a closer friend than they really are, however much we would like this.

We extended this focus to explore prejudice, by talking about how some people limit their choices of friend to people 'just like them'. We talked about how this was often because of assumptions that we make about people or groups that are wrong. We used the book *A Pig Is Moving In** in which everyone wrongly assumes the pig will be an awful neighbour, as a stimulus.



Learning opportunities: managing conflict

Intended learning outcomes

I can say things and do things that are likely to make a difficult situation better.

I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.



You might want to start this activity by showing the children one or more of the 'conflict' photocards from the whole-school resource file.

Ask the children to recap on the elements that often make people angry in conflict situations: what are the things people do that make the conflict worse, and what are the things that make the conflict less likely to end in a fight or tears. Write the children's ideas in two columns on the board or flipchart. Some possible responses are given below.

*Claudia Fries (Siphano Books), ISBN 1903078113. Be sensitive to cultural differences here. Though this book is very helpful in exploring prejudice, some children will be upset by discussion of pigs.

Things that make conflict worse <i>Hotting up</i>	Things that can reduce conflict <i>Cooling down</i>
shouting swearing accusing name-calling assuming that the person has deliberately set out to be horrible saying 'you always ...' or 'you never ...' angry body language and gestures (list examples) getting too close to the other person interrupting not listening talking over the other person	demanding listening leaving space and coming back to the conversation later trying to understand the situation from the other person's point of view using a calm voice using calm and non-angry body language using respectful language saying calmly how you feel and why you feel like that saying what you would like to happen not standing too close finding some common ground – saying 'I know we would both like to sort this out' not assuming that the person has deliberately set out to be horrible making a 'peace offering' admitting the things you did that were wrong saying sorry offering to make amends

I gave a blank grid and copies of about ten of these ideas to small groups in my class. They had to place them in the 'right' columns of the grid, as likely to lead to hotting up or cooling down. This generated excellent small-group discussions about appropriate behaviour in different situations, cultures and settings.



Children could make a display or poster of their ideas, perhaps using a red background for the ways of making conflict worse, and a blue background for the ways of reducing conflict. If the posters are displayed, you and the children can draw attention to each type of response when you hear or see it in the classroom.

Learning opportunities: making up

Intended learning outcome

I can use my skills for solving problems peacefully to help other people resolve conflict.

We had great fun using clips of arguments that I videoed from a popular soap with the sound turned down, and also listening to the soundtrack without the pictures. The children used their emotional barometers from the whole-school resource file to register a degree of 'hotting up' each time they saw or heard something that would make the conflict worse.



Read out the letter below.

Dear Elly

I didn't mean to hurt you. I just said it without thinking. I didn't know that Martyn was standing behind the bookshelves, listening to what I was saying. I know you told me never to tell anyone. But I thought you wouldn't mind if I told Honesty because she was crying. I thought if she knew that your mum and dad were going to split up then it would make her feel better now it's happening to her.

I am so sorry. Please talk to me tomorrow. I don't think I can stand another day like today.

Love

Becky

As a whole group the children should try to fill in the details about what might have happened. You might like to use these questions to start the discussion.

- Who are the characters in the story?
- How did Elly find out what Becky had said?
- Why do you think Elly was upset?
- What did Elly do when she found out?

The children should work in pairs to consider what Elly should do when she receives the letter. Remind the children to use the peaceful problem-solving process. Go through this step by step, using the poster in the whole-school resource file, if children have not met it before.



In pairs, the children then role-play what they decide Elly should do.

Each pair then joins with another pair to create groups of four in order to share their role-plays. Explain to the children that the observers in the foursome will in turn be recording their thoughts about the actions chosen by the pair using the 'ADI' (Advantages/Disadvantages/Interesting) resource sheet. The ADI process allows observers to record the advantages of the chosen path, the disadvantages and any points of interest.

Ask for one key point from each pair's ADI ideas.

Repeat the activity described above, using this letter.

Dear Majid

I didn't mean to hurt you. I didn't know you cared so much about it. If I did I would have made sure that you played the Artful Dodger in our play. I know you are good at acting but Miss Hall said that I must make sure I was fair. I thought that Alan would be good because he is small and can make people laugh.

I still want to be friends.

Ramjid

This time encourage children to role-play or script how a conversation between Ramjid and Majid might develop, first if they do not use peaceful problem solving, then if they do. Remind children of the activity they have completed earlier – the 'hotting up' and 'cooling down' responses to conflict.

After the role-plays invite children to add to the list of responses to conflict that they came up with, drawing on what they have seen.

Our teaching assistant prepared a group of children that she supports, before this activity. They made a simple storyboard of the events leading up to the letter.



Learning opportunities: revisiting anger

Intended learning outcomes

I know:

what my triggers are for anger;

what happens when I get angry;

what happens when I am overwhelmed by my feelings of anger;

some ways to calm myself down.

I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.



Remind the children that, based on the letters that Becky and Ramjid wrote (in the activity above), it is clear that Elly and Majid were pretty angry at what had happened.

Revisit with children (if necessary) the firework model of anger, giving each child a copy of the *Fireworks* sheet from the whole-school resource file.

Remind children of the various parts of the firework that are used to represent the different stages of anger. Talk about triggers, bodily changes in response to anger, what happens when people 'lose it' (the explosion of anger).

Emphasise that it is very important that we catch our anger before we are overwhelmed by our feelings and it becomes an explosion. Calming-down strategies don't work once we have 'lost it'. Nor can we easily resolve conflicts when everyone involved is very angry, because at the height of anger we do not make decisions that are in our or other people's interests.

This is why we need to recognise when we are starting to get angry and do something about it straight away. Refer here to the children's previous work on calming-down strategies.

Another way of 'putting out the fuse' of our anger is to think hard about the consequences of angry actions before we 'lose it'.

Discuss with the children the idea of short-term and long-term consequences of the things they do when they are angry. Some of the short-term consequences might feel good at the time – maybe when you have smashed a computer or window you might feel powerful and strong, but some of the long-term outcomes might not be so good.

Use the following examples, which follow on from the Elly and Majid stories, to begin a facilitated discussion, asking the children to list the short-term and longer-term consequences for the person who got angry in each case.

When Majid heard that he hadn't got the part of the Artful Dodger and that it was his friend Ramjid who had chosen someone else, he broke a window and ran out of school.

We investigated proverbs about anger. I started off with a Chinese proverb: 'If you are patient in a moment of anger, you will escape a hundred days of sorrow.' The children then came up with sayings that they had heard, and also looked for more on the Internet. Later we made up our own.



Ask the children to come up with ideas of the short- and long-term consequences for Majid in this scenario. Their ideas might include the following.

Majid enjoyed breaking the window as he was so angry. It felt good to hurl a stone. Majid felt good that he had made Ramjid worry about what he had done. He was able to be by himself – he didn't want to be with other people when he was so angry and upset. He felt powerful and brave that he had done what he wanted, despite what the school and his family would say. Some other children in the school might admire him.

Now ask the children to generate ideas about the long-term consequences, for example:

- He or his family would have to pay for the window.
- He would get into trouble at school, at home, maybe even with the police for vandalism.
- If he hurt a child when he broke the window, there would be a lot of trouble, and he would feel really guilty, upset and ashamed.
- He would be unlikely to get a role in this play or the next.
- He might lose Ramjid's friendship.

When Martyn told Elly that Becky had told her biggest secret, she went to Becky's tray and ripped up her art book, the one that had Becky's competition picture in it.



Ask the children to work in pairs to think of the short-term and long-term consequences for this ending of the story about Elly and Becky.

Learning opportunities: taking responsibility

Intended learning outcome

I know I am responsible for the choices I make and the way I behave, even if I am very angry.



Read out the following situations to the children. Ask the children, for each situation, who is responsible.

When Mia told Tom a joke in history and Tom got sent out for laughing, he said it was Mia's fault – because she made him laugh.

Read out the scenario and ask the children to move to one corner of the room if they think Mia is responsible and the opposite corner if they think Tom is responsible.

Ask various children to give their reasons for their opinion.

Repeat this activity for the following scenario.

When Richard said ‘Your mum ...’ to Merle for the fifth time, she walked over and carried out her threat to punch him. ‘He made me do it ... he just wouldn’t stop and I had warned him.’

You might like to use this activity for a community of enquiry if you use this approach in your classroom, or you might encourage the children just to think and discuss the question: Can we blame others for what we do?

Ensure that the children recognise that we are responsible for our own actions, even when we are pushed to the limit, even when we are angry. Recognise the difficulty of this, and how we learn over time. Remind the children that they have many more skills to deal with anger now than when they were toddlers, or in Year 2. Because of the way anger works on our bodies, we may think we don’t care at the time, but the long-term consequences will affect us, and we are still responsible for our actions. We need to find alternative ways to deal with situations that don’t end with us in trouble.

Learning opportunities: working together in groups

Intended learning outcome

I can tell you some things that a good leader should do.

Friends magazine challenge



Note: This activity can be started using a one-hour session for the challenge, but could be accomplished over the half-term period.

It links to the group discussion and interaction skills progression from the QCA/Primary National Strategy guidance *Speaking, listening, learning: working with children in Key Stages 1 and 2* (DfES 0623-2003), as it will require children to plan and manage a group task over time.

Use the *Friends magazine* challenge from the resource sheets.

Suggest that each group chooses one person in each group to be the editor. Explain that the editor is like the group leader. Generate ideas for what a good leader is like, and what tasks they need to accomplish. Draw up the qualities of a good leader as a class and use this to evaluate the effectiveness of the leader in each group.

Ideas might include that a good leader:

- makes sure that everybody gets a turn;
- listens to everyone;
- helps everyone to feel good about what they are doing;
- makes sure that no one interrupts;
- makes sure that people keep to the task;
- helps to plan all the jobs that need doing, and who should do them;
- helps to resolve conflict.

Over the course of the magazine production, the children should have opportunities to provide feedback about how well they feel their group is doing, and in particular, what skills the leader is using well, or could use more often.

The structure agreed for feedback should never allow more powerful group members to use this as an opportunity to scapegoat or damage less powerful members. You may need to find ways of asking children who receive feedback – positive or negative – to say how it made them feel, what was helpful and what was not.

The problem page



In groups children should imagine that they are the consultants for a magazine problem page. The children should work in their groups to answer the problem below. They should then write imaginary problems and pass them to another group who should write the answer and pass it back.

Dear problem page

I am 10 years old and have two best friends, Kurshid and Shamim, at school. We have been friends for years. We spend all our free time together. The other day Kurshid and Shamim's families had a big row. Kurshid told me about it and asked me to be her friend and not Shamim's friend.

I want things to be how they were. What should I do?

Yours

Worried

A book of 'Friendship problems and how to solve them' could be made up from this activity.

Ongoing activities

Draw attention to the **responses that cool or inflame conflict** when you hear children using them, and encourage children to spot them themselves. Remind children of the likely consequences of using these responses and encourage them, where necessary, to consider a different way of making their point, taken from the cooling-down column of the poster the class has made. Use the *Emotional barometer* (from the whole-school resource file) to demonstrate the effect that different responses have on our feelings.

Children could keep a **personal diary** recording conflicts and how these were resolved or inflamed. They could use newspaper reporting techniques to report a conflict, describe what happened, say whether it was resolved, interview all parties and ask them whether everyone got what they needed.

Use **group work across the curriculum**, encouraging children to appoint a different leader of the group each time. Use the success criteria that you have devised to evaluate how effective the leadership was. Review the criteria you have devised, to agree any changes to the criteria and ensure that these are made.

Each time a friendship issue is brought up, either in the classroom, in a book or on TV, the children could discuss it in groups, write a letter to a problem page, write their suggestions and add it to the **'Friendship problems and how to solve them'** book.

As part of a focus on group work we watched the BBC video *Working together** which explores ways of making sure everyone is included and that everyone's skills are used to the best advantage. It provided a good 'launch' for this challenge activity.



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

When children are working in groups, give them an equal number of counters or similar items and ask them to put a counter in the middle of the table each time they contribute. When they have run out of counters, they have to wait until others have used their counters before receiving additional ones. This will help to prevent groups being dominated by a few speakers.

Continue to **support children in resolving their conflicts** by acting as a mediator and encouraging them to use the peaceful problem-solving process.

Questions for reflection and enquiry

- Why do most people have friends?
- What would the world be like if there were no friends?
- Why are there leaders?
- What would the world be like if there were no leaders?

Review

- What have you learned about working in a group?
- Has what you have learned about anger changed any of your behaviour? Can you think of a time that you considered the consequences and did not do something silly?
- Have you successfully made up arguments or sorted out problems with friends? What did you do? Can you share this experience with the class in some way?

Green set resource sheet: Year 5

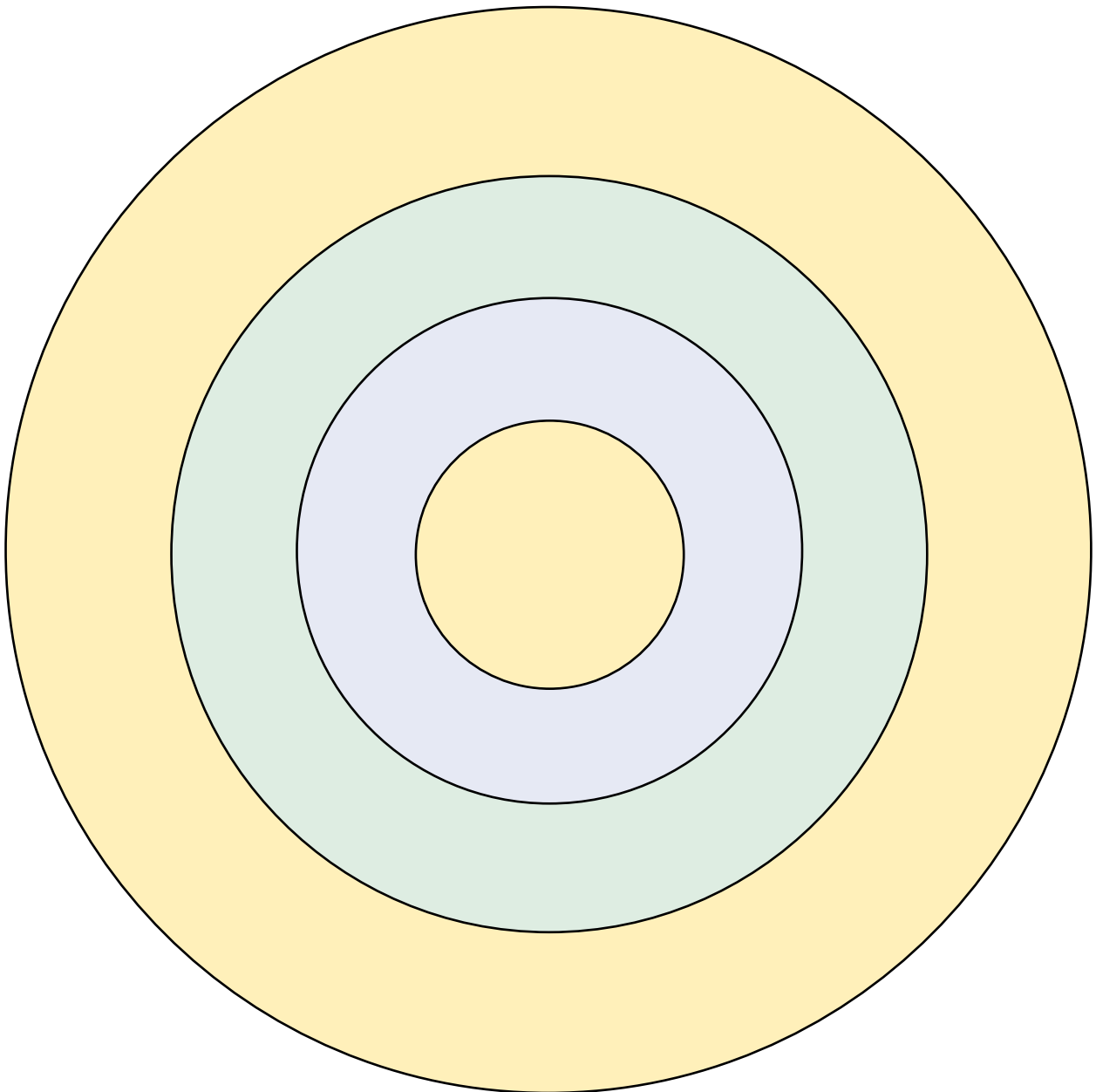
Levels of friendship

In the inner circle you write the names, initials or made-up names of the people closest to you, whom you love, such as your immediate family and best friends.

In the next circle you write the names, initials or made-up names of the people who are very close to you, good friends, cousins maybe – people you like a lot.

In the next circle you write the names, initials or made-up names of the people you know quite well, see a lot, get on OK with, such as classmates, people at your place of worship, relatives you see rarely.

In the outer circle you write acquaintances – people you know a bit, like the postman or your doctor or the children in Year 3.



Green set resource sheet: Year 5

ADI (Advantages/Disadvantages/Interesting)

Advantages (In this box put anything that makes this a good or workable idea)	Disadvantages (In this box put anything that you think makes this a bad idea or one that will not work well)	Interesting (In this box put anything you think is interesting or unusual about this idea)

Green set resource sheet: Year 5

Friends magazine challenge

You are the editorial board of a new magazine for young people aged 10–12. The magazine is about friends and should include a whole range of information and advice about friends and how to make, keep and even break friends. Your magazine can be in any format you like. It could be an e-magazine, a radio or television programme or an ordinary magazine.

You can make your own small group magazine or you might like to share out the sections with other groups and make a class magazine.

The magazine should appeal to young people so it should have:

- something to attract attention;
- something visual (if this is a radio magazine programme you will need to make a poster to advertise the programme, or something similar);
- some real-life stories;
- a problem page (you can use the problems created in other work you will be doing in class).

You will have one hour to plan your work on this challenge, but you might like to use homework and break times and other class times to complete it.

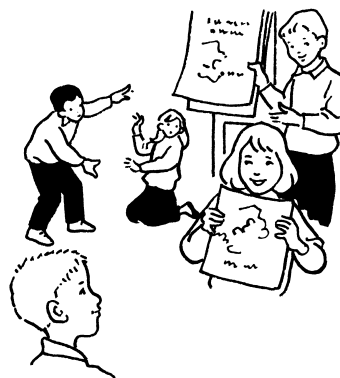
Note: If you have chosen to work on a radio or television programme, you will need to negotiate how you can show your programme – ideally you will be able to record it.



Talking and planning together



Activities



Presenting to the class

REMEMBER YOUR GROUP SKILLS

Don't forget to think about **how** you work together as well as **what** you end up with!

Make sure you plan what you will do in each session.

Green set: Year 6

Circle games and rounds

Untangling the knot

This activity needs an odd number in the group. All the children stand in a huddle with their eyes closed and their hands raised in the air. Each child takes hold of two different hands at random and opens their eyes. There should be no one left out and no one holding the two hands of the same person. The group then has to try to untangle the knot by weaving under arms or stepping over links – the aim is to end up in one big circle. It doesn't matter if some people end up facing the wrong way.

Emphasise the importance of cooperation in achieving a desired end.

Shape groups

Randomly distribute sticky shapes among the children, sticking the shapes onto the children's foreheads without letting them see their shape. Use four or five different ones – circles, stars, moons, triangles, and so on (or different coloured stars if you cannot find shapes). The task is for the children to group themselves according to the shapes on their forehead – all the circles together, all the stars, and so on (or all the same colours if these are used). They must not talk during the activity and they cannot mime what someone's shape is. Time how quickly they are able to get into the correct groups. Afterwards ask them to explore the ways in which they helped each other and how it felt to help and be helped.

Draw out that we can all help and need help at different times. We need to work together.

Rounds

I used to believe ... but now I have changed my mind and think ...

To calm an argument or conflict I was involved in I could ...

After children make their suggestions you could select one or two examples of ideas for the second round and ask children to demonstrate these from the middle of the circle.

Ideas might be a gesture, such as hand-shaking, hands offered palms-up, nodding, or something you could say, such as 'I can see it from your point of view'; 'I really want to make things better ...', 'OK, I'm sorry', 'I know I was out of order'.

Learning opportunities: working in groups

Intended learning outcomes

When I am working in a group I can tell people if I agree or don't agree with them and why.

When I am working in a group I can listen to people when they don't agree with me and think about what they have said.



Choose a piece of group work that children are going to do, in any area of curriculum. Focus on the group discussion and interaction objective 'To understand and use a variety of ways to criticise constructively and respond to criticism'. Ask the children to suggest what it means and to give some examples. Explore the following questions.



- How do you feel when someone criticises your ideas or your work?
- How do those feelings affect your behaviour?
- What can happen in the group when someone's ideas or work is criticised?
- When someone criticises another person's work or ideas, how can they do it so that the other person feels OK?
- When someone criticises your ideas or work, what can you do or say?

Have the children make posters about how to give and receive criticism constructively, and display them in the classroom.

Set the children off on the group work that you want them to do. Ask each group to appoint an observer. The observer's role is to write down good examples of giving and receiving criticism that they can feed back to the class.

A child in my class with autism still finds working in a group difficult, especially when the others don't accept his ideas completely. We did lots of role-play with him and developed some 'scripts' for him to use when he starts to feel angry at what he sees as criticism.



Learning opportunities: difference – a barrier to friendship?

Intended learning outcomes

I know that sometimes difference can be a barrier to friendship.

I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions.

I know how it might feel to be excluded or treated badly because of being different in some way.



Remind children of previous work they have done on friendship and diversity. Sometimes we think we won't want to be friends with someone even before we have spoken to them. Ask children to think about what it is that prompts such thoughts or feelings.

Ask the children if they have ever had this experience and later become friends with the person. Make a list of things that can get in the way of becoming friends with someone else. As well as listing things such as 'not having an opportunity to get to know someone', 'having different hobbies', ensure that the issue of

'difference' is included. Point out that we often assume that, if someone is different from us in one way (maybe how they dress, or what foods they like), they will be different in other ways too ... and we can get this very wrong.



In groups or as a class, read out or give children a copy of some of the short scenarios on the *Difference – a barrier to friendship?* resource sheet. Choose the scenarios with care, being sensitive to how particular children in your class might experience them. Discuss the scenarios that you would like to use beforehand with individual children, to check out with them that they will be comfortable about the activity. They might want to work with you to devise new scenarios that would be more comfortable for them.



Ask the children to discuss their thoughts about the scenarios in their groups, or facilitate a class discussion or community of enquiry (if you use this approach).

Questions might include:

- Why do you think that the other children don't want to make friends with x? How would you feel if you were x?
- If you found yourself sitting next to x on a long coach journey, what three things would you like to talk to them about?
- What might be different about their lives, and what might they have in common with you?
- What would you do if x was in your class?

Introduce the word 'prejudice' and explain that it means literally 'pre-judging'. Draw out the emotional and social impact of prejudice on those who experience it. Emphasise also that, if we are prejudiced against groups of people, we limit our potential friendships and miss out on the opportunity to enrich our lives by finding out about how we are all similar, and how we differ.

Before we did this work, we watched the BBC video called 'Fool and the Gang',* which is about a boy who is lonely and feels 'different' at school because he is quiet and likes reading. He tries different ways to fit in at school, but is eventually accepted into the gang when he reverts to being himself. This promoted a lot of discussion about how we choose our friends.



Learning opportunities: conflict resolution

Intended learning outcomes

I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.

I can use language ('I messages') that does not make conflict situations worse.



Remind children about the conflict-management skills they have learned, and about the peaceful problem-solving process. Talk through the process, using the *Peaceful problem solving* poster from the whole-school resource file if you need to, drawing out the key points covered in earlier theme sets.

Use calming-down strategies. Don't try to solve problems when you are angry.

*One of a series of six 10-minute programmes for Key Stage 2 children titled *Emotional literacy – social, emotional and behavioural skills*. See the *Guidance* booklet from the whole-school SEAL resource for details of how to order.

Think through what you are feeling and why, what is the problem and what you want to happen before you meet the other person to sort out the conflict.

When you meet:

remember that you are meeting to solve a problem, not to have another go at each other;

take it in turns to talk it through;

use 'good listening' and don't interrupt;

try to see the situation from the other person's point of view;

use calming words, actions, or ways of speaking;

be prepared to say sorry for what you have done;

be ready to accept a 'peace offering' and to compromise when working out a win-win solution;

use a mediator if you need help to find a solution that works for everyone.

Explain that the next activity focuses on the words we use and how we say them. We know that these are important in making arguments and conflicts better or worse from the work the children have done in the Year 5 activity for this theme on 'hotting up' and 'cooling down'. (If children haven't had the opportunity to do this activity, they could do so now.)

Use the *Using 'I messages'* resource sheet and ask the children to read out the statements in the left-hand column. These are things that people typically say in an argument or conflict situation.

Ask the children how they would react if someone said these things to them (try saying them to a couple of children). The chances are they will immediately take up a contrary position.

'No, I'm not.'

'No, I don't.'

'That's not true.'

'Yes, I do.'

Ask them what made them want to respond in this way. How did (or might) those statements make people feel?

Explain that the sentences are all attacking the person in some way; saying what is wrong with them.

This can affect the person's response. They might concentrate on how angry or upset they are with the speaker rather than reflecting on what it is they have done. By using a different way of saying what we feel, we can change how the other person responds, making a solution to the argument or problem more likely.

Tell the children that there is a special sort of statement that can help, called an 'I message'. It is made up of three parts. (These are written at the top of the resource sheet, for reference.)

I feel ... (the feeling you get);

when you ... (the action of the other person that is annoying you);

because ... (the effect on you, or on the other person).

Give the children an example. Instead of saying:

'You are always late and letting me down – you are totally unreliable.'

(Typical response: 'No I'm not.'),

you could say: 'I feel angry when you don't turn up on time because I have to hang around waiting around for you'.



Ask children to complete the *Using 'I messages'* resource sheet by thinking what the response to the first 'accusation' or 'blame' phrase might be, then rephrasing each of the sentences into 'I messages'. This can be done individually or in pairs and discussed in groups afterwards.



Possible ways of rephrasing the examples on the resource sheet are as follows.



How stupid can you be – doing shoplifting – that's for losers.	I feel worried when you shoplift because you will get caught and get into trouble.
Look what you've done ... you've ruined another one of my new tops – you just don't care, do you?	I feel angry when you don't take care of my things because I have to buy new things and it is not fair.
You never do your homework, you lazy good-for-nothing.	I feel worried when you don't do your homework because you won't pass your exams and get a good job.
You've lost my felt-tip pens – I'm never lending you anything again.	I feel upset when you lose my things because it seems that my things and feelings aren't important to you.

Help the children apply what they have learned to their own experience by thinking of a recent conflict. What did they say in the conflict? Can they think of an 'I message' that they could have used instead?

Note: 'I messages' are not just useful in conflict situations.. They also provide a very good way of phrasing things whenever you need or want to be assertive. Get children to practise and note down the effects of using them in everyday situations.

Learning opportunities: conflict resolution

Intended learning outcomes

I am able to see a situation from another person's perspective.

I know how my behaviour is linked to my thoughts and feelings.

I can stop and try to get an accurate picture before I act.



Remind children that a key block to successfully managing conflict situations is our tendency to see things only from our own perspective. We need to consider things from an alternative viewpoint. The children will already have carried out some work on taking another viewpoint in previous years.

Use the *Standing in my shoes* resource sheet to illustrate how thinking that there is only one perspective can lead to unfortunate outcomes, and how there is usually more than one way of looking at a situation. You could use the 'standing in my shoes footprints' if you use these in the classroom. These are two sets of coloured footprints. Children stand in one set while they are telling their side of the story. The children then swap footprints to look at the situation from the other person's point of view, standing in the other person's shoes.

Remind children of the links between feelings, thoughts and behaviours (you could use the *Feelings, thoughts and behaviour* illustration from the whole-school resource file) – we often act on wrong information, as is shown in the scenario in the *Standing in my shoes* resource sheet.

I set up a 'freeze-frame' with some children. A girl volunteered and put on her PE shoes. Three other volunteers pointed and laughed at the shoes.



Use the *Reframing situations* resource sheet as the basis for role-plays or discussion groups.

Ask children to use the peaceful problem-solving process to stage a meeting between each party, where each gives their own perspective and the conflict is resolved.

Learning opportunities: revisiting anger

Intended learning outcomes

I know:

- what my triggers are for anger;
- what happens when I get angry;
- what happens when I am overwhelmed by my feelings;
- some ways to calm myself down.

We found cartoon animations a great source of angry visualisations. I set my class the homework research task of locating angry cartoon and comic figures. We printed or copied their finds and decided which appeared authentic. Over the year, we developed posters for lots of different feelings this way – with cartoon pictures, plus alternative words from dictionaries or thesauruses.



Revisit with children (if necessary) the firework model of anger, using the *Fireworks* sheet from the whole-school resource file.

Remind children of the various parts of the firework used to represent the different stages of anger.

Draw children's attention to the match. Remind children that this represents the 'trigger' for their anger – ask children to generate ideas of some of the common triggers for anger.

The fuse represents the second stage of the build up of anger. This is the stage where our bodies and minds start changing and reacting. Children may recall completing an 'anger map' in previous work, in which they listed the effects of anger building up in our bodies. Ask for ideas about what these are.

The body of the firework is packed with dynamite and represents the 'explosion' that happens when we are very, very angry. Ask children if they can remember what it feels like to be this angry, and offer the following summary.

It is hard to think sensibly or reasonably.

It is hard to see someone else's point of view.

It is hard to understand what people are saying (you may not even hear them).

You might not think about the consequences of what you do.

Ask the children if they remember why we are unable to think sensibly when we reach this stage. You could remind children of the explanation given in Theme 5 *Good to be me* (Year 5) about why we get angry.

Remind children that it is very important that we catch our anger before it becomes an explosion. Calming-down strategies don't work when we have 'lost it'. This is why we need to recognise when we are starting to get angry and do something about it straight away.

Ask children if they remember what the buckets of water represent. (These represent the strategies we have for putting out the burning fuse or calming down our angry bodies and minds.) Remind children of the ideas they shared about what helps them to calm down in their work on Theme 1 *New beginnings*. The *Ways to calm down* sheet from the whole-school resource file offers some ideas and starting points, if you need them.

Remind children of the work they have done previously on thinking about the long-term and short-term consequences of how we behave when we are angry, and on how our behaviour is always our responsibility, even when we are angry. Remind children of the work they have done on 'reframing situations' in conflict management. Sometimes if we look at situations differently we can better control angry feelings.

Explain that all feelings serve a purpose; the feeling of anger is normal and OK – it's what we do with it that counts. We need to be able to use the thinking part of our brain to think about long-term consequences as well as short-term consequences (which may well feel positive at the time) and decide on sensible courses of action. Remind children that they must calm down in order to think clearly and ask about their current favourite calming down tricks.

Ongoing activities

Encourage children to rephrase any blaming or accusatory statements into '**I messages**'. Display the structure and some examples of the use of 'I messages' (in the conflict-resolution corner if you have one).

Make sure that children continue to have **opportunities to get to know and work with everyone in the class** and build into your routine occasional time for children to talk about something interesting that they have found out about someone in the class – with that person's permission. Remind them constantly of the value and excitement of diversity in this context and the importance of questioning assumptions and pre-judgements.

Use plenaries to help children practise **giving and responding to constructive feedback** on each other's work. Encourage them to review how well they have managed to give and receive criticism after they have worked in groups on any task.

Some children with special needs benefited from working in a small group with me, revisiting some of the earlier, more concrete activities related to anger. I chose from Blue and Yellow sets. The BBC video *Coping with Anger** provided useful revision of all the different stages.



We found that some of our Year 6 boys were resistant to working on their anger – discussion suggested that there was a certain 'street cred' associated with 'losing it'. We used lots of words linked to strength and power when referring to anger management – words like 'being in control', 'coming out on top', 'staying strong', 'not giving in'. This really helped the boys to become more engaged.



*One of a series of six 10-minute programmes for Key Stage 2 children titled *Emotional literacy – social, emotional and behavioural skills*. See the *Guidance* booklet from the whole-school SEAL resource for details of how to order.

Draw attention to the responses that cool or inflame conflict when you hear children using these, and encourage children to spot them themselves. Remind children of the likely consequences of using these responses and encourage them where necessary to consider a different way of making their point.

Praise children when they manage to control their anger and ask them to share with the class what strategy they used to do this.

When children are working in groups, give them an equal number of counters or similar, and ask them to put a counter in the middle of the table each time they contribute. When they have run out of counters, they have to wait until others have used their counters before receiving additional ones. This will help to prevent groups being dominated by a few speakers.

Continue to support children in **resolving their conflicts** with your time and with appropriate space and resources where possible.

Questions for reflection and enquiry

- If lots of people think something, does it mean they are right?
- Is it better to follow or to lead?
- How do we decide what to do?

Review

- In what ways do children feel that they have got better at working in a group?
- Can the children share a time when they 'reframed' a situation, or looked at it from another perspective? (It is probably worth having prepared an example from your own experience to help with this question.)
- Can children share a time when they have chosen to 'be themselves' rather than fit in and be the same as everyone else?

Green set resource sheet: Year 6

Difference – a barrier to friendship?

B was sitting at home watching television. It was yet another programme about terrorists in a faraway country killing innocent people. Every time she saw a programme like this she was worried. Even though these people lived a world away and were nothing to do with her, her family or anyone she had ever met or known, when she walked to school she knew some people would look at her with suspicion and hostility. Even though she was born in England and had always lived here, they looked at her as if she didn't belong and shouldn't be here. Perhaps it was her clothes, perhaps it was her hair and the colour of her skin. She wasn't sure. What she did know was that it made her frightened and unhappy. The Mosque she attended had already been attacked and covered in racist graffiti and she was worried about what would happen next.

L was really good at most things and had loads of friends at school. He was deaf but it made no difference because everyone knew about things like how to face him when they were talking to him and listen hard to what he had to say. He was really looking forward to going on holiday to Centreparks with his family. But when he got there it didn't work out well. He didn't know anyone and nobody seemed to want to know him. It seemed like they were embarrassed because they couldn't understand what he said. In the end he spent most of the holiday having to stick with his mum and dad when everyone else made new friends. He was very glad to get back to school.

S and T were brothers. Their family had only recently come to live in Britain. They had to leave their home country because in their town people like them were being killed so the whole family had run away. It had been a very difficult time for the whole family and the two boys were very close and looked out for each other. S and T walked to school together every day holding hands, just as they would have back in their home country where it was quite ordinary for boys and men to hold hands. But some of the boys in their new English school laughed and jeered at them. They kept hearing the word 'gay' in the taunts from the other boys. They felt very frightened and unsafe. Britain didn't feel like a good place to be.

N and M thought they were the best girls in the school. They thought they were better than the other children because they were really cool. No one else was as fashionable as them. In their families, both their mums liked to see their children dressed up in the latest new look. They had loved all the shopping and magazines when they were young and they wanted their children to enjoy the same things. P wasn't like them. She wasn't very interested in being fashionable. Sometimes she wished she could have something really cool and would ask her mum or dad, and sometimes they would even say yes. But usually her mum would say, 'There's time for all that nonsense when you are older. Just be yourself. Don't try to be the same as everybody else.' N and M were always saying nasty things to P. 'I wouldn't be seen dead with my hair like that!' and 'No one has worn trainers like that for centuries.' P was very unhappy and she avoided having anything to do with N and M.

J comes from a Traveller community and has just joined a new school. He soon finds that other children stay away from him. He doesn't feel happy at the school because some people are unfriendly. He gets into an argument with another child, who says, 'You don't belong here. My mum says you won't be here five minutes. So nobody cares about you.'

Green set resource sheet: Year 6

Using 'I messages'

I feel ... (the feeling you get)

when you ... (the action of the other person that is annoying you)

because ... (the effect on you or the other person)

Things we might say in an argument	Likely response of other person	'I' message	Likely response of other person
You are always late and letting me down – you are totally unreliable.		I feel ... when you ... because ...	
How stupid can you be – doing shoplifting – that's for losers.			
Look what you've done ... you've ruined another one of my new tops – you just don't care, do you?			
You never do your homework, you lazy good-for-nothing.			
You've lost my felt-tip pens – I'm never lending you anything again.			

Green set resource sheet: Year 6

Standing in my shoes

The situation

A group of girls are standing in the playground. One girl points and they all look around at a girl standing alone. She is a new Year 6 girl. She thinks they are looking at her old trainers, which she is embarrassed about. One of the girls whispers something to another behind her hand. The group of girls starts walking towards her ...

The girl's interpretation

Thinks: 'They're making fun of me/they're going to have a go at me.'

Feels: embarrassed/threatened/angry.

Behaviour: storms up to the group and hits one of the girls.

The real situation

One girl says, pointing: 'Hey, look. There's that new girl – she must be feeling shy.' (They all look.)

A second girl, whispering to a third, 'She looks really strong – she could be just what we need for the football team.'

The third girl says 'Yes – let's ask her if she fancies a game.'

They start walking towards her.

Green set resource sheet: Year 6

Reframing situations

Prepare a role-play of one of the situations below. Discuss in your group the thoughts and feelings that underlie the characters' actions. Then try to think (in the role of the person who gets angry) of a different interpretation of the event – a 'reframing'. How would this affect the outcome of your role-play?

- 1** Duane's dad is in prison. He overhears a conversation between two older pupils. He hears the words 'prison' and makes the assumption that they are talking about his dad. The red mist of anger descends and he rushes at them, fists at the ready.
- 2** On the way to school with two friends you see a boy ahead of you, also on his way to school. You have seen him at school a couple of times. You want to make new friends, so you call out, 'Hey, wait for us – do you want to walk with us?' The boy carries on walking without even turning round. You try once more but he just carries on walking. Your friends seem to think it's really funny and you feel embarrassed. You start to feel really angry and make up your mind to 'get him' when you next see him.
- 3** You are on your way to school in your dad's new car. At some traffic lights a car pulls up alongside you in the right-hand turn lane. It is flashing its lights and sounding the horn. As you look round, just as the lights are changing, you recognise a boy and a girl from school. The car cuts you up. Your dad is furious and when you see the kids in the car the next day you decide to have a real go at them.

Green set

Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Speaking and listening – drama	<p>Activity 1 See exemplar lesson plan for drama and literacy.</p> <p>Activity 2 The QCA website offers a helpful drama lesson plan in its section ‘Respect for all – Valuing diversity and challenging racism through the curriculum’, focusing on two fictional communities that are forced to resolve long-standing conflicts. This will extend the work children have done on resolving conflict in the school community, through an allegorical introduction to national and international conflicts and their potential resolution.</p> <p>www.qca.org.uk Click on ages 3–14/inclusion, then English and the lesson entitled <i>Resolving conflicts</i>, drama activity (KS2)</p>
Science	<p>A number of QCA science units lend themselves to a focus on the skills of working together in groups.</p> <p>Objectives: As for the relevant QCA unit.</p> <p><i>QCA Unit 5A section 9 Keeping healthy</i> Children create a PowerPoint presentation about the dangers of smoking. They work together to collect different information from a variety of sources, and create different parts of the PowerPoint. They need to decide which aspects different people in the group will research and create, taking on board the role of ‘critical friend’ to work towards a polished final product.</p> <p><i>QCA Unit 5D section 9 Changing state</i> Children use computer sensors to measure the temperature change when water heats up when placed over a night-light, and how the hot water cools. They need to make their own rules about health and safety and ensure that each person abides by the group’s rules.</p> <p><i>QCA Unit 6A section 6 Interdependence and adaptation</i> Children could create a food chain game for younger children to play. They have to think about what younger children need and work together to produce a game that would engage and teach younger children. They should be critical of their own work, taking the role of ‘critical friend’.</p> <p><i>QCA Unit 6C section 4 More about dissolving</i> Children share ideas in a small group about what kind of things will affect how something dissolves, for example amount of substance, temperature of water. They make a group decision on which aspect to investigate and, independent of the teacher, they plan and carry out their fair test as a coherent group. They should be able to delegate jobs without argument, reflect on what they have done, evaluate good points and areas that need to be improved.</p>
PE/dance	<p>Activity 1 See the exemplar lesson plan for PE.</p>

	<p>Activity 2</p> <p>The QCA website offers a number of useful and relevant lesson ideas in the section 'Respect for all – valuing diversity and challenging racism through the curriculum'.</p> <p>The website details how PE and sport can break down barriers between people and groups, allow people to develop an understanding of and respect for each other, provide opportunities for recognising, sharing and celebrating cultural identify and diversity, and provide a framework for discussing issues related to race, culture and religion through shared experience. The unit begins with research that discovered that over 90% of professional football club managers believe the myth that 'Asians can't play football'. A debate then follows, with a look at the evidence.</p> <p>This study unit could be used in conjunction with the activity on prejudice.</p> <p>www.qca.org.uk</p> <p>Click on pages 3–14/inclusion, then Physical education and the lessons <i>Challenging stereotypes in football</i>.</p> <p>Activity 3: OAA</p> <p>Objectives: As for QCA OAA units – Selecting and applying skills, tactics and compositional ideas and Evaluating and improving performance</p> <p>OAA lessons can also be very effective for stimulating discussions on getting on/working as a team and the consequences when children do not get on. Encourage discussions (using thought-tracking during activities or role-play back in the classroom during the activities) that are outlined in the relevant units.</p> <p>Help the children to come up with strategies for getting on with people with whom they may not normally get on or work. Encourage them to use these strategies in PE lessons.</p> <p>Activity 3: Dance and gymnastics</p> <p>Objectives: As for all QCA dance and gymnastics units – Selecting and applying skills, tactics and compositional ideas and Evaluating and improving performance</p> <p>During work with a partner or group in dance and gymnastics lessons, discuss with the children the skills they need in order to work together effectively. Ask them to think about what happens when they don't cooperate effectively with their partner or group. Help them to think particularly about gymnastics or dance skills where it is vital that they do cooperate effectively with their partner or group, for example canon and unison, action and reaction, question and answer, copying, following and leading and synchronising, matching and mirroring, partner balances and supporting or taking a partner's weight and contrasting actions.</p> <p>Discuss what difference it makes to the standard of their final performance when children do/do not cooperate effectively with their partner or group.</p> <p>QCA Dance Unit 4 suggests activities based on action and reaction, using slapstick sequences from silent movies as a stimulus, which present an ideal opportunity to explore the idea of getting on and falling out.</p>
Citizenship	<p>Objectives: As for QCA Unit 1 Taking part – Developing skills of communication and participation and QCA Unit 7 Children's rights – Human rights</p>

	<p>Use the activities in 'Taking responsibility' in Unit 7 to offer additional opportunities for children to work together to resolve conflict, develop skills of participation and responsible action, and to reflect on their learning and communicate what they have learned to others.</p> <p>Use the activities suggested in 'Developing our communication skills' and 'Working together – making decisions' for Years 5 and 6 in Unit 7. The former involves holding a discussion with another person, offering opinions and listening to, and taking on board, the views of that person. The latter helps children to collaborate with others in a group to solve a problem and/or make a decision, to develop group work skills, including taking different roles in a group.</p> <p>Further work on exploring identity, communities, sameness and diversity, can be found in Unit 5 Living in a diverse world.</p> <p>Further work on exploring peer pressure and other influences on the decisions we make (including how our decisions impact on other people) can be found in Unit 2 Choices.</p> <p>Ideas for extending the children's knowledge and understanding of conflict and harmony to local, national and international arenas can be found in Unit 11 What's the news?</p>
History	<p>Activity 1 See the exemplar lesson plan for history.</p> <p>Activity 2 Objectives: To understand that different people may have experienced historical events in different ways</p> <p>This activity can be used for any history topic where there may be opposing points of view about an issue.</p> <p>Draw two heads with large speech bubbles. In each speech bubble start a contrasting opinion about the situation. Examples might be:</p> <p>I enjoyed being evacuated because ... / I hated being evacuated because ... I think Athens is best because ... / I think Sparta is best because ...</p> <p>Ask the children to complete the speech bubbles.</p> <p>This activity can be preceded or followed by the children discussing the opposing points of view either in or out of role. They can discuss whether the points of view can coexist peacefully, whether they can be reconciled and, if so, how.</p>
Geography	<p>Objectives: To recognise how people can improve or damage the environment and how decisions about places and environments affect the future quality of people's lives</p> <p>This activity can be used for any geography topic where an environmental issue is considered, for example QCA Geography Units 12 and 20.</p> <p>Divide the children into groups and ask them to take on the roles of different interest groups linked to the topic – for example, local residents who want a road pedestrianised, shopkeepers who think they will lose trade if this happens, residents of a neighbouring street who fear all the traffic will come down their street.</p>

	<p>The children should prepare the case for their group using presentation software and/or digital photographs or video and bring it to a 'public meeting' chaired by the teacher. All the interested parties should state their case and try to persuade the others. Can they reach agreement? Is there a compromise? How can it be resolved? After the session the children should reflect on the way the meeting made them feel, whether any of them changed their minds and why, and, if agreement was reached, how it was.</p> <p>This activity will link to work on resolving conflict in this activity set.</p> <p>Many opportunities for cooperative group work are offered in geography. The QCA website <i>Investigating with Geography</i> provides a number of examples (www.qca.org.uk/geography). In one such example, children work in groups to produce a model of a mountain environment using papier maché, card, paint and materials such as bubble wrap (a glacier) and silver foil (a stream). The model is annotated using labels.</p> <p>This activity links to QCA Geography Unit 15.</p>
Literacy/art and design	<p>Literacy objectives</p> <p>Revise Y4 T3: to identify social, moral or cultural issues in stories. To explore main issues of a story by writing a story about a dilemma and the issues it raises for a character</p> <p>Art and design objectives</p> <p>To investigate and combine materials to match to the purpose of the work.</p> <p>Read a selection of books for younger children about anger, for example <i>Angry Arthur</i> by Hiawyn Oram and Satoshi Kitamura (Red Fox), ISBN 0099196611; <i>Where the Wild Things Are</i> by Maurice Sendak (Red Fox), ISBN 0099408392; <i>Tusk Tusk</i> by David McKee (Red Fox), ISBN 0099306506.</p> <p>Consider the style of the writing, for example use of simple or complex sentences, use of rhythm and repetition, alliteration, and so on.</p> <p>Children use ICT to plan and write their own story about angry feelings and their consequences for younger children, using the stylistic qualities they have identified.</p> <p>They consider the illustrations in the books. How realistic are they? How is the anger represented? What colours, textures, design ideas can we use to represent anger?</p> <p>They design and produce illustrations for their stories using qualities that they have identified, if possible using different materials for multisensory illustrations.</p> <p>Children share the books with children in a younger class.</p>
Mathematics and speaking and listening	<p>Activity 1</p> <p>See the exemplar lesson plan for mathematics.</p> <p>Activity 2</p> <p>Speaking and listening objectives</p> <p>To plan and manage a group task over time by using different levels of planning (GD50)</p> <p>Mathematics objectives</p> <p>To solve real life problems involving money and measure or shape and space</p>

	<p>See the teaching sequence on pages 52–53 of QCA/Primary National Strategy guidance <i>Speaking, listening, learning: working with children in Key Stages 1 and 2</i>. (DfES 0627-2003). This sequence of activities requires children to solve and set each other problems involving numbers and quantities. They observe and comment on effective group work and make presentations about their findings.</p> <p>Ask children to work in pairs to solve a mental calculation or a word problem. One child elects to be the one to solve the problem. They should then explain to their partner how they worked out the answer. The listener records the method used by their partner in numbers, words and symbols.</p>
RE	<p>Objectives: (Islam)</p> <p>To reflect on and consider religious and spiritual feelings such as obedience, sacrifice and self-control</p> <p>Read or tell the story of Mohammed and the bad-tempered woman. Discuss the self-control needed for both fasting and keeping one's temper. What things in the children's lives require self-control? How difficult do they find exercising self-control? What things help them?</p> <p>Why is fasting important for Muslims?</p>
Art and design/music	<p>Music objectives</p> <p>To analyse and compare sounds</p> <p>To explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>To improve their own and others' work in relation to its intended effect</p> <p>To explore, choose, combine and organise musical ideas within musical structures</p> <p>Art and design objectives</p> <p>To use a variety of methods and approaches to communicate observations, ideas and feelings</p> <p>Listen to peaceful or happy music and ask the children to write a poem, or choose from a selection of media to create a picture in response. Use music that suggests anger and strong emotion in a similar way. Some ideas for suitable stimulus music are given in the guidance on <i>Music for different moods</i> on the CD-ROM that accompanies these materials. Children might also like to create their own piece of music, which depicts either friendship, getting on or falling out.</p> <p>Children can also use ICT to capture, change and combine sounds. Ask them to work around their environment to collect sounds using any form of sound recorders. Now sit as a group, listen to these sounds and ask how they make us feel. Where possible play the sounds back to the group at different speeds. Having identified the calming, relaxing ones make further recordings to compile a group piece which could be played as required to relax the group.</p>
ICT	<p>Objective: To create a multimedia presentation using text, images and sounds</p> <p>Ask pairs of children to create their own multimedia 'Anger' presentation using PowerPoint or other presentation software. Suggest that they include a definition of anger, other words for it, a picture or photograph, a sound, an animation, and a real-life example.</p>

Green set

Exemplar lesson plan: PE

Theme	Getting on and falling out Year 5/6
SEAL objectives	<p>To understand how it feels to win and lose</p> <p>To develop empathy for others</p> <p>To understand the need for fairness and inclusion</p> <p>To manage feelings of elation, frustration, anger, etc.</p>
PE objectives	<p>As for QCA PE Unit 4 Invasion games:</p> <p>To choose, combine and perform skills more fluently and effectively in invasion games</p> <p>To understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>To use these tactics and strategies more consistently in similar games</p> <p>To develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p>
Suggested activities	<p><i>Note:</i> Each games lesson should obviously follow any other PE lesson format: warm up, skills focus, development work and cool down.</p> <p>Acquiring and developing skills</p> <p>When teaching the children to use skills in ways that will help them to outwit the opposition, focus on how both teams feel, the winners and the losers. Encourage discussion on why the teams might feel this way and how this could be managed. Ask the children to devise their own strategies, for example remembering it is only a game, counting to 10 and walking away. Discuss strategies they might have seen professional players use (good and bad strategies) and how effective they thought the strategies were.</p> <p>Drama strategies such as hot seating and thought tracking could also be used during the small-sided games to find out what the players on both sides are feeling.</p> <p>Encourage the children to take it in turns to act as coach/manager, giving their team a 'pep' talk at various stages in the game, or giving advice during the thought-tracking process. This could then be explored further in class with the children composing 'pep' talks for a winning and a losing team. Real examples could be used from professional sports, for example the football Premier League, with the children writing letters of advice to different teams or players. They could also become TV sports 'pundits' and give a commentary, either for a match during the PE lesson, or using a televised game.</p> <p>Ask the children to write the ideal qualities for a sports person. They could look at professional examples again, or awards such as Sports Personality of the Year, either to identify the qualities or to write their own criteria for those wishing to apply in the future. The class could hold their own Sports Personality of the Year awards.</p> <p><i>Note:</i> This could be incorporated into the whole school as part of Sports Day.</p>

Selecting and applying skills, tactics and compositional ideas

Encourage the children to think about why the game breaks down, or why a team fails to score. Ask them to take it in turns to be in role as manager and ask them to give advice to the team about how they could improve their performance.

Encourage the children to be proactive in their role, giving advice during the game. Help the children to do this by:

asking them about different ways of attacking and encouraging them to use their ideas;

asking them to choose positions for their team carefully; teaching them that there are different ways to attack and defend as a team; teaching them to choose the best formations and tactics for defending and attacking;

encouraging them to transfer their knowledge to different invasion games and situations;

listening to the way the children help each other mark or cover players. Listen to how they support each other in attack. Discuss their advice or actions with them.

Note: Video footage of their games could be used back in the classroom.

Evaluating and improving performance

Help the children to recognise when they and others are playing well. Teach them how to give feedback, for example to describe what they see, comment on techniques and tactics that went well, talk about something that needs improving. Listen to the ways in which they help each other improve. Talk to them about their observations, for example successfully completed passes, and ask why they have chosen one particular area that needs practising. Ask them to suggest ideas on how to improve as an individual and as a team.

Note: Video footage of their games could be used.

Talk to the children about how to get everyone involved in games and encourage them to focus on how to make games fairer. Discuss the feelings that might arise when a game is unfair and how to deal with them.

Have class discussions on how to adapt games and make sure that everyone has a part to play. This could be done for games played in school and professional sports, or could be incorporated into a whole-school activity where the children could devise a new supportive Sports Day or more supportive playground games.

Further ideas for warm-ups, cool-downs and invasion games activities can be found as part of the TOPs Scheme (available through TOP Dance courses provided by the Youth Sport Trust and Sport England), which covers football, hockey, netball, rugby and basketball.

Exemplar lesson plan: history

Theme		Getting on and falling out Year 5/6
SEAL objectives	<p>To understand how conflicts between different groups of people can become entrenched</p> <p>To understand that the longer conflict and hatred are allowed to continue the more difficult it is to stop them</p>	
History links and objectives	<p>This lesson links with QCA History Unit 14 Who were the ancient Greeks? It would fit best after sections 2 and 3. The objective is to understand the major events of the Peloponnesian war.</p>	
Suggested activities	<p>Lesson 1</p> <p>Resources – information about the stages of the Peloponnesian war in books or written onto cards for the children to use.</p> <p>Divide the class into two groups. One group will be the Athenians and one group the Spartans. In their group the children should research the stages of the Peloponnesian war in simple terms. They should place the major events on a time line from 460 BC to 404 BC. (You could write the major events on cards for the children, to simplify this activity.)</p> <p>Lesson 2</p> <p><i>Part 1</i></p> <p>Tell the children that you are going to imagine that it is about 411 BC and Athens and Sparta have been at war for 20 years. Both city-states have had ups and downs. They signed a peace treaty ten years ago but then started fighting again. Athens lost about a quarter of its population to plague, an important politician betrayed Athenian military secrets to Sparta.</p> <p>Say that each group is going to hold a meeting of its assembly. (In Sparta a council of councillors who were over 60 years old would have discussed policy but this could be pointed out later.) The groups are going to discuss whether to continue with the war. They should prepare their points of view individually or in groups of two or three to put to the assembly. (Try to ensure that there are different points of view so that pro- and anti-war viewpoints are represented. This could be done by giving the children role cards.)</p> <p><i>Part 2</i></p> <p>Choose one group to hold their meeting first. The opposing city-state can listen to the debate. The teacher can also take a role, challenging different viewpoints and asking if they even remember why the war started.</p> <p><i>Part 3</i></p> <p>Swap the groups over so that each city-state has had its meeting.</p> <p><i>Part 4</i></p> <p>Sum up the different viewpoints from each meeting. Were the meetings similar in their outcomes?</p>	

Lesson 3

Part 1

Remind the class of the different views that came out of the meeting. Discuss why the two sides were fighting. Why do they think it went on for so long? Was there a way they could have lived as peaceful neighbours? Why didn't they? What was to gain and what to lose?

Part 2

Apply the points from the discussion to other long-running conflicts in the world or to others in history that they know about. Can they think of ways that conflict like this could be avoided in the first place before hatreds became entrenched?

Part 3

The children could write statements of advice to governments on ways to avoid conflicts or they could write prayers for peace in the world.

Green set

Exemplar lesson plan: art and design

Theme		Getting on and falling out Year 5/6
SEAL objectives	To understand the feelings associated with conflict	
Art and design objectives	<p>To record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes</p> <p>To question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work</p> <p>To apply their experience of materials and processes, including drawing, developing their control of tools and techniques</p> <p>To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.</p> <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>To explore visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes</p> <p>To explore materials and processes used in art, craft and design and how these can be matched to ideas and intentions</p> <p>To understand the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world)</p>	
Suggested activities	<p>Resources</p> <p>Reference images: Picasso's <i>Guernica</i></p> <p>Data projector: The scale of the image produced by a data projector will facilitate class discussions and allow children to access details and sections. Children's own images can be exhibited and discussed in the same way.</p> <p>Art materials: Paper (at least A3). Quality materials that will support expressive drawing such as pastels and charcoal. Soft rubbers (for negative mark making).</p> <p>Digital camera and ability to display or print the work. Use of the digital camera will also support children who are less confident with traditional drawing/recording skills.</p> <p>Information about the background to the painting, from the web or other sources.</p> <p>Time allocated to the lesson is important if the children are to sustain the development of their ideas – this unit would need to be run over a period of time or given to 'creative days'.</p> <p>This lesson can be used as an introduction to a series of lessons where children explore how they feel about images that they see everyday in newspapers and on TV.</p>	

Overview

The aim of the lesson is for the pupils to explore visual stories of conflict and how images are used to explore such issues whilst communicating emotions.

Introduction

Show a small group of children a postcard-sized image of the *Guernica* painting and ask them to act out the scene whilst the others try to work out what is going on. (Keep this brief and fun.)

Main activity

Next, using the data projector, ask the children, in small groups, to discuss what they think the picture is about. After a few minutes they can share their ideas as a class. Children might draw on the board to isolate parts of the projected picture where figures interact.

Independent work

The children work in small groups, some re-creating the postures, actions and expressions of parts of the image discussed earlier whilst others record these through both drawings and photographs.

Plenary

The teacher can provide a reading of the image and allow time for children to exhibit their digital images and other drawings. Allow them time to share their ideas and feelings about the task.

Next steps

The class could work on their own large composition where they all contribute a part. The theme for this should be selected by the children and relate to issues of conflict within their own time or lives.

Musical sounds or found recordings such as voices (crying, screaming, quiet nervous chattering) can be considered in relation to the images and provide materials for an installation.

Green set

Exemplar lesson plan: drama and literacy

Theme		Getting on and falling out Year 6
SEAL objectives	<p>To understand how events appear differently from alternative viewpoints</p> <p>To understand the importance of listening to the other person in understanding a situation</p> <p>To develop empathy and understand that people may act differently because they have a different perspective or point of view to our own</p>	
Speaking and listening objectives	<p>To act out own and well-known stories (D8)</p> <p>To explain their views to others in a small group (GD11)</p>	
Literacy objectives	<p>Recap on NLS Y5: T3 objectives.</p> <p>To identify the point of view from which the story is told, and understand how this affects the reader's response (T2)</p> <p>To change points of view, by telling incidents or describing situations from the point of view of a different character or perspective (T3)</p> <p>To write from another character's point of view (T7)</p>	
Suggested activities	<p>Lesson 1</p> <p>Model oral retelling of the traditional story of <i>Little Red Riding Hood</i> (LRRH). Use the story-stick technique to reinforce collective storytelling and to rehearse spontaneous improvisation. In the story-stick technique one child tells the original story and points to different children in the class to role-play what the child is narrating. On a given signal, the narrator changes, and different children are chosen to play the different roles. During this role-play, the children are also expected to physically represent settings in the story, for example the forest or the cottage. The narrator can also make their actors speak, for example 'So Grandma replied ...'.</p> <p>Tell the children that they are going to look at the story from lots of different viewpoints. Then, in role as Granny, recall the events of yesterday, showing a very different aspect of her character (one that runs contrary to the traditional grandmother in the story), for example 'It was actually quite exciting what happened to me/what a dozy granddaughter I have!/I wasn't really ill, I just wanted some cake!' The children can hot-seat Granny, and find out further details to develop her viewpoint.</p> <p>Tell the children that they are now going to develop the original story by inventing new characters. They can choose to be someone who knows Granny or one of the other characters, or a humanised woodland animal who followed LRRH on her journey. Give the children some thinking time and then ask them to talk through their ideas with a partner. They can hot-seat their partner to focus them on developing more detail about their new character. Pairs then construct two paragraphs that explain their character's name, their relationship to the main character and what their character saw that day. The children then rehearse and perform to the rest of the class their hot-seating role-play.</p> <p>Lesson 2</p> <p>Tell the children to imagine that they are still in role as invented characters from the last lesson. Say that LRRH has not been back to the woods since her adventure</p>	

and needs some reassurance from her friends and neighbours. The new characters (children in role) meet the teacher in role as LRRH and listen to her concerns about going back to the woods. They have to persuade her to go back and give her advice for next time. As the role-play comes to the end LRRH tells her friends that they may be asked to give evidence at the Wolf's court case. Tell them that he stands accused of grievous bodily harm and fraud. Did any of them see something that might be helpful, as the Wolf has pleaded not guilty? The children then share with LRRH any eyewitness accounts that they may have.

Out of role, ask the children to think about the Wolf. What might his defence be? Pairs orally work out a defence for the Wolf. This can later be developed into a written statement. Share examples of these and ask six confident children to play the collective role of the Wolf being interviewed at the police station. The rest of the class are to ask questions in role as detectives.

Generate ideas of roles needed for a court case and assign children these roles according to the interest that they have previously expressed in the characters, including the main characters. Children not assigned specific roles are to be members of the jury and for the moment are to be paired with the main characters. Children then individually or in pairs (according to their assumed character) write their witness statement to refer to during the court case, and sign and date it.

Lesson 3

The following session is the Wolf's court case. Rearrange the classroom to look like a courtroom, and prepare the children for their roles as defence/prosecution lawyers, witnesses for the prosecution and defence, the judge and the jury. The children then take on the drama as the court case unfolds. It might be helpful to have a teacher in role as one of the lawyers to make sure that things run smoothly. In their roles, the children should be encouraged to give as much detail as possible to corroborate their version of events. The jury should also be encouraged to ask questions throughout, and pass these to the child in role as the judge. At the end of the session the jury should reach a verdict.

Through extended writing the children could then write new versions of the traditional story told through the eyes of different characters, and create books to share with a younger class.

Exemplar lesson plan: mathematics

Theme		Getting on and falling out Year 5
SEAL objectives	I can learn/play in a group and evaluate how well the group learns/plays together	
Mathematics objectives	<p>To solve a problem by representing and interpreting data in tables, charts, graphs and diagrams, including those generated by a computer.</p> <p>To solve a problem using the data-handling process.</p>	
Learning activity	<p>Investigation</p> <p>What types of playground equipment encourage children to play together?</p> <p>Lesson 1</p> <p>Ask children, as a whole class, to generate ideas about what the answer to the above question might be. You are likely to get a wide range of answers.</p> <p>Explain that the answers represent their thoughts but how do they know that what they think really is the case? How would they find out whether their ideas are true?</p> <p>Explain to the children that their task is to use mathematical techniques to find out the answer to the question.</p> <p>Introduce them to the data-handling process.</p> <p><i>1. Plan</i></p> <p>In groups, come up with ideas for the sort of data that could be collected to find out the answer to the question.</p> <p>Bring groups together and create a list of the data to be collected, for example:</p> <ul style="list-style-type: none"> ● the time children spend playing together on the equipment; ● the number of children on the apparatus at any one time; ● children's views about the equipment, and so on. <p>Encourage the children to consider collecting continuous data as well as discrete data, for example measuring time spent as well as the number of children playing together or the make-up of the groups who are playing in terms of gender or age.</p> <p>Discuss how the children will collect the data, how they will measure it, and any equipment needed.</p> <p>Have the children work in groups to create a form for collecting the data.</p> <p>Bring the groups together to share their ideas and agree on a form that everyone will use. (You might use a program such as Junior Pinpoint to create the form.)</p> <p><i>2. Collect data</i></p> <p>The children will do this during play-time or lunch-time.</p> <p>After enough data has been collected, collate the results either on a computer or in a chart compiled by hand.</p> <p>Lesson 2</p> <p>Remind children of the data-handling process. Ask which stage they are up to.</p>	

	<p><i>3. Process data</i> Give children the collated data. Discuss ways of presenting the data to answer the question.</p> <p>Ask children to work in groups to present the data, if possible using ICT.</p> <p>Bring the groups together to share some of the different representations. Ask children to evaluate the different representations.</p> <p>Discuss what can be interpreted from the different representations.</p> <p><i>4. Interpret data</i> Set groups the task of writing a conclusion they can draw from the data.</p> <p>Plenary Ask children to describe the data-handling process.</p> <p>Ask them to decide how they might have improved the investigation they have carried out or other questions that they might now ask, thus starting the cycle again.</p>
Suggested related activity	Children could use the results from their investigation to design a piece of playground equipment that would encourage cooperative play.

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