

Getting Along with Others



Northern Ireland
Curriculum

Their relationships with family and friends

The main theme of this unit is to help children, teachers and parents to appreciate the contribution special people make to our well-being. To develop a cooperative classroom, this also involves being able to communicate clearly to people who are important to us and to express our needs in a way that they are listened to.



Personal Development and Mutual Understanding: Foundation Stage Year 2

Strand 2: Mutual Understanding in the Local and Wider Community

Unit 4: Getting Along With Others

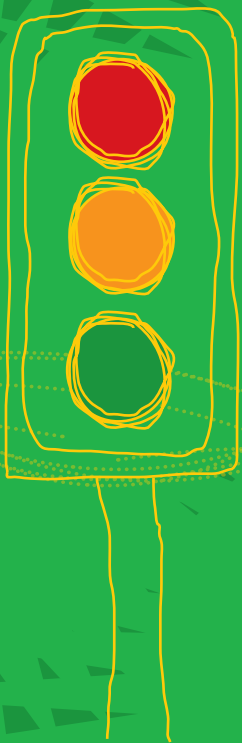
Complementary Unit: 'I am Learning to'  'Grace and Tracey' 

'Where I Live'  'Wonderful Me!' 

**living
learning
together**



Teaching approaches



Traffic Lights

Children can use this approach to indicate their response to a specific question. Green circle = know the answer, amber circle = slightly uncertain and red circle = do not know the answer. You can also use this after working in a group situation. Fully explain the objectives to the children in appropriate age related language. Then, have them use the colours to evaluate how well the objectives were met. Green = the group achieved the objectives, amber = partial success, and red = few or no objectives met.

Thumbs

Use as for Traffic Lights, with a thumb up being the equivalent of a green circle, thumb sideways moving up and down as the equivalent of amber, and thumb down as the equivalent of red. Both approaches enable the children to take more responsibility for their responses and to be more participative than when being asked to raise a hand as a response.

Praise Practice

Giving praise to others can be challenging, even as an adult. Practise at your next staff meeting by having each adult place a large sticky on their back. Then write a positive statement on one adult's (or a number of adults') sticky. As you do this, people will also be writing on the sticky on your back. Ensure everyone has a few statements on their sticky and then allow everyone time to read the comments made about them. Debrief by discussing how each person felt 1) during the activity and 2) when they read the positive statements at the end. Evaluate how the school encourages recognition of everyday good things we do for each other.

This activity is also a good way to experience the feelings the children in your class may face as they take part in Activity 1: Special to Me.

Key Experiences in developing their relationships with family and friends

Building on Pre-school

Where children:

- make choices, organise their own play and become independent of adults in everyday activities; and
- learn to co-operate, take turns and share.

Working at Foundation Stage

Explore and discuss their relationships with family and friends:

- finding out about their own families;
- talking about what families do together; and
- beginning to recognise how they relate to adults and other children.

Moving towards Key Stage 1

Initiating and developing mutually satisfying relationships:

- knowing how to be a good friend; and
- understanding that they can take on some responsibility in their family and friendship groups.

Progress in Learning

- I can identify special people in my life.
- I can give reasons why they are special.
- I can tell them why they are special.
- I can remember people I don't see anymore/as often who were special to me.
- I can give reasons why I am special.
- I can give reasons why my class is special.
- I can contribute to making a class display special.
- I can tell when something is fair/unfair.
- I know I choose how I behave.
- I am able to tell others what I think.
- I can work with different people.
- I try to join in both in the classroom and in the playground.

Learning intention

Understanding the importance of positive relationships with family and friends

Working together

When you and the class have planned together, you then need to review the learning and share the reflective process. In this example, planning is a work in progress and is owned by both the teacher and the children. Information is added and removed as the unit progresses and the learning develops.

These questions were used by one teacher as a **starting point** for creating **A Special Place**. In this case, the class decided to make a special place outside and linked Mutual Understanding in the Local and Wider Community with work on outdoor learning and a topic on the Building Site. Photographs inside show how another class made a special place in the classroom.



Thinking Skills and Personal Capabilities by the end of Foundation Stage

Managing information

Start with a focus, ask and respond to questions to clarify a task;

Select (with help) information from materials and resources provided and suggest ways to obtain information;

Follow directions in relation to a task. Begin to plan; and

Identify and use simple methods to record information.

Thinking, problem solving and decision-making

Show their ability to memorise by recalling and structuring experiences and stories;

Make close observations and provide descriptions of what they notice;

Show the ability to sequence and order events and information and to see whole/parts. Identify and name objects and events as same/different, put objects into groups; and

Make simple predictions and see possibilities.

Being creative

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;

Talk about their memories and experiences;

Play for pleasure and as a form of creative expression. Be willing to take on challenges; and

Experiment with ideas through a performance.

Working with others

Be willing to join in. Learn to work and play co-operatively;

Develop the routines of listening, turn-taking, sharing, co-operating;

Be able to learn from demonstration and modelling;

Be aware of how their actions can affect others;

Use words to suit different people and situations; and

Develop confidence with being with adults and other children in a variety of contexts.

Self-management

Talk about what they are doing and what they have learned;

Develop the ability to focus, sustain attention and persist with tasks;

Develop awareness of their emotions about learning, their likes and dislikes;

Be able to make choices and decisions; and

Ask an adult or friend for help.



Across the Curriculum: Connecting the Learning

Language and Literacy

Working Together

The Arts



Communicating feelings and information, understanding ideas and developing thoughts



Joining in and learning to work and play cooperatively



Designing and creating a special place

Words and phrases I will hear and use

Special

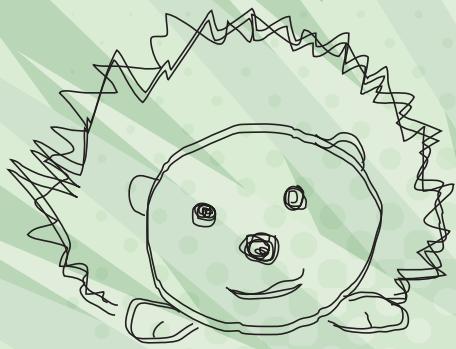
Change

Celebrate

Fair

Cooperate

Organise



Learning activities

Activity 1 **Special to me**

Children identify special people from all parts of their lives, and through discussion, appreciate that change can result in us having different people who are special to us.

Activity 2 **What makes our class special?**

Children begin to learn how to work as a group and to identify their own contribution towards the working of a group.

Activity 3 **Special places**

Special places can help some children to feel secure, and feeling secure helps children to develop relationships.



Activity 4 **Clear messages**

Children begin to use 'I' messages and discover that when they express themselves clearly, it is easier for their views to be listened to and taken seriously.

Learning activity 1: Special to me

CORE CONCEPT

Children's sense of security and belonging is helped when they understand that they are part of a network of people who are special to them.

SUGGESTED SUCCESS CRITERIA

We will recognise and name the special people in our lives.

We will recognise and be able to explain why these people are special.

POINTS TO NOTE

Some of the children may have very few special people that they can name. For those who do not have many people at this time, have them add individuals to their book later and suggest to the class that it is exciting to leave spaces for people still to come. It also sends the message that life changes and that meeting and becoming close to new people is natural and to be expected.

You also need to recognise that not all children come from happy, stable home environments and that this may give rise to potentially sensitive issues. You and the classroom assistants may need to give extra support to those who find it difficult to identify their special people. Resource A is a letter to parent(s) and carer(s), which you can use to offer them information about this unit.

WHAT YOU NEED

- Letter to Parent(s) and Carer(s) (Resource A)
- A box, 'book' or other object containing a mirror
- One or two sheets of A3 paper, per child, folded in half to form a booklet and stapled if necessary
- Crayons/markers
- A Special Time Together (Resource B)
- Special Cards (Resource C)

WHAT TO DO

- A Very Special Person
- Special People Booklet
- Circle Time
- Telling Others They Are Special
- Sharing Special Times



special

A Very Special Person

If the children completed the mirror activity in the Red Unit's Activity 3, remind them of the 'special person' they saw. If not, use Circle Time to introduce this topic of very special people by placing a mirror inside a box, handmade 'book' or other container. Pass it around and ask each child to look carefully inside but to say nothing. When everyone, including any adults present, has seen the very special person, begin a discussion on other special people. Some of the children may have completed the Year 1 Green Unit's Activity 2: Who Lives Inside My Front Door? Explain that now that they are older, together the class will be looking at who is special in our lives and not just the special people in our homes. Ask the children to suggest the different groups to which our special

people belong, and have an adult classify and record groups such as family, friends, relatives, people at school, people from community teams/groups/clubs that class members are a part of, and people who help or care for us. Explain that not everyone will have a special person in each group and that sometimes the same person will be in more than one group. It is important that if a child's situation is different to others' that they do not feel 'odd', inferior or that they don't belong. A useful story in this context is **Something Else** by Kathryn Cave and Chris Riddell (see Primary Values). Remember to also have the adults in the room talk about people who are special to them. This will help the children learn that we all have a variety of people who are important to us.

Special People Booklet

Discuss with the children how they could record their special people and then suggest a booklet. Plan together how the booklet will look - size, number of pages, front page design. The size of the booklet will be determined by the initial discussion of special people, the stage in the school year that you are doing this activity, the children's ability level and the adult help you have in the classroom. On the cover, title the booklet **My Special People**.

Distribute a blank booklet to each child. Allow the children to suggest ways of completing the front page, for example a photograph or drawing of themselves or of their special people, a decorative border, etc.

On each inner page, have each child draw one of their special people. If you use two A3 pages to make each booklet, this will create seven pages for special

people. Explain to the children that it is okay if they don't have seven special people that they want to draw just now. They can add to their books later on. Each page can have:

This is
She/He is special to me
 pre-written for each child to complete. Here, it is not their handwriting that is important but rather the identification of special people and the ensuing discussion. Making the booklet look special is another way for them to show that they care for those who care for them.

Have the adults make booklets too! This will help them think about who is important in their own lives and to share a little with the class, which will develop a sense of trust with the children, help the children to see you as 'real' people, and help the adults to see the task from their 'eyes'!

Learning activity 1: Special to me (continued)

Circle Time

Place the children in pairs and have them take turns to tell their partner about their booklet. Then, gather the class for Circle Time. Call on a child to share a page from their booklet and say why their person is special. You can do this over a number of days. Have each child's name or photograph in a container and pull out a few names in advance so that these children will be prepared to speak. Have each child complete the sentence:

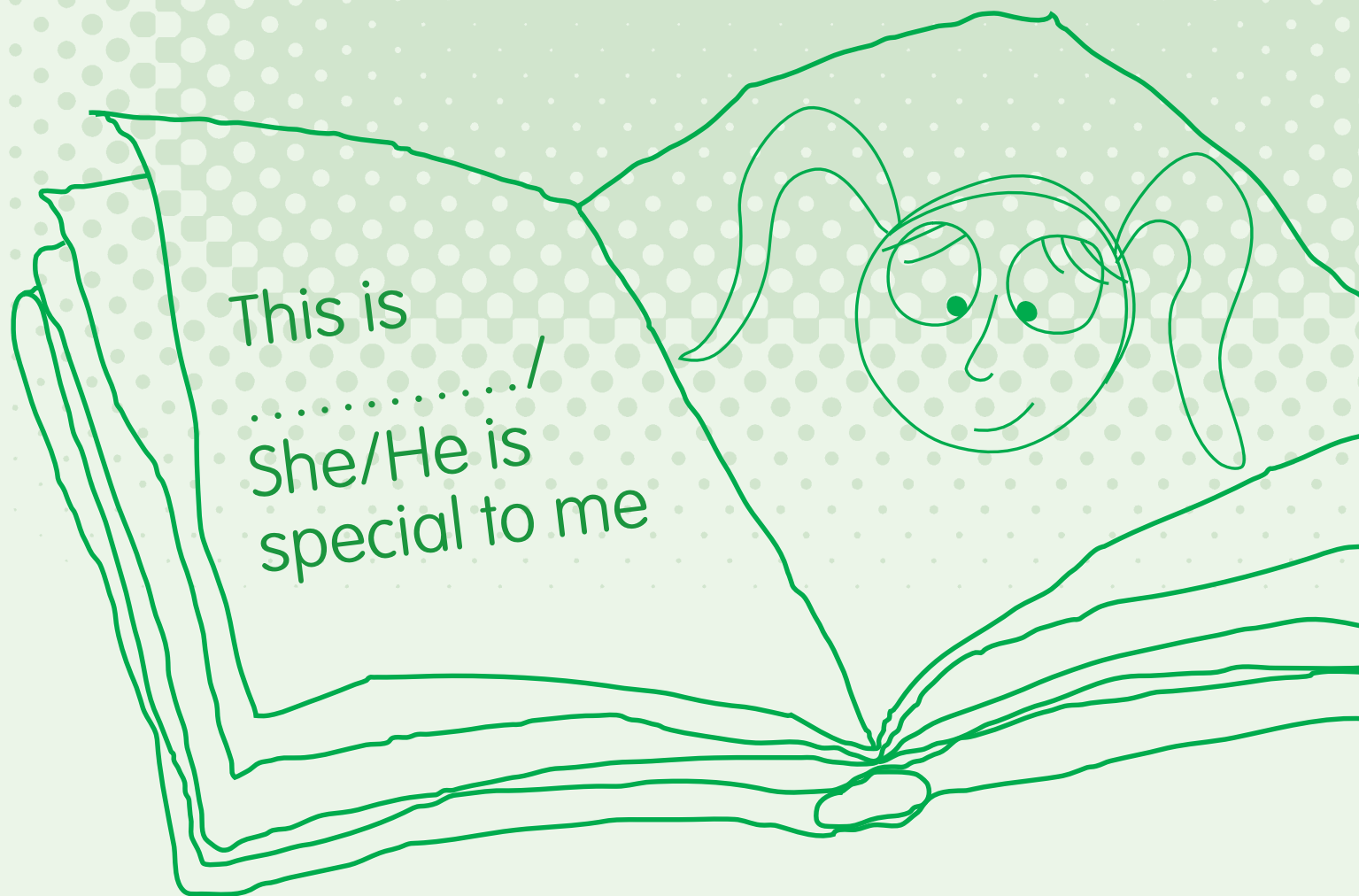
This is
and she/he is special to me because

.....
 Other sentence completion activities include:

Something
does to make me feel special is

.....
or Something
does/did that makes/made me
feel (name a feeling) is/was

.....



Telling Others They Are Special

Discuss in Circle Time how important it is to let people know that they are special to us (they might not know otherwise even if we think they do!). Ask children to complete the statement: **I could say to let my person know they are special. Adults in the class can model this by taking opportunities to say: I think is special because**

This can be done either quietly to the individual child or in public in front of the class. Or, do both at different times throughout the year! Ensure every child receives their 'special' message over a week or two, selecting two or three children at different times each day and selecting the children with least self-esteem first. These children are often those with behavioural problems, and public acknowledgement

that you value them for who they are sends positive messages to the other children that can often reduce the 'blame game'.

Here are some other ways to let people know they are special:

- Make a card to give each person when showing them the booklet.
- Make a bookmark and use the child's thumbprint as centrepiece to its design.
- As a class, bake a batch of healthy muffins and give each child one to give to a special person.

If you feel there are children in the class who find it difficult to articulate their feelings to their special people, role play is a good, 'safe' way for them to practise doing so. For example, use old mobile phones to allow these children to role play telling someone they are special.

Sharing Special Times

Encourage the children to take their booklet home to show to their family, friends, relatives, people whose groups they belong to in the community and people who help or care for them. Help them to find ways of telling their special people why they chose them. Also, ask parents to complete Resource B by sharing special times together with their daughter/son and Resource C by sharing the names and special times of those named on the cards.



Learning activity 2: What makes our class special?

CORE CONCEPT

Children's ability to learn is greatly influenced by their relationships. If they feel secure and accepted, they are likely to have greater confidence and a higher sense of self-esteem, which has a positive influence on their disposition to learn.

SUGGESTED SUCCESS CRITERIA

We will know and use some strategies to promote positive behaviours within a group.

We identify the class as a group of special people.

POINTS TO NOTE

This lesson should take place over a number of sessions, preferably on consecutive days. Circle Time ideas are adapted from the Jenny Mosley **Quality Circle Time model**. See suggested resources for further suggestions.

WHAT YOU NEED

- A3 card
- Paints and brushes
- Sugar paper
- Scissors
- Sticky labels

WHAT TO DO

- Circle Time 1
- Our Class is Special
- Discussion and Drawing
- Class Display
- Circle Time 2

Circle Time 1

Welcome and Introduction:

Gather the children for Circle Time and suggest that you think Circle Time is special because it is a time for everyone to get to know each other better. Then, explain that today everyone is going to talk about what makes their class special.



Mixing Up Activity

Change places if you:

- have enjoyed an activity in school today;
- have a friend at this school;
- have a friend in this class;
- played with someone today; or
- shared with someone today.

The children will also enjoy doing this activity using a parachute. If any children don't change places, make a mental note to address the potential concerns later.

Sentence Completion:

Once everyone is settled again, ask each child to complete the sentence stem: **I am special because** Using the 'I' statement helps to reinforce the sense of being special. It is important that all adults join in! If a child finds it difficult to complete the sentence, ask others to make meaningful suggestions and the child to say 'Thank You'. If you can, have an adult write down the responses for use in the next activity.

Closing Circle, put each child's and adult's name into a container and draw out four or five names. Reassure the children that every class member's name (including your own) will be drawn from the container over the following days or week. Let them see you draw the names fairly. Read the first name and say **I think (first name) is special because**

Ask the children for suggestions after you have given yours. If possible, write down their suggestions and later transfer them to a special card or scroll titled We think (name) is special because (list of suggestions). Repeat for the other names drawn from the container. Also, consider copying the scrolls into an ongoing class book. After one or two sessions, ask for volunteers to start the suggestions. Encourage the named person to say 'Thank You' each time a suggestion is given.

Our Class is Special

Ask each child to paint a picture of him/herself on a piece of A3 card. Adults could either paint themselves or be painted by volunteers. When the paintings are dry, cut the figures out and mount on a colourful background. Title your display **Our Class is Special**. Alternatively, intersperse the cut out figures with an occasional mirror and title your display **We Are Special** or, if possible, hang the figures from the ceiling. Hanging them closely together sends a visual message of 'team'.

Next, ask the class to suggest statements that could be added to the display to tell others of their positive qualities, for example: We listen to each other, We take turns to speak, We play together, We share fairly, We can give reasons why we are special, or We take care of each other. Consider asking the children to complete a We can list and hang each of their suggestions from the ceiling.

Finally, remind the class of some of the reasons they are special by using the responses you wrote down during the Circle Time 1 activity. Having an adult remember their responses increases the feeling of being special. Keep a note of those names you mentioned so that you can mention different names at other times, for example in Circle Time 2. This ensures every child gets a mention.

We think Nicola is special because

- ☺ She plays with everyone
- ☺ She shares her toys
- ☺ She stands up for people
- ☺ She never says bad things about people

Learning activity 2: What makes our class special? (continued)

Discussion and Drawing

Explain to the children that you want them to think about all the times when they have felt happy in class. Ask them to close their eyes and to **think** of something that they really enjoy doing in class and why. Fair pair the children and give them time to talk about this, giving reasons for their choices. Encourage them to use the sentence stem I am happy when because Then, ask each pair to share their thoughts with the rest of the class. Both the children's choices and their reasons can be an opportunity to evaluate the various classroom activities.

Next, ask them to draw pictures to show what they were talking about. Tell them that you will come around to help them with the writing to explain what their picture is showing. Give time for them to share their picture with a partner or small group.

We are special



Class Display

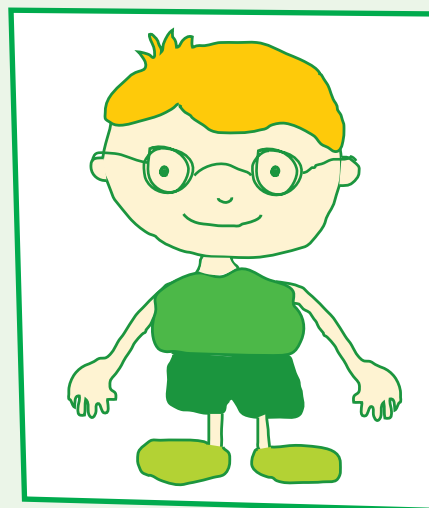
Consider asking the children how to display their work and how they could inform others that their class is special.

Questions to prompt their thinking might include:

Is there any other work that could be added to the display for example Activity 1: Special to Me? Adapt the following questions in discussion with your class.

- Who would you like to see your display?
- What way should we give an invitation?
Oral or written? If written, what should it look like?
- How will we know if anyone will come?
- Is there any need for advertising?
What are the important elements of advertising?
- How could you influence people to come to see the display?
- What problems might there be?
- How would we deal with these problems?
- What will happen when the people come?
Will there be a formal or informal programme?
- What roles should class members have? What needs to be done? Who will do what?
- If this display is about being special, how can we make it special for those who come to see it?

Then, together, choose a date for this event to take place and implement the plan.



Circle Time 2

Welcome and Introduction

Congratulate the children on their display and say that today everyone is going to discuss the event in Circle Time.

Change places if you:

- had a piece of work on display;
- feel special;
- had a special job at the display;
- have happy times in class; or
- have happy times in the playground.

Sentence Completion

Ask everyone in the circle to complete the sentence stem:

Something good about our display was

Sharing

Ask the children to think if there was anything about how they went about creating the display or hosting the event that could be done better on another occasion. Discuss with the children what changes they would make, why the changes would improve the activity/event and how they would make the changes.

Closing Circle

Finally, use some parachute games to conclude Circle Time. These are a great way of giving a practical demonstration of working together.

Learning activity 3: Special places

CORE CONCEPT

Special places can help children to feel secure, and feeling secure helps children to develop relationships.

SUGGESTED SUCCESS CRITERION

We will talk about why a place is special.

POINTS TO NOTE

If some of the children do not have a special place, have them collaborate together to devise a place. One way to do this is through the Tell a Class Story activity. Decide which of the activities below best suit your class and use as appropriate.

WHAT YOU NEED

- A visualisation passage
- Paper
- Paints, pens, crayons
- Small box with a lid (eg Washing Tablet box)
- Classroom equipment for Challenge activity

WHAT TO DO

- Circle Time
- Show and Tell
- Tell a Class Story
- Challenge
- Celebrate

Circle Time

Welcome and Introduction

Tell the children it is time for Circle Time and remind them to make their circle without disturbing other classes. Also, ask them to note who is out of the room at the moment and may need a chair reserved for them. Thank the children for preparing the circle, and tell them that today everyone will be thinking of places that are special to them.

Change places if you:

- have been to a place other than school;
- have been to a place outside
(the area in which the school is situated);
- ever feel like being all alone;
- have a special or favourite place that you like to go to; or
- would like to have a special place where you could be just on your own.

Special places

Sentence completion

Explain that special places are important places for making us feel good, for helping us to think, for making us feel better when we don't feel so good. Then, have the children complete the sentence: I think a favourite place could be Saying 'could be' allows those children who just don't feel they have an 'actual' special place to still take part. (If the children find it difficult to complete the sentence, give a range of examples, for instance in a tree, my bed or my bedroom, at my gran's, a place in the park, looking out at Rathlin, etc.) Alternatively, use: In my special place I feel (A range of examples include cosy, peaceful, looked after, excited, like on an adventure, etc.) If children start to repeat what others have said after about three repetitions, just ask for a show of hands from anyone who had also thought of that word or phrase. Then ask them to take a moment to think of something different they could say, and ask for volunteers rather than going around the circle.

Information Sharing

Ask the children to quietly think about a place that is special to them. Pair the children and have them describe their favourite place to one another. Give them a structure to help their discussion. For example what can they see, feel, hear, smell, taste? Some children may not wish to talk about their special place, but others may be willing to share with the rest of the circle what makes their place special. It is important for everyone to respect each child's account of his or her special place. Discourage laughter at any particular place – it may be that child's only opportunity for peace and quiet no matter where it is!

Closing Circle

To conclude Circle Time, explain to the children that even when they are away from their special place, they can use their imagination to think of their special place whenever they are feeling sad, angry or hurt. Explain that lots of people visualise or bring an image of something special (a place, person, action) into their minds to help them feel better. For example, sportsmen often play their perfect shot in their mind before they actually play their game. It helps them to concentrate on the game and on actions which will produce good results. Construct a visualisation passage to share with the children, or read one, for example, from Jenny Mosley's **More Quality Circle Time** (details are in the Additional Resources section).

Show and Tell

Ask the children to bring in something that is 'special' to them and talk about it to the class. Alternatively, have them draw or paint their special place or make it inside a washing tablet box using scrap materials and explain it to others. Another way is to prepare a 'Special' box and to send it home with each child in turn. Ask them to put inside something that they think is special. When they return the box to school, keep the lid in place. Then, have each of the children ask questions to see if they can guess what it is, for example Is it soft? Is it flat? Have the child who owns the object respond. When everyone has asked a question or if the object is guessed correctly, ask the owner to take the object from the box and explain why it is special to him/her.

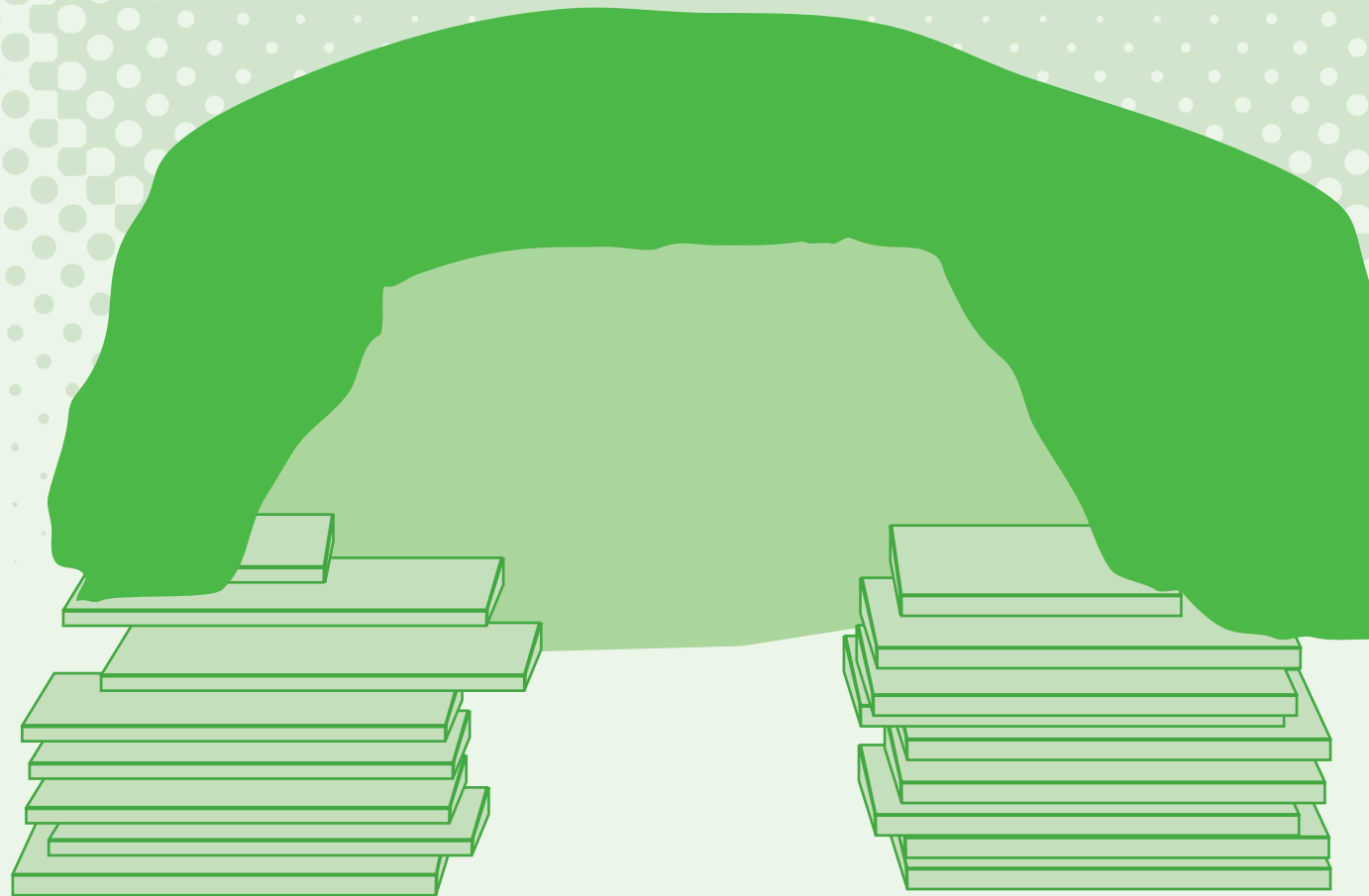


Learning activity 3: Special places (continued)

Tell a Class Story

In a circle begin a story with: **One day (names of two imaginary children) were playing in their special place. This place**

Ask the next child to continue with a word or phrase, and then let the description continue to expand by having each child in the circle add more detail about the special place. Assist them by prompting them to make suggestions regarding situation, size, visual description, use, etc. Alternatively, have the class create a 3D depiction of the special place. The class could work in groups to paint the special place, remembering the detail previously given by the class. Then, each group could display their interpretation of the special place.



Challenge

Form groups of four or five. Then, ask each group to design a 'Special Place' to use when they and fellow classmates are finding life 'difficult'. (This is not a place to reward bad behaviour. It is a responsible recognition that a child is having difficulty doing what s/he is being asked to do because of other worries or concerns. Going to the special place is also a visible sign to you and others that he or she is not happy.) The groups should suggest:

- a location in the classroom;
- furnishings (for example chair, cushion, beanbag, table, sand timer, etc.);
- a number of helpful activities that one could do in the 'Special Place' to improve how they are feeling (for example paper, pens, malleable materials, books, music, etc.); and
- three statements for a contract for using the special place.

Next, have the children evaluate how well their group worked together. Ask them to consider the following:

- **Did everyone make a suggestion?**
- **Did you take turns to speak?**
- **Did you listen to each other?**
- **Was anyone the leader?**

Consider having an adult or older child work with the groups to record decisions, to set up the 'Special Place', and to help the children take digital photographs of the detail. When each group has had a turn at designing, producing and recording their special place, display a photograph of each suggestion. Finally, give each child a coloured sticky dot and have them vote by placing the dot on their preferred option. Then, set up the 'Special Place' as soon as possible.

Celebrate

It is important to celebrate our special people, times, abilities and happenings and to make these celebrations explicit. One way to do this is to invite parent(s)/carer(s) or others from the school or local community to a special assembly. Another way is to periodically send home a pro forma note with a blank for you or the children to add positive comments about the children, special people, achievements, etc. Recognising and appreciating the small things is important too – like having a week of dry weather and being able to be outside at break every day. It is the memories of these celebrations that keep our dreams alive when sometimes life is making it difficult. If we have had no celebrations, it can be difficult to draw up good memories when we need them.

Learning activity 4: Clear messages

CORE CONCEPT

When children can express themselves clearly, their views are listened to and taken more seriously. Clear communication lets people know what we need or want and how we feel. It can promote positive relationships and helps to promote understanding between people.

SUGGESTED SUCCESS CRITERION

We will begin to use 'I' statements.

POINTS TO NOTE

Using 'I' statements and stating what we do want is not easy! It takes a lot of practice, patience and consistency. We are more often used to blaming others (You should...) or stating what we don't want (I don't want to...). Sometimes, we just expect others to know how we feel or what we want. Instead of taking responsibility for ourselves we expect others to 'sort us out'. Learning to talk a problem through, rather than to walk away, is a valuable life skill for children and adults.

WHAT YOU NEED

- Figures and Accessories (Resource D)
- Figures and Scenes (Resource E)

WHAT TO DO


- Use a Scenario
- And There's More ...
- What's Happening Here?
- Other Suggestions

Use a Scenario

Explain that everyone is going to practise talking to each other in pretend situations. Tell them that in these situations, someone will be doing something another doesn't like and that they must find a way for the person to say they don't like it in a way that doesn't annoy others. Explain that sometimes when someone starts a sentence with You always or You should or You....., it is easy to think they are blaming you or finding fault with you. This makes you not like them very much before they have even had a chance to say what they want to say! When we don't like what someone is doing and we need to ask them to do something differently, it is often better to start the sentence with I.

Use puppets or persona dolls to role play a problem situation and together, with the class, model how it can be solved. Alternatively, outline the situation to the children and together solve the problem. Some examples are below:



Scenario	Suggestions	Possible Statements
Scenario 1: James is playing with Tom but Tom keeps calling him Jimmy and this makes James really angry. How can James ask Tom not to call him Jimmy?	Take suggestions from the children and draw out the main issues, which are: <ul style="list-style-type: none"> - Be respectful. - Call Tom by his name. - Tell Tom how you feel and why. - Explain what you do want. 	Tom, I feel angry when you call me Jimmy because that is not my name. Please call me by my real name. Please call me James.
Scenario 2: Martin, Joe, Rose and Ruby are all in the same group for PE, but when it comes to clearing away the equipment, Rose leaves it to the rest of her group. They are very annoyed.	What can they say to Rose? <ul style="list-style-type: none"> - Be respectful and use Rose's name. - Use We to continue. - Say how they feel and why. - Say what they need to happen. 	Rose, we are feeling very annoyed because we have to put away the equipment ourselves. We need you to help us.
Scenario 3: Kirsty, Aoife, Alicia, Tammy and Katie are all friends. While Tammy is at the toilet, the teacher asks them to line up in twos. Kirsty asks Alicia to be her partner, and Aoife asks Katie to line up with her. When Tammy comes back, she is annoyed that she has to find a partner.	How should she deal with the situation? What should she say? Remember: <ul style="list-style-type: none"> - Be respectful, so use people's names. - Start with I and say how you feel. - Say why you feel like this. - Say what fair thing you think should happen in future. 	

When you come to the third scenario, work your way through the parts of the message and ask the children to put the parts together to make an I message and to give you their suggestions. Value all responses, and through questioning extend brief suggestions until a meaningful message is developed.

clear messages

Learning activity 4: Clear messages (continued)

And There's More...

Spending time practising I messages is useful for developing confidence and assertiveness. Remember to show the children how to make certain that their **body language** matches what is being said. Remind them to stand up tall, put their shoulders back, keep their head up, and look the person they are speaking to in the eye. **Tone of voice** is also important, so that the message, body language and tone of voice all match.

Practise these with the class to help shy children voice their needs in a way that will be listened to.

What's Happening Here?

Using Resources D and E, cut out the figures and objects so the children can create their own scenarios and demonstrate how to sustain positive relationships. Set guidelines, for example:

- For Resource D, they can use all the characters but only one piece of equipment; or
- For Resource E, they can use as many characters as they wish and one room scene.

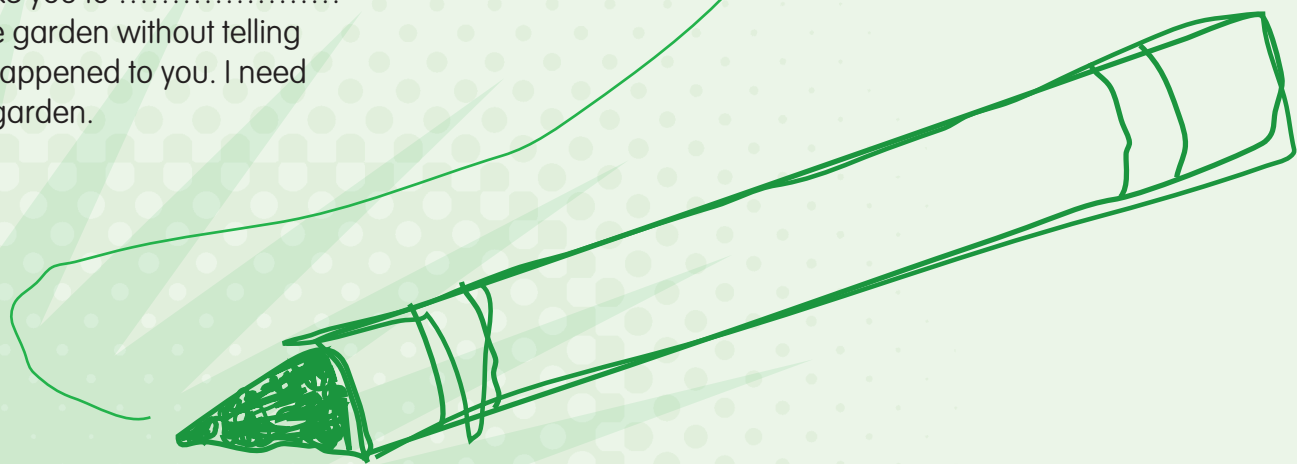
The children can work as individuals, pairs or groups. When the scene has been created, ask:

- **What are the names of the people?**
- **What relation are they to you?**
- **What is happening?**
- **What are they each saying?**
- **What do you think they should be saying?**

Other Suggestions

Always encourage the children to repeat the 'stem' you give as the start of a sentence completion activity, for example I like friends who or What I like doing best in school is Always ensure there are no 'put downs' of self or others in daily contact at school, inside and outside the classroom. Showing respect is at the very core of relationship building. Encourage the children to call each other by their preferred name and replace the phrase I can't with I haven't learned to yet.

Also, encourage the children to deal with situations as they happen, although young children will often do this anyway! Invite parents to use I statements when talking to children. Suggest the format I feel when..... because I would like you to For example, I feel worried when you go out of the garden without telling me because I think something nasty might have happened to you. I need you to come and ask me if you want to leave the garden.



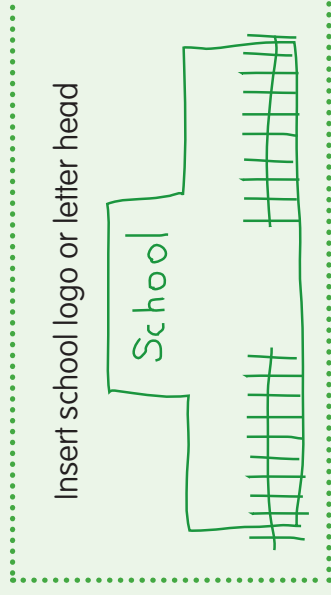
Resource A

Personal Development and Mutual Understanding **Green Unit**

Learning activity 1 : Special to me

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s)/Carer(s),

Our theme for this unit is Getting Along With Others. We will be thinking about people who are special to us and each child will make a booklet. For many children, these special people will have regular contact with your child. For some children, however, a chosen person may no longer be in contact, or perhaps they do not have contact on a regular basis, but they are nevertheless special to your child. For some children who have experienced loss or bereavement through a death, separation or divorce situation, this may be very difficult. Similarly, moving house or to a different country can also be very difficult, and you might like to talk about any of these situations with me. Some children may wish to include a pet, animal or toy as a special 'person', and we would encourage them to do so. Please take time to discuss your child's booklet with her/him and the reasons why the chosen people are special.

Two resources have been designed for home learning in this topic and will be sent home at a later date. Resource B asks that you and your child talk about doing something together that would be special to you both and then together draw a picture or include a photograph and write a few words telling what you did. Resource C asks that together you cut up the cards and put them face down in a pile. As each of you in turn picks up a card, give the name of a person special to you from the group, for example if you turn the 'Relative' card, you might name Uncle Ken as your special relative and say something special that you have done together. Your child may need help to read the word on the card.

I hope you enjoy discussing this unit with your child. If at any time you want any further information, please do not hesitate to contact me.

.....
Class Teacher

Resource B

Personal Development and Mutual Understanding **Green Unit**

Learning activity 1 : Special to me

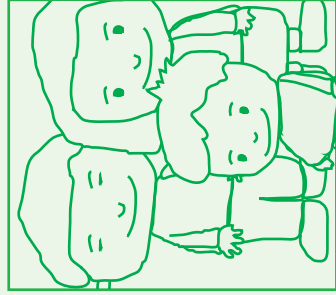
A Special Time Together



Dear Parent(s)/Carer(s),

Please discuss with your child how you could spend some quality time together. If possible, record how you spent your time by taking a photograph or drawing a picture of it. Then, with your son's/daughter's help, write a few sentences telling what you did and how you each felt about the day.

A Special Time Together



This is

Together we

.....
.....
.....
.....
.....
.....

Date

Resource C

Personal Development and Mutual Understanding **Green Unit**

Learning activity 1 : Special to me

Special Cards

Dear Parent(s)/Carer(s)

Please cut up the cards below. Mix them up and stack them in a pile with the words facing down. Take turns to turn a card face up and to name a person connected with the word on the card. Give a reason why the person you have named is special. Your child may need you to help him with the word on the card.



Family	Family	Family	Family
Friend	Friend	Friend	Friend
Relative	Relative	Relative	Relative
School	School	School	School
Community Group	Community Group	Community Group	Community Group
Helps me	Helps me	Helps me	Helps me
Cares for me	Cares for me	Cares for me	Cares for me

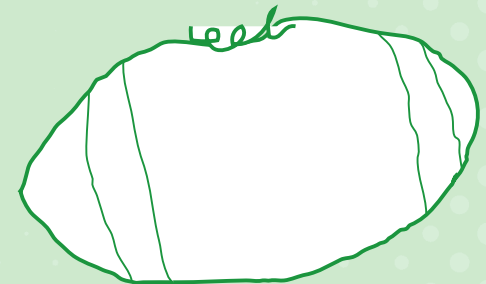
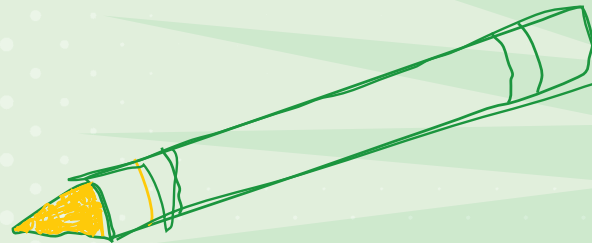
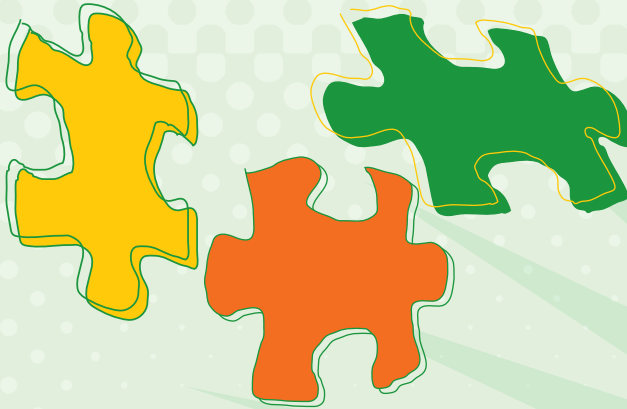
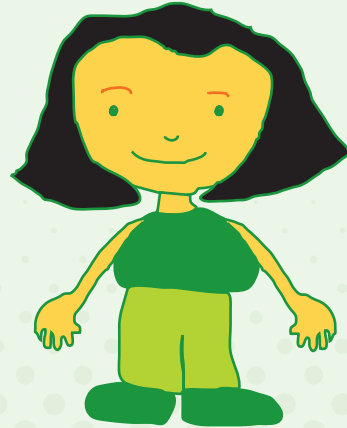
Resource D

Personal Development and Mutual Understanding **Green Unit**

Learning activity 4 : Clear messages

Figures and Accessories



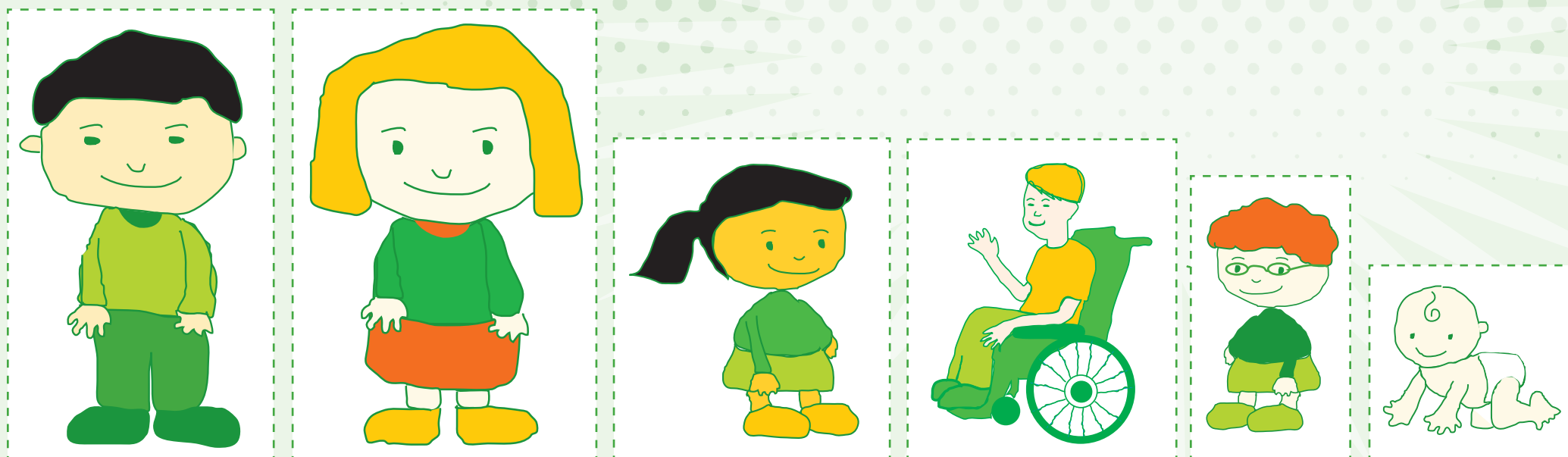


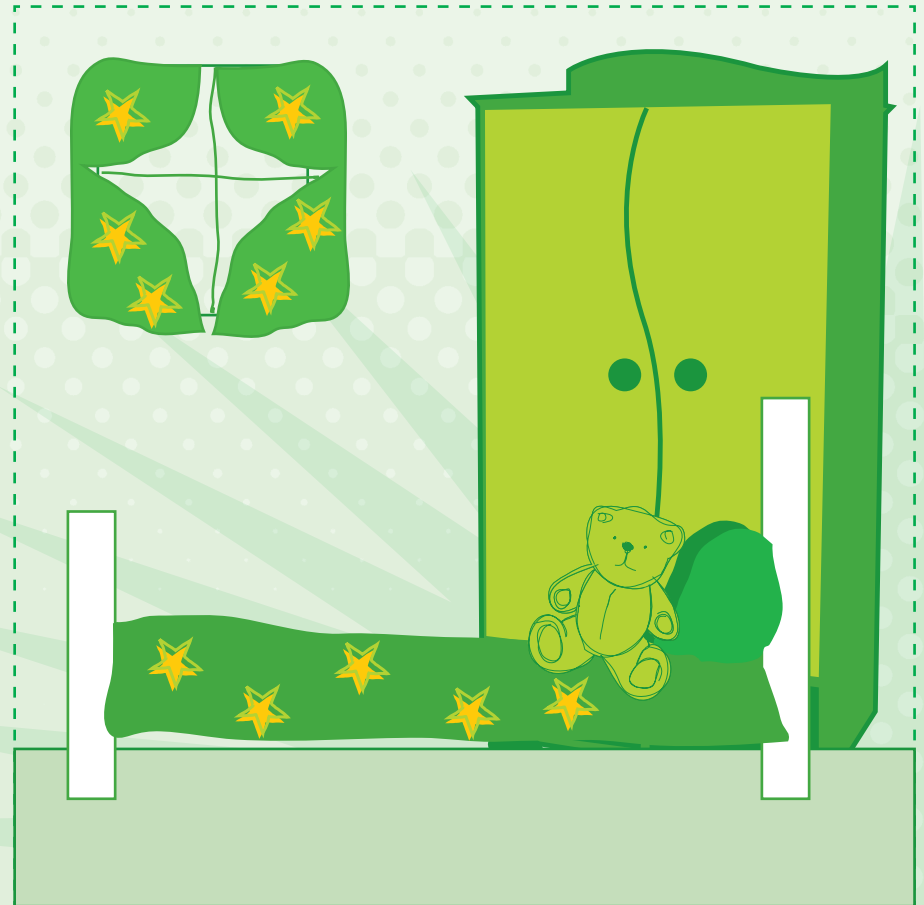
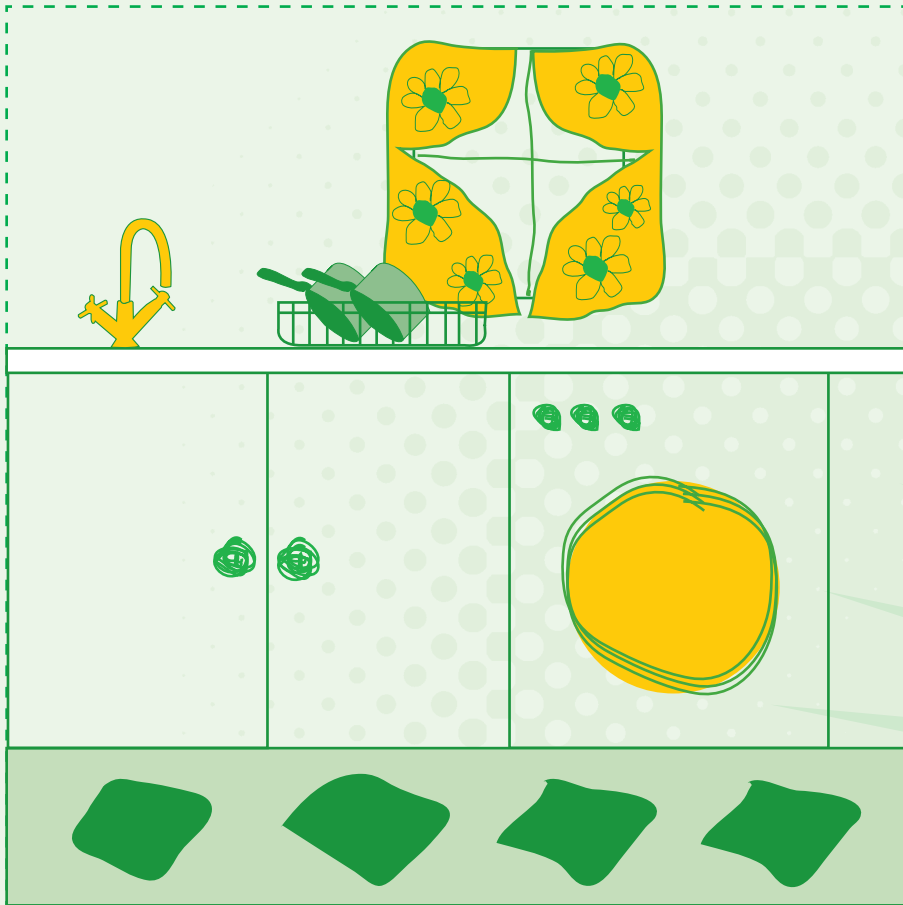
Resource E

Personal Development and Mutual Understanding **Green Unit**

Learning activity 4 : Clear messages

Figures and Scenes





Suggested stories

Butler, M. C. and McNaughton, T.
One Snowy Night
(2004) Little Tiger Press 1 84506030 X

Childs, S. **Alice and Anatole**
(2007) Simon & Schuster 1 41690484 0

Ross, T. **I Want a Friend**
(2007) Harper Collins 9 78000721491 4

Sage, A. **The Lonely Puppy**
(2003) Young Puffin 0 14131543 1

Donaldson, J. et al **A Squash and a Squeeze**
(2003) Macmillan Children's Books
9 78140500477 0

Donaldson, J. **The Snail and the Whale**
(2004) Macmillan Children's Books
9 78033398224 2

Donaldson, J. **The Smartest Giant in Town**
(2003) Macmillan Children's Books
9 78033396396 8

Kerr, J. **The Tiger Who Came to Tea**
(2006) Harper Collins Children's Books
9 78000721599 7

McBratney, S. **Guess How Much I Love You**
(2001) Walker Books Ltd 9 78074458189 8

Wadell, M. **Let's Go Home, Little Bear**
(2005) Walker Books Ltd 9 78184428492 4

Inkpen, M. **Nothing**
(1996) Hodder Children's Books
9 78034065674 7

Fearnley, J. **Billy Tibbles Moves Out**
(2003) Picture Lions 9 78000714334 4

James, S. **Leon and Bob**
(1997) Walker Books Ltd 0 74455491 8

Masurel C. **Two Homes** New Edition
(2002) Walker Books Ltd 0 74458925 8

Browne, A. **Changes**
(2002) Farrar Straus Giroux 0 37441177 8

Bennett, J. Ed
Grandad's Tree: Poems About Families
(2003) Barefoot Books 1 84148541 1

Suggested songs and rhymes

Nicholls, S. **The Handy Band**
(2004) A&C Black. 9 78071366897 1
- 'Friends in the Playground'
- 'Friends'
- 'It's a Good Day'

Hickman, S., Nicholls, S., and Scott, P.
Foundation Stage Music Express
(2003) A&C Black. 9 78071366582 6
- 'Friends in the Middle'

Barratt, S. and Hodge, S. **Tinderbox**
(1982) A&C Black.
- 'Thank You for My Friends'
- 'I've Just Moved Into a New House'

East, H. **The Singing Sack**
(2000) A&C Black. 9 7817365805 7

Suggested additional resources

Byrnes, D. **"Teacher, they called me a ____!": Confronting Prejudice and Discrimination in the Classroom**
(1995) Anti-Defamation League and the Utah State Office of Education
0 88464109 0

www.sapere.net
Community of Enquiry/
Philosophy for Children/
P4C

www.circle-time.co.uk
Circle Time resources

www.puppetsbypost.co.uk
a puppet resource

Sobel, D.
Children's Special Places New Edition
(2002) Wayne State University Press
978-0814330265

www.schoolscouncil.co.uk
the School Councils' website

www.incentiveplus.co.uk
useful resources for
PD&MU

For parachute game ideas, try:
Mosley, J. and Sonnet, H.
Making Waves (2002)
LDA 1 85503357 7

www.nicurriculum.org.uk
for Active Learning and
Teaching Methods

Stanley, S. with Bowkett, S.
But Why? Developing Philosophical Thinking in the Classroom
(2004) Network Educational Press Ltd
1 85539172 4

Mosley, J.
More Quality Circle Time: Evaluating your Practice and Developing Creativity within the Whole School Circle Time Model (1998)
LDA 978-1855032705

