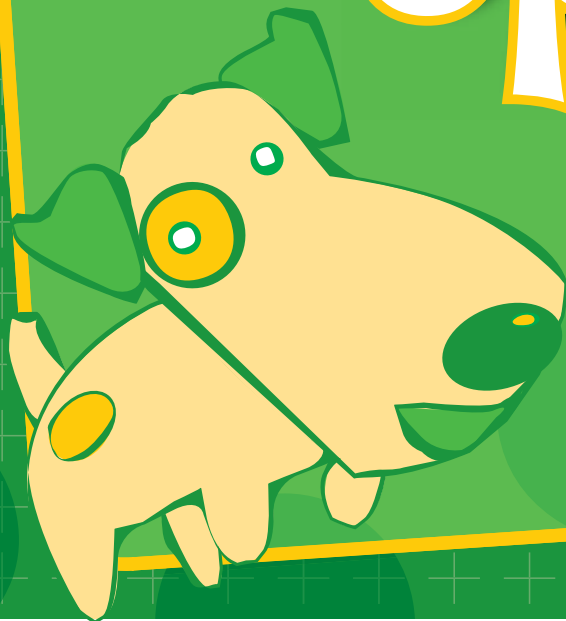


# Ups and Downs



## Initiating, Developing and Sustaining Mutually Satisfying Relationships

The main theme of this unit is developing the skills of listening, empathy and resilience necessary to initiate, develop and sustain mutually satisfying relationships. These skills are continuously developing, even in adults.

Personal Development and Mutual Understanding: Key Stage 2, Year 5  
**Strand 2: Mutual Understanding in the Local and Wider Community**

### Unit 4: Ups and Downs

Complementary Units: Valuing Self and Others  Learning More About Others  Making Good Choices 

**living  
learning  
together**



# Teaching approaches

## Relevant and Skills Based

Remember! Try to make the topic:

- Relevant to your children
- Connected to other curriculum work you are doing
- Skills based, for example, working with others, problem solving, decision-making, self-management etc. and
- Enjoyable

## Think, Pair, Share

Children find it easier to talk about issues when they have had some thinking time and when they can work in pairs before sharing with a group.

## Thumbs Up

Use this method to check the feelings of the group:

**Thumbs up:** agreement and understanding /Yes

**Thumbs down:** No

**Thumbs horizontal and moving up and down:** Not sure

## Personal Journals

These are useful for children to record their fears; hopes; concerns; problems with understanding work; and times when asked to give a personal response to, for example, a story, piece of music, etc. Be sure to agree guidelines for the storage, use and reading of the journals.

## Survey

Use ICT to enable children to interrogate information on how families spend their leisure time. Collect relevant articles from newspapers and magazines to compare findings.



## Key Experiences

in initiating, developing and sustaining  
mutually satisfying relationships

Building on 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.

Working at Key Stage 2

### Initiating, developing and sustaining mutually satisfying relationships:

- recognising the benefits of friends and families;
- finding out about sources of help and support for individuals, families and groups; and
- considering the challenges and issues that can arise at home, at school between friends, and how they can be avoided, lessened, or resolved.

Moving towards Key Stage 3

**Personal Development Key Concept: Relationships**

**Personal Development Key Concept: Self-awareness**

**Home Economics Key Concept: Home and Family Life**

## Progress in learning

- I try to think of ways I can help at home.
- I know that there will be times when I will have problems.
- I know people I can talk to about my problems.
- I discuss my problems with people I trust.
- I ask for advice from others when I need to.
- I have made new friends in school.
- I know a number of my class members better this year.
- I can list personal qualities that I look for in my friends.
- I understand how my actions can make others feel better or worse.
- I recognise when my friends are feeling happy, worried, sad, angry, afraid, lonely and I offer to listen.
- I know how to give and receive compliments.
- I am learning how to see things from someone else's point of view.



Learning intention

**Understand the factors that contribute to mutually satisfying relationships.**

## Planning together

Actively involving children from the beginning to establish a context that matters to them is vital in providing not only a stimulus for the learning but also a reason for future work.

During the planning phase, sit together in a circle and talk with the children about what they are going to learn and the different ways they are going to do it. Share the overall learning intention with the children and ask them to give examples of prior learning and things they already know.

Here is one school's way of involving children in school life - a school council.





# Thinking Skills and Personal Capabilities by the end of Key Stage 2

## Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;

Begin to challenge conventions and assumptions;

Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;

Develop methods for collating and recording information and monitoring progress on a task; and

Have a sense of audience and purpose.

## Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;

Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;

Make and test predictions, examine evidence and make links between possible causes and effects;

Discriminate between fact and opinion and question the reliability of evidence;

Understand more than one point of view;

Examine options and weigh up pros and cons;

Try alternative problem solving solutions and approaches; and

Use different types of questions systematically and with purpose.

## Creativity

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;

Use all the senses to stimulate and contribute to ideas;

Experiment with different modes of thinking;

See opportunities in mistakes and failures;

Learn from and build on own and others' ideas and experiences;

Value other people's ideas;

Experiment with objects and ideas in a playful way;

Make ideas real by experimenting with different ideas, actions and outcomes; and

Begin to develop value judgments about the merits of their work.

## Working with others

Become more independent in social and interpersonal skills;

Work in different roles in a group and take responsibility for appropriate tasks;

Be willing to help others with their learning;

Understand and learn to respond to feedback; and

Work with peers to reach agreements and begin to manage disagreements.

## Self-management

Evaluate what has been learnt and compare approaches with others;

Make links between learning in different contexts;

Become more self-directed by working independently or with a group;

Learn ways to manage own time;

Seek help from a variety of sources;

Work towards personal targets identified individually or jointly with the teachers; and

Be more confident in the knowledge of personal strengths and weaknesses.

# Across the Curriculum: Connecting the learning

Language and Literacy

The World Around Us



Working with others.



Listening attentively  
and sharing opinions.



Learning from and building on  
own and others' experiences.

Words and  
phrases I will  
hear and use

Fairness

Problems  
Empathy

Responsibility  
Respect

Resilience

Guilty

Conscience  
Consequences

# Emotions Divorce

Compromise

Apologise

Relationships

## Learning activities

### Activity 1 How well do we listen?

Reflective listening exercises.

### Activity 2 Practising listening skills

A selection of listening activities.

### Activity 3 Really listening

Continuing to improve our skills.

### Activity 4 How can I help?

Working and playing together in our house.

### Activity 5 Ask the family

Learning about empathy.

### Activity 6 Family and friends

Using scenarios to explore issues that arise at home and at school.





# Learning activity 1: How well do we listen?

## CORE CONCEPT

When someone is concerned or feels strongly about something, they often just want to be listened to. Listening is something we can each grow better at doing. It is also an essential tool for communicating effectively and is key to personal and social development. We need to learn to listen.

## SUGGESTED SUCCESS CRITERION

We will develop and demonstrate good listening skills.

## POINTS TO NOTE

Be sensitive to the needs of those children who are very shy, have hearing difficulties, whose cultures do not encourage eye contact and those who find the interpretation of feelings difficult. Adapt the activities accordingly. 'Listening' means more than hearing. It's about understanding the meaning. And this comes from not only hearing the words people say, but also observing tone of voice, volume and body language used as people speak.

These listening activities (and those in the next two activities) provide a range of ways to develop listening strategies.

They are not intended to be followed sequentially but can be developed throughout the school year as your children's skills develop. Listening strategies can be used across the curriculum.

## WHAT YOU NEED

- Letter to parents (Resource A)
- A large sheet of paper
- Pencil, plastic bag, chalk or markers and chalk/white board
- Any other resources you want children to listen to

## WHAT TO DO

- Sounds I Like
- How Can We Listen Well?
- What Is Listening?
- Hearing or Listening?

## Sounds I Like

**Ask the children to make a list of ten different sounds that they really like**





## How Can We Listen Well?

Ask the children to name some things they need to do in order to listen well to somebody. What do we need to think about?

Write their suggestions on a flip chart. The following should appear among their suggestions:

- facing in the direction of and looking at the person;
- concentrating on what the person is saying and how they might be feeling;
- showing that you're interested;
- asking questions to clarify/learn more; and
- not interrupting until the speaker has finished talking.

## What Is Listening?

Tell the children that the class is going to do a short listening activity and to do this you will ask them to close their eyes and be very still and silent. Ask if they have any questions (if this is their first time to do anything like this, they may need time to become comfortable with it).

Open a window to allow the children to hear the sounds outside. Then read the following slowly and quietly, with pauses where there are ellipses:

**'For the next short while, I'm going to ask you to sit comfortably in your seat with your back straight and your feet flat on the floor. Rest your hands gently on your lap or on your table. Now close your eyes. As you sit with your eyes closed,**

**notice the noises or sounds in this room ... next door ... or in the corridor ... Now notice any sounds or noises coming from outside the building ... sounds close ... or far away ... Now bring your attention back to the sounds in this room ... I'm now going to make some new sounds. Keeping your eyes closed, see if you can identify them ...'**

For example write on the chalk/white board; rustle a plastic bag; drop a pencil onto the table; hum a tune; have some children and adults organised in advance to speak crossly, sadly, questioningly, happily.

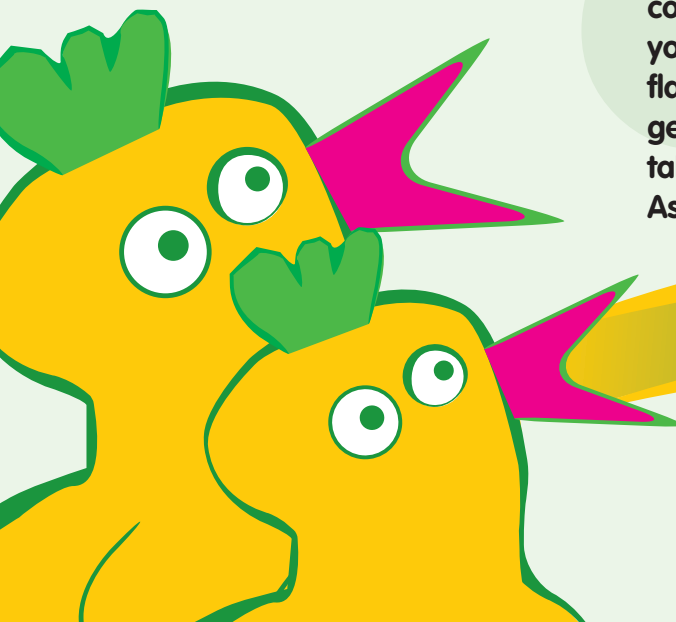
**'I'm finished now, so again, just notice any sounds you can hear in the classroom ... and when you're ready, open your eyes.'**

## Hearing or Listening?

Next, discuss the activity with the children.

- Did you find it easy to hear things?
- Why/why not?
- What did you hear?
- Who did you hear?
- How do you think they were feeling?
- How do you know?
- What is the difference between listening and hearing?
- What can we learn from this about listening to people?

Close the activity by explaining the concept of empathy to them. Empathy is about trying to understand feelings from another person's point of view - we do not need to agree with the other person, but we do need to understand their feelings. And we learn as much, if not more, from a person's tone of voice and body language as from the words they say.



# Learning activity 2: Practising listening skills

## CORE CONCEPT

Listening is a skill we all need to practise.

## SUGGESTED SUCCESS CRITERION

We will develop and demonstrate good listening skills.

## POINTS TO NOTE

Developing good listening skills takes time. If children are to develop good listening skills, all adults in the class must consistently model how to listen well.

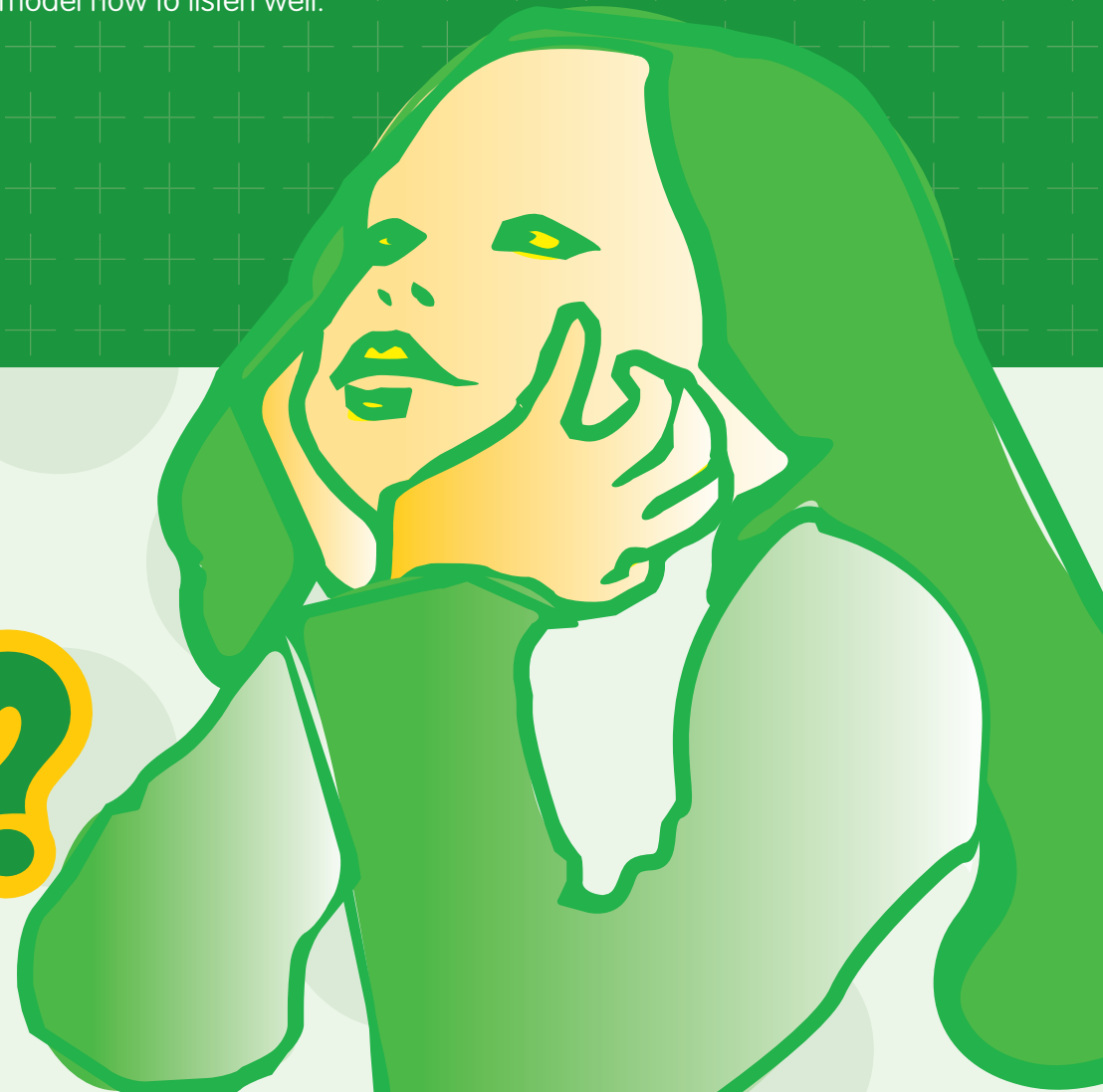
## WHAT YOU NEED

Large sheet of paper/flip chart

## WHAT TO DO

Practising the Skills

are you  
listening?



## Practising The Skills

**Step 1:** Fair pair the children and instruct each pair to agree who will be 'A' and who will be 'B'.

**Step 2:** Gather all the 'B's' and tell them that in this activity you want them to demonstrate bad listening skills (for example, to display ignoring behaviour by turning their face away from the speaker, not looking at them, fidgeting with a pencil or ruler, adjusting their socks, chatting to the person next to them).

**Step 3:** To both A and B groups explain that A will begin talking for one minute (about their holiday, a T.V. programme or a favourite pastime). B is to listen.

**Step 4:** Have the children discuss the role play using the following prompts:  
How did it feel to be ignored?  
Have you ever felt you haven't been listened to?

Discuss with a partner and share with others when you have ever felt ignored.

**Step 5:** Next, ask the pairs to make a list of what we need to do in order to listen well to someone who is talking to us. Remind them that they made a similar list in 'Activity 1'.

**Step 6:** Have each 'A' and 'B' pair repeat the listening exercise, this time using the good-listening skills they named in their list. At the end, B has to tell A what s/he said and suggest how A was feeling. They then reverse roles.

**Step 7:** Afterwards, discuss the activity with the children using the following prompts:  
How did it feel to be listened to?  
Are there benefits to listening well?  
When? Where? How? At home?  
In School?

## Extension Activities

### Chinese Whispers

Sit the children in a circle. Have the first child whisper a sentence to the child on his/her right. Then tell the children to pass the whisper around the circle until it reaches the last child. Ask the last child to say the sentence aloud, and then the first child says the original sentence. Compare the two sentences.

### Sarah Says

This is a non-competitive adaptation of 'Simon Says'. Begin two games simultaneously, each with its own leader. If a child carries out an instruction that has not been preceded with 'Sarah Says', that child transfers to the second game and joins in. There is no elimination, only movement back and forth between two parallel games.

### Listening At Home

Ask the children to observe two adults talking at their house and to talk to family members about the listening skills they have learned.



# Learning activity 3: Really listening

## CORE CONCEPT

When we know how to develop listening skills, we can all continue to improve them.

## SUGGESTED SUCCESS CRITERION

We will develop and demonstrate good listening skills.

## POINTS TO NOTE

Listening well is a difficult concept even for adults. Consider what needs to be adapted for those children in your class from another culture or for those who find interpreting feelings difficult. Children have differing levels of maturity, and this will be reflected in their listening skills. Children will only be able to practise these skills at the simplest level, but you and the classroom's other adults can guide them by consistently modelling these skills. It is an ongoing concept and not just confined to this unit.

## WHAT YOU NEED

- Materials to make a poster (card, paints, pens)
- ICT package, for example, Microsoft Publisher
- Mind Maps
- Helpful and Unhelpful Listening (Resource B)

## WHAT TO DO

- Design a Poster
- Discussion: Good Listening
- Now Practise

**Look**  
**Listen Ask Nod**



## Design a Poster

Remind children of the discussion of good listening suggestions and refer to the list on the flip chart. Fair group the children and using these suggestions, ask the children to design a poster that will remind everyone how to listen in Circle Time, discussions, group work, etc. Keep the suggestions short and no more than five in number. For example, their list might include:

**Look**, at the person who is talking.

**Listen** without interrupting.

**Ask** questions about feelings and facts to make sure you understand.

**Nod** your head or speak quietly to show you understand.

**Check** with the speaker to make sure you have understood what was said, by repeating what you heard in your own words.

## Discussion: Good Listening

Take each of the poster suggestions and explore the detail of the statement in practice, bearing in mind any cultural differences or other problems that may make this difficult for a child in your class. Discuss, for example, how to:

**Look** - How do you look at someone without appearing to stare but to show that the speaker has your full attention?

What should your facial expression be like?

**Listen** - How do you concentrate as well as remember what you want to say back. Practise concentrating on what the other person is saying (not on what you want to say before you forget).

**Ask questions** - What are some good questions to help gain understanding?

**Nod** - How can you nod or say something without being distracting?

**Check** with the speaker

For example, 'You said you felt ..... when .....'. Ask the speaker to confirm or correct your interpretation.

Explain that checking helps the speaker to clarify his/her own feelings and also enables him/her to feel listened to. It is not about taking sides or passing comment. It is about mirroring back the feelings to the facts.

Listening is about being more concerned with what someone else is saying than what you want to say. It is the basis of good relationships, mutual understanding and conflict management.

Display 'Helpful and Unhelpful Listening' (Resource Sheet B) to remind everyone of useful sentence starters when trying to listen well (and also the ones to avoid!)

## Now Practise

Give the children time to think about a situation which they could describe. Ask them to include their feelings during the situation/event. It shouldn't be too personal or be about sensitive family matters. It could be about being lost, seeing someone they really liked and hadn't seen for some time, buying a toy they had saved for or a great family holiday...

Fair pair the children, set a time limit and ask them to take turns to be the listener and speaker, practising the listening skills identified for their poster. This gives them a chance to practise their skills in a non-threatening situation.

# Repeat

# Learning activity 4: How can I help?

## CORE CONCEPT

Families are all different, and their needs are different. But when we respect and consider each other's needs and wants, the daily routines of family life run more smoothly and opportunities for enjoyment are more fair. When we take time to explain our needs and wants, and the problems associated with running a household, it is easier for others to understand and to be helpful. This activity is designed to encourage active participation at home and in the classroom.

## SUGGESTED SUCCESS CRITERION

We will recognise and appreciate our own and others' needs in the family.

## POINTS TO NOTE

Be sensitive about the many different family circumstances that children from your class find themselves in, and be mindful of the different attitudes to family life of those from cultures different from your own. Ask the adults in the room to participate in the activities too, because they can share their own experiences and, when appropriate, changes they have made.

## WHAT YOU NEED

- Letter to Parents (Resource A)
- A Day in the Life of My Family (Resource C)
- Digital camera
- Graph package  
e.g. Information Workshop

## WHAT TO DO

- How We Spend Time in Our Home
- Chores In the Classroom



# Be Helpful

## How We Spend Time In Our Home

Check that the letter has been sent home to parents/carers, which explains the purpose of this unit (Resource A). Explain to the children that every family organises its time differently and that there is no right or wrong way. Then ask them to think about all the jobs that need to be done in their homes, who does them and the time family members spend enjoying themselves.

Next, ask each child to design a record sheet (or use Resource C) that can be used to record how their family members spend their time on one particular day, for example a Tuesday. Whether they use Resource C or their own sheet, discuss the headings to ensure that everyone's understanding of what might fall under each heading is consistent. You might, for example, ask them to list jobs related to the 'Household Chores' heading. Answers might include cooking, cleaning, washing, ironing, etc. Do the same for the 'Leisure' heading, etc..

Then ask the children to work with family members in their home to

record, as accurately as possible, how many hours are spent in each activity. Count travelling to and from school/work as part of time spent at that activity. If some of your children's parents are unemployed, you may consider re-wording this question. It may take your class weeks to complete this activity. Consider giving parents two or three 'Tuesdays' to complete the record sheet.

Next, using a graph package, ask children to compare each family member's responsibilities.

Finally, as a class, discuss what's been learnt using the following prompts:

- What have you learned from doing this task?
- What do you think about the way your family members have divided their time?
- Take one family member, outline one chore that that person does for you and explain why you appreciate it.
- Outline one chore that you do and who appreciates it most and why.

- Do all your family members have a similar amount of leisure time? Should you have? Why? Why not?
- Are all the tasks inside and outside your home fairly distributed? Should they be? How are they distributed?
- How do you think everyone feels about the amounts of time they spend in the various activities?
- What chores could you (or do you) do for yourself, for example packing your bag for school, cleaning your shoes, organising your lunch, etc?

Remind children about the discussion on empathy in Activity 1. This survey, and especially the discussion, helps to develop empathy.

How does your graph compare with the person beside you? What are the similarities? What are the differences?

Be aware of the cultural differences within your class and how these might influence

a family's values and attitudes to the allocation of family roles and responsibilities. Ensure that each child respects another family's right to be different, in words, tone of voice and in body language.

## Chores In The Classroom

Talk about all the chores that need to be done in the classroom:

- How can the chores in the classroom be allocated?
- How does the class think they could be fairly allocated?
- How would the person know they were doing the chore properly (job description)?

Evaluate the decisions after a period of time:

- Does the existing system work?
- What are its strengths? What are its weaknesses?
- Could changes be made to make it better?
- How might the class do this?

You can use a digital camera to record chores being carried out responsibly, ensuring every child appears at least once.

# Learning activity 5: Ask the family

## CORE CONCEPT

It is good to talk and to get to know each other well. When we have an opportunity to explain our thoughts and feelings, we are better able to understand the thoughts and feelings of others and to appreciate what they do for us. Open discussion where all responses are valued helps to develop empathy.

## SUGGESTED SUCCESS CRITERIA

We will identify time spent together as a family.  
We will identify ways in which we can play an active role within our family.

## POINTS TO NOTE

You may feel these activities are of a sensitive nature. If so, adapt them according to your needs and those of your class. The activities are an opportunity for creating links between home and school. They are intended to develop mutual understanding between children and their parents. It is important that you explain the nature of the unit to parent(s)/carer(s). Not every child will be given the same support from home, so they will need extra support from school. While this is an opportunity for children to appreciate the richness of a supportive family, all care must

be taken to ensure that those who do not have as enriching an experience do not feel inferior. Modelling this provides an ideal way for children to learn more about the core concept.

## WHAT YOU NEED

- Completed record sheet showing how family members spend time
- Interview prompt sheet
- Large ball of wool
- Tent pegs (optional)

## WHAT TO DO

- Ask the Family
- Wool Web





## Ask The Family

Place the children in small groups. Then ask them to list questions about their graph's results on a monitored family member (Activity 4) that they'd like the answer to.

As a class, draw up an interview prompt sheet of questions that represent those suggested from all the groups.

Don't make the list too long (about six questions). Questions could explore, for example, how happy the monitored family member is with their role, jobs they enjoy doing and why, jobs they don't like doing and why, how one job might be changed, what difference it would make, and/or jobs they did as a child and what is different now. Why?

Create a space on the interview sheet for the monitored family member to identify two stars and a wish about the results of the survey for their family (two good points and one aspect they would

like changed). Then add questions to encourage the children and parent(s)/carer(s) to discuss what they like doing together and how more time could be spent together.

Questions could include:

- **What would they like to do more of?**
- **How could this be managed?**
- **What would be different?**
- **What would be happening?**
- **What small step could each family member agree on to make it happen?**
- **What might go wrong?**
- **What would you do then?**
- **How will you know that what you have agreed is happening?**
- **How will you celebrate when what you have agreed is working well?**

Finally, send the sheet home with each child to complete with their family member.

## Wool Web

Tell the children beforehand that you will be doing an exercise that allows each member of the class to hear how they are appreciated. Then ask all the adults and children in your class to stand in a circle (and give each a tent peg, if applicable).

Use a ball of wool and wind it around your hand (or tent peg) to help you hold it firmly. With your other hand, throw the ball of wool to someone across the circle saying, **'I am throwing this to (name the person) because I appreciate the way s/he ....'**

The named person catches the wool, winds it around their hand (peg) and throws the rest of the ball across the circle saying,

**'I am throwing this to (name the person) because I like the way she ...'** The named person catches the wool and does the same until everyone in the circle is connected by the wool.

Close the activity by pointing out the interdependent nature of those who work and play together and how we affect each other. If one person lets go of their wool, then the whole web begins to unravel! (NB: If doing this activity outside, you can insert the pegs into the ground and keep the web for others to see.)

# learning activity 6: Family and friends

## CORE CONCEPT

Using relevant scenarios is a good way of encouraging children to be creative, think critically, make decisions, solve problems and communicate effectively while also working in group situations.

## SUGGESTED SUCCESS CRITERIA

We will discuss and recognise appropriate strategies used in a variety of situations. Through listening to others, we will evaluate our own decisions.

## POINTS TO NOTE

These scenarios are only suggestions. For best results, replace them with ones that reflect the needs of your class. Often there are no 'right' answers, but encourage your children to give reasons for their choice of action. Also, remind them to question others respectfully in order to clarify and to reflect if their own original choice needs to be refined

in light of the discussion. There are very close links between this unit and the Blue and Indigo units.

## WHAT YOU NEED

What Would You Do? Scenarios (Resource D)

## WHAT TO DO

Circle Time or Class Discussion

## Circle Time or Class Discussion

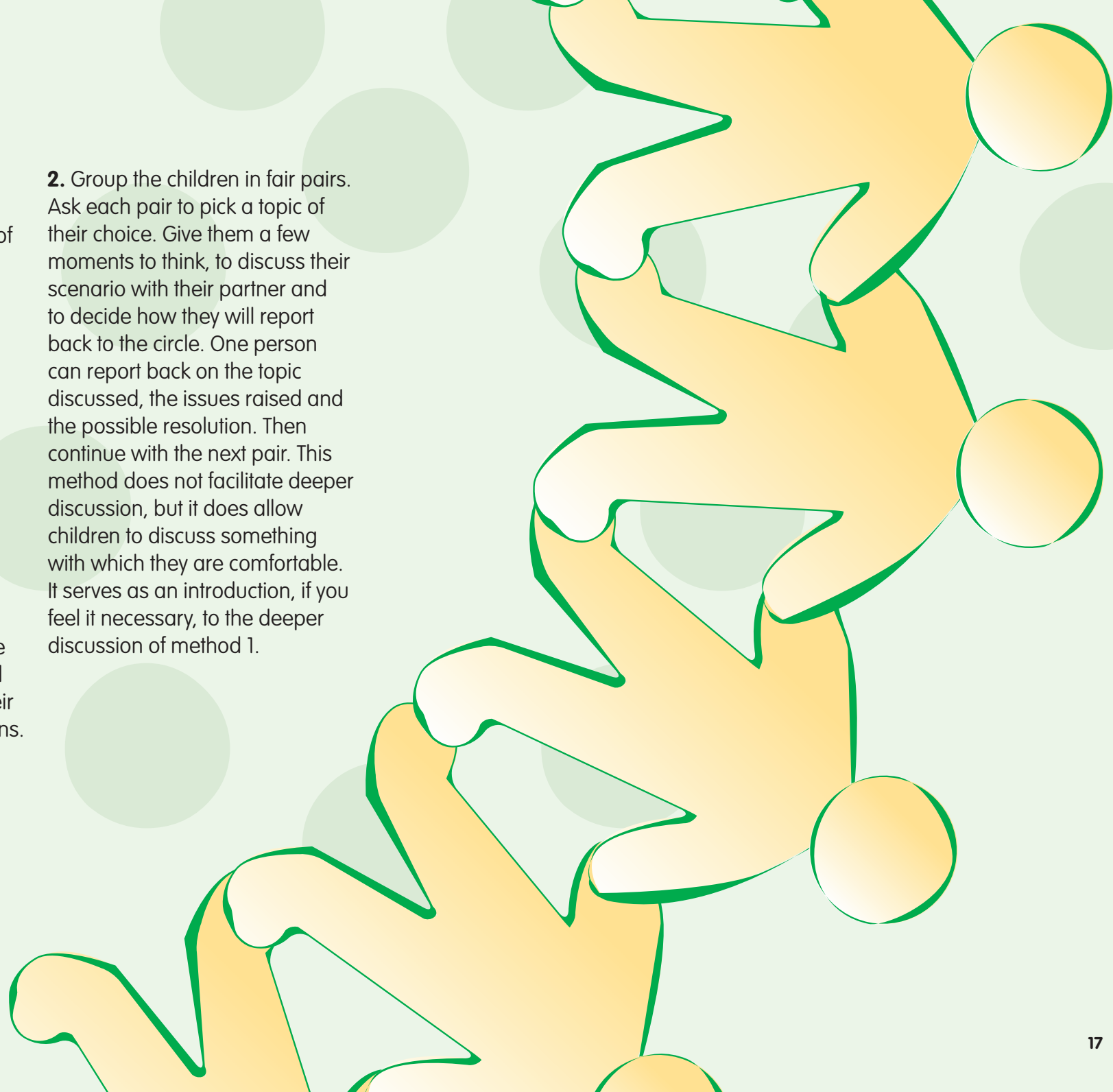
Ask the class to form a circle. The children should either: (1) choose one scenario from the selection for the whole class to discuss and have groups discuss and share their thoughts on that one scenario, or (2) get into pairs, choose a scenario and, after discussion, report back to the circle.



**1.** Offer the whole class three scenarios and decide on which to discuss (for example a show of hands, secret ballot).

Fair pair the children to think through the scenario quietly for a short time and then to discuss with their partner. Ask each pair to decide who will report back and to agree what will be said. Take responses from each pair. As each response is given, encourage others to question for clarification (Am I right in thinking....., Are you saying you would...etc). As the opportunity arises, ask if any pairs who have already spoken think they would now make some changes to their original response. Ask for reasons.

**2.** Group the children in fair pairs. Ask each pair to pick a topic of their choice. Give them a few moments to think, to discuss their scenario with their partner and to decide how they will report back to the circle. One person can report back on the topic discussed, the issues raised and the possible resolution. Then continue with the next pair. This method does not facilitate deeper discussion, but it does allow children to discuss something with which they are comfortable. It serves as an introduction, if you feel it necessary, to the deeper discussion of method 1.



# Resource A

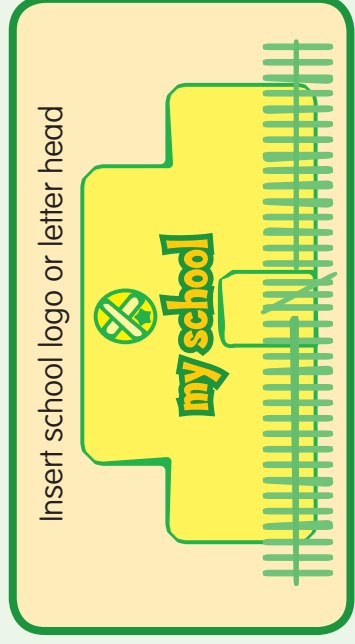
Personal Development and Mutual Understanding **Green Unit**

Learning activity 1 : How well do we listen?

## Letter to Parents







Date .....

**Dear Parent(s)/ Carer(s),**

We are beginning a new unit of work. This unit looks at how we can develop good listening skills. As part of this, we'll be examining how:

- we spend our time at home;
- families work together through the daily routines of family life; and
- every family member needs leisure time.

This is to help us all appreciate the jobs that others do for us and think about those for which we could take greater responsibility.

Your child will be learning some valuable skills, which will help him/her develop good relationships and learn to manage conflicts constructively. Here are some of the things you can do to help your child learn to be a good listener:

- ask about the lessons;
- discuss the steps to being a good listener and practise together;
- share situations that you or other family members have experienced to show good listening skills; and
- find out what is really important to each other.

We are happy to talk you through the topic if you wish.

Best wishes,

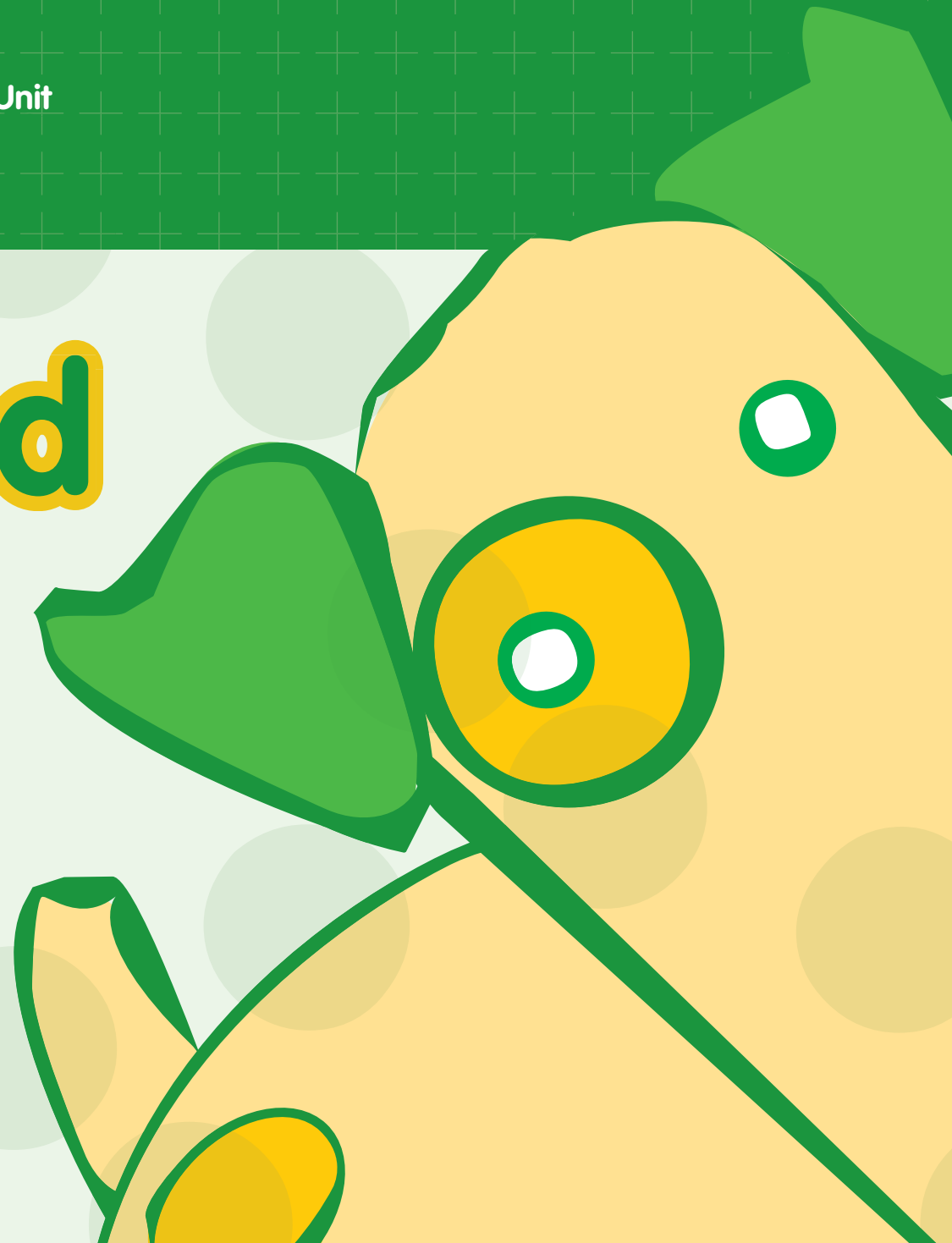
.....  
**Class Teacher**

# Resource B

Personal Development and Mutual Understanding **Green Unit**

Learning activity 3 : Really listening

## Helpful and Unhelpful Listening



## Helpful

These comments help the speaker think clearly.  
They focus on the facts and feelings of the speaker.

**You felt ... about ...**

**Are you saying you ...?**

**You felt really (glad) when ...**

**How did you feel when ...?**

**You sound as if you ...**

**Am I right in thinking ...**

**I didn't understand the bit when you said ...**

## Unhelpful

These comments tell us more about the listener.  
They do not show empathy with the feelings of the speaker.

**Really? I don't agree**

**You shouldn't ...**

**What you need to do is ...**

**When that happened to me I ...**

**Wait until I tell you ...**

**You poor thing ...**

**If you think that's bad, wait until you hear this ...**

# Resource C

Personal Development and Mutual Understanding **Green Unit**

Learning activity 4 : How can I help?

## A Day in the Life of My Family





## A day in the life of my family

(Adjust according to each family's setting)

Day:

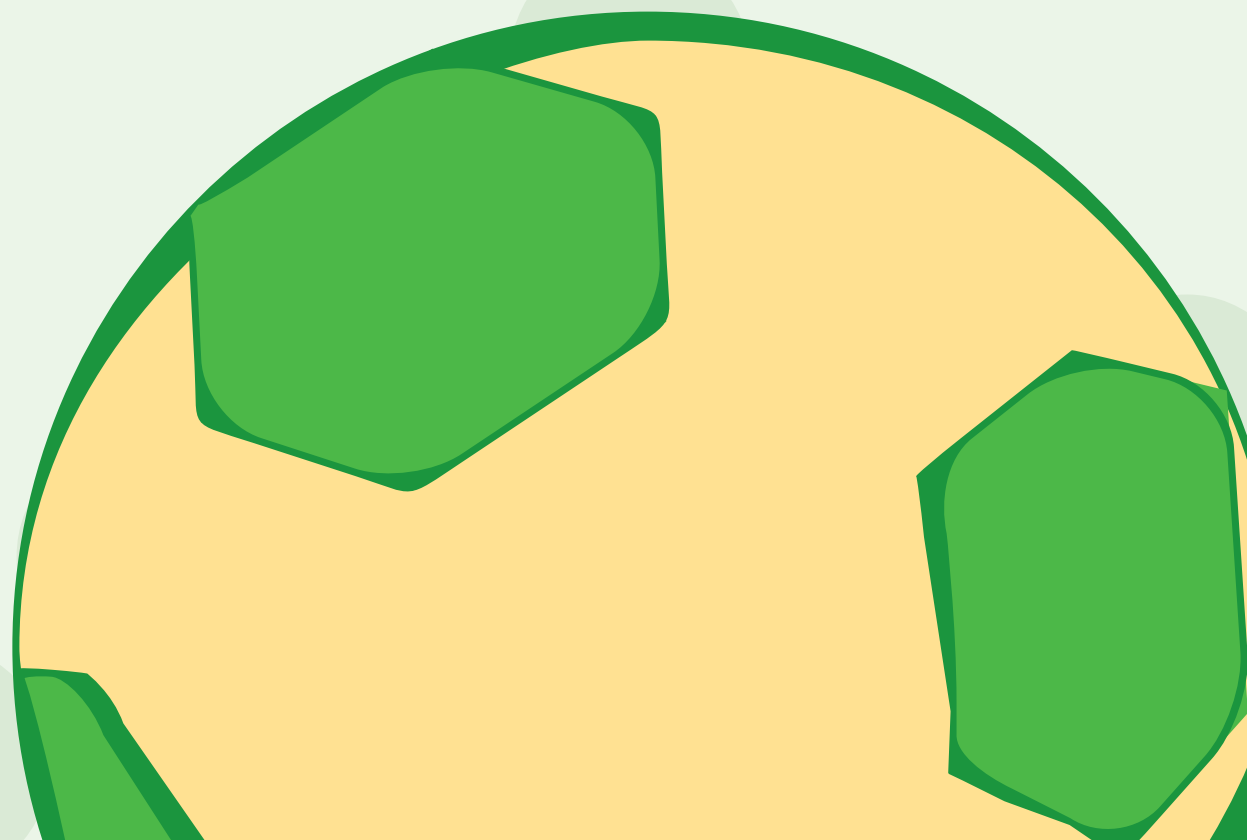
Activity (hours spent)	Adult	Child
Sleeping		
Work/school		
Household Chores		
Outdoor work (home)		
Watching television		
Leisure		
Other activities - please list and give time taken: (for example, walk the dog, shop for Gran, etc.)		

# Resource D

Personal Development and Mutual Understanding **Green Unit**

Learning activity 6 : Family and friends

# What Would You Do?

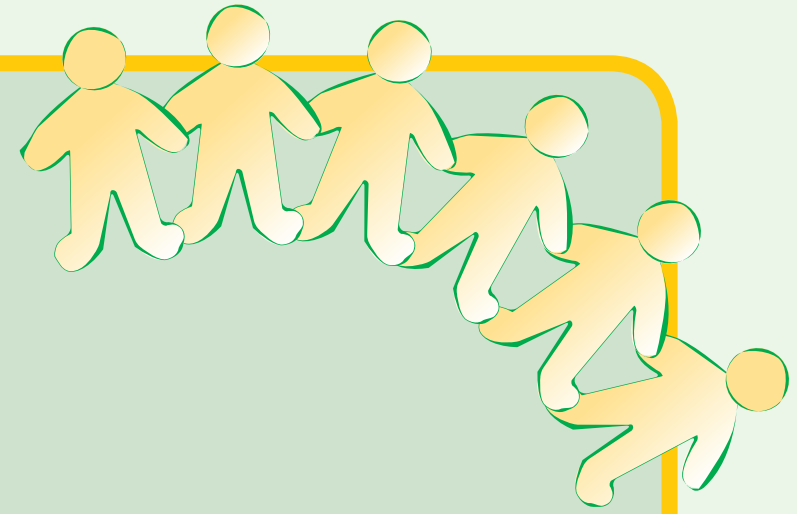


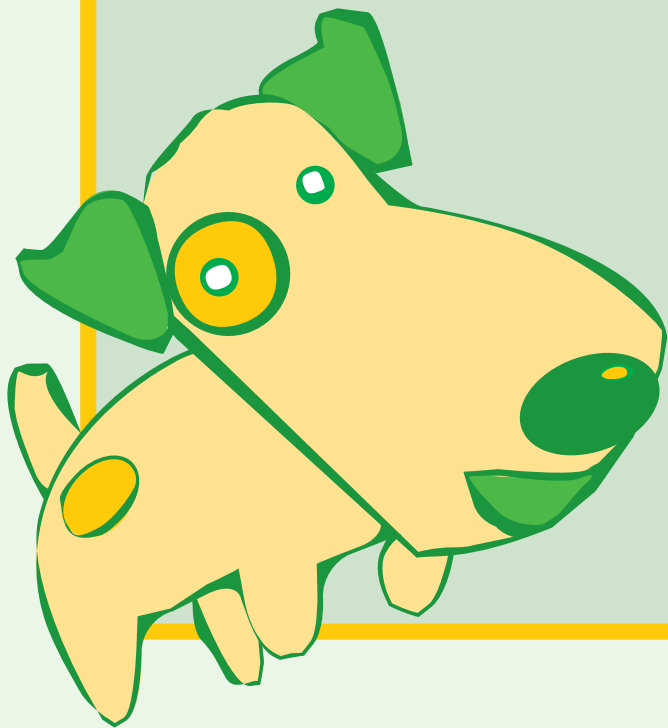
# Scenarios



<p>Your friend has a new toy and you would like to play with it, but he is reluctant to give it to you.</p>	<p>Gran has called to visit. Mum asks you not to go out to play with your friend but to talk to Gran instead.</p>	<p>You have an apple and a bottle of water for break, but your friend has nothing.</p>
<p>You and your friends go for a trial football match (singing test) to see if you are suitable for the school team (choir). They are picked and you are not.</p>	<p>Karen saved up her pocket money for six months to buy an i-pod. She takes it to school and loans it to a friend. At the end of school, she cannot find her friend.</p>	<p>Marian and Claire are working together on a project. Claire hasn't done her part so the project might be late.</p>
<p>You are walking along the road with your friends when you see a boy you know being shouted at and pushed by another boy.</p>	<p>You tell your friend something that happened to you that was quite embarrassing. Your friend tells the others in the class.</p>	<p>Your father has a new job and the family has to move house. You now go to a new school. At break time, the other girls are all playing and chatting together and you are walking out alone into the playground.</p>

notes







## Suggested stories

Bernhard, E. and D. **A Ride on Mother's Back**  
(Gulliver Books: 1996) 0 15200870 5

Gretz, S. **It's Your Turn Roger** (Red Fox: 1996)  
0 09966091 1

Geraghty, P. **The Wonderful Journey**  
(Random House: 1999) 0 0994496 6

McKee, D. **Not Now Bernard**  
(Andersen: 1980) 0 90547871 1

Cole, B. **Two of Everything**  
(Red Fox: 2000) 0 09922062 8

Butler, H. **Stories to Make you Think**  
(Barnabas: 2004) 1 84101202 5

Varley, S. **Badger's Parting Gifts**  
(Harper Trophy: 1992) 0 68811518 7

Northway, J. **Get Lost Laura**  
(Golden Press: 1995) 0 30717520 0

\*Oram, H. and Ross, T. **Second Princess**  
(Picture Lions: 1995) 0 00664412 0

\*Hoffman, M. and Binch, C. **Grace and Family**  
(Frances Lincoln Publishers: 1995) 0 71120869 7

\*Simmonds, P. **Fred**  
(Red Fox: 1987) 0 09926412 9

\* see Primary Values

## Suggested further reading

Mosley, J and Sonnet, H. **101 Games for Social Skills** (LDA: 2003) 1 85503370 4

Thorpe, G. **The Power of Puppets**  
(Positive Press: 2005) 1 90486603 4

Mosley, J and Sonnet, H. **Making Waves**  
(LDA: 2002) 1 85503357 7

Vine, P. **Intergenerational Circle Time**  
(Positive Press: 2005) 0 95454119 7

Goldthorpe, M.  
**Poems for Circle Time and Literacy Hour** (LDA: 1998) 1 85503269 4

Our Mother and Bedtime from Ahlberg, A.  
**Please Mrs Butler: Verses**  
(Puffin Books: 1984) 0 14031494 6

CCEA. **Primary Values**  
(CCEA: 2005) 1 85885337 0

CCEA. **Ideas for Connected Learning**  
(CCEA: 2007) including 'Mighty Me',  
'Journeys', and 'Life in the Recent Past'

## Useful websites

School Councils:  
[www.schoolscouncil.co.uk](http://www.schoolscouncil.co.uk)

Puppets available from  
[www.puppetsbypost.co.uk](http://www.puppetsbypost.co.uk)

Bereavement:  
[www.childbereavement.org.uk](http://www.childbereavement.org.uk)  
[www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

Childline 0800 1111  
[www.childline.org.uk](http://www.childline.org.uk)

[www.niccy.org](http://www.niccy.org)

[www.nspcc.org.uk/kidzone](http://www.nspcc.org.uk/kidzone)

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

Circle Time resources  
[www.circle-time.org.uk](http://www.circle-time.org.uk)

