

## Unit Context



This unit focuses on developing children's self-esteem and the ability to value their individuality by recognising their positive traits and achievements. As they begin to recognise their own qualities, they can begin to set goals for personal development and persevere to achieve them. This has useful links with children's target setting in other areas of the curriculum. The National Curriculum guidelines require pupils to develop skills in Active Citizenship, such as taking part in discussions and contributing to the life of the class and school. Active listening and

the ability to express themselves are life-long skills and form a basis for all of their personal relationships as well as their current and future work. Work in this unit also contributes to pupil participation, and gives children opportunities to make their own contributions to influence decision-making in school. This unit is designed to link with the SEAL Going for Goals materials which focus particularly on setting and working towards individual goals.

## Unit Description

This unit helps children to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task. Children will be introduced to the idea that they will continue to learn throughout their lives. They will be given the opportunity to plan for and learn a new skill, breaking their learning down into small steps and recognising the feelings and challenges they may encounter throughout the process. Through discussion and practice, children will develop their communication and group work skills, such as listening, turn taking, negotiation and co-operation. They will then have the opportunity to carry out one or more group tasks, applying the skills they have learnt and use their understanding of their own strengths and skills to contribute to the process. After each task, they will be given tools to evaluate how their group worked together at the process of completing the task as well as the final results.

## Notes for Staff

In this unit, pupils will be encouraged to think about their own behaviours and how to set and achieve personal goals. They will also work in a variety of group situations and will be encouraged to consider how they relate to others and contribute to a group task. As some children may find these situations uncomfortable, it is important that there are Ground Rules in place so that the children feel 'safe' in these activities. It may therefore be useful to have covered the relevant activities in either BB 1/2 Beginning and Belonging or RR 1/2 Rights, Rules and Responsibilities. Alternatively or additionally, you could help the children to develop a set of Ground Rules specifically for group work during the unit or when reflecting back on it. SEAL Going for Goals also contains some objectives surrounding setting individual learning goals, problem solving and persistence. This unit is intended to address these objectives within a broader context, however it may be useful to refer to this SEAL theme for further ideas and activities.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment.

**Activity 5.1** This activity will enable you to assess whether the children are aware of and able to identify their own skills and strengths and those of others in the class.

**Activities 6.1, 6.2 and 6.3** During these group work tasks, you could observe children to assess their use of various skills. Their Working together self-review checklists will enable you to see whether the children are able to evaluate their own group work tasks.

**Activity 7.1 and 7.2** These activities can be used to assess whether children are able to evaluate their own and others' contributions to a group work task.

## Learning Expectations

### At the end of this unit most pupils will:

- be able to name some of their own strengths and skills.
- be able to identify a new skill to develop.
- understand and practise listening skills, take turns and make clear explanations.
- understand and practise group work skills, including discussion, negotiation and co-operation.
- be aware of how their strengths and skills can be useful in a group.
- be able to evaluate a group work task.

### Some pupils will not have made so much progress and will:

- need support to identify their own strengths and skills.
- know that listening skills and turn taking are important and begin to develop these with support.
- be able to participate in a group work task with support.
- be able to evaluate their own contribution to a group work task.

### Some pupils will have progressed further and will:

- be able to recognise some of their own and others' strengths, skills and emotions.
- be able to talk about the process of developing a new skill.
- be able to evaluate their own and others' communication skills.
- understand the need for compromise in group work
- be aware of how others' strengths and skills can be useful in a group.

## Out of School Learning

In the t-shirt activity (1.3), you could also encourage the children to discuss their t-shirts at home and what other family members' t-shirts would look like if they were to take part in this activity.

As children develop a new skill (learning objective 2), children are likely to need some input from home, therefore it would be a good idea to send a letter to parents/carers about the work you will be doing as part of this unit.

During discussions in Activity 4.2 encourage the children to talk about how they work together at home in a variety of situations.

**SEAL Going for Goals Family Activities (Gold Set)** has some useful activities you may like to encourage the children to use at home such as: *Our dreams*, *Miracle time*, *Learning something new*, *Learning together* and *Planning*.

**SEAL Good to be me Family Activities (Gold Set)** has a useful activity *I'm special and you're special too*.

## Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

In particular in this unit, it is important to be aware of those children who may have low self esteem and therefore find it difficult to identify their own strengths and skills. If the children choose to learn a new skill out of school, it would be helpful if they had support from adults at home, so it may be important to think in advance about children who may find this difficult. This unit addresses the issue of conflict and strategies to deal with it assertively. Some children may feel uncomfortable talking about conflict for a variety of reasons. If you have concerns relating to Child Protection, ensure you follow the correct procedures.

## Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

## Linked Units

**ME 1/2** My Emotions

**FF 1/2** Family and Friends

**BB 1/2** Beginning and Belonging

**RR 1/2** Rights, Rules and Responsibilities

**DC 1/2** Diversity and Communities

**SR 2** Sex & Relationships Education



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## Section A: Recognising and Developing Strengths and Skills

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To recognise & celebrate some of their strengths, emotions, gifts and talents.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>say something special about myself and about other members of my class</li> <li>say something I am good at</li> <li>recognise and value difference and similarity in people's strengths</li> <li>understand how it feels to find something difficult</li> <li>know what to say to help someone who is finding something difficult</li> </ul>	1.1 Ask the children to sit in a circle, leaving one empty space. Play the game <i>I would like... (name) to sit on my left because...</i> Discuss with the children the fact that although there isn't time for everyone to have a turn, actually there are things about each member of the class which are special.	<ul style="list-style-type: none"> <li>You may like to play this game at the beginning of each session so that over time everyone has a turn.</li> </ul>
		1.2 Read the story <b>Happy I'm a Hippo</b> . The hippo complains early in the story that hippos are <i>boring, clumsy and slow</i> . Ask the children to contribute some ideas the hippo has about himself by the end of the story e.g. <i>Hippos can swim; hippos are helpful; hippos can scare other animals; hippos are brave</i> . Ask the children to give examples of when they have felt they would like to be someone else, either famous people or people they know e.g. <i>I wish I could play football like Steven Gerrard; I wish I could play the guitar like my dad; I wish I could swim as well as my auntie; I wish I could sing like my cousin</i> . In Circle Time, pass round a mirror and each child in turn says <i>Mirror, mirror in my hand, tell me why I'm the best in the land</i> and someone in the circle says something positive about that child e.g. <i>You are great at gymnastics; You know loads of times tables; You can run really fast; You are kind when people are upset; You tell good jokes which cheer everyone up</i> .	<ul style="list-style-type: none"> <li>This activity links with the unit <b>ME 1/2 My Emotions</b>, where children are encouraged to recognise some positive qualities they have and recognise positive qualities in others. It also looks at the way in which how we feel can affect how we tackle things.</li> <li>It also links to <b>SEAL Good to be me Year 1/2 (Blue)</b> where children talk about their gifts and talents and things which make them feel proud.</li> <li>For information on <b>Circle Time</b> see the <b>Teaching Guidance</b>.</li> <li>Some children may focus on physical traits such as <i>I wish I had dark hair like my friend</i> or <i>I wish I was as tall as my brother</i>. Accept these suggestions but during the Circle Time activity, encourage children to think about others' strengths and gifts rather than appearance.</li> <li>The book <b>I Want To Be</b> could also be used here to help children think about different qualities they might like to develop as they grow older.</li> </ul>
		1.3 Give each child a T-shirt template and ask them to design a t-shirt which represents themselves. Explain that it must tell others as much as possible about them and be represented through pictures, patterns and colours rather than words. When the t-shirts are finished, you could ask the children to take their t-shirt design to show someone else and ask each other questions about them. Collect the designs in and hold up a few, one at a time, and ask the children to guess who it belongs to. Use this to explore the fact that some of us have things in common but that we are all different and that this is positive.	<ul style="list-style-type: none"> <li>See Resource 1 for <b>T-shirt template</b>.</li> <li>You could ask the children to bring in a white t-shirt from home and then create their design with fabric paints.</li> <li>You could create your own design to give the children the opportunity to find out a little more about you.</li> <li>This activity links to unit <b>DC 1/2 Diversity and Communities</b> which explores the area of identity.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>1.4 Read the book <b>Lucky Socks</b> and ask the children why Kevin was so keen to find his yellow socks on Sports Day. Ask them if anyone has anything lucky which seems to help them. Ask them to talk to a partner about why they think the teacher gave Kevin a medal. As a class, talk about what Kevin did well (<i>He kept going; he never gave up etc</i>) and how he might feel next time he can't find his yellow socks. (<i>He won't mind because he knows he can do well himself</i>). Ask the children to imagine their friend is having a bad day and suggest what they would say to the friend.</p>	
2. To be able to identify and develop a new skill.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>know that we learn as we get older</li> <li>say something new I would like to learn</li> <li>say some feelings I might have while I am learning</li> <li>know some steps I will need to take to learn a new skill</li> </ul>	<p>2.1 In Circle Time, ask the children to complete the sentence stem: <i>When I was a baby I couldn't... but now I can</i>. Give your own example but this time reflecting back to when you were their age e.g. <i>When I was in Year 1, I couldn't drive; when I was in Year 2, I couldn't cook dinner</i>. Talk to the children about the fact that we never stop learning. Give each child a piece of paper divided into three sections and ask them to draw themselves as a baby, how they are now and then as an adult in the future. They might like to draw themselves demonstrating a particular skill now and another skill in a chosen job in the future.</p> <p>2.2 Ask the children to think about themselves in the next class or year group. Ask them what they would like to learn before then and write up some suggestions. Encourage the children to think more broadly than just academic ability; for example they may want to develop a new skill at home (<i>cooking, washing up, washing the car, looking after a pet</i>) or a sports or craft skill. In <b>Circle Time</b>, each child completes the sentence stem <i>I would like to learn...</i> Give each child a circle of paper and ask them to draw themselves demonstrating their skill at the end of the term/year.</p>	<ul style="list-style-type: none"> <li>See Resource 11 <b>Working Together Case Study</b> for an example of how one school challenged the staff to learn new skills too.</li> <li>As the children's new skills are likely to need some input from home, it would be a good idea to send a letter to parents/carers about the work you will be doing as part of this unit.</li> <li>This links with unit <b>SR 2 Sex and Relationships Education</b> which looks at physical capability at different ages.</li> </ul> <ul style="list-style-type: none"> <li>Children may need some guidance here to choose a skill which is realistic and achievable over a few weeks.</li> <li>This Circle Time activity will allow you to ensure each child has a realistic and achievable suggestion.</li> <li>Keep these pictures for use in Activity 2.4</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.3 Read <b>The Magical Bicycle</b> and ask the children about the boy's experience of learning to ride a bike. Ask them some questions: <i>Why is it difficult to learn to ride a bike? How did the boy feel and what might he have said when he was learning?</i> Write down some of the children's suggestions e.g. <i>I'll never do it; Everyone else can ride so why can't I?; He was cross with himself and the bike; He got frustrated.</i> Then ask them what they think his parents and friends might have said to encourage him and write these in Speech Bubbles. Ask the children how the boy felt when he could finally ride the bike. Then ask them what advice he might give to someone else learning. Draw out some key messages which could apply to any new skill you are learning e.g. <i>Keep going; Don't give up; Ask other people to help you; Imagine what it will feel like when you can do it.</i></p> <p>2.4 Tell the children about a time you or someone you know learned a new skill and the steps you had to take. Ask the children to listen carefully and tell you the steps again when you have finished. Write or draw these on the board e.g. <i>Ask someone for help; organise some lessons; practise the skill lots of times; keep going when it's difficult; ask for advice; show someone else you can do it.</i> Give the children a Ladder Template each and ask them to write or draw some steps they will take to achieve their new skill in the spaces in between each rung of the ladder. They can stick their picture from activity 2.2 at the top of the ladder to remind themselves what they are aiming for. They could colour each rung and space when they have achieved that step. Read the class the story <b>Filbert Flies</b> to encourage them as they begin to work on developing their new skill.</p>	<ul style="list-style-type: none"> <li>• See Resource 2 for <a href="#">Speech Bubbles</a>.</li> <li>• You could create a display about the children's new skills they are developing and add these speech bubbles to encourage them.</li> <li>• This could also be done as an interactive display by recording the children's responses electronically.</li> <li>• This activity introduces children to the concept of perseverance and resilience, both key elements in building children's self esteem.</li> </ul> <ul style="list-style-type: none"> <li>• See Resource 3 for <a href="#">Ladder Template</a>.</li> <li>• These ladders could be added to the whole class display.</li> <li>• The children may need some help to identify the steps they will need to take, one at a time. You may want to give an example on the board using your own example to demonstrate to the children how to break their goal down into smaller steps.</li> <li>• <a href="#">SEAL Going for Goals Year 1/2 (Blue)</a> provides activities for helping children break down goals in to smaller steps.</li> </ul>

## Section B: Developing Communication Skills


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>show good listening</li> <li>take turns and understand why this is important</li> <li>explain something clearly to a friend</li> </ul>	3.1 If you have another adult in the classroom, you could model a conversation where one person is demonstrating poor listening skills (e.g. <i>looking the other way, interrupting, looking at their watch, asking questions off the subject, sighing, fidgeting</i> ). Otherwise you could use the Video Clips part 1. Ask the children to be detectives, spotting the ways in which the person is not listening well. Ask them how that might make the person speaking feel. Tell them that the next conversation they see will be with a good listener and ask them to suggest some things the listener might be doing this time. Model a conversation where one person is demonstrating good listening (e.g. <i>giving eye contact, nodding, smiling, asking questions about the subject</i> ), or use the Video Clips part 2. Ask the children to work in pairs, choosing a subject they will enjoy talking about (e.g. <i>my favourite day out, my birthday, my holidays</i> ) and take it in turns to be the listener, demonstrating good listening skills.	<ul style="list-style-type: none"> <li>This links with speaking and listening skills in Literacy.</li> <li>See Resource 4a for <a href="#">Listening Clips</a>.</li> </ul>
		3.2 In <a href="#">Circle Time</a> , use a soft ball and take it in turns to roll it to each other, completing a sentence stem such as <i>My favourite food is...; my favourite TV programme is...; my favourite sport is... etc.</i> Ask them what might happen if they tried this game with children at nursery? Discuss why turn-taking is such an important skill to develop and how it helps us to work well together.	
		3.3 Read <b>The Sand Tray</b> or another story which addresses the issue of sharing/turn taking and discuss with the children how each character is feeling at the end of the story. Tell the children that we are going to imagine we are the characters in the story. Ask the children to suggest what the characters might say and do instead at the point where Mrs. Smith and Kylie come over to join the boys. Take a few suggestions and then ask the children in groups of four to role play the scenario, taking the role of one character each but this time all the characters end up feeling happy.	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for <a href="#">Role Play</a>.</li> <li>The children may already be familiar with this book as it is also used in the Foundation Stage Unit <b>ME F My Emotions</b> to explore the feelings of the different characters.</li> </ul>


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.4 Put the word <i>Explaining</i> on the board and ask the children what it means or to give some examples. <i>e.g. Telling somebody how something works; talking about why you did something; the teacher explains the homework; the football coach explains the rules.</i></p> <p>Show the children the Video Clips part 3 of someone explaining something badly. Ask the children to watch and listen carefully and think what the person explaining did wrong. (<i>e.g. They spoke too quickly; they used long words; they didn't use the model; they mixed up the order; you still don't know what to do</i>) Next show them a good explanation, Video Clips part 4, and ask the children what the differences were (<i>e.g. They used pictures; they showed how to do it; they checked the person understood</i>). Ask the children to brainstorm some of the games they play in the playground and write these suggestions on the board. Ask the children to practise explaining how to play these in pairs, using pictures and demonstration where necessary.</p>	<ul style="list-style-type: none"> <li>Children may need some support to define <i>explaining</i> and you may need to give some examples of when it might be used.</li> <li>See Resource 4b for <i>Explanations Clips</i> or you may wish to demonstrate these yourself. If you are using the video clips, ask the children to focus on the process of explaining rather than the recipe!</li> <li>This links with explanations and instructions in Literacy.</li> <li>For information on brainstorming, see <i>Discussion Approaches</i> in the <b>Teaching Guidance</b>.</li> </ul>



## Section C: Developing Group Work Skills

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>know why it is good to work together sometimes</li> <li>talk with others to make a decision as a group</li> <li>recognise others' views</li> <li>know it's OK to change my mind</li> <li>say some ways I might sort out a disagreement</li> <li>know how I might speak to someone to persuade them of an idea</li> </ul>	4.1 Play a range of games with your class which encourage cooperation, for example: <ol style="list-style-type: none"> <li>Sit the children in a circle, with their legs out straight in front and their arms behind their backs. Place a soft ball on the first child's lap and ask the children to move it all the way round the circle without using their hands.</li> <li>Ask the children to stand in a circle, holding hands. Place a large P.E. hoop linked to the chain, resting on one child's arm. Ask the children to move the hoop around the circle without letting go of each others' hands.</li> <li>A parachute game where the children work in teams, for example lifting the parachute up and down to 'bounce' a beanbag off one side of the parachute to score a goal.</li> <li>Choose 4 or 5 colours of sticky dot and put one on each child's back. Ask them to organise themselves into groups according to the colour they have on their back, without touching anyone or using their voice.</li> </ol>	<ul style="list-style-type: none"> <li>For further ideas on parachute games which develop team-building skills, see <b>Making Waves</b> (see <b>Resources to support this unit</b>).</li> <li>You could time activities a, b and d and then challenge the children to improve their timing next time they play.</li> <li>Raccoon Circle activities could be used here as they support the development of a range of skills and attitudes, in particular in relation to team work and problem solving. A book of these activities is listed under the resources at the end of this unit and is available from the Cambridgeshire PSHE Service.</li> </ul>
		4.2 Read a story of a group which co-operates on a task, for example <b>The Giant Jam Sandwich</b> or <b>The Enormous Turnip</b> . Ask the children what would have happened if only one person had helped. Ask them to think about what sort of activities they can do by themselves and which need a group. Sort these on the Activities resource and add in the children's suggestions. Discuss the advantages and disadvantages of involving other people in an activity. Discuss with the children why a class or school relies on group work and not just thinking of your own needs <i>e.g. If we didn't think of others...not everyone would get a turn on the climbing frame; our class would always be first for lunch; the same person would do all the jobs.</i>	<ul style="list-style-type: none"> <li>See Resource 5 for <b>Activities</b>.</li> <li>There are links here with the units <b>BB 1/2 Beginning and Belonging</b> and <b>RR 1/2 Rights, Rules and Responsibilities</b> and children working together to develop and sustain class rules and charters.</li> <li>You could link this with the children's home situations too, discussing the need for adults and children to work together so that everyone in the family is able to have a fair choice. The children may wish to give examples <i>e.g. My big brother washes up while my mum reads me a bedtime story; I am in charge of keeping my bedroom tidy and my dad is in charge of Hoovering.</i></li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3 Read the first paragraph of Case Studies, Case Study 1 (up to the dotted line), and ask the children what might happen next. They will be able to see that either Alex and Maya will fall out, one will give in, or they will agree a way that both children will get to do their chosen activity. Ask them which Alex and Maya would choose on a good day? (negotiation and compromise). Ask them what might stop them from doing this? (e.g. <i>One of them is having a bad day; one of them is used to everyone listening to them; one of them is a quieter character</i>). Read the second paragraph so that they can see how a peaceful outcome is achieved. Organise the children into pairs and give them a situation to role play similar to the Alex and Maya example. You could invent one relevant to your class or use one of the examples given in Scenarios. Ask the pairs to role play a conversation between the two people, remembering that you really don't want to give in to the other person.</p> <p>4.4 Read Case Studies, Case Study 2, and ask the children what they think will happen next. Discuss the idea that usually the adult in the situation will make the final decision. Ask them what might make the adult more likely to decide quickly without listening to the child e.g. <i>If you are rude to them; if you are using a whiney voice; if you get angry or shout</i>. Then ask them what might make the adult listen more carefully to you e.g. <i>If you listen to their opinions; if you talk politely; if you suggest something good might happen for them or the whole family</i>. As in activity 4.3, give the children a scenario and ask them to role play in pairs what might happen if they use some positive ways to make the adult listen carefully.</p> <p>4.5 Show the children Donkeys and ask them what message it is giving. Ask the children to re-illustrate the idea using a different animal or people – the reward might be food or it might be something else.</p>	<ul style="list-style-type: none"> <li>See Resource 6 for <a href="#">Case Studies</a>.</li> <li>See Resource 7 for <a href="#">Scenarios</a> about situations where people need to reach a compromise, e.g. <i>You and your sister/brother are allowed to choose a treat on Saturday morning for getting good school reports. Person A (you) wants to go swimming and Person B (your sister/brother) wants to bake cakes at home.</i></li> <li>There are links here with <a href="#">SEAL Getting On and Falling Out Year 1/2 (Blue)</a>, which may be useful if you need to do some work on conflict resolution with your class before moving on to negotiation skills. This also links to unit <b>FF 1/2 Family and Friends</b>.</li> </ul> <ul style="list-style-type: none"> <li>See Resource 6 for <a href="#">Case Studies</a>.</li> <li> Some children may be reluctant to talk about conflicts of opinion in their home and feel uncomfortable about this activity for a variety of reasons. Therefore a case study is used here rather than asking the children to give examples. Parents may need to be reassured that you are exploring group work skills, which may include the need for assertiveness at times but that this does not mean you are encouraging children to challenge their parents/carers rudely.</li> <li>See Resource 7 for <a href="#">Scenarios</a>.</li> </ul> <ul style="list-style-type: none"> <li>See Resource 8 for <a href="#">Donkeys</a>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To be aware of how my skills and strengths can be useful in a group.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>know some of my strengths and skills</li> <li>know that my strengths and skills can be useful in a group or class</li> <li>know that everyone has different strengths and how that helps in a group situation</li> <li>share and talk about our skills as a class</li> </ul>	5.1 Show the children the first picture on Lions and ask them to contribute words and phrases about lions' characters, strengths and abilities. Record these around the picture of the lion. Read <b>The Lion Who Wanted to Love</b> and then show them the second picture on Lions. Ask them to record the strengths of Leo and then compare them with their first thoughts about lions. Draw out the message that everyone has different strengths and skills and that these may not be what everyone else expects us to have. Remind the children of the work carried out on personal skills under learning objectives 1 and 2. Ask the children to draw around one hand (or use a handprint they have made earlier using a light coloured paint) and write or draw one skill or strength they have on each finger and the thumb of the paper hand. Encourage the children to talk to each other while they make these, and to suggest to each other skills and strengths which they may not have considered. <b>A</b>	<ul style="list-style-type: none"> <li>See Resource 9 for <b>Lions</b>.</li> <li>If you regularly run a <b>Special Day</b> session, you could use some of these lists about the children to give them some ideas. Further information on this can be found in the <b>Teaching Guidance</b>.</li> <li>You could extend this activity by discussing with the children which skills and strengths are particularly useful within a group or class situation.</li> <li> You will need to be aware of those children who may have a low self-esteem and support them in being positive about themselves and their skills and abilities.</li> </ul>
		5.2 In Circle Time, ask the children to imagine that an alien has landed on Earth and wants to know how humans are different from animals. Ask them to suggest to you as many different skills as they can which only humans have, completing the sentence stem <i>We can ...</i> Ask the children to talk to a partner about all the skills they have already used today <i>e.g. I asked my mum for breakfast; I brushed my teeth; I cycled to school; I answered the register; I did some maths; I listened in assembly; I talked to my friend about the weekend etc.</i>	<ul style="list-style-type: none"> <li>For <b>Circle Time</b>, see the <b>Teaching Guidance</b>.</li> </ul>
		5.3 Take a photo of each class member's face and print the photos out on to paper. Give each child their photo and a piece of card cut as a jigsaw puzzle piece. Ask the children to stick their photo on one side of the puzzle piece, and to draw one of their skills or abilities on the other side. You can then ask the children to piece the puzzle together to show first all their faces and then the other side with all their skills. Talk with the children about how we all bring something different to the class and all our skills are useful and valuable.	<ul style="list-style-type: none"> <li>If you wish, you could laminate each piece and then leave the puzzle in the classroom for children to play with at other times.</li> </ul>
		5.4 Read <b>The Little Red Hen</b> and ask the children to suggest how the other animals felt at the end of the story and whether they might do anything differently next time they are asked to help. Give the children a story template and ask them to work in groups of four to re-write the story, changing it so that this time everyone agrees to help the little red hen.	<ul style="list-style-type: none"> <li>This is a useful activity to observe the children's group work skills. However, if you do not have sufficient time for re-writing the whole story, you could ask the children to draw a picture of an alternative ending to the story (<i>i.e. All the animals enjoying the bread together</i>).</li> <li>You could link this to work in Literacy on traditional stories.</li> </ul>

## Section D: Applying Communication and Group Work Skills

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To apply communication and group work skills in a real situation.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>use my skills to work in a group</li> <li>think about how our group worked together</li> </ul>	<p>6.1 Divide the children into groups of four or five. Explain to them that each group will be given an animal and they will have to persuade the other groups that their animal is the best in the world. Explain that you will be looking out for groups which work well together. Ask the children to suggest what their groups will need to do to work well together <i>e.g. We will need to listen to each other; we will need to take it in turns to speak or write; we will speak politely; you might not agree with everyone but that's OK</i>. Tell the children they will need to feed back their ideas to the class and decide who will do that or if everyone will have a turn to speak. Allow each group to feed back and then at the end each child completes a Voting slip for the group they thought were most persuasive. Help them to complete a Working together self-review checklist in their groups, writing <i>Animals</i> at the top so that they can remember which task it refers to. <b>A</b></p>	<ul style="list-style-type: none"> <li>You could use a <b>Group Mixing</b> activity here – see the <b>Teaching Guidance</b>.</li> <li>You may want to remind the children about some of the activities from Learning Objectives 3 and 4 as a prompt here, or to start by asking them what you will not want to see happening during their group task (<i>e.g. everyone talking at the same time; somebody being very bossy</i>)</li> <li>See Resource 10 for <b>Voting slip</b>. The children may be tempted to vote for their favourite animal, but encourage them to vote according to the most persuasive group.</li> <li>Introducing children to the concept of voting links with the unit <b>RR 1/2 Rights, Rules and Responsibilities</b>. There may also be links with the work of the school council.</li> <li>The <b>SEAL Working together self-review checklist</b> is available as Resource 12.</li> </ul>
		<p>6.2 Choose a class or school event to plan for <i>e.g. a class end of term party; a games session for the Reception class; a religious or cultural celebration</i>. Ask the children what the 'ingredients' might be for your particular event, <i>e.g. food, games, decorations, invitations, time, day, place, who will be invited</i>. Give each small group of children some large sheets of paper and ask them to work together to plan the event using drawing and writing. Remind them that you will be looking for the group working together – listening, taking turns etc. Ask them to decide in their group who will be responsible for each part of organising the event, reminding them that some people will be better at some jobs than others. Remind them to ensure everyone in their group has a job and that their name is written by that part of the planning. Ask each group to choose someone to speak about their planning, allowing others to add detail. Help each team to complete a Working together self-review checklist in their groups, writing <i>e.g. Party Planning</i> at the top so that they can remember which task it refers to. <b>A</b></p>	<ul style="list-style-type: none"> <li>These events have been suggested as the children are likely to be more motivated to plan for something they will actually enjoy in the future. However, if this is not appropriate, you could ask them to plan an imaginary event <i>e.g. a birthday party</i></li> <li>You could collect in the planning sheets and combine the ideas to produce one class plan for the event. You could then present this to the class and ask them to suggest people to belong to the different teams <i>e.g. good artists might do the decorations; good writers might write invitations; good sports people might decide on some games; good cooks might suggest food</i>. After the event you could ask each team to evaluate their part of the task and suggest ways they might improve next time.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.3 Ask the class to look around the classroom and contribute suggestions of what a Year 1/Year 2 classroom needs to have, based on what they can see around them <i>e.g. tables, chairs, carpet space, books, cupboards, computers, sink etc.</i> Give each group a blank outline of the shape of your classroom (including the window and doors) and some coloured sticky paper and ask them to use the coloured paper to represent different bits of furniture etc. around the classroom. They will need to work as a group to design what they think would be their ideal classroom. Each group must ensure that the classroom has what it needs but they can also add extra ideas contributed by the group. Choose a member of the group to present their suggested design to the class. Help each team to complete a <i>Working together self-review checklist</i> in their groups, writing <i>e.g. Classroom</i> at the top so that they can remember which task it refers to. <b>A</b></p>	<ul style="list-style-type: none"> <li>This activity could be done electronically. An interactive tool for designing a classroom can be found at <a href="http://ngfl.northumberland.gov.uk/ict/default.htm">http://ngfl.northumberland.gov.uk/ict/default.htm</a> and choose <i>Graphical Modelling</i>. Although designed for older children, the <i>Empty Classroom</i> layout is suitable for Year 1/Year 2 as it simply involves dragging and dropping items on to the classroom plan.</li> </ul>

## Section E: Evaluating Communication and Group Work Skills

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To be able to state some things they did well in a group task and some things they would like to do better at next time.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>say what my group did well</li> <li>say what my group could do better at next time</li> </ul>	<p>7.1 Summarise the four questions from the Working together self-review checklist (either choose Year 1 or Year 2) on the board as <i>Everyone felt ok; taking turns; listening to each other; making decisions together</i>. Ask the children to look back at their <i>Working together self-review checklists</i> in their groups and choose one which they usually put a smiley face next to and one which had a sad or straight face which they could work on more next time. Ask them to summarise this on a piece of paper by completing the two sentence stems <i>Our group was good at...; our group needs to work more on...</i> and then feed this back to the whole class. <b>A</b></p>	<ul style="list-style-type: none"> <li>See Resource 12 for <a href="#">Working together self-review checklist</a>.</li> <li>You might be able to spot a trend across the whole class e.g. <i>most groups were very good at turn taking, but seemed to find making decisions difficult</i>. You could then work on developing this skill through further work across the curriculum.</li> </ul>
		<p>7.2 Set the class a challenge to complete in their teams such as:</p> <ul style="list-style-type: none"> <li>Build as tall a tower as you can out of lego;</li> <li>Using two hoops as boats, get your whole team from one end of the hall to the other (if you step on the floor outside the hoop your team loses);</li> <li>Give each child a numbered card and ask them to organise themselves on a chalk line without talking (no-one is allowed to step on the ground).</li> </ul> <p>After the challenge, ask the children if their group changed anything part way through because of what they saw another group doing. Ask them too if they would do the challenge differently if they had to do it again. <b>A</b></p>	<ul style="list-style-type: none"> <li>Raccoon Circle activities could be used here as they support the development of a range of skills and attitudes, in particular in relation to team work and problem solving. A book of these activities is listed under the resources at the end of this unit and is available from the Cambridgeshire PSHE Service.</li> </ul>
		<p>7.3 Read the story <b>Pumpkin Soup</b>. Ask the children how the animals demonstrated group work skills at the beginning of the story, e.g. <i>They all have a different job; they are good at different things so the soup tastes good; they are happy</i>. Discuss why everything went wrong for the animals after that, e.g. <i>They didn't let duck try stirring; they were selfish; they got cross; cat got hurt</i>. Ask the children to work in small groups or pairs and assign one of the animals to each pair/group (cat, squirrel, duck). Remind them of what each character did and said from the point where the duck said <i>'Today it's my turn to stir the soup'</i> until the duck left. Ask them to suggest things their animal could have done or said differently to make sure the group continued to work together well. Ask the children to share their suggestions with the class. Look again at the last page where duck stirred and ask the children to suggest reasons why the other animals 'didn't say a word', e.g. <i>They liked him; it didn't matter if he spilt it because they were back together</i>. Ask the children what sort of things the animals might say if they did decide to speak to the duck, e.g. <i>It's nice to have you back; Shall we help you to learn how to stir; Thank you for helping; Our soup was not very nice when you weren't here</i>.</p>	<ul style="list-style-type: none"> <li>It is important to help the children reflect on the fact that all the characters could have acted and spoken differently, even the duck who ends up being left out. This may help them to consider how they would approach a similar situation assertively but kindly.</li> </ul>



## Section F - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To understand what I have learned and to be able to share it with others.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>say what I have learned</li> <li>share my ideas with others</li> </ul>	8.1 Ask the children in Circle Time to complete a range of sentence stems such as: <ul style="list-style-type: none"> <li><i>I am good at ...</i></li> <li><i>To work well in a group, it is important to...</i></li> <li><i>A good listener always ...</i></li> <li><i>When we worked in a group, I was good at...</i></li> </ul>	
		8.2 Use the activities from 2.2 and 2.4 and choose one or two confident children to interview about their experiences of learning a new skill. You could ask questions such as <i>How did you feel when you first started learning the new skill? Tell us about any mistakes you made. Did you ever feel like giving up? Did anyone help you to learn? What did they say or do to help you? Are you better at the skill than when you first started?</i> Put the children in pairs and ask them to tell each other about their experiences of learning the new skill. Encourage the children to share any problems or if they didn't succeed, as well as the positives. Use a couple of examples from your own or a friend's life to tell the children about – one where you were successful and one where you weren't.	<ul style="list-style-type: none"> <li>It is important for children to recognise that they may not always be successful in learning new skills and to know how they might cope with the feelings which may accompany this. They also need to talk about how they might maximise their chances of success e.g. <i>Get someone to help you; keep trying; don't give up when it gets difficult.</i></li> </ul>
		8.3 Show the children a picture of a child and tell them that this child has good friends and works well at school. He is a good listener and works well in a group. Ask them to suggest the sort of things they might see him doing e.g. <i>He takes it in turns; he looks at people when they are talking to him; he asks good questions to find out more; he explains things well.</i> Talk to the children about the fact that it is difficult to remember to do all of these things all the time which is why we need to keep reminding ourselves and learn from our mistakes instead of getting cross with ourselves or others.	

## Resources to Support this Unit

The following resources are included in the WT 1/2 Resource Pack linked to this unit:

1. T-shirt template
2. Speech Bubbles
3. Ladder
4. Video clips:
  - a) Listening Clips
  - b) Explanations Clips
5. Activities
6. Case Studies
7. Scenarios
8. Donkeys
9. Lions
10. Voting slip
11. Working Together Case Study
12. SEAL Working Together self review checklist

These resources are directly referenced within this unit:

**Happy I'm a Hippo** Richard Edwards & Carol Liddiment

**I Want To Be** Tony Ross

**Lucky Socks** Carrie Weston & Charlotte Middleton

**The Magical Bicycle** Berlie Doherty & Christian Birmingham

**Filbert Flies** Karl Ruhmann & Rolf Siegenthaler

**The Sand Tray** Don Rowe

**The Giant Jam Sandwich** John Vernon Lord & Janet Burroway

**The Enormous Turnip** Traditional Tale

**The Lion Who Wanted to Love** Giles Andreae & David Wojtowycz

**The Little Red Hen** Traditional Tale

**Pumpkin Soup** Helen Cooper

**Making Waves** Jenny Mosley & Helen Sonnet

### Northumberland Grid for Learning

<http://ngfl.northumberland.gov.uk/ict/default.htm>

for a *Graphical Modelling* tool to design a classroom.

SEAL Going for Goals Year 1/2 (Blue) and Good to be me Year 1/2 (Blue)

These may also support work on this unit:

**Elephants Don't Do Ballet** Penny McKinlay & Graham Percy

**Alfie Gives a Hand** Shirley Hughes

**I Wish That I Had Duck Feet** Dr Seuss

**Suki's Kimono** Chieri Uegaki & Stephane Jorisch

**Wonder Goal** Michael Foreman

**Someone Bigger** Jonathan Emmett & Adrian Reynolds

**Yes we can! Raccoon Circles in the Primary School**

Cambridgeshire PSHE Service

**Taking Part** Louise and Richard Spilsbury

**Making Choices** Louise and Richard Spilsbury

## Sources of Information and Support

**Raccoon Circles** [www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

For downloadable Raccoon Circle activities.

**Jenny Mosley's Quality Circle Time** [www.circle-time.co.uk](http://www.circle-time.co.uk) Resources to support a whole school approach to Quality Circle Time, aimed at enhancing self esteem and building positive relationships.

**Working Together – Listening to the voices of children and young people** This guidance from the DCSF promotes the participation of children and young people in decision making and provides advice on the principles and practice that support such involvement.  
Ref: DCSF-00410-2008 May 2008

**Life Education Centres (LEC)** [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk)  
(National Core Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit WT 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes reflect upon group dynamics and finding solutions to problems.

# ***Cambridgeshire Primary Personal Development Programme***

## **Citizenship 3 • WT 1/2 Working Together**

### **Contents**

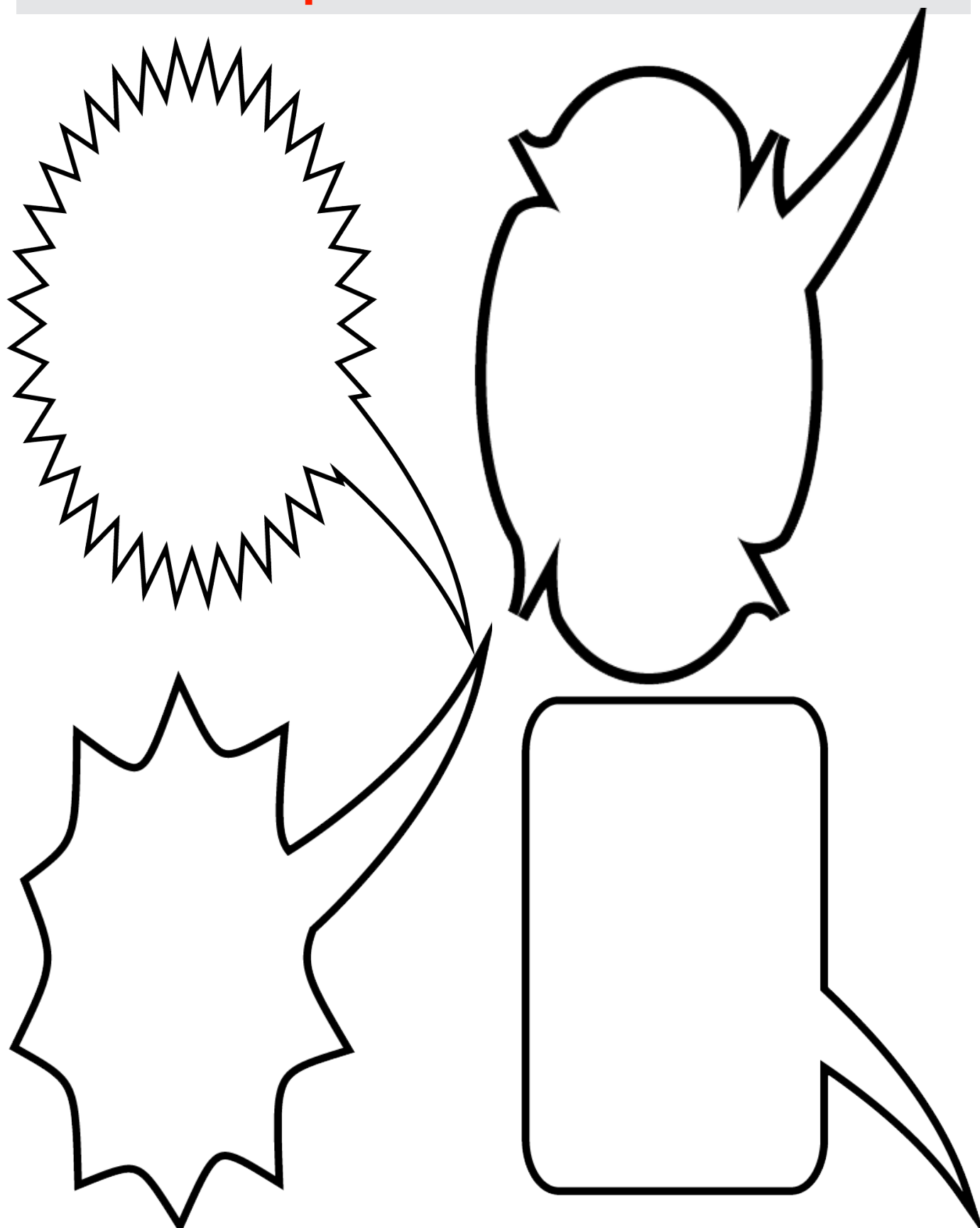
Resource 1 - T-shirt template	1
Resource 2 - Speech Bubbles	2
Resource 3 - Ladder	3
Resource 6 - Case Studies	4
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Resource 8 - Donkeys	6
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Click on the title of the resource you require.

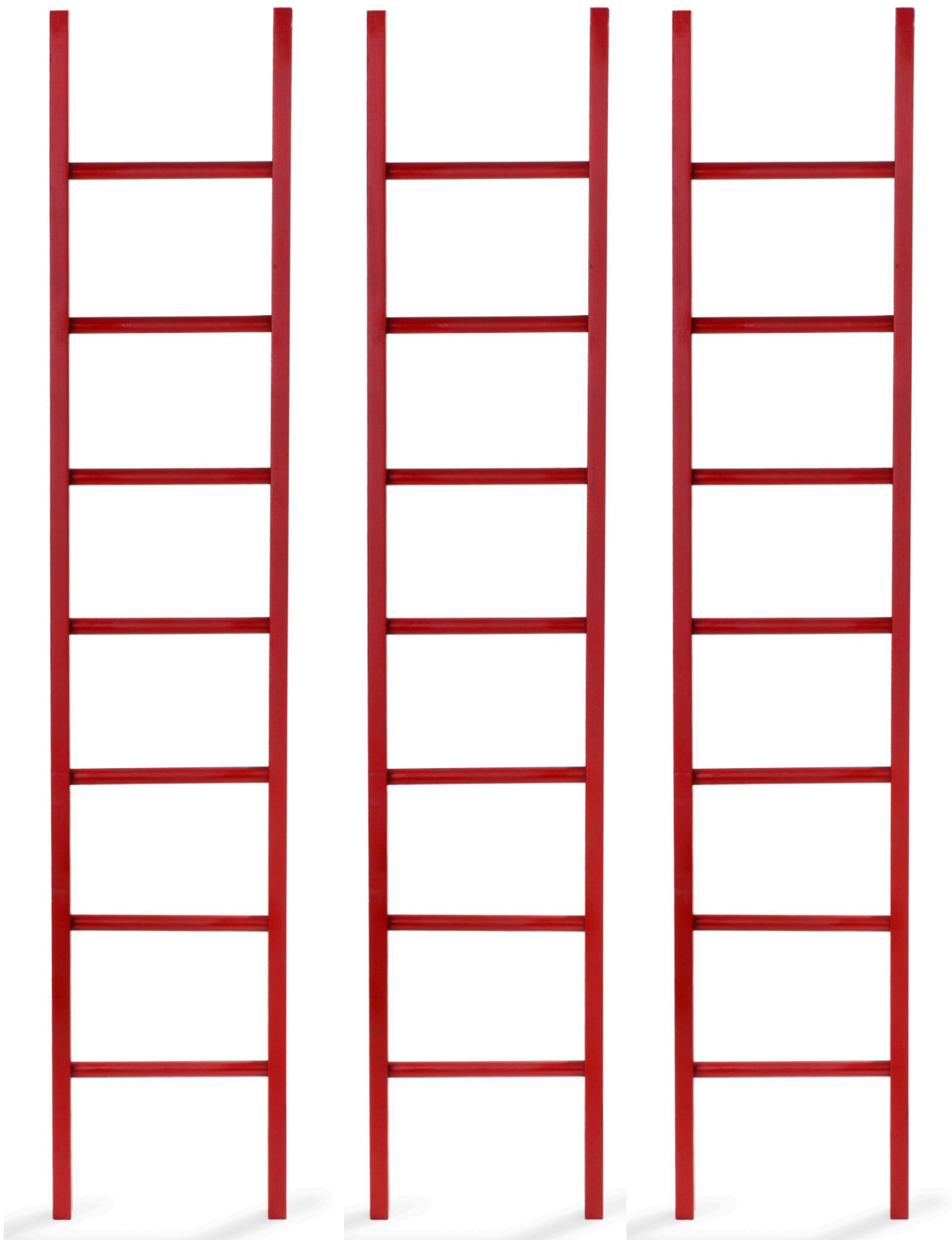
## **Resource 1 - T-shirt template**



## **Resource 2 - Speech Bubbles**



## **Resource 3 - Ladder**





### Resource 6 - Case Studies

#### Case Study 1

Alex and Maya have just had breakfast on Sunday morning and are talking about what to do next.

Alex: Let's play on my new computer game and see who gets to Level 5 first!

Maya: But we haven't finished building our den in the garden yet.

Alex: It's cold outside and you did promise.

Maya: It's not that cold and it isn't raining and we can go on the computer any time.

.....  
Alex: I'm still not sure...

Maya: Remember Mum bought you new gloves, you could wear those. If we get our den finished by lunchtime then we can invite your friend Sam over to see it this afternoon.

Alex: That would be great! I'd like to see Sam. But what about Level 5?

Maya: I'll help you with it tomorrow after school.

Alex: OK, let's find our gloves, race you!

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#### Case Study 2

Max wants his mum to take him and a friend swimming. His mum is not sure.

Max: Please, mum, you NEVER take me swimming and I told Kim we were going.

Mum: Well you shouldn't have told him. I'm very busy tomorrow and I need to do some work while you're playing with Kim.

Max: We'll be really good and get out when you say. You could take some work with you and have a cup of tea while you watch us.

### Resource 7 - Scenarios

1. You and your brother are disagreeing about whose turn it is to feed the cat.

2. Your friend asks you round to play after school but you really want to go to an after school club.

3. Your class has been asked to choose a new carpet for the classroom - you and your friend both want the same colour but one of you wants it to be stripey and one wants it to be spotty.

4. You and your friend are making a poster about healthy eating, one of you wants to make it into an apple shape and one into a carrot shape.

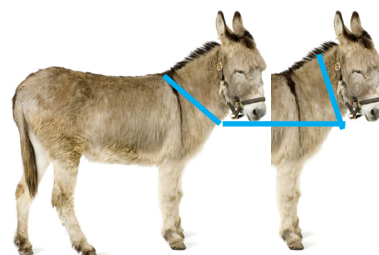
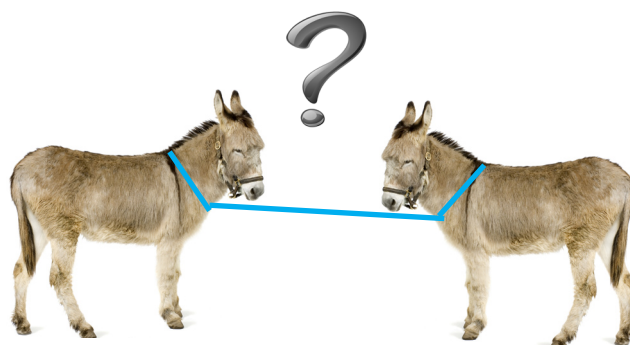
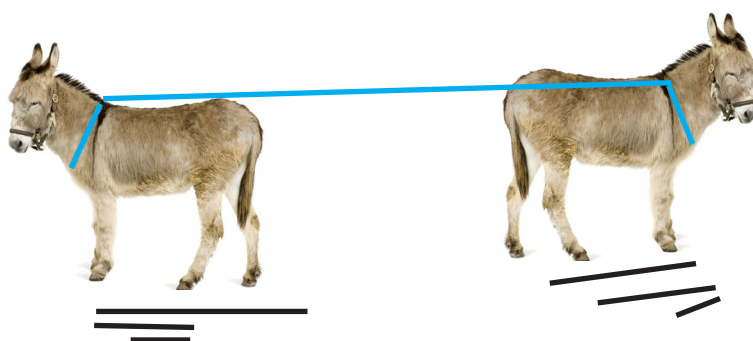
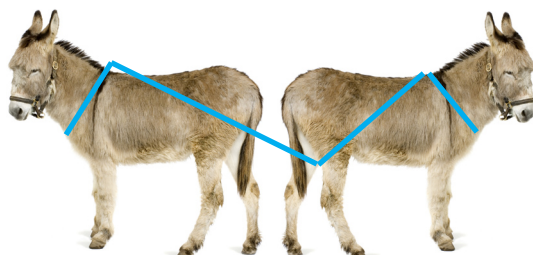
5. You and your sister have been playing a game in your bedroom and have left it very messy. Your mum asks you to tidy your room but does not say your sister has to help.

6. You decide to make a cake for your Granny's birthday. Your dad says lemon cake is her favourite but you want to make a chocolate cake.

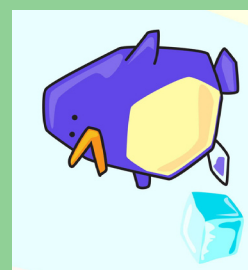
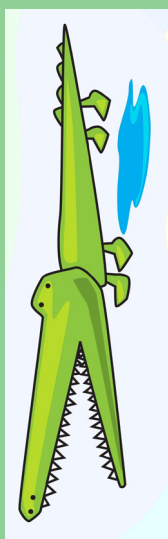
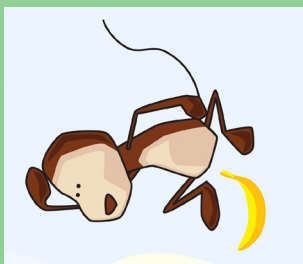
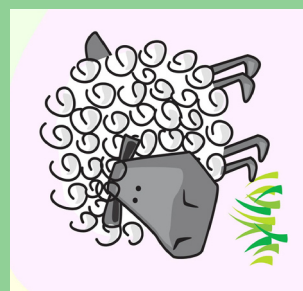
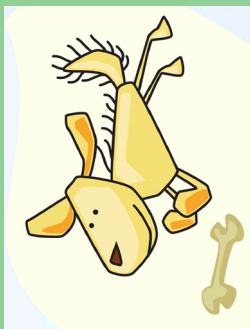
7. You are at the zoo with your uncle. He says you can have £2 to spend in the shop but you want to spend £2.50.

8. Your babysitter tells you it is your bedtime but you are watching a really good programme on TV and want to see the end of it.

### Resource 8 - Donkeys



### Resource 10 - Voting Slip





### Resource 11 - Working Together Case Study

Members of staff in one school decided that they would like to show children that learning carries on all the way through life and that we can learn from other people's experiences.

They asked each member of staff (headteacher, teachers, teaching assistants and administrator) to choose a target to work on throughout the year. The staff could choose any skill they wanted and they told the whole school during an assembly what they had chosen. A child was selected per adult - sometimes because they already had experience in the skill the adult was developing. The child was responsible for reminding the adult about their challenge every so often, discussing it with them and deciding whether that adult had been successful at the end of the year.

Some examples of challenges people chose are:

Car maintenance, learning 20 words in Spanish, mending a bike puncture, playing jazz flute, swimming 20 lengths a week, learning the names of all the Reception children by half term (not their class teacher), roller blading.

This is what one adult said about their learning:

*It was quite difficult to choose something achievable and interesting to start with, but I've always wanted to learn a foreign language and wasn't very good at it when I was at school. One of our pupils (Clarisa) is half Spanish and so I decided that with her help I would give it a go, but just go for 10 words. Our headteacher thought I'd be more capable than that and so encouraged me to go for 20 words. I felt nervous when the targets were introduced to the children in assembly, as I worried that it was going to be too difficult and I'd just get embarrassed and look silly in front of everyone. It was hard work at first, even to remember how to pronounce the words. The child who was helping me was so kind, even when I kept making the same mistakes, and she would cheekily ask me a question in Spanish when I saw her around the school! After a while I realized the only way I was going to get better was by taking it a step at a time and practising a lot. I chose a phrase a week which I practised every night at home and then on a Friday, Clarisa tested me on that phrase. Slowly I began to improve. The challenge was to remember all of the phrases, not just the one I was learning that week. When the final assembly came round, I seemed to forget everything I'd learned! I even asked for an extra week, but the headteacher told me to stay calm and I'd be fine. She was right – Clarisa and I had a short conversation in front of the whole school and I managed to answer all her questions! I couldn't believe how loudly the children clapped – I think they were really impressed that an adult could still learn new things. As I looked round at their faces, I felt extremely proud of myself. I also had a new respect for the children and all the learning we expect of them every day. I think I understand a bit more what it feels like to be a child in the classroom struggling to learn something new.*

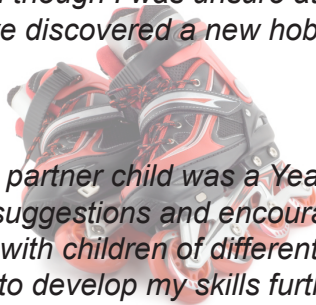
Some dates were selected for assemblies which would contain a slot for two or three adults to share their skill. They were given a few minutes to talk about their experience of learning and to give some proof of having achieved their target. Some people were able to demonstrate their skill (for example, a TA brought in a bike and mended a puncture in front of the school, a teacher rollerbladed around the playground, another teacher answered a quiz about capital cities) and others brought photos. Where possible, the child who had been paired with that adult did the 'testing' - asking questions and assessing how far the adult had progressed with their challenge.

Here are some quotes from the adults who took part:



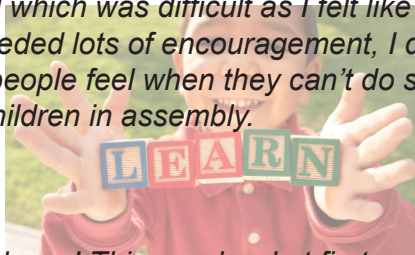
*I was really enthusiastic at first, but after a few weeks it got difficult to keep going – I got busy with other things and had to keep reminding myself to do it. If I hadn't had Sarah (a child) asking me about it and telling me to keep going, I think I would have given up.*

*I really enjoyed the experience, even though I was unsure at first. In fact, I've decided to keep going now the challenge is over – I've discovered a new hobby!*



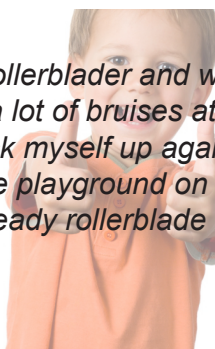
*I teach the youngest children but my partner child was a Year 6. I wasn't keen as I didn't know him, but he was so helpful in giving suggestions and encouragement. As well as my target, I've learned that I am able to get on well with children of different ages and I've asked if I can spend some time in Key Stage 2 next year to develop my skills further.*

*I soon realised that I had set myself a challenge which was too hard. I should have started where I was and made little steps. After a very short time, I was ready to give up. I had to agree a smaller challenge with my partner child which was difficult as I felt like I had failed. In the end though, I learnt from it and although I needed lots of encouragement, I did achieve my new target. I was able to understand how other people feel when they can't do something and it was really useful to be able to talk about it to the children in assembly.*





















*I discovered how much I didn't know! This was hard at first as it felt overwhelming but I've turned it into something positive – it's given me a determination to keep learning however old I am.*

*I was convinced I would be a great rollerblader and was really looking forward to starting. It didn't turn out quite like that – in fact I got a lot of bruises at first and felt very silly when other people saw me fall over! I had to learn to pick myself up again and keep going. I was so proud that I managed to do 2 whole circuits of the playground on the final day – and everyone was very supportive – even those who can already rollerblade backwards!*





### Resource 12 - SEAL Working Together Checklist

		How well did we do?
All	Did everyone feel OK about being in the group?	  
Y1 T1	Did you make sure that everyone had a chance to say what they wanted to, maybe asking a question, or answering one? Did you all take turns?	  
Y1 T2	Before you started, did you talk to each other about what you were going to do?  Did everyone listen to what other people said?	  
Y1 T3	Did you have a chance to tell the group what you thought and why you thought that?  Did you decide together how you were going to tell the rest of the class what you did in the group?	  
Y2 T1	Did everyone listen to what other people thought and what they would like to do?  Did you agree together what each person had to do next?	  
Y2 T2	Did you think about different ways of doing things and agree on the best one?	  
Y2 T3	Did you feel OK to ask a question if you didn't understand?  Did people say if they agreed with or liked something someone said or did?	