

Including Children Affected by Migration



The ICAM Guide to small group work for Primary Schools

Guidance on how to set up and run six sample sessions of small group work for primary school age children affected by migration who have additional Social and Emotional Learning needs.

Developed by The Northampton Centre for Learning Behaviour

.Note: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Introduction

This guide, with the accompanying resources for small group work for children affected by migration (CAM), relates to the ICAM Handbook Sections 8.2.1 'Additional small group support within the school' and 8.3 'Organising small group or individual support'.

As stated in the ICAM Handbook:

The social and emotional needs of the majority of CAM will be met within a school which is developing the various aspects of convivencia described in the ICAM Handbook. A welcoming environment; positive attitudes from staff and students, underpinned by understanding of their history and empathy for their experiences; a sensitively delivered whole school Social and Emotional Learning (SEL) curriculum; a Rights Respecting Schools programme; good induction processes; and family involvement will all contribute to the inclusion of CAM and meet their needs for emotional health and wellbeing.

Some CAM may, as a result of the challenges of their migration experiences, require some additional strategies to be put in place in the classroom and some may also benefit from extra SEL support within the school, for example from a school counsellor or from small group work.

This ICAM Guide to small group work offers schools support in planning, setting up and delivering a small group programme and contains:

- guidance for setting up small group work in schools
- a proforma for planning a group-work intervention
- a proforma for planning a group-work session
- six sample group work sessions

1: Guidance on setting up small group work in schools to support CAM

The ICAM small group sessions provide an early intervention for CAM who need additional support in developing their social and emotional learning. They are aimed at primary school children, as research shows that this is the age group where the greatest difference can be made. The sessions can be adapted to suit older or younger children

1.1 Why might we want to develop small group work?

Small group work can support an early-intervention approach for children who need additional help to develop their social and emotional learning and/or to aid their inclusion within the school. Some CAM may need such support e.g. because they have suffered attachment or trauma-based difficulties due to their circumstances, had interrupted school and social experiences, or simply need support with settling into a new environment.

The intervention is based on the principle that CAM will benefit from being members of a supportive, small group that is facilitated by an empathic adult.

The purposes of group work for the children will include:

- facilitating feelings of safety and belonging
- developing confidence within a smaller group environment
- facilitating positive relationships with peers
- practising new skills within a safe environment

1.2 Learning outcomes

The sessions included here focus on the specific outcomes listed in the table below which are of particular relevance to CAM. The activities used to achieve them are also listed in the table.

Learning outcomes	Warm up	Activity(ies)	Evaluation	Relaxation
Session 1: We are all special! <ul style="list-style-type: none"> • 'I feel safe in the group' • 'I know the names of everybody in the group' • 'I know something about everybody in the group' 	Circle time - ball	Formulating group aims picture activity Pizza slices – what is special about me?	Group Aims: Facilitator highlights the aims achieved Learning objective: Line on floor – stand Learning objective: Thumbs	Sleeping lions
Session 2: Dealing with Feelings <ul style="list-style-type: none"> • I know when I have an uncomfortable feeling • I know some ways to help me to feel better when I have an uncomfortable feeling 	Check –in Feeling faces	Duane's day (Feelings detective poster; feelings fan) Strategy Learning: Five finger breathing	Group aims: Ladder Learning objective: Thumbs	Melting Statues
Session 3: Exploring angry feelings <ul style="list-style-type: none"> • I can tell you how angry I am (a little bit, a lot, about to explode!) • I know when I am starting to feel angry • I know some ways to stop myself exploding when I am angry 	Find your partner (matching feelings)	Angry Anna What does anger feel like The anger firework Filling our buckets	Group aims: Thumbs Learning objective: Thermometer of anger Learning assessment cards	Relaxation script
Session 4: Friendship and loneliness <ul style="list-style-type: none"> • I know some ways to be friendly • I know some things to do if I feel lonely • I know some ways to help someone who feels lonely 	Being Friendly	Story: Kateeja's lonely day Poster – what could the class have done? Poster – what could Kateeja have done?	Group Aims (Focus on inclusion): Thumbs Learning objective: Sentence stem and round	Yoga

Session 5: Dealing with change 'I know that change can sometimes be exciting and sometimes uncomfortable' 'I know some things that will stay the same and some that will change' 'I know some ways to feel better when changes make me feel sad' 'I know some ways to help other people when they feel sad because of a change in their life'	Musical walking: Change or no change	Change Statement ordering	Group Aims: 4 corner activity Learning objective: Thumbs	Blowing bubbles
Final Session: Saying goodbye <ul style="list-style-type: none"> • I can tell you what I have learnt from the small group work sessions • I know what other people like and admire about me • I have some good ideas to help me when the group finishes 	Group-work challenge and compliments	'I can choose' sheet to take away Photos	Group Aims – Using 'Working together' Resource Sheet Learning objective: replaced with closure activity	Children choose from menu

However, schools will want to identify the specific needs of their school population and may choose alternative learning outcomes and activities to achieve these, as well as including additional sessions, within the framework outlined here.

Sessions 1 and 2 should be included in all programmes, as learning will not take place unless trust between group members has been established, and all children feel that it is 'OK to be different'

However many sessions are developed by schools, the final session should provide closure opportunities for children within the group, as exemplified in the 'final session' provided and the opportunity to share what they have learnt with the wider school, perhaps within their class or in a school assembly if appropriate and if their level of confidence is high.

The small group programme has the potential to meet these needs of CAM which are outlined in the ICAM Handbook.

Need	Covered in ICAM Handbook Section
Being seen as an individual with a unique story	1,7,8
Help to overcome feelings of isolation	3,5,10,7,8
Protection from bullying	6,7,8
Focused support	6,7,8
Particular help at times of transition	5,7,8
Not missing out on childhood	6,10,11
Positive adult role models	4,9,11
Help to overcome feelings of distrust	7,8
Help to overcome any effects of the experience of trauma	7,8
A Key Adult	1,5,6,9
Help in developing feelings of safety	7,8
Help with dealing with uncertainty (e.g coping with changes in routine or being willing to try new experiences)	
Support in developing self-concept	7,8
Feeling in control of what happens to them	7,8,10,11
Help to cope with being reprimanded	7,8
Being able to make a positive contribution to the school/community	7,8,10

It is important to note that the group work is **not** about 'therapy'. It is about teaching children new skills, and creating the conditions that will support this learning.

1.3 Readiness for small group work

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

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

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

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

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

1.4 Who needs to be involved and how?

Principal and the leadership team

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

- Ensuring adequate supervision and support for the group-work facilitator.
- Ensuring that the staff involved have adequate time for reflection and planning
- Securing the practical arrangements required, such as appropriate staff, facilities, and resources for each session to be able to run effectively.
- Coordinating the involvement of other agencies as appropriate.
- Organising the monitoring and evaluation of the effectiveness of the intervention.

Class teachers

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

- Planning the group-work intervention in line with whole-class work and to match the specific needs of the individual children in the group.
- Holding regular meetings to review and reflect on each session and agree the following sessions.
- Building on the learning that has taken place in the small-group session throughout the work in class.
- Following up targets and specific issues with individual children as needed.
- Liaising with parents/carers and with other agencies as appropriate.

Group-work facilitator

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

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

The role of the facilitator will be:

- Joint planning with the class teachers
- Facilitating each session, making sure there is pace and purpose while responding and adapting to the needs of the group as they arise;
- Making sure the intervention provides a coherent and meaningful experience for the children;

- Having clear, intended learning outcomes that are matched to the needs of individuals and shared with the group for each session and the intervention as a whole;
- Ensuring that each child has a positive and valuable experience in each session and that there is follow-up as needed;
- Maintaining the group as a safe and respectful environment for children and adults;
- Liaising with other adults in school to make sure that the learning from the group sessions is followed up by everyone who has contact with the child.

If all the children are from the same class, you may decide that the class teacher is the most appropriate person to be the group facilitator. This would enable the teacher to build positive relationships with the members of the group and to build on skills and approaches used with the whole class. Or you may decide that another member of staff has the right skills, working in close partnership with the class teacher.

Co-facilitation

Groups are likely to be more effective when there are two adults involved. Respective roles can vary, from two adults who take an equal role in facilitating to a situation where one adult takes the lead and the other takes a supporting role. This combination may be of an experienced and/or trained practitioner and someone who is developing their skills as a group-work facilitator. If you have a significant population of children who speak a common language, it would be greatly advantageous if one of the facilitators were able to speak that language.

A supporting role might involve e.g.

- role playing and modelling for the children,
- providing observation and feedback
- being available to deal with difficult issues for children who might need individual support

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

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

Children

The sessions provided here involve an early-intervention approach and, although they are planned initially for primary aged children, they could be adapted for different age ranges.

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

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

Careful consideration should be given to the make-up of the groups to make sure the individuals can work effectively together. For example, one possible model could be a group comprising both CAM and children who have not been affected by migration in order that each may learn to understand, respect and form positive relationships with the other (overcoming the 'us and them' tendency that can otherwise

develop).

In identifying CAM who may benefit from small group support, schools should delay making judgements about their needs until they believe that an adequate period of settling-in has passed (unless the behaviours or emotional needs are severe enough to warrant immediate concern). All students new to a school will take some time to adapt, and this will be especially relevant for those experiencing a new country, a new language and an unfamiliar culture or a sudden change in their family circumstances because of the absence of one or both parents.

CAM who might benefit from small group work include:

- Those who are still under-confident after a reasonable settling in period and are not demonstrating a sense of belonging (e.g. not joining in class activities; avoiding social contact in the playground; being sad; being unusually withdrawn)
- Those who need some support in developing friendships and friendship skills -these might be taught explicitly in a small group or arise through the opportunity to work in a safe, welcoming environment with peers.
- Those who exhibit high levels of vigilance and anxiety, avoidance behaviours or acting out behaviours such as impulsivity, aggression or unmanaged frustration.
- Those who are displaying re-experiencing of traumatic events in their play, drawings, conversations etc. or other evidence of traumatic stress

(Ref: Section 8.1.2 of the ICAM Handbook).

Under careful supervision, selected older children might be invited to mentor and support the children involved in the group work, as part of the whole-school approach to creating a sense of community and promoting student participation.

Parents/carers

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

Parents/carers should be part of decisions about their children being involved in small-group work and be provided with information about the purpose of the group. This is particularly important for the parents/carers of CAM who might feel that having 'additional support' is stigmatizing or implies that their child is 'different' in some way. One way to counteract this potential obstacle to inclusion is to ensure that, during induction, schools make it clear that all children in the school might be offered small group or individual support in different areas and that this is part of the normal school provision.

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

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

1.5 Factors that make group work successful

Key features of effective small group work include:

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

1.6 A suitable environment for small group work

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

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

1.7 Planning small group work

It is recommended that a small group intervention is approximately weekly and for a minimum of six sessions. A proforma is provided at the end of this section to help plan the intervention.

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

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

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

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

Intended learning outcomes: These take the form of 'I ...' statements. For example, "I will feel happier in class" These are objectives for individual children.

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

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

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

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

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

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

Communication within the group, including the language to be used.

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

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

1.8 Structuring a session

Each session will take a minimum of 40 minutes.

It is suggested that group-work sessions follow a standard format that will become familiar to the children. It is important that the balance between novelty and routine is matched to the needs and preferences of the children involved. This familiarity is particularly important to CAM who are just beginning to build a sense of security.

The proforma for planning a session provides the following structure.

- Welcome
- Warm-up activities
- Reminder of group aims for how we behave towards each other
- Review of time since the last session
- Plan for today's session
- Core activity
- Review and reflection
- Plans for the time until the next session
- Relaxation

1.8.1 Welcome

The group facilitators welcome each child to the group session. If it is possible to welcome the children in languages that reflect the home languages of all of the participants this will aid the sense of inclusion and help all children to develop respect for each other.

In some sessions a 'check-in' is used. This can be used in each session if desired. The check-in provides an opportunity for the children to say or show (for example, using a feelings fan – Resource sheet 8) how they are feeling today and to express any concerns or issues they bring with them to the group. The check-in also provides the group facilitators with information about each child on that day. It is important to acknowledge and listen carefully to any concerns or issues the children bring, while still enabling the planned session to move on. It may be helpful to offer the child an opportunity to talk one-to-one at a later time, if they need to.

1.8.2 Warm-up activities

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

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

Suggested warm-up activities for group work are provided in the sample sessions. These activities are designed to:

- increase group cohesion;

- practise skills such as listening and taking turns;
- mix up children to encourage them to work with everyone in the group;
- provide opportunities for beginning to explore the intended learning outcomes for the session;
- create a climate where children will feel free to share feelings and experiences.

1.8.3 Reminder of group aims for how we behave towards each other

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

1.8.4 Review of time since the last session

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

Encourage children to talk about things that have gone well for themselves and for others in the group. This is a time to enjoy achievements and celebrate any progress made.

1.8.5 Plan for today's session

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

1.8.6 Core activity

The core activity will relate to the 'I...' statement(s) (learning outcomes) for the individuals in the group. This activity can be selected from the ideas in this booklet, or designed by the class teacher and group facilitator. Activities should be chosen to provide a balance of types within each session and across the intervention – for example circle time activities and structured group work.

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

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

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

1.8.7 Review and reflection

Children need to be given time to:

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

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

One way is to do this graphically by the use of scaling. Some practical ideas for this are included in the sample sessions.

1.8.8 Plans for the time until the next session

The group facilitator will suggest a task that children can undertake in the time until the next session.

1.8.9 Relaxation

Each session might end with opportunities for children to relax, through a quiet time or guided exercises and activities. Suggestions for these are provided in the sample sessions.

1.9 Evaluating the effectiveness of the sessions

The impact of the group work can be assessed through formative and summative approaches.

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

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

Summative data should be collected both before and after the small-group work has been carried out. The group could be re-convened, perhaps a term later, to discuss and evaluate their progress with the 'I...' statements that were the focus during the group intervention.

1.10 Follow-up after the group finishes.

It is important, following the ending of the group, not to leave children without any support. Arrangements should be made to ensure that they can access support and a listening ear when necessary. This might involve setting aside a known time when the group facilitator is available to talk to children, or arranging for the children's teacher(s) to offer a similar time-slot and a mechanism for children to express any concerns (e.g. a 'worry box' in the classroom). The children in the group could be asked to select a 'buddy' from the group as someone to check in with each week, or the possibility of setting up a mentoring system within the school could be explored.

2. Proformas for planning

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

Proforma for planning a small group programme		
Planning team: <i>Class teachers, group-work facilitators</i>		
No. of sessions: <i>Minimum of 6 sessions</i>	Dates:	Group:
Focus of group: <i>The planning team will have decided the focus of the group work.</i> <i>This will have informed and been informed by the choice of the children to be part of the group</i>		
Group aims: <i>These are the aims for the group as a whole, with planned outcomes by the end of the intervention.</i>		
Intended learning outcomes: 'I ...' statements <i>These are the 'I ...' statements that will be focused on in the intervention.</i>		
Any additional notes 		
Core activities chosen from the ideas in this booklet, or your own ideas		

Session 1

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

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

Core activity:

Resources:

Session 2

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

Core activity:

Resources:

Session 3

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

Core activity:

Resources:

Session 4

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

Core activity:

Resources:

Session 5

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

Core activity:

Resources:

Session 6

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

Core activity:

Resources:

Post-intervention review and planning

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

Proforma for planning a group work session		
Session number:	Date:	Group:
<p>Class teachers:</p> <p>Facilitators:</p> <p>Resources:</p>		
<p>Group aims</p> <p><i>These may be phrased as 'We ...' statements for the group. Any particular group aims for this session may be added to the overall list agreed in the first session.</i></p>		
<p>Intended learning outcomes: 'I ...' statement(s)</p> <p><i>One or more 'I ...' statement(s) will be focused on in each session</i></p>		
<p>Welcome</p> <p><i>Each child is welcomed by the facilitators, where possible in the home language of the child.</i></p>		
<p>Warm-up activities</p> <p><i>Chosen from the ideas in this booklet, or your own ideas. The children may develop a favoured routine for these.</i></p>		
<p>Reminder of group aims</p> <p><i>A reminder about how we behave towards each other.</i></p>		

Review of time since the last session

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

Plan for today's session

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

Core activity

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

Review and reflection on intended learning outcomes and group aims

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

Plans for time until the next session

Follow-up actions are agreed for the time until the next session, for individuals and for the group as a whole.

Relaxation

This may be a guided relaxation or a quiet time.

Appendix A - Developing further sessions for small group work

When children feel safe and have built relationships of trust with key adults, there are a number of topic areas related to social and emotional learning (not covered in the six sample sessions) which the school might choose to develop through small group work.

Social and Emotional Learning is often divided into 5 key domains (after Goleman, 1996). These are :

1. Self-awareness and self-valuing
2. Managing Feelings
3. Motivation
4. Empathy
5. Social Skills

More information can be found on these key domains in the ICAM Handbook (Sections C7.1 and 7.1)

There are many resources that can be used to develop small group work in these areas. The most comprehensive set of materials which covers each of these learning outcomes (and many more) are the UK 'Social and Emotional Aspects of Learning' (SEAL) primary resources, which provide activities for students aged from 3-11 years for whole class work. These can be adapted for small group work. The 'Secondary SEAL' resources provide activities for students in the same topic areas for students aged 11-14 years. These materials can all be downloaded at no cost at www.sealcommunity.org . There is more information about them in the ICAM Handbook (Section 7.2).

In addition to this, there are many resources available commercially, and many ideas for activities downloadable on teachers' websites and the internet more generally. These will be shared on the ICAM database.

It will be important when developing sessions to bear in mind the principles in this guidance, and where possible the same structure and model of delivery should be used for the sessions (i.e. welcome, warm-up, core activities, relaxation) to promote security and a sense of predictability.

Potential topics

A list of potential topics and some possible learning outcomes related to these from the five areas listed above are given below. The learning outcomes are suitable for primary aged children.

Self-awareness: How am I smart?

- I know that people can be smart in lots of different ways
- I know how I am smart
- I can tell you how I learn best
- I can tell you the things I am good at and the things I need to practise a little more

Empathy: Standing in your shoes / Understanding other people

- I can tell how somebody might be feeling from their body language, tone of voice and what they say
- I can see things from another person's point of view
- I can take care of others' feelings

Motivation: I can do it

- I know that I will get better at things if I practise
- I can tell you what I did that helped me to succeed
- I know some ways to help me keep going when it gets tough
- I can choose to ignore distractions and to focus my attention to get a task finished
- I can tell you about a mistake I made that helped me to learn

Motivation: Setting Goals

- I can set myself a goal and break it down into smaller targets
- I can think about what might get in the way of my plan and overcome obstacles
- I can find ways around difficulties when I really want to succeed

Social Skills : Friendship

- I know some ways to make friends and to be a good friend
- I can do 'good listening'
- I can give and receive compliments
- I know how to show kindness to other people

Social Skills: Team Working

- I can work well with other people in a group
- I can help the group decide who will do what
- I can cooperate with others so that we succeed as a group
- I can tell you what helps a group to work well together
- I can disagree without being unpleasant

Social skills : Standing up for myself (Assertiveness)

- I know the difference between aggressive, passive and assertive behaviour.
- I can be assertive in my words, my body language and my tone of voice.
- I can do what I think is right, even when other people are doing something different.

Social Skills: Falling Out and making up (Conflict Resolution)

- I know when I am calm enough to sort out a problem with another person
- I can use behaviours which cool things down instead of hotting them up!
- I can listen to another person's point of view without interrupting
- I can say how I feel and what I would like to happen assertively
- I can use 'I-Messages'

N.B. In order to achieve these learning outcomes, children will ideally have completed sessions on: feelings; managing anger; friendship, empathy and assertiveness (as the skills needed are drawn on all of these sessions)

Social Skills: Rights and responsibilities

- I can tell you the difference between a want and a need
- I can explain what rights and responsibilities look like in my classroom or my family
- I can tell you some of the rights I have as a child
- I can tell you the responsibilities I have towards other people

Social Skills: Dealing with Bullying

- I can tell you what bullying is
- I can tell you how it feels when someone bullies you
- I know who I would talk to if I was being bullied
- I can tell someone in school if I see bullying going on

Social Skills: Celebrating Difference

- I can tell you the ways that my friends and I are the same and the ways that we are different
- I have talked and played with other people who speak a different language to me or have a different religion or come from a different country
- I know what it feels like to be left out or treated unkindly
- I will speak out if I think someone is being unfair to someone because of their background

Including Children Affected by Migration



ICAM Small group sessions for Primary Schools

Six sample sessions of small group work for Primary School children affected by migration who have additional Social and Emotional Learning needs.

Developed by The Northampton Centre for Learning Behaviour

Session No: 1 Class teacher:

Facilitators:

Resources:

- Resource Sheet 1 'Group Behaviours' (to prepare - one pair of pictures for each pair of children)
- Resource Sheet 2 'Good Group Picture'
- Resource Sheet 3 'Dustbin Picture'
- Resource Sheet 4 'Pizza Slices' (to prepare – a 'pizza slice' for each child.)
- Resource Sheet 5 Smiley and Sad Faces
- Drawing materials
- Soothing music (optional)

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

'I feel safe in the group'

'I know the names of everybody in the group'

'I know something about everybody in the group'

Warm-up activity

Facilitator tip: The children may be feeling anxious about coming to the group. It is important to make them feel welcome and valued by greeting them individually and using welcoming body language. You might like to place the child's name on a seat in the circle, perhaps with a small present such as a 'special pencil' or little snack.

This warm-up activity helps children to learn one another's names. If they already know them, you could change the statement that the children make to 'something I am good at' or 'something I like doing': 'I am good at football, and Amiko is good at reading'. You could ask the children to mime the action as they say it.

Activity:

The children stand in a circle at a distance that a ball can comfortably be thrown between them.

- A student has the ball and begins by saying their name, e.g. I'm Ali.
- The first student then throws the ball to the second student.
- The second student repeats the first student's name and then adds their own name, e.g. 'He's Ali, and I'm Flora'
- The second student throws the ball to the next student.
- The next student continues, e.g. 'He's Ali. She's Flora, and I'm Sumru'.
- This continues until all the names have been said.
- If a student forgets the name of a player, the other children can help him or her.

The aim is for the children to work together to do it as fast as possible (helping each other as necessary), and so after an initial trial run, you should time the activity. You can repeat it several times to see if they get faster and to help them learn each other's names.

Facilitator tip: If a child is overwhelmed or finds the additional pressure of being timed too great, you can help them.

Setting group aims

Prepare by cutting up the pictures in Resource Sheet 1 so that each pair has one picture of a desirable group behaviour and one of the equivalent undesirable behaviour. The pictures show:

Sharing/not sharing

Listening/not listening

Waiting their turn/not waiting their turn

Including everybody/ leaving people out

Cooperating or working together/ Being unkind (fighting)

Being happy/ being loud and unhappy

Activity: Place Resource Sheets 2 (the group picture) and 3 (the dustbin) on the floor in front of you.

- Pair the children
- Give two pictures from Resource Sheet 1 to each pair – one showing a positive group behaviour and one showing the equivalent negative one.
- Ask them to decide which behaviour they would like to see in the group and which they would not want to see.
- After one minute, ask each pair in turn to show the picture of the behaviour they would like to keep in the group, and which they would like to put in the dustbin. You can invite them to share the reasons for their choice if they would like to.
- As the pair hold up their picture, ask the others in the group if they agree that the picture should stay in the group or go in the dustbin. If there is agreement place the picture on the appropriate resource sheet (group picture or dustbin) in front of you.
- When all the pairs have had their turn, show any pictures that the group didn't agree on and give your own reasons for why you think the behaviour shown should/shouldn't be kept in the group, and place it in the appropriate pile.
- Explain that the group will be more fun and a safer, fairer place to be if you agree aims for how you will treat each other and work together. Emphasise that you want everybody to feel safe and have fun in the group.
- Hold up the pictures you have placed on Resource Sheet 2 (the behaviours that they want) in turn and ask the children to suggest a sentence to explain the rule (e.g. 'We will be kind to each other', 'We will listen to each other').
- Ask the group if there are any other aims that they would like to add e.g 'We will not talk about what people say in the group'
- These aims can be written up with the pictures stuck next to them before the next session.

Facilitator tip: As the group continues, you can replace the pictures with photos of the children in the group demonstrating the behaviours discussed. This gives a good opportunity to 'catch the children' demonstrating the behaviours, and to remind children of the aims they have agreed.

The aims will be revisited at the start of every session, and can be added to at any time.

Plan for today's session

Explain that today you will be looking to see the children who keep the group aims you have agreed, and that together you will be looking to achieve the following learning outcomes for each child in the group.

'I feel safe in the group'

'I know the names of everybody in the group'

'I know something about everybody in the group'

Ensure they understand what the learning outcomes mean, and tell them you will be asking them at the end if they feel they have been achieved.

Core Activity:

Preparation: Prepare Resource sheet 4, so that each child has a 'pizza slice' and drawing materials. Depending on the number of the children in the group, you will need to prepare pizza slices so that they together form a circle.

Activity: Sit the children in a circle.

- Explain that you are going to make a 'Picture Pizza' to find out about everybody in the group.
- You might tell them that while pizzas all have the same base, the toppings are different and make them interesting, and that it is the same with people – there are many things that are the same about us all, but also many things that are different and it is these things that make a group interesting.

Facilitator tip: You could use a video at this point to show differences between people e.g. <https://www.facebook.com/bbc/videos/vb.1143803202301544/1320340191334613/?type=2&theater>

- Ask the children to talk in pairs, and to tell each other
 - something they like doing
 - something they are good at
 - something that is important to them
- Give them two minutes to talk, reminding them half-way through that they must both have a chance to speak, and then ask three or four volunteers to tell the group what their partner told them.
- Explain that they are going to decorate their pizza slice with drawings of the things that make them special. Ask them to work with a partner so that they can discuss as they draw.
- Give them 15 minutes to complete the activity, supporting as necessary and giving the children a two minute warning. (If they have not finished they could be allowed to take their pizza slice home to finish.)
- Reseat the children in a circle and place each of their pizza slices in the middle to form one large pizza.
- Ask each child to pick their own pizza slice and explain it to the group.
- When each member of the group has spoken, explain that you will display the pizza as the group picture at every session, to remind everybody that it is the things that are different about us that make us interesting, and that we each have many gifts and talents.

You might like to ask the group what they think a good name for the group is, so that this can be included in the group display.

Review and reflection on intended learning outcomes and group aims

Explain that the session is now coming to an end and remind the children that there were three learning outcomes.

‘I feel safe in the group’

‘I know the names of everybody in the group’

‘I know something about everybody in the group’

Ask the children to indicate how well they feel they have achieved these learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If children indicate that they haven’t achieved the learning outcome, talk to them in private and ensure that you plan the next sessions accordingly, or offer further support if possible.

Use Resource Sheet 5 to make a ‘line’ on the floor with the smiley face at one end and a sad face at the other. The children position themselves on the line to show how well they think they have kept to their group aims. Help the children to reflect on where they have positioned themselves, using the following questions.

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

Be sure to congratulate all the children on the group aims that have been achieved and highlight one or two specific examples of times during the group when individuals have kept to the group aims.

Plans for the time until the next session

Ask the children to suggest ways that they can use what they have learnt in the group in school or at home during the time until the next session. You might give them some suggestions such as:

- Finding out about other people in their class by asking them questions
- Making a ‘pizza picture’ at home.
- Talking to each other at playtime or playing with each other.

Relaxation: Sleeping lions

- Have all of the children (except one or two hunters) lie down on the floor in sleeping positions.
- Once they are settled, they are not allowed to move
- The hunters walk through the room and try to make the sleeping lions move by making them laugh.
- However, the hunters are not allowed to touch the lions or make any noise.
- Once any lion moves they are tapped and get up and join the hunters.
- The last child still on the floor wins!

Facilitator tip: Remember that it is difficult for children who do not yet feel safe to close their eyes so do not insist on this. You might like to play some relaxing music during the game.

Session 1 Resource Sheet 1: Group Behaviours

Prepare by cutting up the pictures so that each pair of children can have one picture of a desirable group behaviour and one of the equivalent undesirable behaviour.

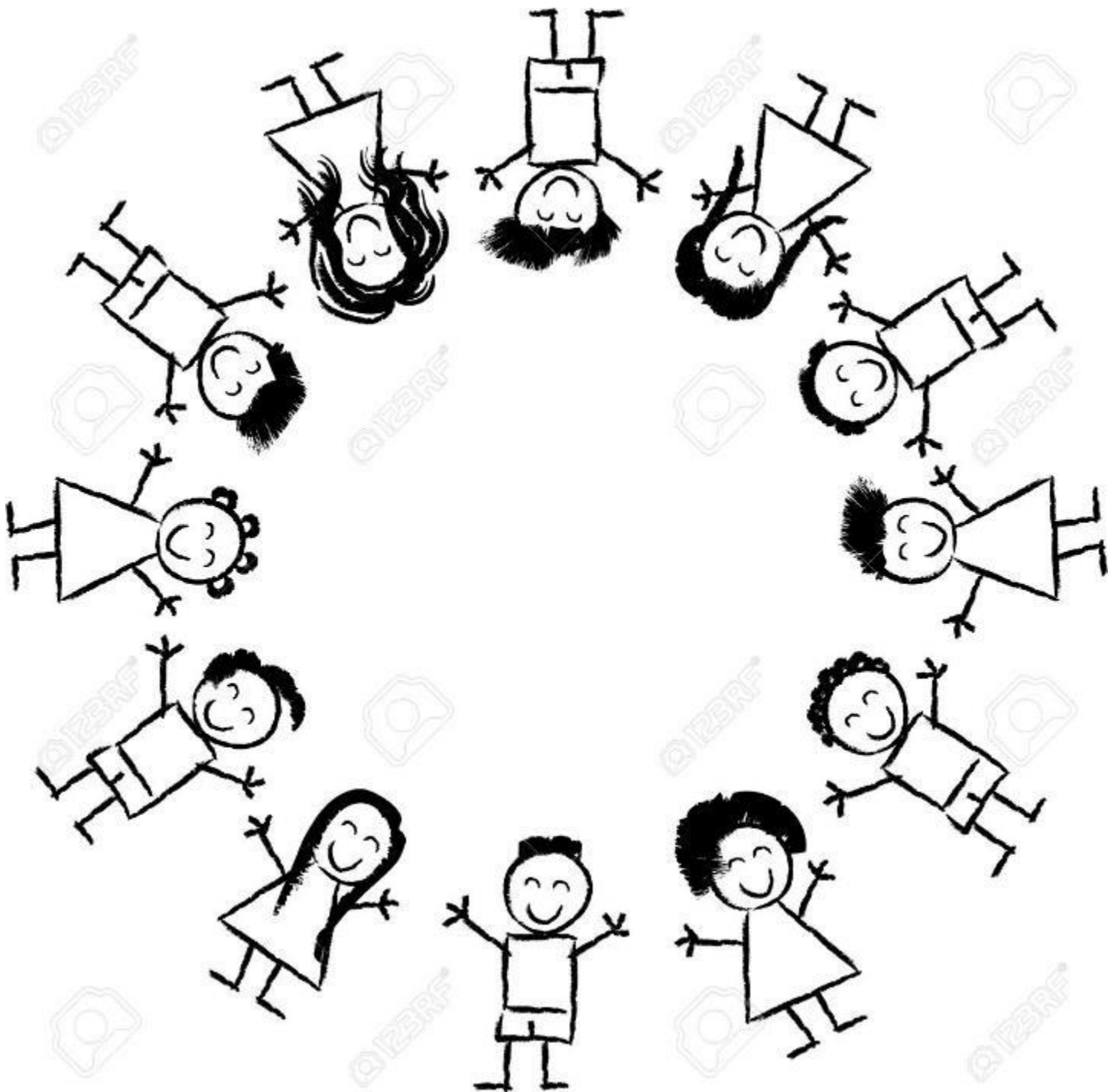
- *Sharing/not sharing;*
- *Listening/not listening;*
- *Taking turns/not taking turns;*
- *Including everyone/not including everyone;*
- *Cooperating/not cooperating;*
- *Being happy/being loud and unhappy*

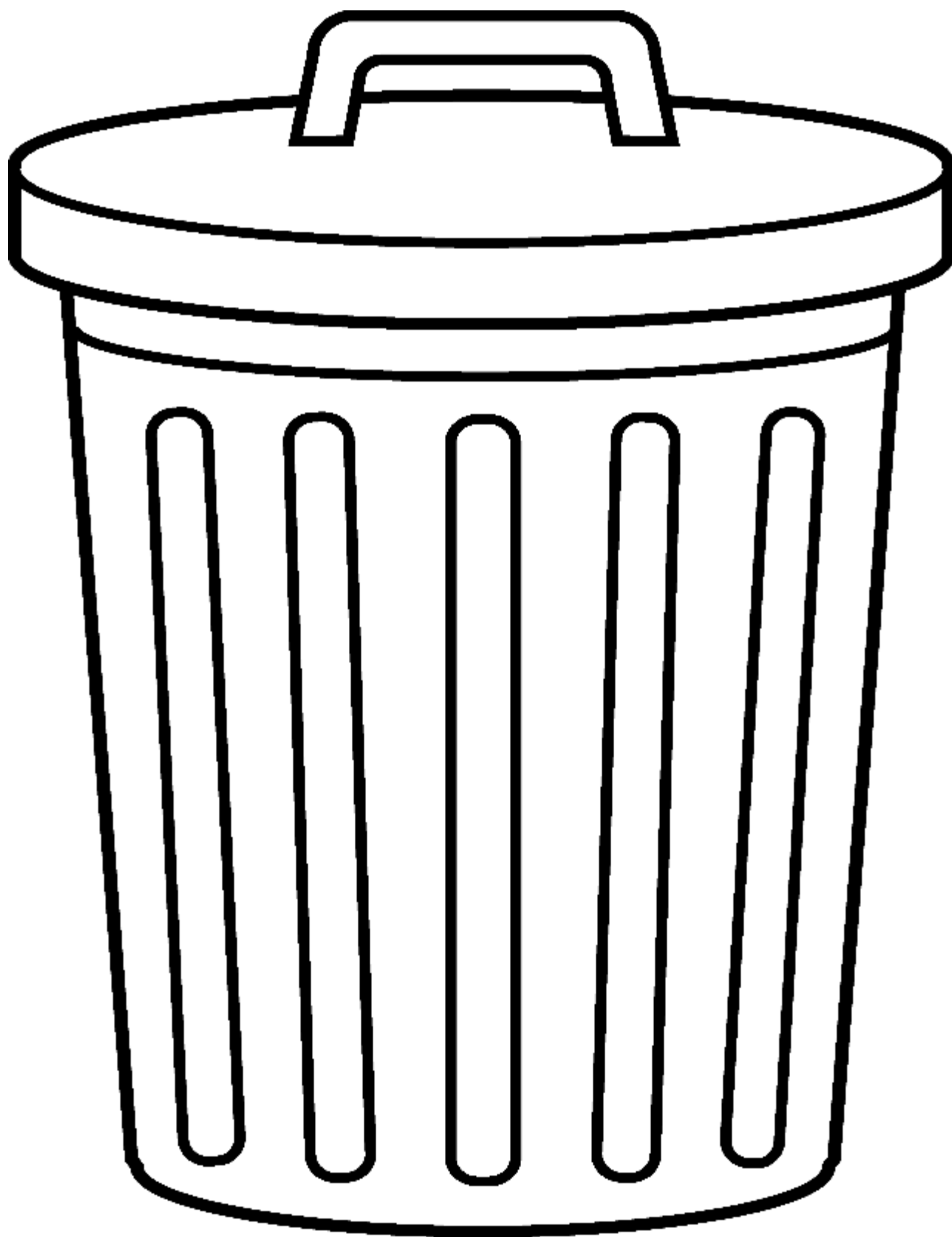






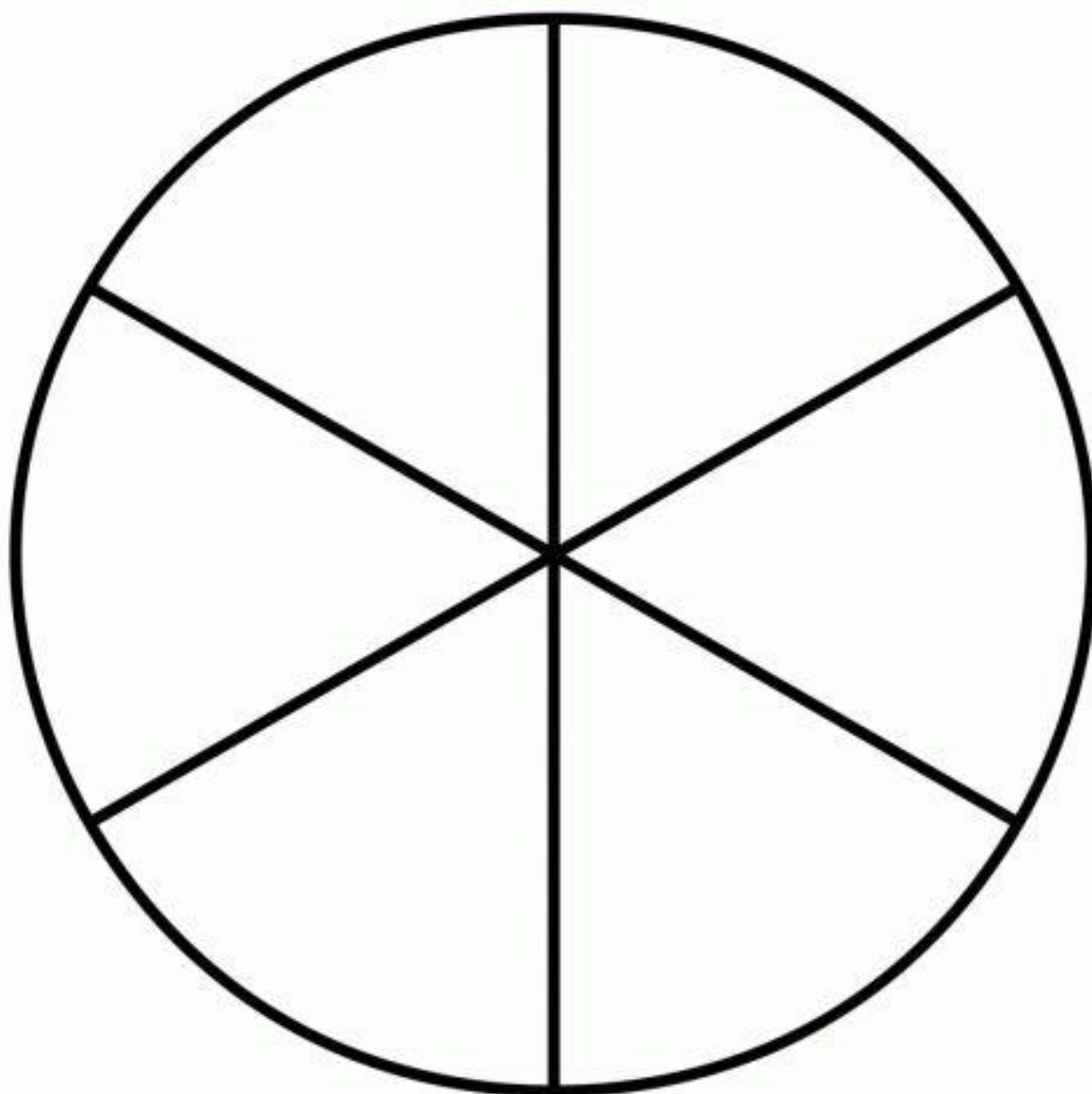
Session 1 Resource Sheet 2





Session 1 Resource Sheet 4

Make each child a 'pizza slice' by drawing a large circle onto card and dividing it into a number of segments equal to the number of people in the group (including slices for the facilitators).



Session 1 Resource Sheet 5





Session No: 2 Class teacher:

Facilitators:

Resources:

- Group Aims displayed
- 'Pizza Picture' displayed (from previous session's activity)
- Resource Sheet 1: Feeling faces (one per pair of children)
- Resource Sheet 2: Duane's Day Story Pictures (to prepare)
- Resource Sheet 3: Duane's Day Story Script
- Resource Sheet 4: Feelings Detective Poster
- Resource Sheet 5: Body Picture: Worried/Anxious
- Resource Sheet 6: Ladder and group symbol for Review
- Resource Sheet 7: Melting Statues Relaxation Script
- Magnifying glass (optional)
- Hand held mirrors for each pair of children (optional)

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

'I know when I have an uncomfortable feeling'

'I know some ways to help me to feel better when I have an uncomfortable feeling'

Warm-up activity: Check-in!

Facilitator tip: Make sure that children know that, if they would like to speak to you privately, they will be able to, and ensure that you make a time with them to talk as soon as possible after the session. If a child indicates that they are not feeling OK, make sure you approach them privately and let them know that you care about them and that you are available to talk to them.

Facilitator tip: To ensure that children do not always sit in the same place, or talk to the same children, you might like to use a 'mix-up' game to change the seating before any circle activity (many are available on the internet). You could put each child's name on a card and place them in a tin, asking half the children to pick one. They then partner with the child whose name is on the card they pull out.

Activity: Sit the children in a circle.

- Give each pair a copy of Resource Sheet 1: 'Feeling faces' and ask them if they know the feeling that each face shows.
- Ask for a volunteer to tell the group about a time that they have felt that feeling.
- Explain to the children that they will have two minutes to talk to a partner about how they are feeling now and to find a word to describe that feeling. Tell them that sometimes we can have more than one feeling at a time, and that sometimes it is hard to know exactly what to call a feeling. Say that they do not need to say how they are feeling if they do not want to. Instead they can think about how they are feeling and what they might call the feeling privately.
- Model the labelling of emotions by telling the group how you feel today, with a simple explanation of why. Ask children if they would like to say how they feel. Is there a 'Feeling Faces' picture that shows how they are feeling?

Facilitator tip: You can ‘check in’ in lots of ways – for example by making the children a ‘feelings fan’



(Resource sheet 8) each - especially useful for children who are shy or are not yet fluent in the host language - or making a ‘feelings ladder’ for the group, on which children can place photos of themselves.

Group aims:

Remind the children about the aims they agreed in the previous session. Show where they are displayed and ask the children if they can remember the aims, praising the children when they contribute

If you have the a camera, and permission to take photos of the children, you can use it to record instances of when the group aims are being demonstrated by the children, and draw the children’s attention to them.

Facilitator tip: If inappropriate behaviour occurs during the group, you can ‘call a circle’ or use the plenary to ask the children for ideas about what has gone wrong and how to put it right. This is a good opportunity to ask the children if the group needs to add another rule to the list, or to link the behaviour to the relevant rule.

Be careful always to talk about the behaviour and not the child (e.g. ‘It is unkind to take the pen someone else is using’, not ‘You are unkind’) and be careful not to shame individuals.

You can use general language to describe what you would like to see e.g. ‘I wonder if it would make the group a safer place if we all agree to ask before we take something. What do you think?’

Review of the time since the last session

Ask the children if they remember what they learnt in the previous session. Remind them of the learning outcomes from that session:

‘I feel safe in the group’

‘I know the names of everybody in the group’

‘I know something about everybody in the group’

Remind the children of some of the ways of using these learning outcomes that you suggested e.g.

Finding out about other people in their class by asking them questions

Making a ‘pizza picture’ at home.

Talking to each other at playtime or playing with each other.

Ask the children if they have any examples of doing these things to share with the group.

Have an example of how you have applied the learning during the time since the last session, and give the children any feedback from other teachers about times that they have noticed the children doing this.

Congratulate children on trying out their learning, and thank them for their contributions.

Plan for today's session

Explain that today you will be looking for examples of children who keep to the group aims you have agreed and that, together, you will try to achieve the following learning outcomes for each child in the group. Ensure they understand what the learning outcomes mean, and tell them you will be asking them at the end if they feel they have been achieved.

I know when I have an uncomfortable feeling

I know some ways to help me to feel better when I have an uncomfortable feeling

Core Activity

Facilitator tip: If you are able to show clips from the internet, you might like to share an animated clip showing different feelings before this activity - examples in English include one using characters from the film 'Inside Out' <https://www.youtube.com/watch?v=nTII0cyUbQo> and a feelings quiz introduced by Sesame Street characters <https://www.youtube.com/watch?v=ZxfJicfyCdQ>

Preparation: *Cut out the pictures on Resource Sheet 2 (you might like to enlarge them) and place them face down on the floor in the middle of the group. Number them on the back so that the numbers are showing.*

Have Resource Sheet 3 ready to read out.

Ensure that you have the large magnifying glass and hand mirrors for each child if they are available.

Activity: Part 1

- Seat the children in a circle, with the picture cards face down in the centre of the circle so that the numbers on the back can be seen. Put a copy of Resource Sheet 1: Feeling Faces on the floor in front of each pair of children so that they can see it.
- Explain that together you will be telling a story about a boy's first day at school, using some pictures to help you. You might like to give the boy a culturally appropriate name (the name used here is 'Duane').
- Explain that the children will take it in turns to pick up a picture which will help you to tell the story of what happened to Duane during the day. Explain that you will be asking the children to talk about the feelings that Duane might have in the story.
- Read from Resource Sheet 3, and follow the instructions. These involve asking the children to turn over each picture at a key point in the story and hold it up so that the group can see (moving around the circle if necessary).
- For each picture you will ask the children,
'How do you think Duane felt at that moment?'

When the children have given their ideas you will ask them to stand up and pretend to be Duane showing happiness, sadness, anxiety etc.

Facilitator tip: You might like to give the children hand-mirrors when they are acting out the different feelings so that they can look at their faces when 'acting out' an emotion. This can offer a less active version of the game, focusing on facial clues.

Activity: Part 2:

You are going to ask the children to practise being 'feelings detectives'. Show them the Resource Sheet 4 – Feelings Detective poster and explain that we can understand what other people are feeling by listening, looking and thinking what we would feel like in their position.

Choose one child to model Duane and show different feelings.

Choose another child to be a detective and look for the clues about how 'Duane' is feeling by moving towards him/her and saying what they see that tells them that Duane is e.g. happy. You might prompt the child by asking

What is Duane's mouth doing?

What do Duane's eyes look like?

What is his body doing?

Facilitator tip: You could give the Feelings Detective a magnifying glass to use to examine 'Duane'.

- Explain to the children that it is very important that we know how we are feeling, as well as being able to tell how somebody else is feeling.
- Ask the children if they have ever felt worried or scared? You might model this by telling them about a time that you felt worried.
- Explain that, as 'feelings detectives', we have to think about what is going on inside our bodies as well as on the outside.
- Ask the children if they can describe what it feels like inside when they are worried or scared. If they don't suggest them, include these feelings:

Feeling sick/ butterflies in the tummy

Heart beating fast

Sweating

Shaking

Wanting to cry or run away

- Share Resource Sheet 5: Feeling worried.

Facilitator tip: If time is available you can get the children to draw around each other in pairs, and to draw on the body the 'clues' that someone is feeling worried or scared – showing the heart beating fast, palms sweating etc.

Activity: Part 3

- Ask the children to talk in pairs for two minutes about what they can do if they are feeling worried or scared to help the feeling go away
- Ask volunteers to share what they do with the group and record these ideas. Add suggestions such as 'speak to an adult', 'ask a friend to speak to an adult', 'play a game' etc. if they are not elicited in the discussion.
- Share the following calming strategy with the group. '5 Finger breathing'

Facilitator tip: You might find these videos helpful:

<https://www.youtube.com/watch?v=sh79w9pn9Cg> - Five finger breathing

https://www.youtube.com/watch?v=eaoJvM_mrC8 – Controlling feelings

<https://www.youtube.com/watch?v=9CdPQ7X1MzU> – Breathing meditation

Activity: Five finger breathing

- Get the children to hold up one of their hands and stretch their fingers out.
- Tell them to imagine that the first finger of their other hand is a pencil which they are going to use to draw slowly around their hand, starting at the bottom of the thumb.
- Let them follow you in slowly 'drawing round their hand', up the thumb, resting at the top and then down, then up the next finger and so on, until the 'pencil' is at the bottom of the little finger.
- Now explain that they are going to do it again, this time breathing slowly in as they move their 'pencil' upwards, and slowly out as they move their 'pencil' downwards.
- Talk through the exercise as they do it.
- Explain that if they are feeling worried or scared, it helps to breathe deeply and they always have their hand with them so can do this anywhere!

Facilitator tip: If time is available, you can get the children to draw around their hand and write one idea on each finger to remind them of how to calm down, including 5-Finger Breathing if they would like to.

Review and reflection on intended learning outcomes and group aims

Activity: Explain that the session is now coming to an end and remind the children that there were two learning outcomes.

I know when I have an uncomfortable feeling

I know some ways to help me to feel better when I have an uncomfortable feeling

Ask the children to indicate how well they feel they have achieved these learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If children indicate that they haven't achieved the learning outcome, talk to them in private and ensure that you plan accordingly, or offer further support as possible.

Place Resource Sheet 6 in the centre of the circle, or where all the children can see it. Ask the children to think about whether they have met their group aims. Choose a child (ideally a different child each session) to place the picture on the ladder to show how well they think the group have met their aim.

Ask the other children whether they agree or disagree with where the child has placed the picture and to give a reason. The group should try to reach a consensus but do not worry if this is not possible. The discussion is more important than the conclusion.

Ask the following questions, if appropriate to encourage reflection:

- Why do you think it should go there?
- Why didn't you choose a lower position?
- What shall we do in the next session to help us get nearer the top of the ladder?
- What would each of us need to do to help get nearer the top of the ladder?

Be sure to congratulate all the children on the group aims that have been achieved and highlight one or two specific examples of times during the group when individuals have kept to the group aims.

Plans for the time until the next session

Ask the children to suggest ways that they can use what they have learnt in the group in school or at home during the time until the next session. You might give them some suggestions such as:

Practise being a 'Feelings Detective' by noticing when they have different feelings, and trying to think of as many names as possible for the feelings. They can share these names during the next session.

Being a 'Feelings Detective' when they are at school or at home to work out how other people might be feeling, or even what characters in their favourite TV programmes might be feeling.

Using the five finger breathing or other ways of calming down whenever they feel worried or scared.

Facilitator tip: You might like to suggest to the children that you or they make a 'worry box' in which they can post any worries they would like to talk about. Emphasise that this will be confidential and only you would read the notes. If the children can't write or don't want to, you could give each a 'worry slip' with a picture or photo of themselves on it to post in the box if they would like to talk to you privately.

Relaxation: Melting Statues

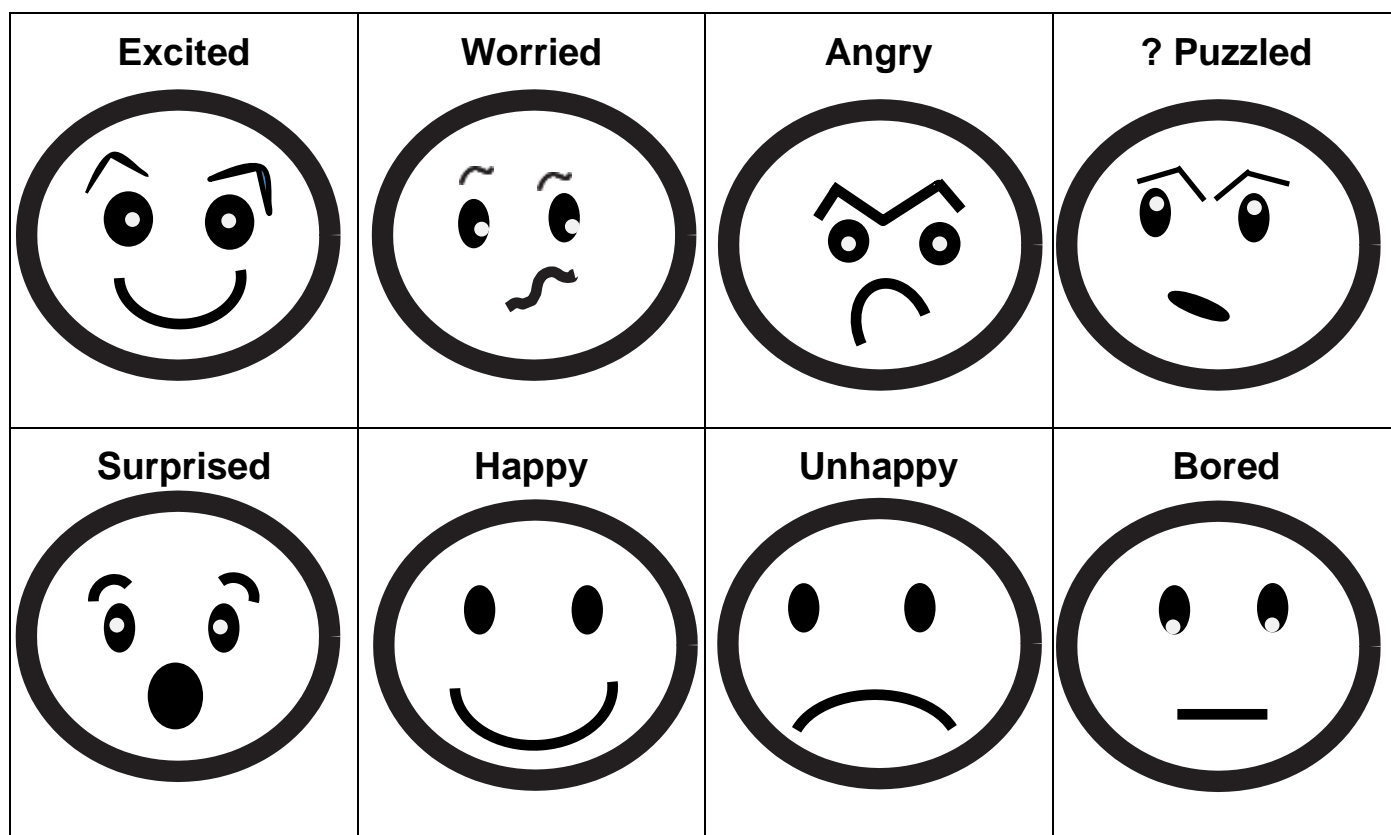
Activity: Ask the children to think back to how they pretended to be Duane when he was feeling worried and scared.

- Explain that you are going to ask them to do it again when you give the signal, and that this time they are a 'statue' and mustn't move or make a sound.
- Ask the children to find a space to stand in. They should not be able to touch another child with their arms outstretched.
- Give the signal for the children to adopt their pose.
- Explain that you are going to talk to them and that they must follow your instructions, and that this will help them to feel relaxed and calm.
- Give the signal for the children to adopt their 'statue pose'.
- Read Resource Sheet 7 out slowly and soothingly, until all the children are lying down and calm to finish the session.

Facilitator tip: You might like to walk quietly around and take photos of the children in their group

Facilitator tip: You might find this video on calming down activities useful
<https://www.youtube.com/watch?v=GAsWhVM5zGA>

Session 2 Resource Sheet 1: Feeling Faces



Session 2 Resource sheet 2: Duane's day







Session 2 Resource sheet 3: Duane's Day

Read: "Duane woke up and remembered that today he was starting at his new school. He had a funny feeling in his tummy.

He went to the kitchen. His grandmother had made his favourite breakfast with blueberries and bananas".

- Ask a child to show Picture 1



- Ask 'How do you think Duane felt?'
- When the children have given their ideas ask: 'Can you stand up and pretend to be Duane feeling like that?'

Read: "He enjoyed his breakfast. He put on his new school clothes. They felt very strange!

Then he started thinking about his friends at his old school. Especially Rashid. He missed Rashid the most.

When he was ready, he and his grandmother walked to the bus stop. Oh no!

- Ask a child to reveal Picture 2



- Ask the children 'What is happening?' If they do not know explain that Duane and his grandmother have missed the school bus.
- Ask 'How do you think Duane felt?'
- When the children have given their ideas, ask 'Can you stand up and pretend to be Duane feeling like that?'

Read: “So poor Duane had lots of worries and angry feelings. He was thinking, ‘Now I’ll be late and the teacher will be angry’. He shouted at his grandmother,

‘This is YOUR FAULT. If you hadn’t made me eat breakfast we would have caught the bus’.

His grandmother understood that Duane was feeling worried, and so she said

‘We’ve got time to walk. You won’t be late. And we can go to the shop and get you a special treat for your lunch-box.’ Duane was a bit happier but he didn’t say anything!

They went to the shop and bought Duane’s treat and Duane had calmed down. Near the school he saw some children who smiled and said hello.”

- Ask a child to reveal Picture 3



- Ask ‘How do you think Duane felt?’
- When the children have given their ideas, ask ‘Can you stand up and pretend to be Duane feeling like that?’

Read: “When they got to the school they had to go to the office. They knocked on the door and somebody shouted ‘Come in’. They saw:”

- Ask a child to reveal Picture 4



- Ask the children ‘Who do you think this is?’ If they do not know, explain that Duane and his grandmother are in the Principal’s Office.
- Ask ‘How do you think Duane felt?’
- When the children have given their ideas, ask ‘Can you stand up and pretend to be Duane feeling like that?’

Read: “In his old school the Principal was a friendly man who always said ‘Hello’ to him. Duane thought this lady was scary.

Duane was taken to the classroom. His new teacher gave him a big smile and said, ‘Hi Duane –

we're so glad you're here – it's nice to meet you'. She then asked the children who would like to be Duane's friend and he couldn't believe it when..."

- Ask a child to reveal Picture 5



- Ask 'How do you think Duane felt ?'
- When the children have given their ideas, remind them that they have already talked about the feeling 'happy'. You might ask the children for other words they know for happy.

Read: "As the day went on, Duane talked to lots of the children and played football at playtime with a children from his class. He had been worried that he might not be able to do the work and that the other children might laugh at him, but he got all the answers right in the maths and his teacher told him that he was a good reader!

School finished and Duane saw his grandmother at the school gate. She had something in her hands. He wasn't expecting that! "

- Ask a child to reveal Picture 6



- Ask 'How do you think Duane felt ?'
- When the children have given their ideas, ask 'Can you stand up and pretend to be Duane feeling like that?'

Read: "So Duane's first day at school was a good one. He talked to his grandmother about how kind his new teacher was, and how friendly the children had been.

She smiled at him and said, 'I knew you could do it Duane. You are a good boy'.

Very, very quietly he said, 'Grandma – I'm sorry I shouted when we missed the bus. I love you'.

She put her arm around him and they walked off happily down the road together."

Feelings Detective



Understanding another person's feelings



LISTEN

Listen to the words the person says and how they are spoken.

How do they make you feel?

LOOK

What is the person doing?

What are other people doing?

What is the face showing?

What is the body showing?

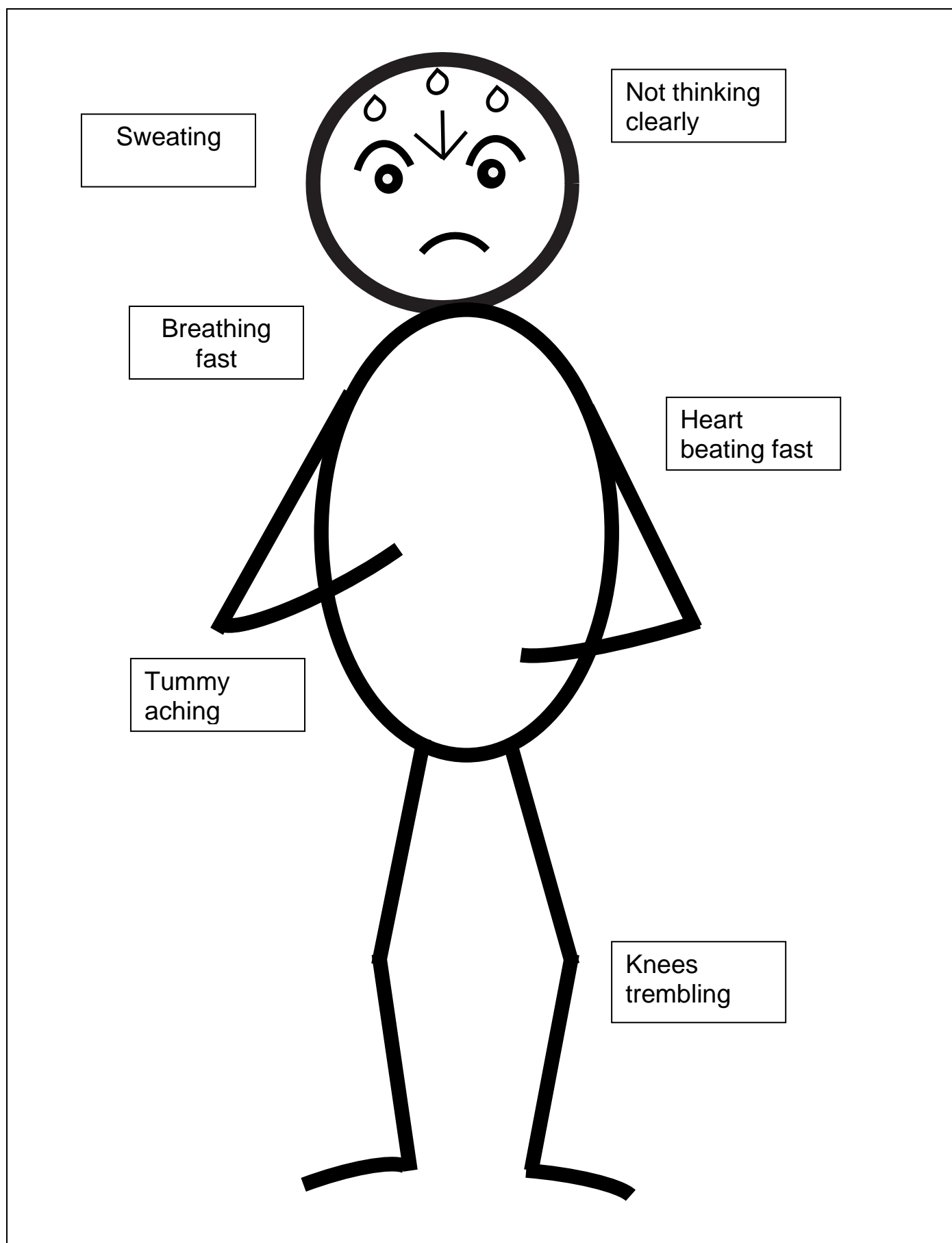
What is happening around the person?



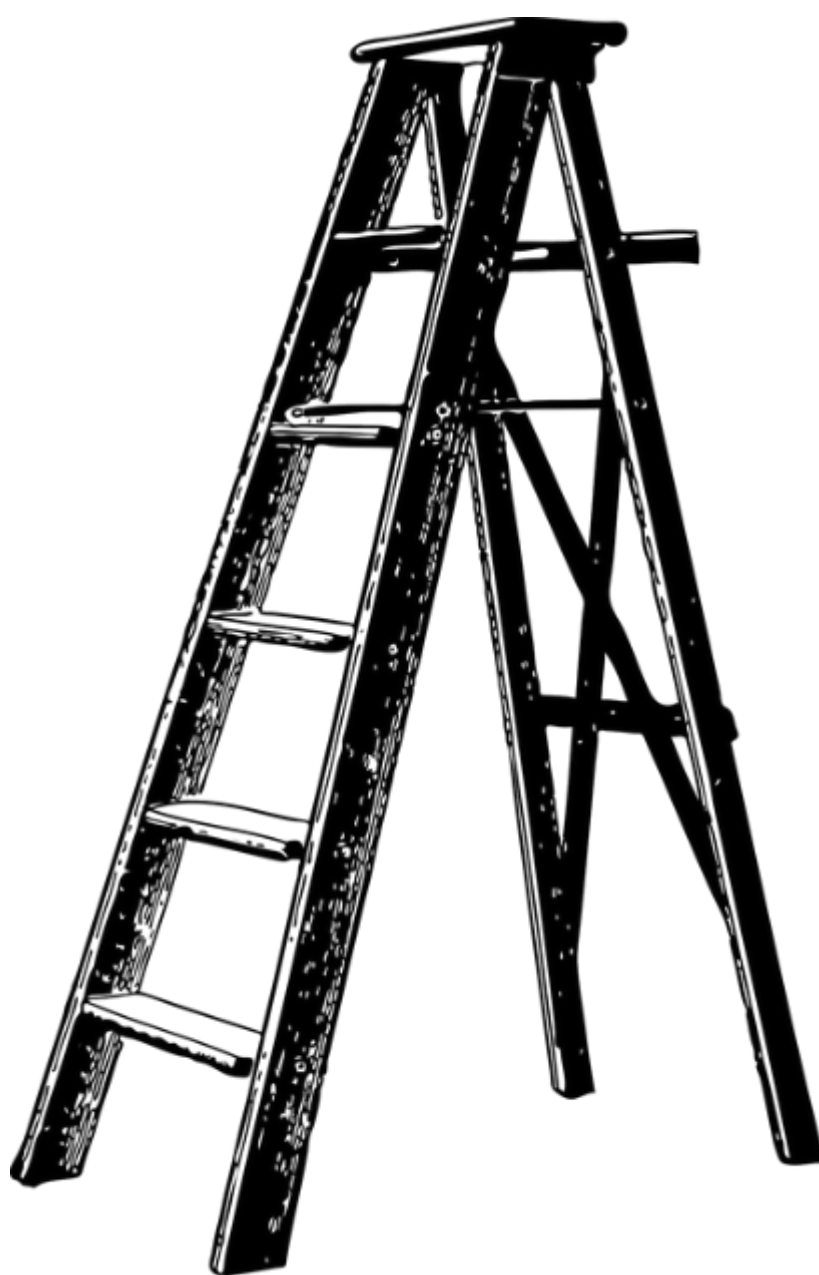
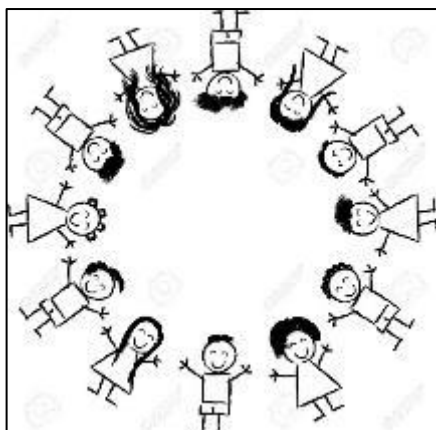
THINK

How would you feel if you were that person?

Session 2 Resource Sheet 5: Feeling worried or anxious



Session 2 Resource Sheet 6: Ladder and group symbol for Review



Session 2 Resource Sheet 7: Melting Statues Relaxation Script

Read the script below slowly and in a soothing, quiet voice, making sure you allow time for the children to complete each action. Do the actions as you read them so that the children can copy you.

It is not necessary for the children understand all the words. In this activity, it is the slow, soothing tone of your voice that the children will respond to.

Stand very still and listen to my voice and follow the instructions.

You are a statue made of snow. It is very cold but you are strong. You are frozen in with your feet on the ground. You can't move your arms or your legs and every part of you is stiff and completely still.

The sky above you is white, but a warm yellow light is appearing in the sky. It gets bigger and bigger and the sun begins to shine on you. You are still frozen but you can feel the heat on your face and on your hands and it feels warm and cosy.

As you stand there, the sun gets hotter, and the warmth starts to spread through your body. You can feel the tips of your fingers and toes beginning to unfreeze. You can wiggle them slowly – first your fingers one by one and then your toes.

Now the expression on your face begins to relax. Your head can move slowly around and around as your neck unfreezes.

Now the sun is stronger and the warmth spreads through your body. You can move your arms – just a little bit at first – they are a little stiff - up and down, round and round in small circles until they are loose and floppy.

You can shrug your shoulders – up and down, up and down.

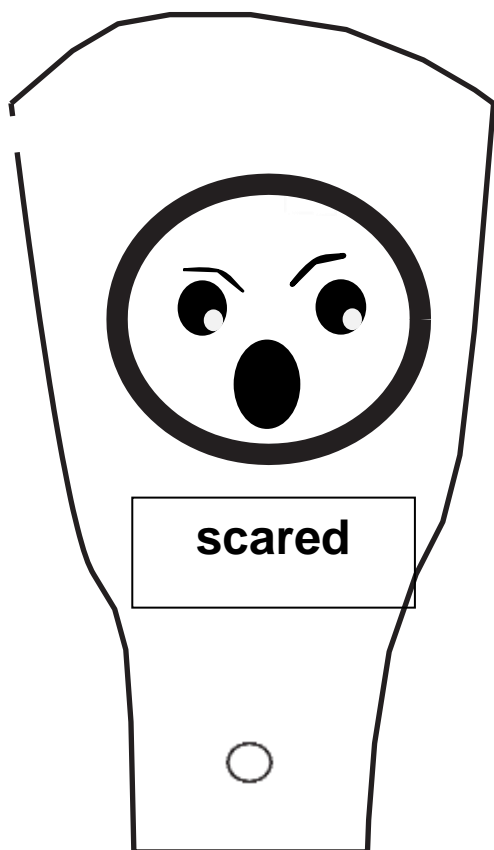
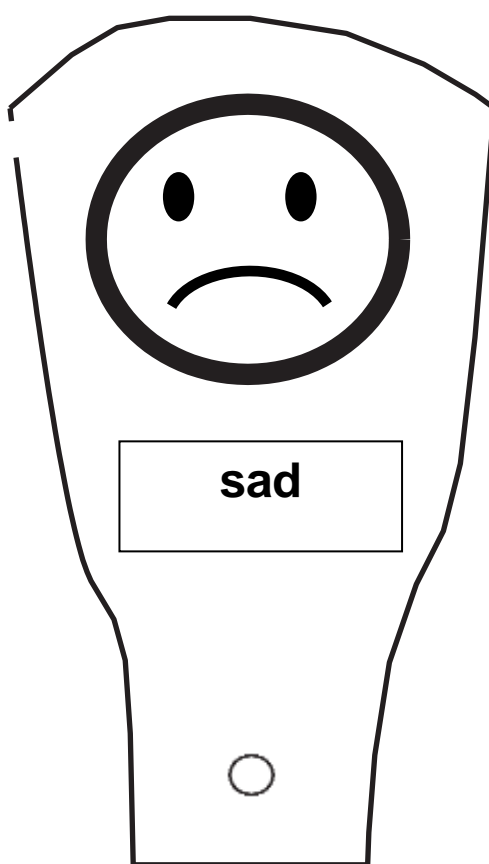
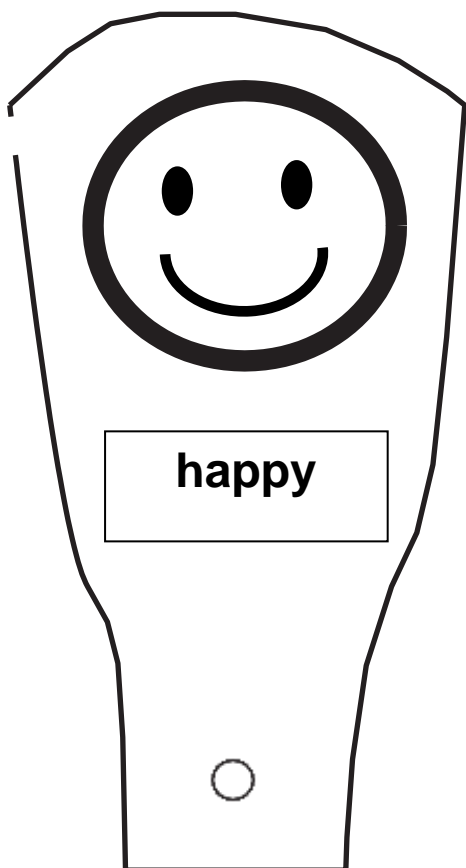
Now the sun is hot. Your knees can bend – up, down, up down – and your body slowly straightens out – you can twist from your middle – first one way and then the other.

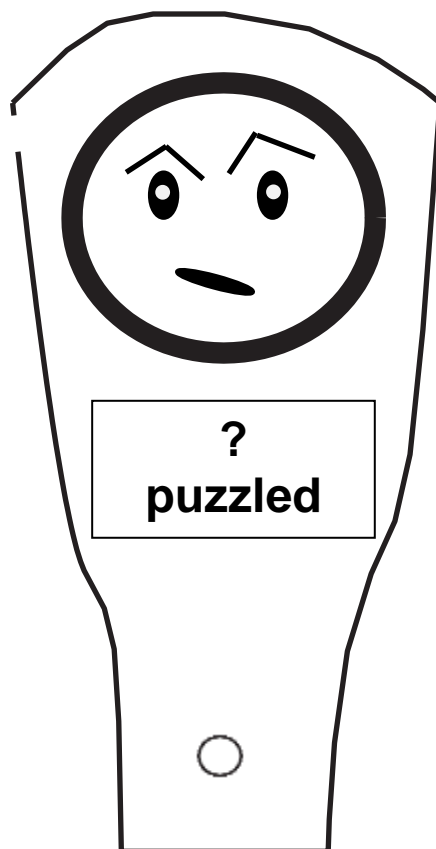
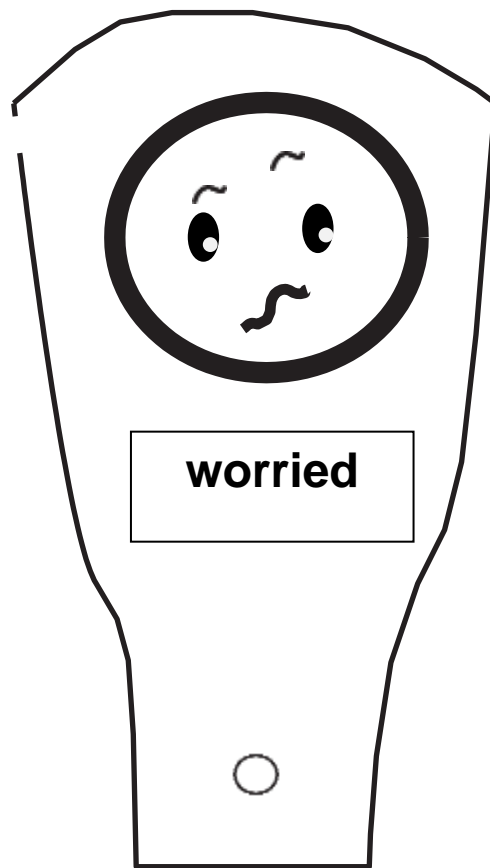
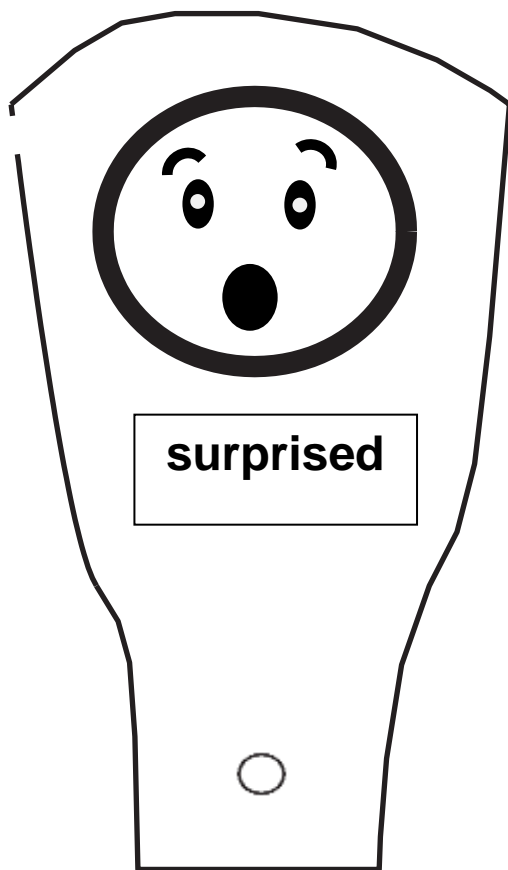
As the sun gets hotter and hotter you feel yourself going floppy and every part of you relaxes. You are beginning to melt. Your hands flop to your side, your head falls forward, you start to sink down as your legs bend.... and slowly, slowly, slowly you melt moving gradually towards the floor.

Now you are lying on the floor, completely relaxed. You have melted and you are now a puddle of water, sparkling in the sunshine. Lie still and feel the warmth of the sun on your face, your hands, your body until I give you the signal to sit up and have a good stretch!



Session 2 Resource Sheet 8: Feelings fan *(Print the sheet on card. Cut out the shapes and make a hole in each one. Join them into a fan with a split pin)*





Resources:

- Resource Sheet 1: Feeling faces (to cut up into cards)
- Resource Sheet 2: What does Anger feel like? (One for display. Enlarged if possible to A3, and one A4 per pair)
- Resource Sheet 3: The Anger Firework (One for display. Enlarged if possible to A3)
- Resource Sheet 4: Water droplets (3 or 4 for each pair of children)
- Resource Sheet 5: The anger calming bucket (One for display. Blown up if possible to A3)
- Resource Sheet 6: The Thermometer of Anger
- Resource Sheet 7: Learning outcome assessment cards (one per child, cut into cards and laminated if possible)
- Resource Sheet 8: Relaxation Script
- Balloons and Pump
- Glue
- Sticky labels/ sticky posts and marker pens
- Writing and colouring materials for the children

Intended learning outcomes: ‘I ...’ statement(s)

‘I can tell you how angry I am (a little bit, a lot, about to explode!)’

‘I know when I am starting to feel angry’

‘I know some ways to stop myself exploding when I am angry’

Warm-up activity: Find your partner

Preparation: 2 copies of Resource Sheet 1: Feeling Faces cut up into cards with one face on each card. You need a card for each child. The point of the activity is for them to find another child with the same card so you need enough pairs of cards for the group.

- Tell the children that you are going to give them a picture of a ‘feeling face’ and that they must keep it secret and make sure nobody can see it.
- Give each child a picture of a ‘feeling face’ on it from Resource Sheet 1, making sure that each child can pair with another with an identical ‘feeling face’.
- Explain to the children that they are going to find someone with the same ‘feeling face’ as them BUT that they are not allowed to look at other children’s picture or talk.
- Explain that you are going to ask them to walk around the room as if they were feeling the emotion on their picture. Give them some time to think about how they might look – what expression they might have on their face, what their body might be doing, how they might be moving.
- Remind children about the ‘Feeling Detective’ game they played in the previous session, and tell them they are going to be ‘feelings detectives’ in this game.
- Tell the children that, when they think they have found the person with the same feeling face as they have, they can show each other their picture. If they are right (and the pictures match) they can sit down in their pair. If they are wrong, they carry on playing.

- When all the children have found their partner (or when you decide they have had enough time), the children come together to sit in a circle.

Facilitator tip: This activity can be adapted whenever children need to pair up with a partner. You can use it as a way to celebrate the cultures of children whose home country or heritage is not the host culture. For example, you can give matching pairs of pictures to children (or physical objects) such as flags of the countries the children in the group come from, maps of different countries, food or cultural artefacts from the different cultures and when the children have 'found their partner' children can be invited to say what they know about their pictures.

Group aims:

Remind the children about the aims they agreed in the last session. Show where they are displayed and ask the children if they can remember the aims, praising the children when they contribute. Remind them that you will be looking out for children who remember the group aims.

Review of time since the last session:

Ask the children if they remember what they learnt in the previous session. Remind them of the learning outcomes from this session:

I know when I have an uncomfortable feeling

I know some ways to help me to feel better when I have an uncomfortable feeling

Remind them of some of the ways you talked about using these learning outcomes:

Practise being a 'Feelings Detective' by noticing when they have different feelings, and trying to think of as many names as possible for the feelings. They can share these names during the next session.

Being a 'Feelings Detective' when they are at school or at home to work out how other people might be feeling, or even what characters in their favourite TV programmes might be feeling.

Using the five finger breathing or other ways of calming down whenever they feel worried or scared.

Ask the children if they have any examples of doing these things to share with the group, and to list any words for feelings that they have thought of.

Have an example of how you have applied the learning during the time since the last session, and give the children any feedback from other teachers about times that they have noticed the children doing so.

Congratulate the children on trying out their learning, and thank them for their contributions.

Plan for today's session

With the children in the circle, explain that today's session is going to look more closely at feelings and to help them to think about anger. Explain/display the learning outcomes for the session, ensuring that they understand them.

'I can tell you how angry I am'

'I know when I am starting to feel angry'

'I know some ways to stop myself exploding when I am angry'

Explain that you will be looking to see the children who keep the group aims you have agreed.

Remind them that you will be asking them at the end if they feel they have achieved the group aims and learning outcomes.

Core Activity:

Preparation: If possible, enlarge Resource Sheet 2 and 3 to A3 size and have them ready to display. You may like to use sticky-notes/sticky labels as described in the activity.

For the first part of the activity you will need a balloon pump and several balloons.

Have several 'water droplets' for each pair (Resource Sheet 4)

Activity: Angry Anna

- Show the children that you have a balloon and a pump. Explain that together you are going to tell a story about a girl called Anna who could not control her anger.
- Explain that you will begin the story and that each child will then add a sentence about something that makes Anna more and more angry.

Each time something makes Anna angry, you (or a volunteer child) will put more air into the balloon which is Anna's 'anger store'.

'There was a girl called Anna who was always angry.

One day Anna got out of bed and there was no breakfast.

She was angry! She could feel her face going red, her forehead frowning and her feet wanting to stamp! '

- Puff into the balloon
- Read out two or three more things that happen to make Anna angry, each time puffing into the balloon e.g.

She washed her face but the water was cold.

Her dog wouldn't stop barking

She couldn't find her school bag.

She waited for her friend to come but her friend was late.

- Ask for volunteers to take over the story, contributing one sentence each, each time puffing into the balloon.
- When each child has had one or more turns, you can say:

'And then Anna couldn't keep her anger inside any more and it exploded out of her...'

- Burst the balloon to show Anna's anger exploding.

Facilitator tip: Warn the children that the balloon will make a big bang when it explodes. Be aware that, if children have suffered trauma, a loud bang could trigger a strong fear response. You might consider allowing the balloon to whizz around the room rather than popping it, or getting the children to cover their ears in preparation for the loud bang.

Alternatively you can use a bottle of fizzy drink to shake each time something increases Anna gets more angry, allowing it to fizz up when you open it at the end. You will need paper towels ready if you use this option!

Activity: Pair work : What does anger feel like?

- Show the children Resource Sheet 2: What does anger feel like?, displaying it where the children can all see it. If a pair had the 'angry' feeling card in the warm-up activity, ask them to show the group how they looked and moved when they were doing the activity.
- Remind children that, in the story, as Anna got angry her face went red, she frowned and her feet wanted to stamp. Ask the children to be 'Feeling Detectives' and to talk to their partner (the one that they paired with in the warm up activity) for one minute about what happens to our bodies when we get angry. How do we know we are getting angry? After one minute, ask each pair if they can tell you one thing that happens in their bodies.
- Give each pair a copy of Resource Sheet 2 and ask them to complete it by filling in what happens to the different parts of the body when they get angry. They might like to colour the picture.

Facilitator tip: Be ready to support children who will find the writing difficult by scribing for them or providing pre-made labels for them to stick on to their Resource Sheet.

- Bring the children back together in a circle and ask each pair to choose one thing from their completed sheet to share with the group. If appropriate they can mime the change in the body. Remind them to listen carefully so that they don't choose the same part of the body as another pair.
- Explain that it is really important to be Feeling Detectives when we are starting to feel angry, because as we get angrier it gets harder to stop ourselves from exploding like Anna.

Activity: The Anger Firework

- Show the children Resource Sheet 3: The Anger Firework. Explain that anger can be like a firework. When the fuse is lit, it doesn't take much to make the firework explode.
- Explain that the match that lights the fuse is the 'trigger' for anger and ask the children for some examples of their own 'triggers', being ready with a couple of your own. You might like to write their triggers on sticky labels and add these to Resource Sheet 3.
- Explain that when the fuse is lit, other triggers might make it burn faster, as with Anna in the story. When the fuse is lit we start thinking angry thoughts which keep the fuse burning.
- Explain that, If we can't stop the fuse burning, the firework explodes (you can link this to the balloon popping) and our anger makes us act in ways that get us in to trouble and are not good for other people and ourselves. Ask the children for examples of things that they have done when they were angry and how they felt afterwards.
- Emphasise that anger is cumulative – sometimes it is one little thing that finally makes us explode. Sometimes it is one big thing that makes us explode straight away. You might ask whether the thing that made Anna explode in the story was a big thing or a little thing. Remind children that it is very important to be a feelings detective and notice when our bodies are getting angry.
- Explain that the trick is to know when we are getting angry and to DO SOMETHING ABOUT IT. In the firework picture anger is like fire. Ask the children what water does to fire, and explain that the things we do to stop ourselves from feeling angry are like buckets of water we are throwing on the firework to stop it exploding.

Facilitator tip: If you are able to show clips from the internet, you might like to share an online story video clip. Examples in English include: When Sophie gets angry <https://www.youtube.com/watch?v=tISX0wadZnE> which is three and a half minutes long. It shows the key message that what we do can make anger pass and can be a good starting point for discussing strategies to manage anger.

Activity: Filling our buckets

- Ask the children to talk to their partner about what they do when helps them to stop feeling angry. Remind them of the things they talked about in the previous session that helped them calm down.
- Show the children Resource Sheet 4: The anger calming bucket, and explain that each of their ideas fill the bucket so that, if they use them, they can put out the firework.
- As the children say their ideas, write each one on a 'water droplet' (Resource Sheet 3) and stick it to the picture of the anger calming bucket, or ask the child to do so. Display Resource Sheet 3 with the water droplets stuck on to it as a poster. Remind children of the strategies that they have talked about, and include, if they do not come up with them:
 - spot the signs early
 - five finger breathing
 - tensing and relaxing muscles

- saying to yourself 'be calm ... be calm ... be calm ...'
- telling someone how you feel
- walking away and taking some time
- going for a walk
- doing something you enjoy and waiting for the feeling to pass

Facilitator tip: As the sessions progress, children can add more 'water drops' to the display as they learn more ways to relax and calm themselves down.

Review and reflection on intended learning outcomes and group aims

Show Resource Sheet 6: The Thermometer of Anger, and explain to children that it can help them to think about how they feel (a little bit angry, angry, explosive) when something happens to them. They can then use their water droplet ideas to help them calm down.

You might use Anna as an example to show how the small things that happened each added to her level of anger. .

Facilitator tip: Some children might benefit from having their own personal anger thermometer and they could make a small one to carry around with them. You could perhaps laminate it and put it on a keyring, with some of their water droplet strategies for calming down on further cards on the key-ring. There are a number of useful 'resource packs' that teachers can make up for individuals with particular needs in this area. In the UK a good one can be found very cheaply at: <http://www.elsa-support.co.uk/downloads/anger-management-lapbook-resource-pack-item-158/>

Explain that the session is now coming to an end and remind the children that there were three learning outcomes.

'I can tell you how angry I am (a little bit, a lot, about to explode!).'

'I know when I am starting to feel angry'

'I know some ways to stop myself exploding when I am angry'

Give out a set of prepared Resource Sheet 7: Learning outcome assessment cards to each child and explain that they can use these to show how well they feel they have achieved the learning outcome. Go through each in turn and then ask the children to hold up the card that shows how they feel about each learning outcome in turn.

Facilitator tip: Be sensitive to the fact that some children will not yet feel safe enough to say if they have not understood the learning outcome. They may use the 'I'm thinking' card and should be praised for doing so. Make it clear to the class that, if they don't understand something, it is because you have not explained it properly, and that it is your job to help them. If a child finds it difficult to say how they feel by using the cards, agree an alternative means of expression.

Ask the children to indicate how well they feel they have together achieved the group aims by using 'thumbs up, thumbs level or thumbs down'. Be sure to congratulate all the children on the group aims that have been achieved and highlight one or two specific examples of times during the group when individuals have kept to the group aims. If the aims have not been met, do not name individuals but set a target for the next session.

Plans for the time until the next session

Ask the children to suggest ways that they can use what they have learnt in the group in school or at

home during the time until the next session. You might give them some suggestions such as:

- Being 'Feeling Detectives' and noticing when they start to get angry and what their triggers are.
- Trying out the strategies they have talked about to report back in the next session.
- Asking friends and family what they do that helps them when they feel angry.

Relaxation:

This session uses a relaxation script, which you will find as Resource Sheet 8.

1. Record yourself reading the script slowly in a calm voice.
2. Pause frequently. Don't read too quickly - what seems to be a very slow pace to a reader seems much faster to a listener. Take at least two or three breaths between each phrase.
3. Concentrate on saying each word clearly and slowly, but not so slowly that the sense is lost.
4. Play back the spoken script with music, if you wish. Choose relaxing music without lyrics.
5. The children can lie on the floor for this exercise but, if that is not possible, make sure they are sitting comfortably.
6. Play back the script to the children at a low volume, adjusted so it is loud enough to hear without straining, but quiet enough to be calm and relaxing
7. Model the actions so that the children can copy you. It does not matter if they do not understand all the words, the sound and tone of your voice should convey the necessary feeling, but you might explain 'tense' and relax' before you begin.

When the relaxation session is finished, remind the children that relaxing our bodies can be a good way to deal with angry or worried feelings, and suggest that they try it out during the time until the next session.

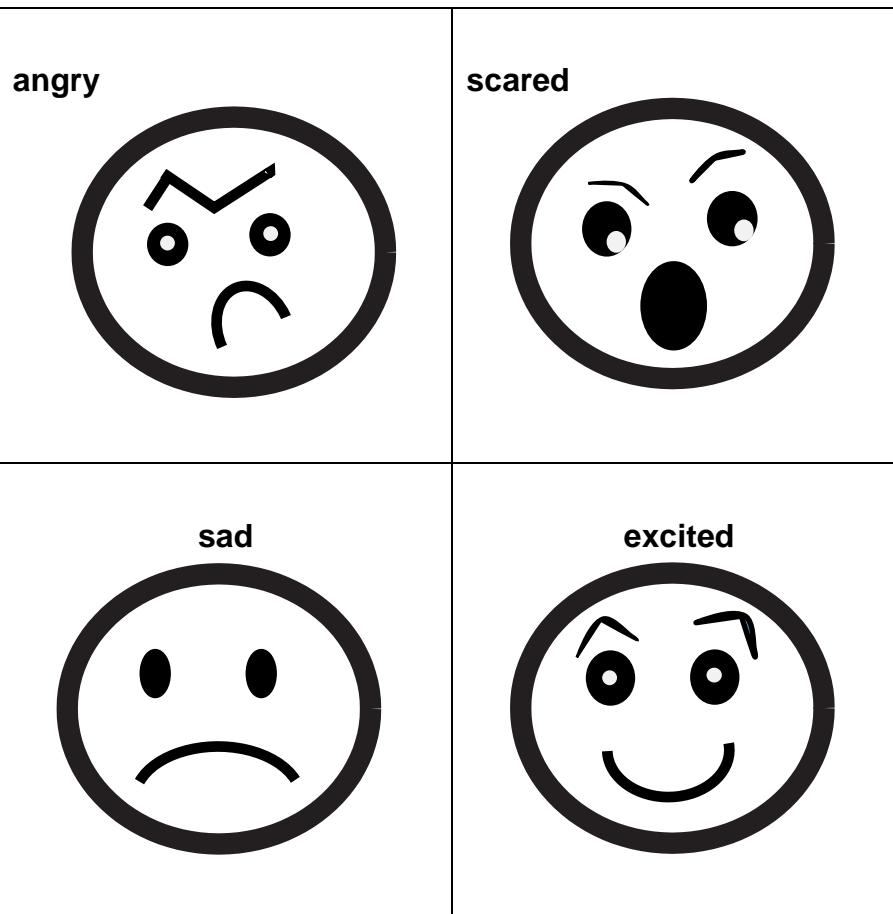
Facilitator tip: If children are not used to this form of activity, there may well be a little bit of giggling and disruption. This signals their feeling of not being completely safe, so reassure them that it is normal to feel a little bit embarrassed, but that you would like to try it out with them and that the feelings will pass.

You may need to try the activity a number of times before the children become completely comfortable with it but it is worth persevering. Children who have experienced trauma or attachment difficulties find it very difficult to relax and 'switch off' their alarm system, and practising doing so in a safe environment will be extremely useful to them in the longer term.

Recording your voice reading the relaxation script can be very useful as a resource for if you are not able to lead a session, as your voice and the familiarity of the activity will be comforting for the children.

Session 3 Resource Sheet 1: Feeling Faces

(Cut into individual pictures and ensure each child in the group can find someone with the identical face).



Session 3 Resource Sheet 2: What does anger feel like?



Session 3 Resource Sheet 3: The Anger Firework

The trigger



lights the fuse



which sets off the explosion

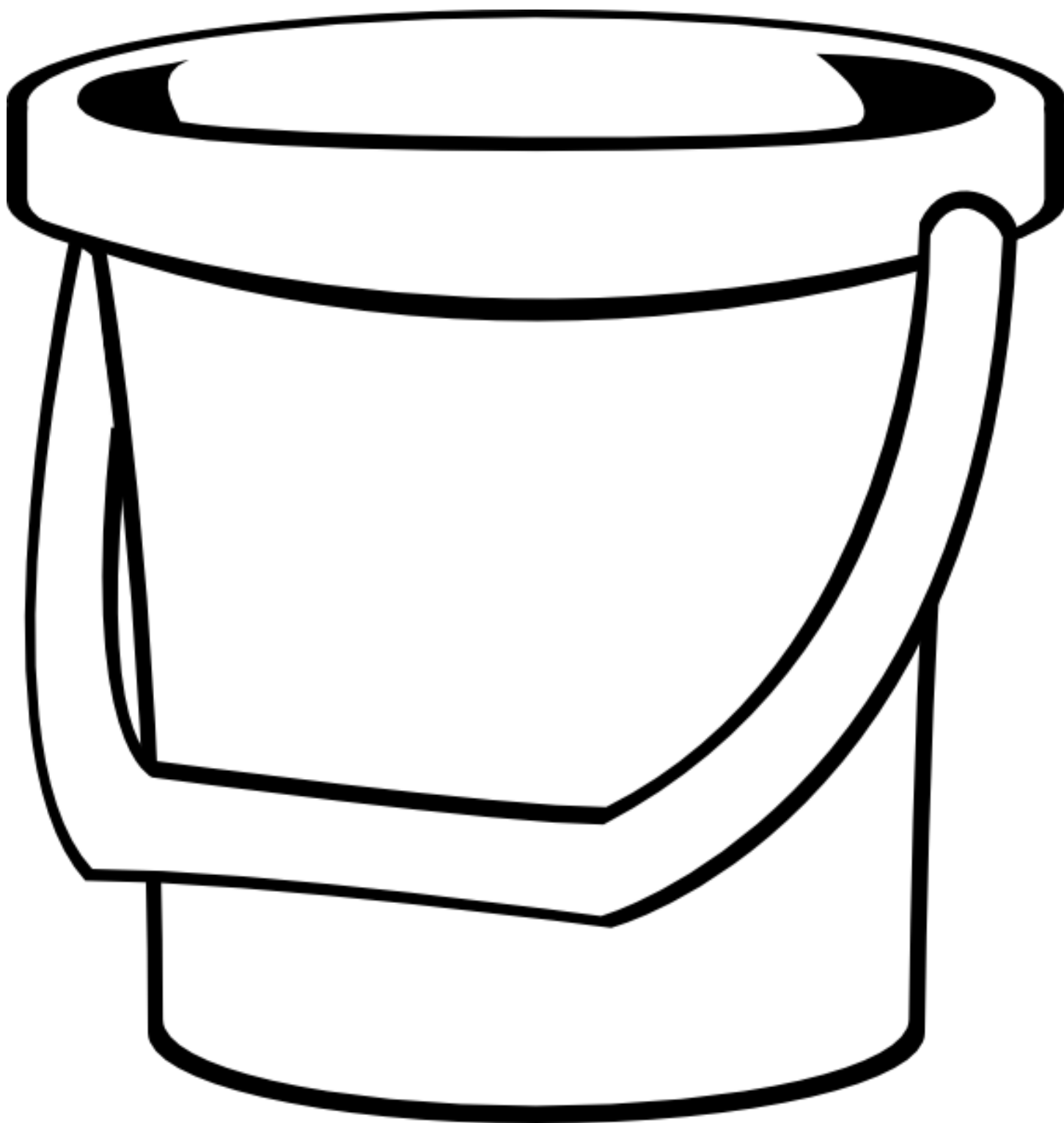


Session 3 Resource Sheet 4: Water Droplets


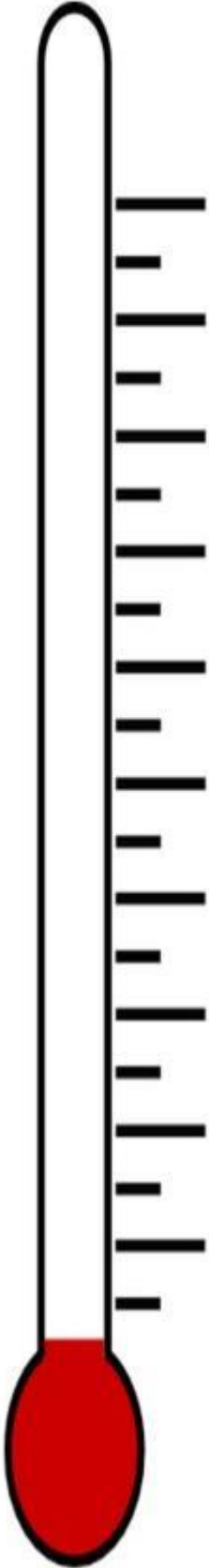




(Cut out at least one droplet for each child)



Sessions 3 Resource Sheet 5: The Anger Calming Bucket



Sessions 3 Resource Sheet 6: The Thermometer of Anger

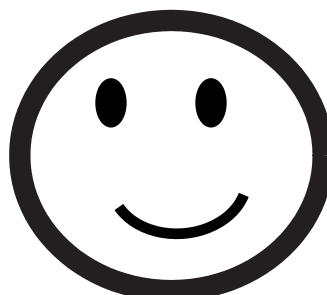
<p>Very angry</p> 	
<p>Angry</p> 	
<p>A little bit angry</p> 	
<p>OK</p> 	
<p>Happy and relaxed</p> 	

Session 3 Resource Sheet 7: Learning outcome assessment cards

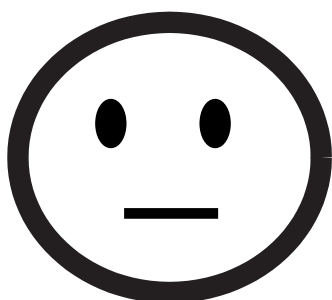
I understand it all



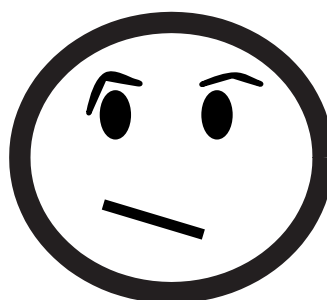
I understand some of it



Help please



I'm thinking



Session 3 Resource Sheet 8: Relaxation Script

With thanks to: <http://www.innerhealthstudio.com/relaxation-for-children.html>

Get ready to relax. Take a deep breath in.... now breathe out.

Breathe in.... and breathe out.

Keep breathing slowly. Feel how it relaxes you to breathe deeply.

Now squeeze your hands closed into fists. Pretend that you are squeezing a ball in each hand... gripping tighter.... squeeze even tighter.... Right now, your muscles are tense.

And now relax. Let your hands go limp. Now your hands feel relaxed. See how relaxed your hands feel. See how tense feels different from relaxed. We want to make your whole body feel relaxed like your hands are now.

One way to relax your body is by breathing deeply. Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out.

Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth.

Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.

As you breathe in this time, raise your arms above your head. When you breathe out, lower your arms.

Breathe in. Reach your hands above your head, stretching high up... stretching.... and now lower your arms to your sides and relax. Breathe out.

Raise your arms and breathe in.... lower your arms and breathe out....

Raise your arms and breathe in.... lower your arms and breathe out....

Now relax and keep your arms at your sides, while you continue breathing slowly and deeply.

Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter.... tighter... and now relax.

Let your legs become very relaxed. Each leg is as floppy as a piece of string.

Your legs feel heavy. The muscles are loose.

Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string.

See how it feels to be relaxed. Your legs and arms are relaxed.

Now let your whole body become relaxed. See how relaxed you can make your body.... relax every muscle.... not tense at all....

Your body feels heavy and relaxed.

Relax even more by noticing your breathing again. See how calm your breathing is. In.... and out..... in.... and out...

Keep breathing and simply relax. There is nothing you need to do except relax quietly.

See how calm and relaxed you feel. It feels good to relax.

Your relaxation time is finished now, and it is time to return to wake up your body and your mind by wiggling your fingers and toes..... moving your arms and legs.....

Sit still now for a moment, and look around the room.

When you are ready, get up.

Session No: 4 Class teacher:

Facilitators:

Resources:

- Optional: Music for the warm up activity.
- Resource Sheet 1 : Script for 'Kateeja's lonely day' (1 copy for the teacher)
- Resource Sheet 2: Picture Stimulus for 'Kateeja's lonely day'
- Materials for making a poster (one set per small group or pair) including paper, colouring pens, marker pens etc.
- Resource Sheet 3: Adult script and pictures: Yoga Relaxation
- Resource Sheet 4: Yoga pictures

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

'I know some ways to be friendly'
'I know some things to do if I feel lonely'
'I know some ways to help someone who feels lonely'

Warm-up activity: Being Friendly

Adapted from SEAL Blue Set: Getting on and Falling out www.sealcommunity.com

- Explain that, if we want friends, it is important to know how to look and sound friendly. We can do this in lots of different ways.
- Tell the children that they are going to walk around the room and when you give the signal they must stop and say 'hello' to the person nearest to them. They should try to look and sound as friendly as possible (even if the person is not a friend) using their face and their body.
- Encourage children to use as many ways of saying 'hello' as possible, using different words, dialects, languages or gestures. You might ask the children to demonstrate two or three different ways of saying hello (e.g. shaking hands, giving someone a hug, giving someone a high-five, waving etc.)
- Let the children have three or four goes and choose two or three children to demonstrate in front of the group. Ask the others to suggest why you have chosen these children. Then give your reason. Draw attention to facial expression, gesture, body language, and so on.

Note: Some children will be unaware of how they appear to others, and the sharing of successful strategies may help them. Discussion about how different cultures may express friendliness differently may arise from this activity. Encourage children to share their experiences.

Facilitator tip: This activity lends itself to the use of music (if this is available) playing while the children are walking around, and being paused at intervals as a signal for the children to engage in the activity.

Group aims

Remind the children about the aims they have agreed in the first session. Draw the children's attention to where they are displayed and ask the children if they can remember the aims, praising the children when they contribute. Remind them that you will be looking out for children whose behavior shows that they remember the group aims.

Review of the time since the last session

Ask the children if they remember what they learnt in the previous session. Remind them of the learning outcomes from this session:

‘I can tell you how angry I am (a little bit, a lot, about to explode!)’

‘I know when I am starting to feel angry’

‘I know some ways to stop myself exploding when I am angry’

Remind the children of some of the ways you talked about using these learning outcomes:

- Being ‘Feeling Detectives’ and noticing when they start to get angry and what their triggers are.
- Trying out the strategies they have talked about to report back in the next session.
- Asking friends and family what they do that helps them when they feel angry.

Ask the children if they have any examples of doing these things to share with the group.

Have an example of how you have applied the learning during the week, and give the children any feedback from other teachers about times that they have noticed the children doing this.

Congratulate children on trying out their learning, and thank them for their contributions.

Plan for today’s session

Explain that the session today you are going to be thinking together about friendship and loneliness. You could ask the children what ‘being a friend’ to someone means. How might they show that they are friends with someone, what might they do?

Have some examples ready to share with the children and write down their ideas as well as your own on a large sheet of paper which can be displayed (for use in the core activity).

Facilitator tip: If you have access to the internet, you might like to watch a short clip about friendship to stimulate discussion. Youtube may have appropriate story books read aloud in the appropriate language. There are a number of animated clips without language which you could use, e.g. <https://www.youtube.com/watch?v=MXIsvy9fel0>. This clip lasts approximately one minute (there is some English writing but the actions make the message self-explanatory).

Share the learning outcomes for the session, and ensure they understand what they mean. Remind them that they will have the chance to think about whether they have achieved them at the end of the session.

‘I know some ways to be friendly’

‘I know some things to do if I feel lonely’

‘I know some ways to help someone who feels lonely’

Core Activity

Preparation: *Prepare the picture on Resource Sheet 2 as a card to hold up to show the children*

Ensure the materials for the children to make posters (paper, colouring materials, marker pens etc.) are ready.

Activity: Seat the children in a circle

- Read children the story ‘Kateeja’s lonely day’, all the way through. Show them Resource sheet 2, the picture of Kateeja.
- Ask the children to show how they think Kateeja felt, explaining that they can show good, happy, excited feelings by standing up with their arms stretched tall, and very sad feelings by making themselves very small in a ball on the floor. Ask them to show how Kateeja felt:

before she went to school when she got back from visiting her grandmother
at playtime
at lunchtime
at the end of school
the next day at school

- Ask for the children to think in pairs of two feeling words to describe how Kateeja felt, and then quickly take feedback around the circle until all the words have been said. (You might add – lonely, alone, sad, unhappy, left-out, excluded, disappointed, rejected - depending on the language levels of the children).
- Ask the children to use their ‘feeling detective’ skills and ask for volunteers to show how Kateeja may have looked – what her face may have looked like, how her body might look as she sat on her own, how she might have walked around at playtime.
- Ask the children to share a time that they have felt lonely and share a time that you experienced this feeling.
- Ask the children if they think that the other children in the story were being deliberately unkind to Kateeja. (Note: there is no right answer to this but the key message is that often other people are not intentionally being unkind when they do not include us.) If the children think they were not being deliberately unkind, ask them why they think they didn’t talk to her or play with her.
- Finally ask them how they think the children felt when Kateeja said she had learned to be lonely.
- Explain that you are going to split the big group into smaller groups of 3 or 4 children to make a poster by writing or drawing.
- Some groups are going to show what the children could have done to make Kateeja feel less lonely
- The other groups are going to show what Kateeja could have done herself to make herself feel less lonely.
- You might ask the children to share some ideas as a stimulus.
- Remind the children about the activity they did at the beginning of the session and the importance of looking and sounding friendly. Remind children about the list you made in the earlier discussion about what ‘being a friend’ to someone means and how they might they show that they are friends with someone, what they might do.
- Give the group the materials they need to make a poster and tell them how long they have to complete the activity. Remind them about working together, and listening to everyone’s ideas. Give support as needed to both groups.
- When the allotted time is up, ask the children to bring their posters to the circle and ask each in turn to share the ideas they have recorded on their poster. You might add to the discussion, if the children haven’t mentioned these ideas:

Other children could :

Say hello to Kateeja and look friendly
Ask Kateeja where she had been and what she had been doing
Ask Kateeja to play or work with them
Make room for her to sit down at dinner
Make sure that Kateeja had a partner in PE
Share their things with Kateeja
Say goodbye to her at home time

Kateeja could:

Smile at people

Look friendly

Ask people a question about what they are doing

Tell the teacher or another adult how she feels

Ask if she can join in with a game or activity

Give someone a compliment

Bring in something from her visit to her grandmother to show or share with the other children

Review and reflection on intended learning outcomes and group aims:

In a circle, explain that the session is now coming to an end and remind the children that there were three learning outcomes for the session.

‘I know some ways to be friendly’

‘I know some things to do if I feel lonely’

‘I know some ways to help someone who feels lonely’

To review the learning, ask children to finish the sentence starter:

‘If I see someone feeling lonely, I will.....’

And/or:

‘When I feel lonely at school I will....’

Ask the children to think about their group aims, and especially about whether everyone has felt included in the session. Ask the children to indicate how good they think the group are at including everybody by using the ‘thumbs up, thumbs down or thumbs in the middle’ technique. If any child indicates that they felt left out in the group, talk to them privately afterwards and ask them what the group can do differently next time.

Be sure to congratulate all the children on the group aims that have been achieved and highlight one or two specific examples of times during the group when individuals have kept to the group aims, focusing specifically on how they were friendly towards each other and how they included everybody.

Plans for the time until the next session

Ask the children to suggest ways that they can use what they have learnt in the group in school or at home during the coming week and in the future. You might give them some suggestions such as:

Using their ‘feelings detective’ skills to spot anybody who might be feeling left out or lonely in their class or in the playground

Being friendly to anyone who might feel lonely and using some of the ideas on the posters they have made to make them feel more included and less lonely.

Using some of the ideas they had for what Kateeja could have done if they feel lonely or left out.

Facilitator tip: You might suggest to the school that ‘Buddy Stops’ or ‘Friendship Benches’ are introduced in the school at playtimes and lunchtimes, if the school does not have them already. These are places in the playground where children can go if they would like someone to play with.

Many schools train ‘playground buddies’ to ensure that no children are left out at playtime, and if your school does not run such a system you might like to investigate setting such a scheme up by contacting local groups or searching on the internet. One scheme is outlined at [file:///C:/Users/User/Downloads/ks1_buddy_training_pack%20\(3\).pdf](file:///C:/Users/User/Downloads/ks1_buddy_training_pack%20(3).pdf)

Relaxation: Yoga

Preparation: *You may be able to display the pictures on Resource sheet 4 on an interactive whiteboard. If this is not available, you may give the children a copy of Resource Sheet 4 or by make individual sets of cards of each pose, perhaps laminating them and providing a set for each child. (They could take these with them when they leave the group).*

It is important to have tried out the poses and sequence yourself before using it with the children.

- Use Resource Sheet 3 (and the accompanying pictures) to talk the children through a small number of relaxing yoga poses.
- Make sure that the children are suitably dressed and ensure that all are fit to do PE (the poses here are no different from those used within a normal PE lesson).
- Tell the children to stop straight away if a movement or pose is difficult or starts to hurt and let you know by quietly raising their hand.
- Explain that they should move only in ways that are comfortable.
- Tell the children that as this is a relaxation activity, they should be calm and quiet. It might help to begin with a deep breathing exercise – perhaps one of the breathing activities they have already learnt in the group.
- It will be important that you demonstrate the poses, gently encouraging the children to copy you as you describe what you are doing.
- Use a soft, soothing voice while describing the pose and allow a few seconds in each pose, reminding the children to breathe deeply while they hold the pose.
- You may like to play some quiet music in the background
- The final pose, before sitting up cross-legged is one that may remind the children of 'Sleeping lions' from Session 1.

Session 4 Resource Sheet 1: Kateeja's Lonely Day Script

(Adapted from 'Classroom Stories for SEAL' by Maggie Walker www.futurelinkpublishing.co.uk)

Kateeja's parents had taken her to visit her grandmother for two months.

When she came back, she was very excited to be going back to school and seeing all her friends but when she walked into the classroom, it seemed as though they had forgotten her.

When she did her work, the children talked to each other but not to her.

When she went in the playground, the children played with each other but not with her.

When she went into dinner she sat by herself.

In the afternoon the class had PE. Nobody chose Kateeja for their partner.

Back in the classroom they were allowed to choose where they worked, but nobody asked Kateeja to be with them.

Before they went home the teacher asked them,

'What was the best thing you learned today?'

The children all put their hands up, wanting to tell the teacher about something they had learned. The teacher listened carefully and then she looked at Kateeja.

'What did you learn today, Kateeja?' she asked.

Kateeja thought for a minute and then she said, 'I think I learned to be lonely.'

All the children looked at Kateeja and she began to cry quietly.

The teacher said, 'I'm very, very sorry you've been lonely Kateeja. We'd better make sure it doesn't happen again.' She looked at all the other children.

'I know you are all kind children,' she said, 'and you wouldn't want Kateeja to be lonely and unhappy. So before you go home, I want you to think what you can do to make sure she doesn't feel lonely anymore.' The children all thought very hard.

Then they all went home.

The next day, as soon as Kateeja walked into the playground, Mariam and Malik asked her if she wanted to play.

When she did her work, Joe and Nadia asked her if she wanted any help and Amy let her use her best pens. At dinner time lots of children said 'Come and sit here, Kateeja.'

In the afternoon, she had a great time dancing with Tiffany and Kans and did a painting with Ruth. At the end of the day, the teacher said to Kateeja,

'Yesterday you learned to be lonely, Kateeja. What did you learn today?'

What do you think Kateeja said?








Session 4 Resource Sheet 2: Kateeja






Adult script and pictures: Yoga Relaxation











With thanks to <https://www.kidsyogastories.com/kids-yoga-poses/>

Yoga script and pictures

Sit on your heels, slowly bring your forehead down to rest in front of your knees, rest your arms down alongside your body, and take a few deep breaths	
Lie on your tummy, place your palms flat next to your shoulders, press with your hands, lift your head and shoulders off ground, and hiss like a snake	
Kneel down, round your back, and tuck your chin into your chest. Pretend to be a cat	
Stand tall with your feet apart, bend your knees, and hop like a kangaroo	
Stand tall, reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side. Come back to centre. Tilt your body to the other side	
Stand tall, stand on one leg, reach the opposite leg out behind you, place the outside of your foot into your hand, bend your torso forward with your arm out in front for balance, and arch your leg up behind you.	
On your hands-and-knees, bend your elbows, rest your forearms on the ground, with your palms flat, lift up your knees to straighten your legs, and look forward	

<p>Sit on your heels, slowly bring your forehead down to rest in front of your knees, place the palm of your hands flat out in front of you, and take a few deep breaths</p>	
<p>Lie on your back with your arms and legs stretched out. Breathe and rest.</p>	
<p>Sit comfortably cross-legged, and rest your hands on your knees.</p>	

Session 4 Resource Sheet 4: Yoga Pictures for children

Session No: 5 Class teacher:

Facilitators:

Resources:

- Music to play to the group
- Resource Sheet 1: 'What if....'
- Resource Sheet 2: 'My feelings about change'
- Resource Sheet 3: Review Cards (Facilitator)
- Resource Sheet 4: 'Blowing Bubbles' Script (Facilitator)
- Bubble blowing equipment for each child

Note: For the final session it is useful to have a photo of the group and an individual photo of each child. If you do not have these already you might take the photos during this session (provided you have permission to take photos of the children).

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

'I know that change can sometimes be exciting and sometimes uncomfortable'

'I know some things that will stay the same and some that will change'

'I know some ways to feel better when changes make me feel sad'

'I know some ways to help other people when they feel sad because of a change in their life'

Warm-up activity: Change or no change?

Activity: Explain to the children that in this activity you will play some music while they move around the room. When the music stops they find a partner, shake hands with them and wait for you to tell them what to do.

- Put the music on and ask the children to move around the room until it stops. Tell them that when the music stops they must find a partner and shake hands with them without talking.
- Stop the music and make sure each child has a partner, partnering yourself with a child if there are an odd number of children.
- Say, '*Tell each other what colour your own eyes are*'.
- After a few seconds ask them to think for a couple of seconds about whether their eye colour will ever change or whether there will be no change. When you give the signal they must shake hands with their partner and say 'CHANGE' or 'NO CHANGE'. The aim is for them to speak at the same time as they shake hands.
- Tell the children it doesn't matter whether or not they say the same word.
- Give the signal for the children to shake hands while saying 'CHANGE' or 'NO CHANGE'
- Start the music again and repeat the activity. This time they must find a different partner. You can use some of the following examples and ask them to '*Tell each other.....*'

your hair colour

your height

what you are wearing

where you were born

where you live

your favourite TV programme

your best friend

the languages you can speak

your favourite food

- When the activity is finished, ask the children to sit back in the circle.

Group aims:

Remind the children about the aims they agreed in the first session. Show where they are displayed and ask the children if they can remember the aims, praising the children when they contribute. Remind them that you will be looking out for children who show that they remember the group aims.

Review of time since the last session:

Ask the children if they remember what they learnt in the previous session. Remind them of the learning outcomes from this session:

‘I know some ways to be friendly’

‘I know some things to do if I feel lonely’

‘I know some ways to help someone who feels lonely’

Remind them of some of the ways you talked about using these learning outcomes:

Using their ‘feelings detective’ skills to spot anybody who might be feeling left out or lonely in their class or in the playground

Being friendly to anyone who might feel lonely and using some of the ideas on the posters they have made to make them feel more included and less lonely.

Using some of the ideas they had for what Kateeja could have done if they feel lonely or left out.

Ask the children if they have any examples of doing these things to share with the group.

Have an example of how you have applied the learning during the time since the last session, and give the children any feedback from other teachers about times that they have noticed the children doing so.

Congratulate children on trying out their learning, and thank them for their contributions.

Plan for today’s session:

Explain that the session today is about the changes in our lives and how they make us feel.

Tell them that the game they played was about change and that what we found out was that some things stay the same (like eye colour and where you were born), and some things change over time (like your height, friends, where you live, what you enjoy doing) sometimes gradually and sometimes suddenly.

Explain that sometimes changes in our lives can make us feel comfortable (excited and happy), and sometimes they can make us feel uncomfortable (sad or even very angry). Give an example of each sort of change from your own life - perhaps moving to a house with a garden for a comfortable change, and having to say goodbye to the children in your class as they moved on to their new school as an uncomfortable change. Explain the words ‘comfortable’ and ‘uncomfortable’ to the children if they are not familiar with them, perhaps using the ‘feelings detective’ activity from the previous session.

Tell the children the learning outcomes for the session, and ensure they understand what they mean. Remind them that they will have the chance to think about whether they have achieved them at the end of the session.

‘I know that change can sometimes be exciting and sometimes uncomfortable’

‘I know some things that will stay the same and some that will change’

'I know some ways to feel better when changes make me feel sad'

'I know some ways to help other people when they feel sad because of a change in their life'

Core Activity:

Preparation: Ensure the children have a copy each of Resource Sheet 1 and 2, and that they have access to scissors and glue. Begin the activity with the children in a circle, but make sure they have a table to work on with their partner.

Activity: Explain that changes can be big or little, and that what is an exciting change for one person can be an uncomfortable change for another. Ask the children for examples of changes in their lives that they have found exciting and those that they haven't.

Facilitator tip: You may have children in the group who have experienced traumatic changes in their lives, and you will need to judge how appropriate this discussion (and the other activities) may be for them. You might choose to talk to the child individually before the session, or offer an alternative activity. Remind children that they can speak to you privately if they feel uncomfortable.

- Pair the children and give each child a copy of Resource Sheet 1, which lists a range of different sorts of changes that might happen to us (with picture reminders).
- Read out the list to the children
- Ask them to talk to a partner about each change listed, and say whether they would find it a comfortable or uncomfortable change. You might model this by explaining how you would feel about one of the changes listed.
- When the children have had time to talk through each situation, Explain that they are going to put the pictures in order and show them Resource Sheet 2. Explain that it doesn't matter where other people place their statements, because change can make one person feel happy and another person anxious, worried or scared. They must think about how they would feel if this change happened to them. Model where you would place the example you used previously on the continuum.
- Get the children to cut out each statement and place them onto the continuum on Resource Sheet 2. They can be stuck onto the Resource Sheet, but if there is more than one in a particular position, you may offer to staple them to the sheet for the child.
- After a suitable period, ask the children to return to the circle and to bring their completed resource sheet with them.
- Ask for volunteers to choose one change and explain how it would make them feel. Ask if other children would feel the same. Ensure that they understand that the same change can affect people differently.
- Ask the children what has helped them, or might help them to feel better when a change makes them feel sad or disappointed. Record their ideas and add, if they do not come up with them:
 - Time to get used to a change is important
 - Knowing that sometimes things that we feel worried about might turn out well
 - Telling someone how you feel
 - Thinking about the things that will stay the same
- Remind children about the strategies they came up with in the previous session for dealing with uncomfortable feelings and worries. Ask them if some of these might be useful. Explain that they are going to practice another way of breathing, a little like the 'Five Finger Breathing' they learnt in the previous session as part of the relaxation at the end of the session.

- Finish the activity by reminding the children that when changes happen that we don't like, other people can help us by being kind, smiling and playing with us.

Facilitator tip: A development activity that can be used (with caution with children who have experienced trauma) is the TIME-LINE. Children are given a sheet of paper with a wiggly path drawn on it and asked to mark the changes that happened to them at different ages. It can have a positive focus 'Good changes' or include both changes that were positive and those that weren't. Children telling the stories shown on their 'time-lines' can support peer bonding and empathy if it takes place within a safe environment where trust has been established.

Review and reflection on intended learning outcomes and group aims:

Explain that the session is now coming to an end and remind the children that there were four learning outcomes.

'I know that change can sometimes be exciting and sometimes uncomfortable'

'I know some things that will stay the same and some that will change'

'I know some ways to feel better when changes make me feel sad'

'I know some ways to help other people when they feel sad because of a change in their life'

Ask the children to indicate how well they feel they have achieved these learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If children indicate that they haven't achieved the learning outcome, talk to them in private and ensure that you plan accordingly, or offer further support as possible.

To enable the children to evaluate how well the group has kept to the group aims, Place one page of Resource Sheet 3 in each corner of the room. Show the children where each one is and explain that when you read out the group aims one by one, they must walk to the corner that matches how well they feel the group did on that aim.

Read out the group aims one by one. After each one, ask a volunteer (or two)

Why did you stand there?

What did we do well?

What shall we do as a group in the next session to help us get better at keeping to the group aims?

What would each of us need to do to help get better?

Be sure to congratulate all the children on the group aims that have been achieved and highlight one or two specific examples of times during the group when individuals have kept to the group aims.

Plans for the time until the next session:

Ask the children to suggest ways that they can use what they have learnt in the group in school or at home during the time until the next session. You might give them some suggestions such as:

Helping other people to feel better if they are feeling sad about a change in their life by smiling, talking to them and playing with them. Ask the children what else could they do?







Trying out the 'calming down' tricks (strategies) they have learnt when they feel uncomfortable about a change.

Making a poster about how to deal with changes in their class or at home.

Relaxation: Blowing Bubbles

- Show the children the bubble making equipment and demonstrate how to blow bubbles using it. Explain that to blow good bubbles you need to blow gently with your lips pursed. If you blow too hard you will not see any bubbles. If you blow too gently then the bubble mixture will not leave the wand. It takes practice to blow lots of bubbles. Tell the children that the sort of breathing you do when blowing bubbles is just like the 'Five Fingered Breathing' we practiced before and very good for making us feel better when we are angry, scared, worried or upset.
- Let the children practise blowing bubbles with their own wands.
- Tell them that they are going to blow 5 sets of bubbles while you speak to them about 'Worry Bubbles' and 'Happy Memories Bubbles'.
- Read the Scripts on Resource Sheet 4

Session 5 Resource Sheet 1

					
<p>You can't have your favourite drink with your lunch.</p>	<p>Your best friend moves to another town.</p>	<p>Your uncle paints your room a new colour and you love it!</p>	<p>You have to move to a new school.</p>	<p>You move to a country where they speak another language and you don't know anyone.</p>	<p>You are going on holiday for two weeks in a caravan.</p>

Session 5 Resource Sheet 2

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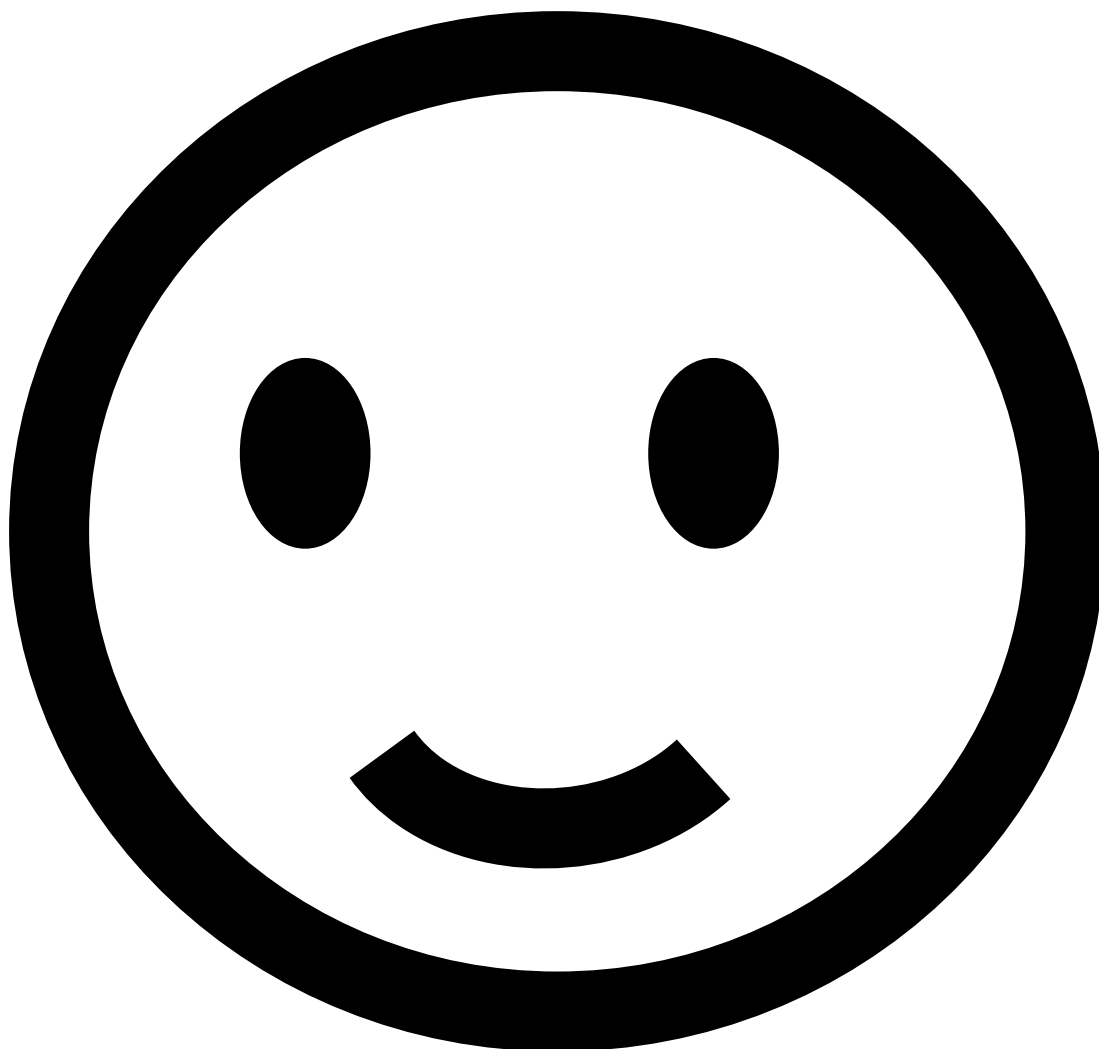


Session 5 Resource Sheet 3: Review Cards

We did brilliantly



We did quite well



We could have done better



We were not very good at all



Session 5 Resource Sheet 4: Blowing Bubbles (Scripts)

(with thanks to <http://www.elsa-support.co.uk>)

Worry bubbles

“If you are worrying about things, then use bubbles to take your worries away.

Imagine a worry as you blow your bubbles.

Fill the bubbles with your worries and watch them float away.

You will now feel calm and relaxed.

You don't need to carry these worries around with you.”

Happy memories

“If you are feeling sad, imagine some happy memories.

Times when you felt really happy.

It might be birthdays, holidays, good games you played with your friends, being with someone you loved.

Imagine you are filling these bubbles with each of these happy memories

Look at all the bubbles surrounding you, all the happy memories surrounding you. You can feel happy.”

Session No: 6 Class teacher:**Facilitators:****Resources:**

- Resource Sheet 1: Working Together
- Resource Sheet 2: 'I can choose' sheet (to be copied onto card, one for each child)
- Resource Sheet 3: Cut outs for the 'I can choose' sheet
- Glue, colouring pens, scissors
- Resource Sheet 4: Me! (If possible with a photo of the child in the centre).
- For each pair: A newspaper, a roll of sellotape, scissors.
- Photo of the group taken previously to give to each child at the end of the session.

Preparation:

Prepare Resource Sheets as indicated in the instructions

If possible, make an 'I can choose' sheet yourself prior to the session, to use as a model.

Display if possible all the posters and Resources that have been used during the sessions, including children's work, grouped by Session theme. For example you might display:

- *The Pizza picture made by The Group in the first session*
- *The Group aims, with any pictures of the children 'working together'*
- *Feelings detective poster*
- *Feeling faces*
- *Feeling fan*
- *Body picture – worried / anxious*
- *Melting statues photo*
- *Sleeping lion photo/picture*
- *Blowing bubbles photos or picture*
- *5 finger breathing photo or picture*
- *Yoga Photo or picture*
- *Relaxation script photo or picture*
- *Balloon and pump*
- *The thermometer of anger*
- *The anger calming bucket and strategies (display)*
- *The anger firework picture*
- *What does anger feel like ? – children's work*
- *Children's work on loneliness*
- *Children's work on change*

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

'I can tell you what I have learnt from the small group work sessions'
--

'I know what other people like and admire about me'

'I have some good ideas to help me make choices when the group finishes'

Warm-up activity: Group challenge

- Explain that you are going to divide the group into pairs (if there is an odd number of children one group can work in a three). Each pair will be given a newspaper, a pair of scissors and some sticky tape. Tell the children that their job is to make the longest snake they can in 5 minutes by working together.
- Put the children into pairs and give each pair a newspaper, a pair of scissors and a roll of sticky tape.
- Signal the beginning of the activity
- While the children are working, jot down examples of children working well together, being kind, being friendly, being persistent, overcoming obstacles, dealing with frustration and having good ideas. Ensure you find at least one positive for each member of the group.
- Give a two minute warning and then the signal for the children to stop after five minutes.
- Explain that you are not going to judge whose snake is longest and asked them if they are surprised.

Facilitator tip: If you have access to the internet, there is a good cartoon clip to show children at this point. It shows a group of birds not working as a team and a group of crabs demonstrating good team work. https://www.youtube.com/watch?v=fUXdrl9ch_Q

Ask the children what they think it teaches.

- Explain that what you were looking for was how we work together, and the skills and qualities we bring to a task, rather than the end result. Explain that even when things go wrong, we are still learning. Some of the things we are learning are:
 - To get over obstacles
 - To manage our feelings
 - To keep calm
 - To keep going when it's hard
 - To be kind to other people
 - To work well with other people.
- Read out the list of positive things that you noticed ensuring that there is at least one positive for each child.

Facilitator tip: You can adapt any pair or group task to achieve the learning outcomes of this activity. You might like to choose something that the children have particularly enjoyed doing over the course of the small group sessions or in the classroom.

Group aims

Remind the children about the aims they agreed, pointing out where they are displayed. Ask the children to tell you which aims they think they have got better at during the sessions.

- Give a copy of Resource Sheet 1: Working Together to each pair
- Explain that you are going to ask them how well they feel they work in the group

- Read out each statement in turn and ask the children to
Stand up and stretch to the ceiling if they think the group is very good at this
Sit in their chair if they think the group is OK at this but could do better at this
Sit on the floor if they think the group is not yet very good at this
- Tell the children it is OK if they feel differently from other people in the group.

Finish the activity with a positive comment about how much the children have learnt about working together, drawing on a concrete example.

Review of time since the last session

Ask the children if they remember what they learnt in the previous session. Remind them of the learning outcomes from this session:

- ‘I know that change can sometimes be exciting and sometimes uncomfortable’
- ‘I know some things that will stay the same and some that will change’
- ‘I know some ways to feel better when changes make me feel sad’
- ‘I know some ways to help other people when they feel sad because of a change in their life’

Remind them of some of the ways you talked about using these learning outcomes:

- Helping other people to feel better if they are feeling sad about a change in their life by smiling, talking to them and playing with them (or using other strategies suggested by the children in the previous session).
- Trying out the ‘calming down’ tricks (strategies) they have learnt when they feel uncomfortable about a change.
- Making a poster about how to deal with changes in their class or at home.

Ask the children if they have any examples of doing these things to share with the group.

Have an example of how you have applied the learning during the time since the last session, and give the children any feedback from other teachers about times that they have noticed the children doing so.

Congratulate children on trying out their learning, and thank them for their contributions.

Plan for today’s session

Remind the children that this is the last session that you will be having together.

Facilitator tip: Some children are likely to feel sad about the group coming to an end, and it would be useful to have a ‘check-in’ (using the warm-up activity from Session 2) if this is the case. Reassure children that it is normal to feel sad when something that they have enjoyed comes to an end and that lots of things won’t change. Tell them that you will be available to talk to them after the end of the session if they still feel sad (ensuring that you make and specify a time when you will be available for them).

Explain that the skills that you listed in the warm-up activity are things that belong to the children – that they carry with them whatever they are doing and wherever they go.

Tell them that today they will be thinking about all the things that they have learnt which they will take with them when the group finishes.

Explain that together you will be looking to achieve the following learning outcomes for each child in the group. Ensure they understand what the learning outcomes mean, and tell them you will be asking them

at the end if they feel they have been achieved.

'I can tell you what I have learnt from the small group work sessions'

'I know what other people like and admire about me'

'I have some good ideas to help me make choices when the group finishes'

Core Activity: 'I can choose'

Activity: Explain that, as the children have completed the group, they have learnt many skills that will be useful to them at school, at home and in the community.

- Tell the children that this activity will give them the opportunity to think about what they have enjoyed, what they have found useful and what they will take away with them when the session finishes.
- Remind the children of the different topics they have explored in the sessions, drawing attention to the displays and photos as visual aids if possible.
- Give out Resource Sheet 2: 'I can choose' and explain that they will be completing this with picture reminders of the choices they have when they have uncomfortable feelings. Explain that they will be able to take this with them and use it when the group finishes.
- Talk through each section of the 'I can choose' sheet and ask the children what they can remember about what they might do if they feel like this, using the pictures and displays around the room as visual aids.

I If I have an uncomfortable feeling I CAN

If a change is making me sad I CAN

If I feel worried or scared I CAN

If I feel angry I CAN

If I feel lonely I CAN

If I feel bad about myself I CAN

- After they have shared their ideas show the children Resource Sheet 3 reading through each of the suggestions for each scenario in turn. Explain that they can choose which suggestion they like best for each section of the 'I can choose' sheet they are going to make. Show them how you would do the first one to ensure that children understand the task. Ensure that they understand that they choose one picture to cut out from each page.
- If possible have a completed 'I can choose' sheet to show them.
- Give them the materials to make their own 'I can choose' sheet (glue, scissors, colouring pens, Resource Sheet 2).
- Ensure that each child has a copy of Resource Sheet 3. Explain that they must cut out ONE picture from the suggestions for each section, matching it to the appropriate box on the 'I can choose' sheet. When they have chosen they can use the glue you have provided to stick it on.
- If some children complete their sheet before others, explain that they can now colour it in using the colouring materials provided.
- When all the children have completed their sheets (or after a specified time) ask them to keep their 'I can choose' sheets safe as they will be using them in the review of the session.

Closure Activity

Preparation: Use Resource Sheet 4, if possible with a photo of the child in the middle (Leaving room for children to write comments around the photo). The photo should be approximately the same size as the box on Resource Sheet 4.

Activity: Place a chair in the centre of the circle or room. Choose a volunteer to 'be in the hot-seat'.

- Explain that you are going to go around the circle and each child has to say something that they like about the child in the hot-seat. Explain that while sometimes there are things that we don't like about someone this is not the time to think about that – there is always something we can find to like about a person.
- Start the process yourself by giving a compliment to the child. This should focus on some skill or quality that you have observed.
- Go around the circle with each child being given the opportunity to say something positive. Children can 'pass' and help each other if one child can't think of something to say. You might give them a 'sentence frame' to use to help the child whose turn it is such as 'I like about Do you like that too?'
- Explain that you are going to carry on thinking about the good things about each person in the group, but this time you are going to do it by writing it down on a sheet of paper.

Facilitator tip: If the children struggle with literacy, you might choose to make the whole activity verbal, rather than carrying on the activity as described below. If so, you will ask each child in turn to 'take the hot-seat'. If this option is used, it will be important to ensure that the comments are written down or recorded in some way, so that each child can be given a written record of the things that others like and admire about them.

- Give each child Resource Sheet 4: Me! . Ask them to write their name at the top of the sheet. If you do not have photos of the children to put on the resource sheet you could ask the children to draw a picture of their face in the square in the middle.

Facilitator tip: You could ask the children to draw with the hand they don't usually use for writing to ensure that it doesn't become a drawing competition or take too long

- Number the children, and include yourself and any other adult helper (so that you have the opportunity to write a positive on the sheet).
- When given the signal, each child passes on their piece of paper to the child with the next number.
- The children are given a minute or so to write something positive about the child whose name is on the sheet. The use of home languages is fine, but ensure that space is left for a translation! Support children as necessary.
- Eventually all the children will be given their own sheet back.
- Read out the comments for each child in turn and encourage all the children to clap the child concerned.
- The sheets can be completed (with translations as necessary) and ideally laminated before being given to the children as a concrete reminder of what others like and admire about them.

Review and reflection on intended learning outcomes and group aims

Remind the children that they have talked earlier in the session about how much they have learnt about working together, showing them Resource Sheet 1: Working together. Congratulate the children and remind them that they will take these skills with them when they go back to their classes.

Explain that the session is now coming to an end and remind the children that there were three learning outcomes for this session.

‘I know what other people like and admire about me’

‘I can tell you what I have learnt from the small group work sessions’

‘I have some good ideas to help me when the group finishes’

Explain that the children will take home the sheet that the group have written that tells them what other people like and admire about them.

The children can then talk about the core activity to demonstrate the final two learning outcomes. Ask each child to show their ‘I can choose’ sheet and explain one of the choices they have made.

You can extend this activity by asking the children to think about a time that the choice they have decided to talk about might be useful to them (e.g. spotting the signs of anger when someone says something unkind to them; using the relaxation when they are feeling stressed).

Relaxation

Facilitator tip: Some children may feel upset as you talk about the group ending, it may remind them of other sad endings. So ensure you have thought about what you will say to them – perhaps reassuring children that it is normal to feel sad when something ends and that feelings pass and reminding children about the work they did on change (and have a box of tissues handy!)

You might let the children choose which relaxation activity they would like to use to finish the session, or choose one yourself from previous sessions that they particularly enjoyed. As a reminder the relaxations sessions were:

Session 1: Sleeping lions

Session 2: Melting Statues

Session 3: Relaxation script

Session 4: Yoga

Session 5: Blowing bubbles

Closure

If the children’s ‘Me!’ sheets need finishing, or you are going to laminate them, explain that you will make sure they receive the sheets when they have been completed.



















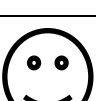
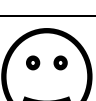

If you have prepared photographs of the group to give to the children, give them each their photo and thank them for being a part of the group, leaving them with a final compliment which refers to one quality that you particularly like and admire about the child.

Facilitator Tip: If you have time to date and sign the group photo and write an individual message to each child, the photo will be more meaningful to the children.

Follow up As explained in Section 1.10 of this guidance, It is important, following the ending of the group, not to leave children without any support. Arrangements should be made to ensure that they can access support and someone to listen to them when necessary. This might involve setting aside a known time when the group facilitator is available to talk to children, or arranging for the children’s teacher(s) to offer a similar time-slot and a mechanism for children to express any concerns (e.g. a ‘worry box’ in the classroom). The children in the group could be asked to select a ‘buddy’ from the group as someone to check in with each week, or the possibility of setting up a mentoring system within the school could be

explored

Final Session Resource Sheet 1: Working Together

Did everyone feel OK about being in the group?	  
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?	  
Before you started, did you talk to each other about what you were going to do? Did everyone listen to what other people said?	  
Did you have a chance to tell the group what you thought and why you thought that?	  
Did everyone listen to what other people thought and what they would like to do?	  
Did you think about different ways of doing things and agree on the best one?	  
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?	  

Final Session Resource Sheet 2: 'I can choose' sheet

If I have an uncomfortable feeling, I can...	
If a change is making me sad, I can...	
If I feel worried or scared, I can...	
If I am feeling angry, I can...	
If I am feeling lonely I can...	
If I feel bad about myself, I can...	

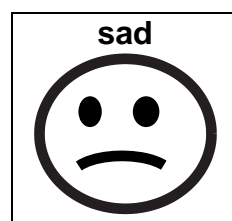
Final Session Resource Sheet 3 – Pictures for ‘I can choose’ sheet

If I have an uncomfortable feeling, I can...

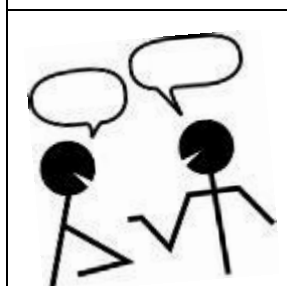
Be a feeling detective



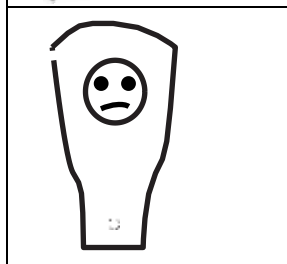
Use my feeling faces to tell me what I am feeling



Tell someone how I am feeling

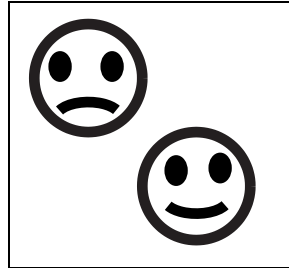


Use my feeling fan if I can't find the words



If a change is making me sad, I can...

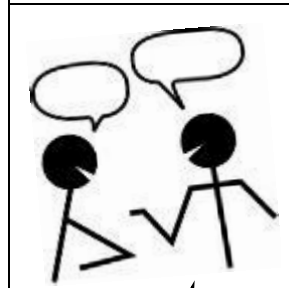
Remember that the feeling won't last forever



Think about the things that will stay the same



Tell someone how I am feeling



Think about the good things that might happen

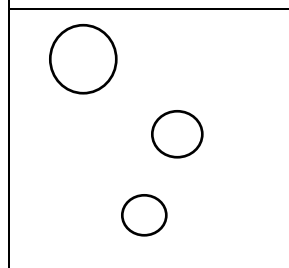


If I feel worried or scared, I can...

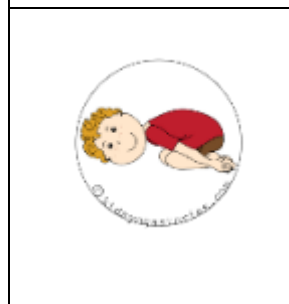
Do some 5 finger breathing



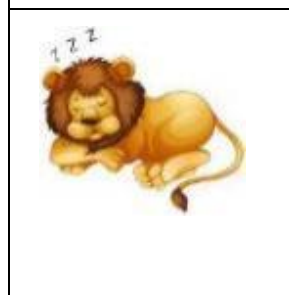
Blow some worry bubbles



Do some yoga

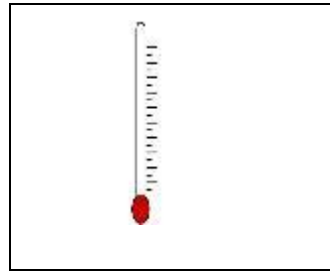


Take a break. Be a sleeping lion.

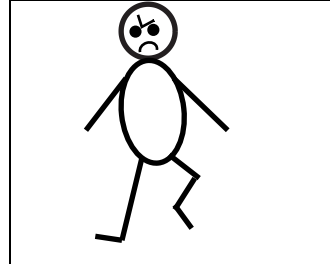


If I am feeling angry, I can...

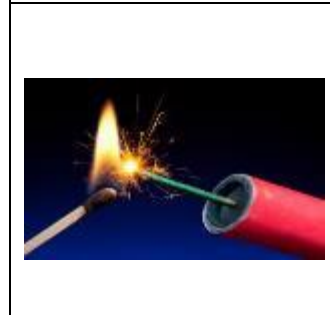
Check my thermometer of anger



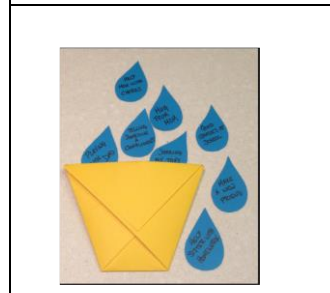
Notice the signs that I am getting angry



Remember the anger firework

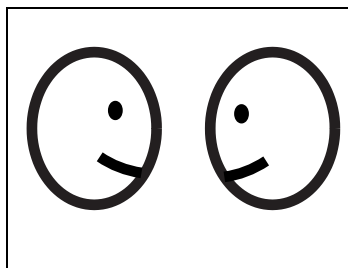


Use the water droplets in my anger-calming bucket



If I am lonely, I can...

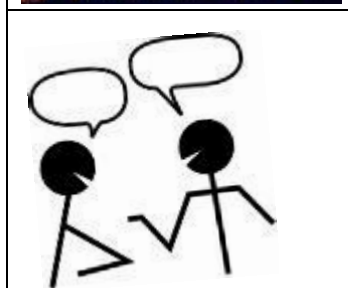
Smile and be friendly



Ask to join in a game



Tell an adult how I am feeling



Bring something to share with other children





If I feel bad about myself , I can...

Read what people like about me

Remember the things I am good at

Think about my friends in the group

<p>Opi koe mids Liki kepm mak Liki kjnd srnas Sdgi kals fik mndmsms Lp&dmsh fmsnae amks lmsah Pois jladn sjen</p>



Final Session Resource Sheet 4: Me!

My Name :

Picture / Photo of me

