



Guidance

Curriculum and  
Standards

# Primary *National Strategy*

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

### Good to be me Years 5 and 6

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

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## Green set

### Introduction

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'.



The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

The theme focuses on:

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

Self-awareness – feeling good about myself, taking risks.

Managing my feelings – relaxing, coping with anxiety.

Standing up for myself – assertiveness, standing up for my views.

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

### Intended learning outcomes

Description	Intended learning outcomes
<p>The Green set explores feelings in greater depth with an exploration of more complex and mixed feelings.</p> <p>It helps children to consider the subtle differences between feeling proud and boasting.</p> <p>There is an exploration of risk-taking and of the balance between safety and risk.</p> <p>Opportunities are provided for children to consider how and when they should stand up for themselves and when they should listen to their peers.</p> <p>Children are helped to understand how they might be overwhelmed by their emotions. They explore strategies for managing strong feelings.</p>	<p><b>Knowing myself</b></p> <p>I accept myself for who and what I am.</p> <p><b>Understanding my feelings</b></p> <p>I can tell the difference between showing I am proud and boasting.</p> <p>I know that boasting can make other people feel inadequate or useless.</p> <p>I can explain how I am feeling even if I have mixed feelings.</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes.</p> <p>I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.</p>

	<p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.</p> <p>I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.</p> <p><b>Managing my feelings</b></p> <p>I can use some strategies to help me when I feel useless or inadequate.</p> <p>I can feel positive even when things are going wrong.</p> <p>I can avoid situations that are likely to hurt my feelings or make me angry.</p> <p>I can recognise when I am feeling worried.</p> <p>I know how to do something about my worry.</p> <p>I know when and how to stop and think before I act.</p> <p>I can disagree with someone without falling out.</p> <p>I can cope when someone disagrees with me.</p> <p>I can stand up for what I think after listening to others and making my own choice.</p> <p>I understand that the majority view is not always right.</p> <p>I can behave in an assertive way using appropriate body language and tone of voice.</p> <p><b>Making choices</b></p> <p>I can make a judgement about whether to take a risk.</p>
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## PSHE/Citizenship links

### Year 5

Children will be taught:

- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;
- 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

## Year 6

Children will be taught:

- 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong;
- 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

### Speaking and listening links: group discussion and interaction

Objectives from QCA/Primary National Strategy guidance <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)	Children's version
Year 5: T2 53. To understand and use the processes and language of decision making	When you need to make a decision in the group, think about the consequences of each possibility, make sure everyone has a say, and compromise when necessary.
Year 6: T2 63. To consider examples of conflict and resolution, exploring the language used	When you can't agree in the group, use 'peaceful problem-solving' to try to find a win-win solution. Think about how the language you use can make a solution more or less likely.

### Planning



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



- Whole-class



- Individual



- Pairs



- Small group

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



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

proud	boastful	jealous	risk
assertive	aggressive	passive	
worry, worried	anxiety, anxious	scared	
inadequate	useless, useful	stressed	

## Resources

	Resource	Where to find it
Year 5	<i>Working together self-review checklist</i>	Whole-school resource file
	<i>Feeling fan</i>	Whole-school resource file
	<i>Paul's story</i> pictures	CD-ROM
Year 6	<i>Working together self-review checklist</i>	Whole-school resource file
	'Peer pressure' photocards	Whole-school resource file
	<i>Assertiveness</i> poster	Whole-school resource file

## Key points from the assembly story

This assembly/group time is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle she realises that it is 'Good to be me!'.

Key elements:

- 1 Mouse wants to be special like the other animals.
- 2 She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.
- 3 Mouse hides away feeling useless and unhappy.
- 4 The animals get caught by hunters. They call for help.
- 5 At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.
- 6 When the other animals thank her and offer her anything she wants, she realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.

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

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

- Week 1: Doing something to be proud of
- Week 2: Responding in an assertive way
- Week 3: Helping someone with a worry
- Week 4: Stopping and thinking when they were angry

## Green set: Year 5

### Circle games and rounds

#### *In the manner of*

Children should work in pairs round the circle. They should decide on a feeling – you might like to get the children to generate ideas for a list to go on a flipchart or whiteboard to help. Give the children an activity. For example:

- make the bed;
- change a wheel on the car;
- explain how to make a cup of tea;
- change a light bulb.

One of the children should try to show the feeling, by doing the activity in the manner of a feeling that they have chosen. The child's partner should try to guess the feeling. When the partner has guessed the feeling, the pair should sit down and wait for the next activity, when they will swap roles.

#### *Rounds*

I feel good when ...  
I feel frustrated when ...

Make it clear that children can pass if they want to. Give them a chance to add their sentence at the end if they have changed their minds.

### Learning opportunities: feeling good about myself

#### **Intended learning outcomes**

I can use some strategies to help me when I feel useless or inadequate.

I can feel positive even when things are going wrong.

I found that it helped to have a ball handy. I showed the idea of bouncing back using the ball.

As our heart sinks the ball falls, but when it gets to the bottom we bounce back ready to start again.



Thought shower words that describe how Mouse was feeling at the beginning and end of the assembly story. These might include words such as 'inadequate' and 'useless' at the beginning and 'proud', 'clever', 'brave', 'positive', 'successful' and 'useful' at the end of the story.

When Mouse goes and hides in the hole, she meets Vole. Mouse says to Vole, 'I'm a useless mouse who is no good at anything.' Children should work with a partner to think of strategies that Vole might suggest to help Mouse to feel better about herself.

Create a class ideas bank of strategies that might help people to bounce back when things go wrong and they are feeling useless and inadequate. These might be shared in the final assembly.



## Learning opportunities: proud and boastful

### Intended learning outcomes

I can tell the difference between showing I am proud and boasting.

I know that boasting can make other people feel inadequate or useless.



Explore the idea that sometimes people talk about things they have got or have done (even when they haven't) in a boastful way. Sometimes people do this to try to make other people feel jealous, to make other people admire them or to make themselves feel better.



Discuss the difference between boasting and being proud of something you have done. Use the following examples to make the difference clear, and then ask children in pairs or small groups to come up with two situations – one in which someone is boasting, the other where someone is proud.



These situations can be made into role-plays and the thoughts, feelings and behaviours of the characters explored through using freeze-frame and hot-seating techniques.

Examples – which is boasting and which is being proud?

A boy has worked really hard at writing and his teacher gives him a certificate in assembly. He takes it home and shows it to his mum and her friend, telling them how pleased he is.

A boy comes to school and tells everyone that his family has won the lottery. He spends all playtime and lunchtime telling everyone what sort of car, house, swimming pool, holidays and toys he is going to have from now on.

A girl comes in wearing all the medals she has won for swimming at the weekend and walks around the playground telling everyone how well she has done, and how she is probably going to be in the Junior Olympics.

Another girl brings a medal she has won at the weekend for gymnastics – she shows her best friend and answers all of her questions. She feels really happy inside that she won, and enjoys sharing her good feeling with her friend.

Explore the issues, using the following questions as a framework:

- Why do people boast?
- Would boasting give you a comfortable feeling?
- How does hearing someone boast make other people feel? How might they behave?
- Does feeling proud give you a comfortable feeling?
- What can we do if someone boasts a lot? (Use the problem-solving process to decide on a range of options.)



Children should work in pairs to write the assembly story from Mouse's point of view. In one version Mouse should boast and in the other she should show that she is proud.

Some children in our class who find writing difficult drew sequences of pictures to illustrate the difference, and some chose to make a 'radio story' using the minidisk.





The stories might be read or acted out. The class should guess which story represents which type of feeling.



Use the 'Yes but' challenge from the resource sheets to explore the idea of jealousy. Even if we are not boasting, are there situations when we might choose not to talk about something we have done, because it might make other people feel jealous or sad?

Emphasise the importance of working well together in a group, particularly making decisions together. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist* in the whole-school resource file.

We helped some children to understand 'mixed feelings' by adding another pointer to their feeling wheel.

### Learning opportunities: mixed feelings

#### Intended learning outcome

I can explain how I am feeling even if I have mixed feelings.



Describe to the class a time when you had mixed feelings, or use the example of Dan below.

Dan's story came first in the competition. He was to get a computer as a prize and had been invited to read his story at the National Finals. His teacher asked him how he was feeling. He said, 'I don't know, part of me feels proud and happy and part of me feels scared and worried.'

I explained to the children how I felt about my brother's new baby. I felt happy because I am an aunty and the baby is named after me, and a bit jealous because I would like to have a baby too.

Consider the following scenarios and ask the children to indicate some of the feelings they might have using the *Feeling fan* from the whole-school resource file. The children are likely to have different feelings about the event and you should explore with them whether they could have both.

*Going on an adventure holiday when you are going to abseil from a tall cliff.*

*Starting a new club.*

*Meeting new friends.*

*Your best friend being chosen to do a special job when you really wanted it.*

*You being chosen for the football team when your friend is not, even though you think she deserves it.*

*Being invited to a family wedding on the day of your best friend's special birthday trip.*



Children might sit in two circles, one inside the other. There should be the same number of children in each. The children should sit facing each other.



For the next activity you will need cards with one feeling written on each. There will need to be enough for each child to have a feeling card. The children should pair up and work out a situation where they might feel the two feelings at the same time. After about five minutes they should move on to another person and repeat the activity.



## Learning opportunities: making choices

### Intended learning outcome

I can make a judgement about whether to take a risk.



Introduce the idea of taking risks and perhaps illustrate this with a story of your own. Suggest that all people take risks some of the time. For some people it might be the risk of putting your hand up when you think you know the answer, while for others it might be to climb to the top of a climbing frame.

Suggest that the children might thought shower some of the risks that people might take and some of the risks that they themselves have taken.

Examples of risks might be:

- I climbed on to the roof of the old shed as a dare.
- I climbed the drainpipe to rescue my cat.
- We wrote our own play for the class assembly.
- I walked across a wire fence between two trees.
- I went into my test without revising.
- I wrote a poem instead of a story for my homework.
- I told my teacher that I disagreed with her about what should go in my painting.
- I chose a very complicated piece to play in assembly.
- I asked my friend for help with my maths when everyone else was being quiet.

Work with the children to put the ideas they have come up with in order of how risky they are. You could order sticky notes, give the children cards to hold and ask them to stand in a line, or number the risks.

Just because something is risky doesn't mean it isn't worth doing. Ask the children whether they can think of anything that is risky and might be worth doing, for example standing up for a friend who is being bullied?

Change the criteria for reordering the risks to very worthwhile and not worthwhile. Have the children re-order the sticky notes, cards or statements accordingly.

Do the children think the order is still OK?

Ask the children whether there are any risks that they have taken with their learning that had positive outcomes – for example, working with new media in art, trying something new and difficult in maths. What helped them feel able to take risks – are there things that the teacher or other children do that makes it feel OK?

Ask the children if there are any risks they could take with their learning or work that they haven't yet tried.

If so, what might they be?

Each child should talk to a partner about something they might try that involves taking a bit of a risk to extend their skills or to improve their work.

They should then write it down in the form:

- What am I going to do?
- What is the worst that can happen?
- What are the benefits if I am successful?

## Learning opportunities: agreeing and disagreeing

### Intended learning outcomes

I can disagree with someone without falling out.

I can cope when someone disagrees with me.



When children are sitting in a circle, explain that they will be working in a pair with the person sitting next to them. Go around the circle labelling each pair of children an 'agree' pair or a 'disagree' pair.

Read out some statements like the ones below, one at a time, and explain that the children must work in pairs to come up with reasons why they disagree or agree.

*Rabbits make better pets than dogs.*

*Girls work harder than boys.*

*Television is bad for children.*

*Children should wear school uniform.*

*Girls should not be allowed to wear make-up before they are 16.*

*Mothers should stay at home and look after children.*

*Boys and men should not cry.*

*Children should have more homework.*

*Children should be paid to come to school.*

Make it clear that children should work in pairs and that if they are in an 'agree pair' they say, 'We agree because ...'.

If they are in a 'disagree pair' they say, 'We disagree because ...'.

Next, play some music or use a percussion instrument to make some. Children should wander around the room while the music plays. When the music stops you should shout out a statement from the list used above. The children should find one person who disagrees with their view about the statement.

They should talk about their respective views and try to convince the other person they are right.

Bring the children together and ask:

- How does it feel to disagree?
- How can you disagree with someone without hurting their feelings?

Some of the children in my class were upset when their friends disagreed with them. I had to reassure them that it is OK to disagree and still be friends.

I emphasised that what mattered was the way they disagreed without putting each other down.



I extended the agree/disagree activity to include building on. Each child had three cards – agree, disagree and building on. If they held up their building on card, they had to refer to what the previous person said and make a new and/or slightly different point.



## Learning opportunities: understanding my feelings

### Intended learning outcomes

I understand that sometimes the feeling part of my brain takes over and I might make mistakes.

I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.

I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.



Remind children of the work they did in Year 5 on understanding why, when we feel threatened, we might want to run away or want to fight. What can the children remember about the explanation?

If we feel scared or threatened, the feeling bit of our brain helps us to get ready for action – we can run away or fight back. This helps when we are facing danger and we need to respond very quickly.

Unfortunately, life isn't always that simple.

Read the following short story. You might like to use the *Paul's story* pictures on the CD-ROM to support children's understanding.

Paul was playing out. He saw a large shadow coming towards him from round a corner. He felt really scared.

Check with the children how his body might feel, for example:

- his heart beat fast;
- he breathed quickly;
- his muscles became tense.

He was ready.

A person came round the corner. Paul ran.

The person grabbed his arm. Paul hit the person very hard. At that moment he realised who it was. It was his big brother coming to get him for tea.

Ask the children to talk together in pairs to agree an answer to this question:

- Why did Paul hit his brother even though he loved him very much and didn't want to hurt him?

The children should share their ideas before you give the following explanation.

Paul's feeling part of his brain reacted quickly to save his life. It got him ready to run away or fight, but at the same time stopped his thinking brain from taking a good look and checking out who was coming round the corner. The feeling part

of the brain is too quick to be careful and thoughtful. Therefore, it sometimes gets things wrong.

Encourage the children to reflect on times that they have made a mistake and maybe become angry or scared and done something they might have regretted.

This is one way that the feeling bit of the brain can take over and not let the thinking bit of the brain think things through.

You need to learn to stop and think before you act. Thought shower ideas about how the children might do this. You might like to use the poster about calming down that they made in their work on the *New beginnings* theme.

Explain that there is another way that the feeling bit of our brain can take over and stop us thinking. You are going to read the children a story about this.

Read *Maggie's story* from the resource sheets.

Ask the children to think in pairs about what might have happened.

Listen to the children's explanation and add your own.

The feeling part of Maggie's brain took over and stopped her thinking brain from thinking straight just like Paul. But this time something different was happening. Each time a little bad thing happened to her she got a little more stressed and angry, but she didn't even know that it was happening. Her body was getting ready to fight or run away. When the little boy trod on her toe, the feeling part of her brain responded like an explosion. It stopped her thinking brain from thinking straight. She took all her frustrations out on the small boy who hadn't even done anything wrong. Maggie was overwhelmed by her feelings because all those little things built up into a big feeling.

Ask the children to think about your explanation and say whether they think it could be right.

Explain that the build-up of feelings explains why sometimes a little thing makes you explode with feelings, when on other days you can stay calm easily. It might depend on what has happened earlier in the day, or what is happening in your life.

Encourage the children to talk about times when they have felt like this.

Recap on the two examples of ways that our brain can be overwhelmed by our feelings and get us into trouble – *Maggie's story* and *Paul's story*.

Explore with the children what you can do to stop the quick feeling part of our brain taking over and stopping us from thinking straight. Children should be encouraged to think back to their work on *Getting on and falling out*, in which they considered the consequences of 'losing it' and issues of responsibility.

If Maggie had been a bit more aware of how she was feeling she might have been able to avoid the trouble she found herself in. But what could she do if she realised she was feeling stressed and angry?

You could remind the children of ideas they had in their work about anger, earlier in the year, in particular the need to catch their anger early on (before the fuse

I reminded the children that this was the first step of the problem-solving strategy.



I used the idea of the balloon from *Getting on and falling out*, in the Blue set. Each time Maggie got a little more stressed, I blew into the balloon. When she hit the boy I let go.



'burns up' and the firework explodes). One of the things they did to help themselves was to notice the build-up of physical signs on the inside and the outside of their bodies.

Ask the children to think of their own strategies to suggest to Maggie to help her calm down. Put them on the board.

Some time later in the day or week you might ask the children to use the emotional barometer to show how stressed they are feeling.

Ask them to carry out some simple physical exercise, for example, running on the spot or doing star jumps. Now ask them to use the emotional barometer to show how stressed or calm they are feeling.

Does exercise make them feel any different?

Some time later in the day or week, ask them to use the emotional barometer to show how stressed or calm they are feeling.

Help them to relax using one of the relaxation techniques learnt in the previous sets. Again, ask if they found this helpful.

### Ongoing work

Encourage children to take risks in their learning. Share with them risks you may have taken in your own learning, and what the outcomes were. Ask the children what would make them more confident to take risks in classroom learning. Make clear that mistakes are the way we learn, and if children didn't make them you wouldn't have a job. Use the saying 'Learning only starts when we can say we do not know'. Welcome mistakes as learning opportunities; have a learning risk-taker of the week board; ask children to nominate each other for special learning awards if they try things that they are not sure they will be able to do.

Notice times when children bounce back after setbacks, or use thinking strategies to manage strong emotions.

### Questions for reflection and enquiry

- Can you disagree with a friend?
- How do you know when you are right?

### Review

- How can you help yourself to feel better when you are feeling down?
- Have you used any strategies to help you feel better when you are feeling down?
- How are you going to apply what you have learned?
- These are the things we said we would learn to do in our work on this theme. Do you think you can do those things now?

I asked the children to try out some of their own calming-down ideas and then measure how they were feeling after trying these, with their emotional barometer.



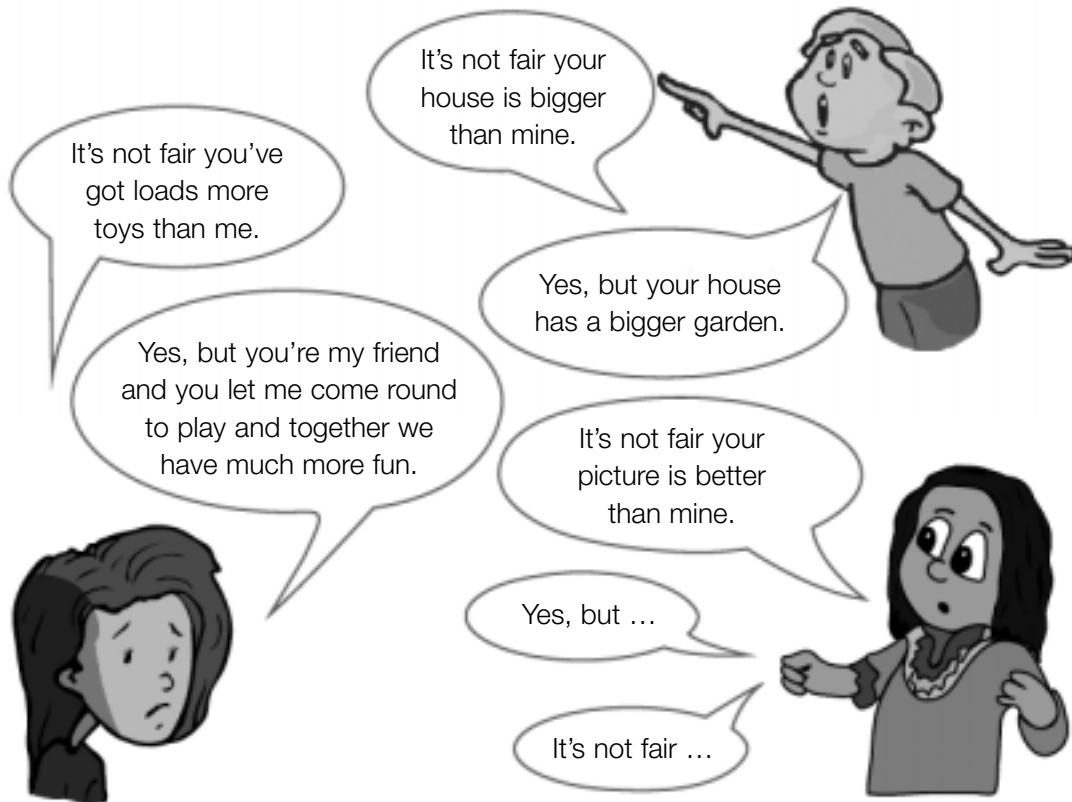
## Green set resource sheet: Year 5

### The 'Yes but' challenge

When you are feeling down you can get into a jealous way of thinking. Everyone seems happy and has everything and you seem to have nothing.

What can you do about it?

Just give your inner voice some help to get rid of those 'not fair' feelings.



Your challenge is to think of some more 'It's not fair ... Yes, but ...' ideas. You will then need to show them to the rest of the group. Your challenge should include:

- Three more ideas for 'It's not fair ... Yes, but ...'.
- Something the rest of the group can see. This might be a little play, some pictures or a puppet show.

Everyone should take part in the challenge.

You will have 30 minutes to do the challenge and then 2 minutes to show the rest of the group.

Don't forget to think about HOW you work together as well as WHAT you end up with.

When you need to make a decision in the group, think about the consequences of each possibility, make sure everyone has a say, and compromise when necessary.

Make sure you listen to what everyone thinks and what they would like to do.

Agree together what each of you needs to do next.

## Green set resource sheet: Year 5

### Maggie's story

Maggie was asleep in bed. She was warm and cosy. Her mum shouted up to her. 'Time to get up! I am off to work.' But Maggie turned over and went back to sleep. She was dreaming a lovely dream. She dreamt she was with her friend on holiday. Just then her older sister pulled off the bed covers and shouted, 'You're late and stupid!'

Maggie's brain started to feel a bit stressed and angry. She didn't even notice.

Maggie got out of bed and went downstairs. Her sister was waiting for her. She had Maggie's homework in her hand.

'This is rubbish. Why are you sooooo stupid?'

Maggie felt like crying but she didn't. She just swallowed and went to get her breakfast.

Maggie's brain was a little bit more stressed and angry. But she still didn't notice.

Maggie took down the cereal packet and a bowl, but when she tried to pour some out she found it had all gone. Her sister had eaten it all.

Maggie's brain was a little bit more stressed and angry. But still she didn't notice.

She went to the shed. She was late and she wanted to ride to school but her bicycle wasn't in the shed. Her sister had taken it. Now she had to walk to school.

Maggie's brain was a little bit more stressed and angry. But still she didn't notice.

When Maggie got to school she saw her friends over the other side of the playground. They were laughing and playing together. Maggie felt very alone and just at that minute a small boy came past and accidentally trod on her toe.

Maggie burst into tears, screamed and hit the boy. She couldn't understand why! When she thought about it later, she knew it was an accident. Her toe didn't even hurt very much.



## Green set: Year 6

### Circle games and rounds

#### *Handshake game*

Use a tambourine or another musical instrument. Shake the tambourine and have the children walk around, changing directions and mixing amongst themselves. When the tambourine stops the children should turn to someone standing close to them and tell them one thing that really annoys them (not about that particular person) and one thing that makes them happy. Repeat this about three times.

The children should stop and sit in a circle. They should then do a round saying:

'I spoke to someone who said that it really annoys them when ...'

'I spoke to someone who said that it makes them happy when ...'

#### *Rounds*

I feel worried when ...

I can make myself feel better when I am worrying by ...

### Learning opportunities: feeling good about myself

#### **Intended learning outcome**

I accept myself for who and what I am.



Remind the children of the assembly story. At the end of the story how do they think Mouse felt about her little legs, her small feet, and so on? She probably still didn't like them but learnt that it didn't matter. She felt good to be her with both the good and the not so good.

In pairs, the children should help each other to make a fact file of themselves. Remind them to include a whole range of things about themselves – good and not so good.

You could use *Mouse's fact file* from the resource sheets as an example.

Some children chose to make video clips introducing themselves. They used the fact-file as a guide. Some made posters titled 'Good to be me', with photos, pictures, and labels.



### Learning opportunities: anxious and worried

#### **Intended learning outcomes**

I can recognise when I am feeling worried.

I know how to do something about my worry.

Worry and anxiety are a major feature in many children's lives. Many children have good reasons to be anxious. Exploring worries is important. Worrying is when our thoughts get stuck in a cycle of unproductive thought and we are unable to break out into more productive problem solving. Having a problem becomes a worry when you don't think about the solution but repeatedly think about the problem itself and possible negative outcomes.



Explain that you are going to consider anxiety and worrying. You might like to remind children of the story about Jamina that they met in their earlier work in the Blue set. Jamina worried about what might happen and couldn't get to sleep. Read out some of the worries you have or that you know children might have. For example:

- I worry when my daughter is out late without telling me.
- I worry that my car might break down on the motorway.
- I worry that I don't have any friends.
- I worry that I might have hurt a colleague's feelings.
- I worry that the other teachers will laugh at me when I do an assembly.

Thought shower any worries that the class can think of or would like to share. They should follow the format 'Someone might worry that ...' not 'I worry that ...'. Remember to provide some thinking time before you start.

Give out blank cards and ask the children to think of some of the worries children of their age might have. They should write out the worries so that there is one on each card.

Ask for volunteers to share the worries they thought of, or read some out yourself from the *Our worries* resource sheet. Suggest a classification of the worries and try to group the suggested worries.

For example, some worries are sensible worries – they might happen. Others are not so sensible, as the thing we worry about is not at all likely to happen. Some worries we can do something about and others we can't do anything about.



The children should work in pairs or threes to group the worries according to your agreed classification.



Talk about how worrying might feel. You might like to go back to the story about Jamina or read the story *The Huge Bag of Worries* by Virginia Ironside (Hodder Wayland ISBN 075 002 1241).

Children might like to illustrate how worrying feels by annotating a life-size outline of a child, showing how the different parts of their body react.

Introduce the *Old Wormwart's cure for worrying* resource sheet. Explain that the cure was found in a very old book. You are wondering whether it is of any use today. Go through the cure together.

Go back to the worries in the last task and consider the difference between a Useless Worry and a Useful Thought. Reclassify these according to these two categories. Agree what the difference between a Useless Worry and a Useful Thought might be.



Use *Old Wormwart's challenge* from the resource sheets. The children should work in familiar groups with a view to assessing how they might use Old

We watched some clips from children's TV and noted down the worries that the characters had.



Wormwart's cure by looking at one or two of the worries they have, probably selected from the list they thought showered earlier.

Emphasise the importance of working well together as a group, particularly managing conflict. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist* from the whole-school resources file.

## Learning opportunities: standing up for what I think

### Intended learning outcomes

I can stand up for what I think after listening to others and making my own choice.

I understand that the majority view is not always right.

### Peer pressure

You might like to use the 'peer pressure' photocards from the whole-school resource file to introduce this activity. Explore with the children what they understand by the term 'peer pressure', and whether they can come up with examples. If the children need support in thinking of examples, you could use the following.



*Someone buys the same trainers as other children in the class, because he thinks he will be laughed at if he has different trainers.*

*A group of Year 7 children from secondary school are smoking after school in the park. They are making fun of one boy and calling him names because he refuses to join in.*

*One girl tells her friends that she is going to beat up a child from another class. The rest of the class say they will not support her – and she decides not to because she doesn't want to risk losing her friends.*

Point out that peer pressure can be positive or negative. We try to discourage unkind behaviour and bullying by making it unacceptable within our school community. We can all make a difference.

### Recognising peer pressure

Peer pressure is about trying to persuade people to do things – for right or wrong. We need to be able to recognise it, and understand the ways in which people can influence or persuade us.

The following activity aims to demonstrate effective and less-effective ways of doing this.

Explain that you will be asking the children to share one thing that they believe in and give the children some time to consider what this might be – it can be as contentious or non-contentious as they wish. Here are some examples:

*Manchester United is the best football team.*

*Cats are better pets than dogs.*

In this particular activity it might work better if you do not share the intended learning outcome until after the first part of the activity.



We demonstrated peer pressure by getting child A to gently lean on child B. Child B had to decide whether to lean back (stand up to child A), or keep moving in the direction in which they were being pushed.



*Girls are cleverer than boys.*

*Children should attend school regularly.*

*God doesn't exist.*

Give each child two cards: 'agree' and 'disagree'.

As a child makes a statement, the other children hold up one of the cards indicating whether they agree or disagree. They then move around the room, teaming up with someone who has the opposite view to them.

The person who agrees with the statement has 1 minute to explain why they believe the statement and the 'opposition' then has 1 minute in which they must try to persuade the other person why they should change their mind.

Repeat the activity several times.

After the activity, ask the children the following questions:

- Did anyone manage to persuade another person to change their mind?
- How did people try to persuade you to change your mind?
- Were any ways more successful than others?
- Were there any things people did or said that made you more convinced of your opinion?
- Did you recognise anything that people said or did that could be used as a form of 'peer pressure' to get someone to do something they don't want to do?

Finally ask the children these questions:

- How did it feel when very few people, or nobody agreed, with your belief?
- Is it easy to say what you believe when you know that other people do not share your view?
- What can people do in this situation?
- Why do you think that sometimes people 'go along with the crowd' and do things they would not usually do?
- Have your choices ever been affected by peer pressure? Can peer pressure affect our judgements and the risks we are prepared to take? (Remind children of the work they have done in this theme on making choices and on taking risks.)
- How can we create an atmosphere in which everyone feels comfortable expressing their own beliefs (even if others don't agree with them)?

The next activity explores how it feels to express a minority opinion that you truly believe in.

### *Resisting peer pressure: standing out from the crowd*

Explain that you are going to do a memory test.

Using children's usual groups, give out copies of the pictures provided in the *Standing out from the crowd* resource sheet so that one child in each group gets picture B and the rest get picture A. Tell the children to look at their picture but

We put out two mats and labelled one 'agree' and one 'disagree' and the children chose one as the statement was read out. If a child was persuaded by the arguments they could 'change their mind' by physically changing mats.



not to let anyone else see it. Don't let the children know that one of them has a different picture from the rest of the group.

Make a note of the children who have received picture B. After 1 minute, ask the children to place the pictures face down on the table and collect them up.

In their groups, ask the children to answer the following questions:

- How many people were there in the picture?
- How many children and how many adults were there?
- What kind of pet was asleep on the mat in front of the fire?
- How many windows could you see?
- How many chairs were around the table?
- Were the curtains open or closed?

Ask the groups to agree their answers and write them down, with the names of the people in the group.

Mix up the groups, and this time put the children who have seen picture B together to answer the questions in their new group.

Bring the class together and discuss the activity, asking the following questions:

- Was it easy to come to a group decision?
- Did everyone agree?
- What happened when one person disagreed with the rest of the group?
- How did the group decide on their 'group' answers if someone disagreed?
- Who experienced what it was like to believe something different to the majority of people in the group?
- What did it feel like?
- Did the second groupings feel different to the first? (Ask children who had seen the B picture.)

Show the two pictures and explain what you have done. Ask the children what they feel they have learned from the activity.

Ensure that the following points are made, bringing them up yourself if the children do not. In real life, people can see things from a different point of view – and from that different point of view what they are saying may be true. We need to listen to people and let them explain their point of view. The activity demonstrates that the majority is not necessarily right. We need to feel confident in putting our own point of view forward and explaining that this is what we believe even when others don't agree. For this we need skills of assertiveness.

### Learning opportunities: assertiveness

#### **Intended learning outcome**

I can behave in an assertive way using appropriate body language and tone of voice.

## Revisiting assertiveness



Revisit with the children the key differences between the ways in which we can choose to act. Use the *Assertiveness* poster from the whole-school resource file.

We can use behaviour that is:

- aggressive (ending with a win-lose situation where the aggressive person achieves what they want, but the other person does not);
- passive (ending with a win-lose situation where the passive person does not achieve what they want although the other person might);
- assertive (ending with a win-win situation where both parties feel listened to and OK about the outcome).

Ask children for examples of someone being aggressive, passive and assertive.

Explain to the children that there are four things we need to get right in order to be assertive:

- body language;
- eye contact;
- tone of voice;
- the words we use.

The next activity emphasises the important role of body language and the way we speak when we are being assertive.

Explain to the children that when we listen to what someone is telling us, we don't just listen to the words. Communication is a two-way process, with the listener contributing as much as the speaker. Research tells us that other things may matter more than what the speaker actually says.

Ask the children what percentage of a message they would think is understood through:

- the words;
- the way the words are spoken;
- the body language.

Get them to write down their guesses on a piece of paper. You will come back to their guesses later and see if they were right.

### Part 1

In a circle ask the children to show how someone might express anger without saying a word (using facial expression and body language). Ask one or two children to write down how the children do this. If children are stuck for ideas the following list may be useful:

- shaking a fist in the air;
- banging a fist into the palm of the other hand;
- facial expression, e.g. having eyes wide or slit-like and staring;
- showing muscles tensed, e.g. fists clenched, shoulders raised;
- going up very close to the person they are speaking to;

- finger wagging;
- pressing the lips together tightly.

### Part 2

Next, ask children to say a sentence in which the words do not match the 'tone' or way the words are spoken. For example: 'I really like you' spoken in a furious tone; 'It's good to see you' spoken in a tired, flat tone of voice. Give children some time to think about this then go around the circle offering each child the opportunity to try this out.

### Part 3

Now write on the board, under three headings, the range of guesses children have written down for how much is conveyed by the words we say, the way we say them and our body language.

Tell the children the results from research.

- The words (7%).
- The way the words are spoken (38%).
- The body language (55%).

## Learning opportunities: understanding my feelings

### Intended learning outcomes

I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy.

I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.

I have a girl from Thailand in my class. She explained that in Thailand it is rude to show the sole of the foot. We had a really good discussion about different cultural expectations. I learned a lot!



Ask the children if they remember the story of Maggie from last year (Green set: Year 5 of *Good to be me* theme). Maggie was a girl who had a bad day. She was late getting up, her sister called her stupid, there was no cereal left for her breakfast, her sister took her bike and she thought her friends didn't want to play with her. A small boy accidentally trod on her toe and she hit him.

Ask the children: 'What do you think happened next?'

Suggest that Maggie's best friend came over to see what was wrong. She said, 'What did you do that for?' Maggie threw her bag at her best friend and called her a horrible name.

I asked for volunteers to role-play the original story and the new ending.



Ask the children to talk together in pairs to consider why Maggie was so horrible to her best friend before giving this possible explanation.

When Maggie had hit out at the little boy she had been overwhelmed by her feelings. This had stopped her from thinking straight. When she realised what she had done she became a bit calmer but she was still very stressed (angry). When her best friend came over she was still feeling quite angry even though she thought she had calmed down. It only took her friend to question what she had done and she was overwhelmed by emotion again which stopped her thinking straight again.

I asked the children to list all the things that made them stressed and to choose 5 or 6 to use. One group used instruments to make music and then, as they took turns to read out the stresses, they curled tighter and tighter into a ball. On the last but one stress they exploded in a frenzy of activity. They calmed slightly and then became frenzied again at a last minor stress.

Another group used the image of a volcano to show how their feelings built up, stayed bubbling and erupted again.



You could explain that it takes a long time to calm down after we have been overwhelmed by our feelings. Show the graphs on the *Overwhelmed by our emotions* resource sheet. After explaining what the x and y axes represent, ask the children to work in pairs to interpret what is happening and work out where the events in the story of Maggie fit on the graph. Show the children the third graph and ask them to imagine a situation it might represent.

They might then try to think of their own stories to fit the three graphs or draw a graph to illustrate their feelings in a real-life event in the playground.

They could also use art, drama and music to illustrate a graph of their choice.

Discuss the following question:

- What do you think you can do to stop you getting angry again once you have been overwhelmed by emotion?

Ideas might include:

*relaxation;*

*exercise;*

*going to a quiet place to calm down;*

*distraction, by doing something different that you enjoy;*

*talking with friends.*

Remind the children of the posters they made in earlier work about calming down. You might want to put these up again, or make new ones.



## Ongoing work

Draw attention to assertive language and responses.

Create a climate where disagreement with each other's views and ideas is valued. Ask 'Who thinks differently?' when children give opinions, hold debates, and encourage children to justify their views.

## Questions for reflection and enquiry

- How can we know when we are right?
- How can you like yourself even if you do something that you know is not right?



## Review

- What have you learnt about peer pressure and anxiety and worrying?
- Does it change the way you think or what you are going to do in the future?  
How?
- Have you stopped and thought before you said something to hurt someone?  
What did you do and what happened?
- How well have we met the intended learning outcomes we set at the beginning of the theme?

## Green set resource sheet: Year 6



### Mouse's fact file

#### Mouse's learning fact file

Appearance: *Small, covered in brown fur*

Likes: *Eating cheese*

Dislikes: *Loud noises, arrogant animals*

Strengths: *Thinking and chewing*

Weaknesses: *Tends to lack confidence and to feel sad*

Favourite learning environment: *Learns best in a quiet place*

How I like to learn: *Learns by doing*

Best time for learning: *In the morning*

#### My learning fact file

Name: \_\_\_\_\_

Appearance: \_\_\_\_\_

Likes: \_\_\_\_\_

Dislikes: \_\_\_\_\_

Strengths: \_\_\_\_\_  
\_\_\_\_\_

Weaknesses: \_\_\_\_\_  
\_\_\_\_\_

Favourite learning environment: \_\_\_\_\_  
\_\_\_\_\_

How I like to learn: \_\_\_\_\_  
\_\_\_\_\_

Best time for learning: \_\_\_\_\_

## Green set resource sheet: Year 6

### Old Wormwart's cure for worrying

Don't let your worries get out of hand. If you think you are beginning to worry,  
do something now.

Catch that worry! Have a good look and check that it is a Useless Worry and  
not a Useful Thought.

If it is a Useful Thought take it by the hand and do something with it.

If it is a Useless Worry, take it by the throat and say,

'You Useless Worry, go away and leave me be!'

But worries don't go that easily. They often fight back.

So relax – a Useless Worry can't stand a calm and relaxed mind.

But some worries are fighters. They won't go away.

Try challenging it! Say,

'Useless Worry, you are lying!'

Then tell it all the things that show the worry isn't true.

Things like:

Last time things were okay ...

That isn't true because...

That is really rare ...

You don't get ...

But sometimes worries won't go away, or are very  
important or dangerous, and you need to

**TALK ABOUT THEM**

to someone who will listen.

## Green set resource sheet: Year 6

### Old Wormwart's challenge

I am old WORMWART and I talk to you through these pages. I wrote my cure many years ago and I set you 'future dwellers' a challenge: to see if the cure still works after all these years.

Your challenge is to try the cure out, in your groups, on one or two of the worries of your time. Together, you might act out your worry and how the cure might help.

What can you do with its magic words?

You must choose a worry for today and see what happens when you extract the ideas from the cure's ancient words.

Let me know of your findings in whatever way you wish. I will receive your letters and your pictures. I can hear your words and see your actions through the years.

I am not proud. If my cure needs to be changed to suit the needs of your time, do so to help others.

Time is precious and you can only have 40 minutes to do this challenge. You might have a few minutes to share your ideas with your friends. Use the time wisely.

Thank you, friends of the future.

OLD WORMWART

Don't forget to think about HOW you work together as well as WHAT you end up with!

When you can't agree in the group, use 'peaceful problem-solving' to try to find a win-win solution. Think about how the language you use can make a solution more or less likely.

## Green set resource sheet: Year 6

### Our worries

Having nobody to play with at lunchtime.	A huge gorilla escaping from the zoo.	War.
Global warming.	Doing badly in tests.	Parents splitting up.
Falling out with a friend.	Being attacked.	Burglars.
Looking ugly.	Being fat.	Hearing someone whispering behind my back.
Doing a bad piece of work.	Losing a race.	Being rubbish at school.

## Green set resource sheet: Year 6

Standing out from the crowd

A



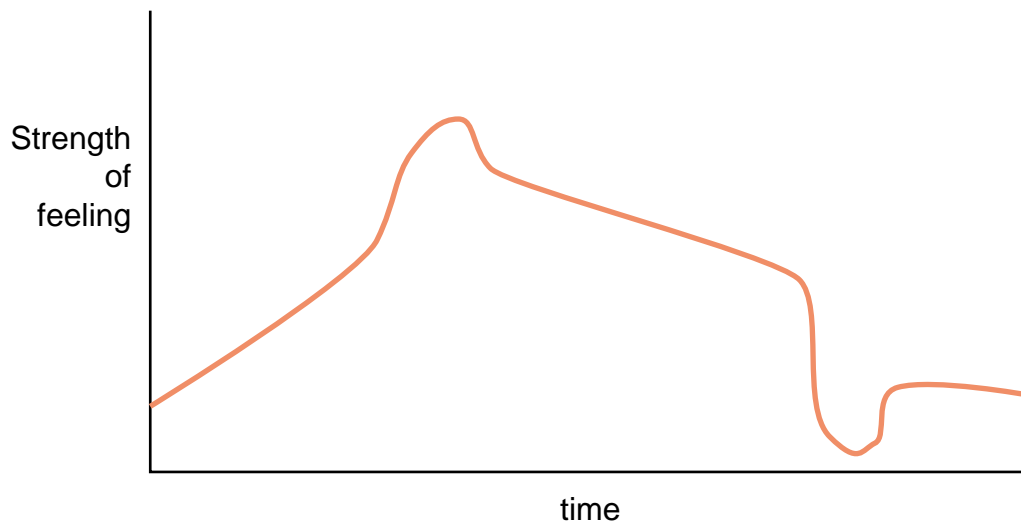
## Green set resource sheet: Year 6

Standing out from the crowd

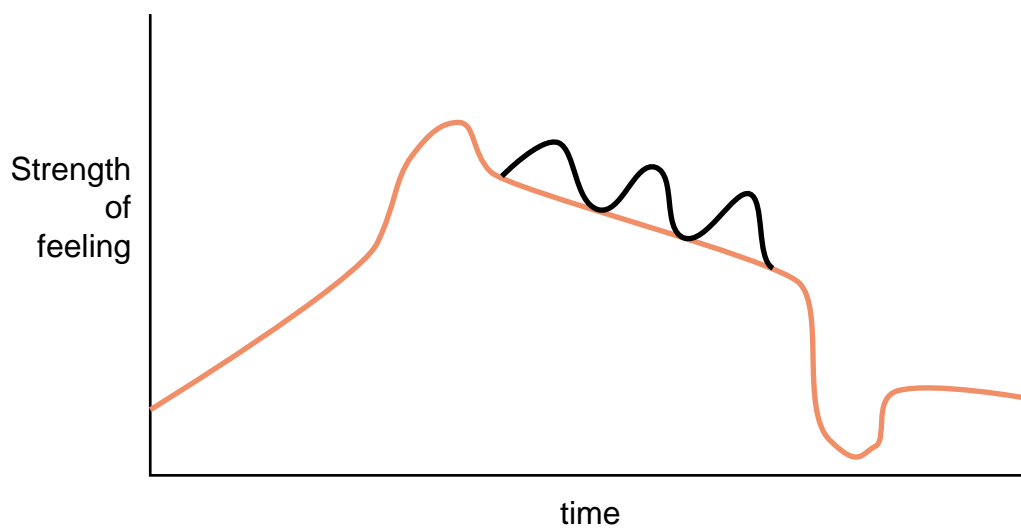
B



### Overwhelmed by emotions

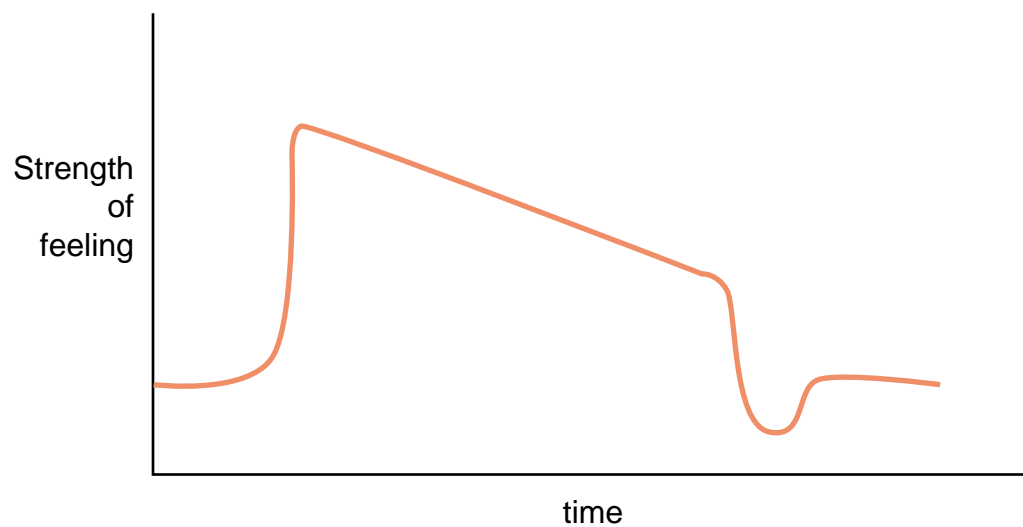


This simple graph shows how strong feelings can build up slowly over time. A small incident can then spark us into being overwhelmed by our feelings. It then takes a long time to calm down. Sometimes we feel a bit depressed or low afterwards.



It takes a long time for us to calm down even if we use our calming-down tricks. As we calm down, something small might mean that we are overwhelmed again.





This graph shows how we can very quickly be overwhelmed by our feelings if something really scary happens – like seeing a lion in the playground. It takes a long time to calm down. Sometimes we feel a bit depressed or low afterwards.

## Green set

### Curriculum and other links/follow-up work

Subject area	Follow up activities/ideas
Literacy	Poetry: <i>First, we Picked Captains</i> – see exemplar literacy lesson plan.
Mathematics	Survey opinions on current issues to explore the idea of majority and minority views. Analyse and present the data in a variety of ways.
History	<p><i>Activity 1:</i> Ancient Benin – see exemplar teaching sequence,</p> <p><i>Activity 2</i></p> <p>Objective:</p> <p>To understand that different people may have experienced historical events in different ways</p> <p>This activity can be used for any history topic where there may be opposing points of view about an issue.</p> <p>Draw two heads with large speech bubbles. In each speech bubble start a contrasting opinion about the situation. Examples might be:</p> <p>I enjoyed being evacuated because ... / I hated being evacuated because ...</p> <p>I think Athens is best because ... / I think Sparta is best because ...</p> <p>Ask the children to complete the speech bubbles.</p> <p>This activity can be preceded or followed by the children discussing the opposing points of view, either in or out of role. They can discuss whether the points of view can coexist peacefully, whether they can be reconciled and, if so, how.</p>
Dance	Ask the children to make up a dance sequence illustrating peer pressure.
ICT	Using a digital camera and suitable software, make a profile of the class to illustrate strengths and talents.
Art and design	<p>Ask the pupils to draw or write down all the aspects they like about themselves – both physical features and aspects of their character.</p> <p>Next ask them to work with a friend and to do the same task in relation to each other. Discuss the differences and similarities they found. What does this tell us about what is important to us and to others?</p> <p>Ask the children to use the ideas to produce a portrait that conveys what they think makes it 'Good to be me'.</p>

## Geography

As part of their study of a range of places and environments in different parts of the world, show the children five or six pictures of striking geographical features. They should write down the first two descriptive words that come into their heads. Then, in groups, they should compare the kinds of words they have used. Are they descriptive words, explanatory words or feeling words?

Discuss with the children the range and nature of the words used. If no words showing an affective response to the pictures are used, why not?

Do the children demonstrate different feelings in their choice of words? Discuss whether we can have feelings about places. What feelings do the children have?

## Green set

### Exemplar lesson plan: literacy

Theme	Good to be me! Year 5 Term 2
SEAL objective	To explore common anxieties about being accepted or rejected by peers
Linked literacy unit of work	Poetry – narrative
Literacy objectives	T4, T5, T8, T12
	Note: Links are only made to text level objectives in this suggested plan. For more details of suggested objectives for this unit see <a href="http://www.standards.dfes.gov.uk/primary/teachingresources/literacy">www.standards.dfes.gov.uk/primary/teachingresources/literacy</a>
Outcome	Additional verse, performance
Linked speaking and listening focuses	Year 5 Term 2 Dr– reflect on how working in role helps them to explore complex issues
Text	<p><i>First, We Picked Captains</i> by John Loveday. (Evans Education ISBN 0-237-62196-3). The poem is reproduced at the end of this section.</p> <p>This narrative poem tells the story of picking teams for a football match. The author writes from his viewpoint and his experience is negative. The poem explores the importance that is placed on being valued and accepted by peers, and the anxiety that children can experience if they do not feel ‘one of the crowd’.</p>
Text themes	The main themes are the feelings associated with acceptance and rejection. There are many opportunities for the children to empathise with the character. The poem is a powerful tool for allowing children to reflect upon how their words and actions affect others.
Possible focuses for response to this text	<p>Before reading the poem, engage the children in partner-talk and whole-class discussions about the importance of being valued and accepted by their peers.</p> <p>Discuss the negative feelings of rejection with the children, and compile lists of words and actions that they feel contribute to both acceptance and rejection.</p> <p>After reading, ask for first impressions. Ask the children to offer personal experiences of being chosen for something.</p> <p>Children should be encouraged not to make personal comments about peers and to respect the feelings of others. Establish reasons for choosing/not choosing individuals in a sensitive way and discuss the impact that this may have on other children.</p> <p>Invite children to contribute to a feeling-web in the classroom, e.g. When this happens ... I feel ....</p> <p>Discuss how the story of the poem could be changed to reflect a more positive experience for the writer.</p>

	<p>Write a new verse to express a more positive experience either as a whole class or in groups.</p> <p>Children should be encouraged to draw on their own experiences.</p> <p>Have children perform their new verse to the rest of the class.</p> <p>Encourage the children to reflect on how this changes the mood and tone of the poem.</p>
Suggested related activities	<p>Work with the class to create an alternative list of ways to choose teams or groups in order to avoid the last child chosen feeling anxious or rejected, e.g. slips of paper in a hat, colours, letters of the alphabet. Allow the children to trial their ideas in PE or when grouping in other curriculum areas.</p> <p>Use role-play in a drama session to encourage dialogue between characters about how to make each other feel valued and accepted. For example, encourage one child to take on the role of the last chosen and invite the other to think of actions and phrases to make them feel better about the situation. Can they help each other think of strategies to both avoid it happening again and cope with the emotions it raises?</p>
Alternative/additional texts with themes related to the anxiety associated with potential rejection by peers	<p><i>Left Out Again</i> by Eric Finney from <i>Our Side of the Playground</i>, compiled by Tony Bradman (Red Fox) ISBN 0099977702</p>

## Green set

### First, We Picked Captains

First, we picked captains,  
though usually they had already  
picked themselves. Sometimes they just said it,  
'I'll be captain,' and we pretended  
our happy agreement.  
It was easier that way,  
and dusk was falling  
so we needed to get started.

We stood in a line and the captains picked us.  
'My first pick,' one would usually say,  
and the other agreed, because that was easier,  
and he never wanted  
the boy that Billy picked anyway.

After they picked us, we lined up behind them,  
always knowing who should be last.  
But sometimes it happened  
the usual last hadn't come to play,  
had the bellyache, or was looking after  
his little sister,  
and someone else stood not wanting to be  
the one not chosen, the one left over –  
who never even got in the line with the captain  
because already the rest were piling  
their goalpost jackets and spreading for 'centre'.

Then, even the last-chosen would chase like mad  
for a miracle goal, and their wild admiration –  
though soon the ball was getting greasy  
in the dew-sodden grass, and skidded away  
off your boot in the wrong direction,  
and the other side took it and easily scored,  
and everyone shouted you'd kicked the wrong way.

### John Loveday

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## Green set

### Exemplar plan: history

Theme	Good to be me! Year 5/6
SEAL objective	To explore resilience – the idea of recovering from setbacks and misfortune
History objective	To find out about the past from a range of sources
Unit of work	Non-European study unit
Linked speaking and listening focuses	Year 6 Term 2L – To make notes while listening for a sustained period and discuss how note taking varies depending on context and purpose.
Prior work	This lesson should follow work on Ancient Benin (Non-European study unit) during the 16th and 17th centuries. Guidance on teaching this unit can be found in <i>History at Key Stage 2: An introduction to the non-European study units</i> (ISBN 1 85838 004 9) published by the NCC. Resources include <i>Benin: an African kingdom</i> (videos, pictures, teachers' pack, etc.) from Channel 4 and <i>Benin Source Pack</i> from The Benin History Project, Wellingborough District Racial Equality Council, Northants NN8 1HT.
Suggested activities	<p><i>Resources</i> Access to Internet</p> <p><i>Activities</i> Part 1. Ask children to research the life of Olaudah Equiano by searching the Internet, where there are several very helpful websites. Alternatively tell them the story of his life.</p> <p>Part 2. Ask the question: 'When Equiano finally gained his freedom what might he have done?' Divide children into groups to discuss what different paths he might have taken.</p> <p>Part 3. Share the children's ideas about what he might have done. Explain if necessary that finding his family was virtually impossible as he had been so young when he left he would be unlikely to be able to find his village again. Explore ideas in terms of:</p> <ul style="list-style-type: none"> <li>● revenge – he might have wanted to get his own back for what he had suffered;</li> <li>● selfishness – he might have wanted to just think of himself and relax and have a good time;</li> <li>● resilience – he might have put his suffering behind him and taken positive steps to build a better future.</li> </ul> <p>Say that he chose the third course, and worked to try and stop slavery. Discuss how Equiano might have felt when working for the anti-slavery campaign. How do the children themselves feel when they have done something worthwhile for other people? How might Equiano's feelings have been different if he had acted differently?</p> <p>Part 4. In pairs, ask the children to think up a modern alternative story about a child like themselves in which they face the same sort of decision. Join up with another pair and tell each other the stories, or alternatively write or record the stories as strip cartoons.</p>

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