



Primary *National Strategy*

Excellence and Enjoyment: social and emotional aspects of learning

Changes Years 3 and 4

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

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Yellow set

Introduction

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.



The intended learning outcomes for Years 3 and 4 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 other year groups – for example, from the Red, Blue and Green sets.

Intended learning outcomes

Description	Intended learning outcomes
Children will consider some ways in which change is positive, developmental and necessary. They will consider the many changes that have happened in their own lives and their feelings in relation to these changes. They will know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it. Children's coping strategies will be elicited and extended. Children will have the opportunity to make a plan to change an aspect of their behaviour, and learn that we cannot make other people change, we can only change ourselves. They will explore the importance of belonging and how change can threaten this. They will have opportunities to explore feelings and responses to unwelcome or imposed change. They will think about the links between feelings, thoughts and behaviours and deepen their self-awareness and empathy with others as a result.	<p>Knowing myself</p> <p>I know that change can be really good and can tell you about some changes that have made our lives much better.</p> <p>I know that everybody goes through many different sorts of change all the time.</p> <p>I can tell you about some of the things that have changed in my life, and how I feel about them.</p> <p>I know that what we feel and think affects what we do (how we behave).</p> <p>I can tell you why I behave as I do when I am finding a change difficult.</p> <p>Understanding my feelings</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable.</p> <p>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p> <p>I know some of the reasons that change can feel uncomfortable and scary.</p> <p>Understanding the feelings of others</p> <p>I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p> <p>Managing my feelings</p> <p>I know some ways of dealing with the feelings that sometimes arise from changes.</p>

Planning to reach a goal

I can tell you about a plan I have made to change something about my behaviour.

I can think about and plan to overcome obstacles.

Belonging to a community

I can tell you how it feels to belong to a group, and know it is important for everyone.

PSHE/Citizenship links

Year 3

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;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

2i) to appreciate the range of national, regional, religious and ethnic identities in the UK.

Year 4

Children will be taught:

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

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 points 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 <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)	Children's version
Year 3: T3 35. To use the language of possibility to investigate and reflect on feelings, behaviour or relationships.	Talk about what might happen if you try out different ideas. Talk about how people might feel, what might they do?
Year 4: T3 46. To identify the main points of each speaker, compare their arguments and how they are presented.	In the group, try to think about the main thing that each person is saying. Think and talk about the differences and similarities between what different people have said. Think about what helped you and other people to understand what they were saying.

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)

boredom adapt anticipation resentment excitement
 frightened anxious nervous making a plan
 belonging accepted rejected left out

Resources

	Resource	Where to find it
Year 3	Photocards – change <i>Feelings detective poster</i> <i>Emotional barometer</i> <i>Working together self-review checklist</i>	Whole-school resource file Whole-school resource file Whole-school resource file Whole-school resource file
Year 4	Photocards – for example, confused, hopeful, angry, embarrassed, wary, scared, excited, frustrated <i>Feelings detective poster</i> <i>Working together self-review checklist</i>	Whole-school resource file, CD-ROM Whole-school resource file Whole-school resource file

Key points from assembly story 1

- 1 It is Ben's first day in Reception. He is excited about playing with the new toys but worried about staying to dinner and his mum leaving.
- 2 He hugs his bear tight and this helps him to feel better.
- 3 Ben enjoys school, and after a few days he leaves his bear with his mum at home.

Key points from assembly story 2

- 1 Rashid enjoys the peace of having his own room.
- 2 His mum tells him that his cousin Daljeet from India is coming, and will have to share his room. Rashid worries about how this will be.
- 3 Daljeet arrives and both he and Rashid find the first couple of weeks difficult.
- 4 Rashid tries to cheer Daljeet up and they become good mates, playing on the computer and teaching each other their first language.

Key points from assembly story 3

- 1 Lucy returns to school after her holiday, excited at the thought of seeing her friends Esmee and Mini, but they ignore her in the playground.
- 2 Gemma understands how she feels and asks her to join her.
- 3 Gemma becomes Lucy's best friend, although Lucy does make friends again with Esmee and Mini.

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: Coping with an unexpected change

Week 2: Getting better at their learning

Week 3: Changing their behaviour for the better

Week 4: Making the best of an unwelcome change

Yellow set: Year 3

Circle games and rounds

Changing places

Change places or put your thumbs up, if you have:

- moved house;
- been to more than one school;
- a younger brother or sister;
- joined a club where you didn't know many people.

Ask the children to spot the link – changes – and then think of other examples of changes to continue the game.

Rounds

When I change places in the circle I feel ...

Something that has changed in this school since I have been here is ...

Something that has changed in my life in the last year is ...

Learning opportunities: positive changes

Intended learning outcome

I know that change can be really good and can tell you about some changes that have made our lives much better.



Start the activity by using a musical instrument to play a single note, repeated over and over again until the children begin to show signs of boredom and restlessness. Show the children a coloured sheet of paper with only one colour. Ask the children to hop or to repeat another movement monotonously.

Pose the question: What would it be like to live in a world without change?

Take ideas from the children and note them down. What did the children learn from the activities with which you started the session?



Use the *Positive changes* resource sheet in one or more of the following ways.

- 1) Ask children in groups to take one change situation and identify as many good things about it as possible. Take feedback on each change.
- 2) Ask children to take a theme and develop it through movement (and music if possible), for example, showing changes in the seasons or changing weather through a series of movements matched with music, chosen or composed.

We added lots of changes relevant to our particular school and the children loved it! This made the activity really come to life.



Learning opportunities: change is normal

Intended learning outcomes

I know that everybody goes through many different sorts of change all the time.

I can tell you about some of the things that have changed in my life, and how I feel about them.

I know that even changes we want to happen can sometimes feel uncomfortable.

I know some ways of dealing with the feelings that sometimes arise from changes.



Together count the number of children in the class who have experienced the following changes and make a simple frequency table:

- moved house;
- gone to a new school;
- got taller since they were three;
- made a new friend in the last year;
- had a supply teacher;
- had a new person in the family or someone who has left the family (this could be a younger brother or sister arriving, or someone going, such as an older sister going to college or a parent leaving);
- got better at reading or drawing;
- changed their favourite TV programme.

Make the point that change is normal, necessary and can be positive (even if it is sometimes difficult).

Draw your own life journey on a piece of paper, including only the things in your life that you are happy to share with the children. For example, you might draw a winding road and write at the top 'I was born' with the date. The road represents your life and at certain points along the road there will be changes, some big, some small. Share this with the children. Set them the task of recording their own life journey in whatever way they like. Discuss and record the sort of things that children could include, emphasising that they themselves should decide what is important to record, and that they don't have to share all the changes in their lives if they don't want to. Events could include, for example:

- was born;
- learned to talk;
- learned to walk;
- learned to ride a bike;
- sister born;
- went to school;
- learned to write;

I used a questionnaire rather than a count of children in the class setting. This encouraged EAL learners to ask and answer questions and provided models for them.



Some of our children are asylum seekers and we did lots of planning and preparation work with EMA staff before we decided to do this activity. In the end it really helped the children to understand what some of the new children had experienced and to form relationships with them.



- met Angie (best friend);
- Sikander left home;
- moved to new house/village/town/country.



Give the children time to complete their own life journey pictures.

Note: It will be important to let parents/carers know in advance about this activity, perhaps using the linked Gold set resource sheet, not only to involve them in constructing the life journey with their children, but also to provide opportunities for them to let you know about any sensitive issues for the child.



In the larger group, ask the children to think about how the changes they have written down made them feel. Collect as many feelings words or phrases as you can, and try to make sure that comfortable and uncomfortable feelings words are recorded. You could use the *Feelings detective* poster from the whole-school resource file to explore any unfamiliar feelings words. The words might include: full of anticipation, butterflies in my tummy, wobbly, frightened, small, lost, insignificant, resentful, excited, anxious, nervous. These could form the basis of a display such as a feelings words wall, or could be added to a *Martian's Guide to Human Feelings* class book.



Get the children to draw or paint pictures for a display of 'feelings pictures', showing how it felt to experience the changes they have identified in their life journey.

Explain that feelings pictures attempt to show not how things really looked but how at the time you felt things were. For example, if you are frightened of somebody, they might be drawn as very big and scary while you are very small in a corner. If you were jealous of a new baby because it took all your mum's attention, you might draw the baby very big and close to your mum, while you were small and a long way away.

Use the *Emotional barometer* from the whole-school resource file to explore some of the feelings associated with the changes recorded on their life journey. Alternatively, children might like to experiment with recording the feelings associated with their journey as a line graph so that the line goes up when they were feeling good and down when there was an uncomfortable feeling. Or they might use colour or facial expression pictures to show how they felt about different events.



Make the point that change usually arouses at least some sort of uncomfortable feelings, even when it is also exciting and we are looking forward to it. Use the *Changes* resource sheet at the end of this section. Ask the children in their group to rank the listed changes according to the intensity of feelings, either comfortable or uncomfortable, that they might arouse.

Emphasise the importance of working well together as a group, particularly how well the children use talk to try out different possibilities and explore together what people might feel. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

Some of the children in our class need extra help in understanding feelings. They have their own special 'book of feelings' which they add to each time we work on a new feeling.





Ask the children to think of a change they have experienced that they did not want to happen, or were nervous about. Was the change expected or did it come as a shock? What were the most difficult things? How did they cope? What did they do? Who helped them? What else could they have done? Did anything good that they hadn't expected happen as a result of the change?

Note down their responses as a list.

If children do not include them ensure that the following strategies are included, and ask if children have experience of using them:

- thinking about what stays the same (e.g. in a house move the family is usually the same; in a family reorganisation school friends will often be a stable part of life);
- thinking of the opportunities or possible advantages the change might offer (e.g. if a friend moves away you will probably get more e-mail or letters, and maybe somewhere you can go on holiday to see them);
- telling yourself that all change is difficult but that you have survived change in the past and that you can do it (i.e. using happy or hopeful thinking);
- using the problem-solving strategy described in the *Problem solving* poster from the whole school resource file;

communicating with others in a similar position (including by e-mail etc.), sharing feelings.



In groups role-play one of the change scenarios you have discussed, developing it to include strategies that help the characters come to terms with the change. Use freeze-frames and hot-seating to find out how characters are feeling, what they are thinking and what helps them, as well as what doesn't. For more information on these drama techniques, see the Drama leaflet in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2*, leaflets and poster pack (DfES 0624-2003 G).

We used the analogy of the chameleon (and the photocard from the whole-school resource file), to start a discussion about how we adapt to and cope with change.



Learning opportunities: making a plan to bring about a change

Intended learning outcomes

I can tell you about a plan I have made to change something about my behaviour.

I can think about and plan to overcome obstacles.



Each child makes a plan to deal with an identified change they would like to make. The change might be in or out of school, for example:



- working harder when the class has a supply teacher;
- being on time for school more often;
- being kinder to an annoying little brother or sister.

Children will draw on the work they have completed in Theme 4 *Going for goals* to make a plan. You may like to revise the elements of an effective plan:

- Think about what you want to achieve – your goal.
- Think about different ways to achieve it – choose the best.
- Break your goal down into small steps and think about what order you must do them in.
- Think about the obstacles that might get in the way and how to overcome or avoid them.
- Think about who and what will help you.
- Think about how you will celebrate when you achieve your goal.

Some of the plans children come up with might involve other people also changing their behaviour. It is useful to talk to children about this. It is important that they realise that we cannot force other people to change their behaviour. The only behaviour we can change is our own. Sometimes this helps other people to change too.

Ongoing activities

Have the children use their emotional barometers throughout the day to show changes in their feelings. As a class, see if there are any patterns to these changes. Do people generally feel calmer in the morning than they do after lunch, for example? When do they feel anxious, or cross? Discuss any changes that could be made to the pattern of the day or the way people behave towards one another, that might overcome any problems that have emerged.

Involve the children in helping Year 2 children know what the change to Year 3 will be like. Your class could 'buddy up' with Year 2 children, or prepare information for them about what they will be learning in Year 3 and what the routines will be.

Notice occasions when children cope well with changes they may not have chosen. Draw out the strategies they used.

Questions for reflection and enquiry

- Should we change or expect other people to change?
- Why do changes make us feel uncomfortable?
- What would the world be like if things changed all the time?

Review

- What have we learned about changes?
- Is there anything you will do differently after learning about this?
- Do you think that you have met the objectives we set at the beginning of the theme?

We made the point by setting the children a puzzle: 'Sajid is shouting at his older brother, getting angrier and angrier and louder and louder. How can his brother get him to stop shouting?' Some of the children came up with the solution – Sajid's brother should speak very quietly and calmly then Sajid will do the same.



Yellow set resource sheet: Year 3

Positive changes

Think about these different sorts of changes.

Talk with your partner or group about why it is good that these changes happen or happened.

What would life be like today if these things didn't happen or hadn't happened?

Night and day	The invention of electricity
The seasons	The invention of fire
The cycle of plant life	The invention of the computer
Changes in the weather	Getting bigger – growing up
How we move differently as we get older	Before and after (a historical change you have been studying)
Learning to read	Before and after (a change that has recently happened in school)

Yellow set resource sheet: Year 3

Changes

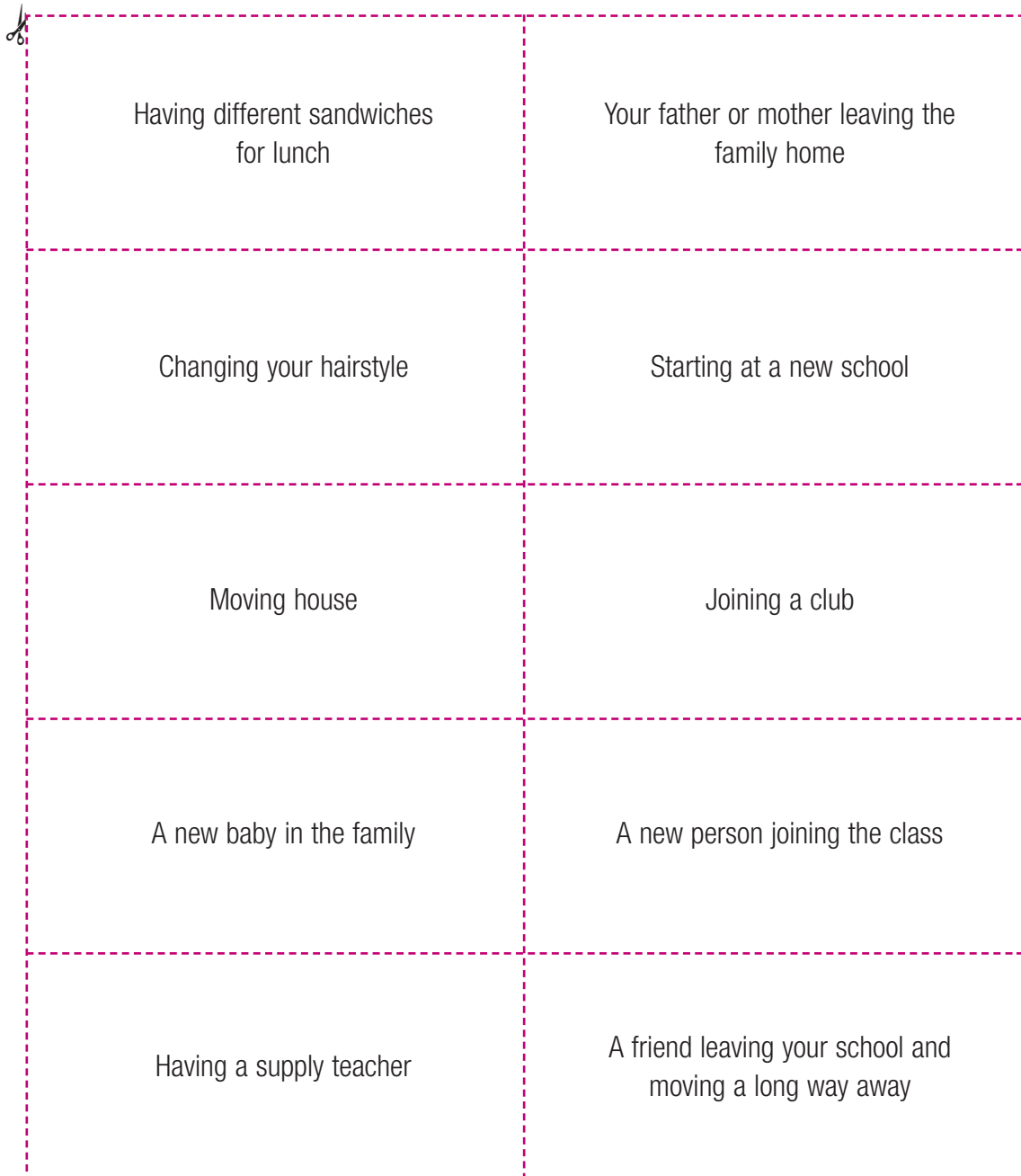
Imagine each of these things happening.

Think about your feelings as you imagine them.

Then in your small groups, put them in order of how much they would bother or excite you.

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

Talk about how people might feel, and what they might do if these things happened.



Having different sandwiches for lunch	Your father or mother leaving the family home
Changing your hairstyle	Starting at a new school
Moving house	Joining a club
A new baby in the family	A new person joining the class
Having a supply teacher	A friend leaving your school and moving a long way away

Yellow set: Year 4

Note: These activities focus on imposed or unwelcome change. Be alert to the emotional impact of this work on children who have had change forced upon them – perhaps refugees or asylum seekers or children who have had family changes they have found difficult. Talk to vulnerable children beforehand so that they are prepared, and offer them the opportunity to go to a safe haven if the work in class is troubling for them. Make sure that parents/carers know about the work you will be doing. Ensure that any children who do not cope very well with change are fully briefed and prepared for the activities.

Circle games

The belonging game

Space is needed for this activity as all the children walk around together.

Make enough small cards for each child to have one. Write the numbers 1, 2, 3, 4 and 5 on approximately equal numbers of cards but leaving the last two or three cards blank. If there are 28 children in your class, you would make 5 matching sets of 5 (i.e. 5×1 s; 5×2 s up to 5×5 s) leaving 3 cards blank. On each blank card, write a number that has not yet been used (a different one on each card), say 6, 7 and 8.

Explain the game as follows: You will be given a card with a number on it. Your task is to walk around looking for people with the same number as you have. You are not allowed to talk, just to show your number to people. If you find another person with the same number, show by your body language that you are really pleased to see them and walk around close to them, as an obvious group. Continue until you think you have found all the members of your team, then sit down in silence. If people approach you or your group showing a different number, show by your body language that they are not welcome in your group.

Play the game. At the end you will have a number of groups sitting and two or three people wandering around on their own.

Discuss with the group:

- what they think the game was supposed to show them;
- how it felt to be left out;
- how it felt to be rejected (and rejecting);
- how it felt to be accepted (and accepting).

Draw out the central concept of the game – our need to belong.

Note: Ensure that those who have the unique numbers are robust characters who are unlikely to experience such rejection in real life.

Rounds

When I am accepted I feel ...

When I am accepting others I feel ...

When I am rejected I feel ...

When I am rejecting others I feel ...

When I am left out I feel ...

Learning opportunities: imposed or unwelcome change

Intended learning outcomes

I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

I know some of the reasons that change can feel uncomfortable and scary.

I can tell you how it feels to belong to a group, and know it is important for everyone.



Ask the children to think about what they already know or have learned about change. Scribe their ideas. Add any key concepts the children have not thought of but will understand, perhaps drawing on your own experience as a member of the staff group with the Purple set activities.

Ask children if they have ever had a change happen to them that they didn't want at all. Ask them to try to imagine how it would feel in the following situations:

Your parents decide that they want you to go to a different school and you will have to leave all your friends.

Your family has to move home because your mum's job has been moved to another city.

Your school introduces a school uniform that you hate.

There is a flood in your street, and you have to move into a converted hall with lots of other families for a while.

You have lived with your dad since you were three and your mum left, and now he is getting married to another lady who will come and live in your house with her two younger children.

Discuss and record the feelings that children have experienced or think they might experience. Ask the children to think of as many feelings words as they can to describe how it might feel to be in one of these situations. The words might include: anger; resentment; abandonment; embarrassment; hurt; fear; worry about not belonging; powerless; insecure; frustrated; furious; anxious; agitated; nervous; confused; worried; frightened; excited; enthusiastic; hopeful; confident. Use a range of photocards and the *Feelings detective* poster from the whole-school resource file to support the activity.

You could explain to the children that anger is usually prompted by another feeling. Often this is fear, sometimes embarrassment, hurt, etc. It is quite a sophisticated skill to be able to identify the emotion behind the anger, but some children will be able to do it.

Why is change sometimes scary and uncomfortable? Explain to the children that sometimes change is difficult and makes us feel uncomfortable. Note down the children's ideas on why they think this is. For example, some reasons are:

- fear of the unknown (compare walking around in an unknown neighbourhood to your own);
- fear that you will look silly and maybe not know what to do;
- rumours (when we don't know very much about something we often believe rumours);
- things might be worse (ask the children what they think the phrase 'better the devil you know' might mean);
- you might be disappointed;
- because change often threatens our sense of belonging.

All human beings have a great need to belong, as demonstrated in the belonging game above.



Ask the children to draw themselves in all the groups they belong to – family, school, street, clubs, religious groups, sports teams and so on – and write on their pictures the words that described how they felt in these groups.

'Feelings pictures' could also be used here. Feelings pictures attempt to show not how things really are but how we feel things are. For example, if you feel a bit left out in a group, you might draw yourself standing a little way away from the others. If you feel welcomed, you might draw all the group members with their arms around each other, or if you feel particularly secure you might draw a wall around the group.



Remind the children that the feelings we are experiencing often show in our bodies and our behaviour. Use the *Feelings detective* poster from the whole-school resource file to work through one of the feelings listed by the children in the first activity – 'embarrassed' or 'insecure' might be appropriate ones. You



could use the *Emotion in motion* resource sheet at the end of this section to reinforce the idea that emotions and thoughts (which happen on the inside) affect how we look and how we behave (which other people can see). This will set the scene for the next activity, which focuses on the link between thoughts, feelings and behaviours.

Learning opportunities: our responses to change

Intended learning outcomes

I know that what we feel and think affects what we do (how we behave).

I can tell you why I behave as I do when I am finding a change difficult.

I can sometimes understand why other people are behaving as they are when they are finding a change difficult.

I know some ways of dealing with the feelings that sometimes arise from changes.



Remind children of the link between how we feel, what we think, and how we behave (what we do). You could use the *Feelings, thoughts and behaviour* resource sheet from the whole-school resource file to support this activity. When we are worried about changes or are going through change, because we may feel uncomfortable, sad or cross, we often behave in ways that are not very nice. Remind the children that while all feelings are OK, not all behaviours are. Use the resource sheet *Making the links* at the end of this section to focus children's thinking on this issue. The sheet can be used as the basis of group work or as a discussion activity. The situations can also be developed through role play.



Remind children of the things they can do to deal with the uncomfortable feelings change can bring about. Tell them that although unlike chameleons we cannot change our outward appearance to blend in with changes in the environment, we do have many strategies for coping with changes. These include, for example:

- thinking about what stays the same (e.g. in a house move the family is usually the same; in a family reorganisation school friends will often be a stable part of life);
- thinking of the opportunities or possible advantages that the change might offer (e.g. if a friend moves away you will probably get more e-mail or letters, and maybe somewhere you can go on holiday to see them);
- telling yourself that all change is difficult but that you have survived change in the past and that you can do it;
- taking a day at a time, and focusing on and rewarding yourself for small successes and any progress;
- using the problem-solving strategy;
- communicating with others in a similar position (including by e-mail, etc.), sharing feelings;
- using ways of relaxing and calming yourself.

We invited a parent to come in and talk about their own experiences of moving to this country from the Caribbean in the 1950s and how they coped. The children prepared questions to ask the visitor.



Groups could investigate change by looking at the history of mobility of their different families. They could find out where people in their family have lived over the past three or four generations, and make a 'factfile' including maps of the journeys, photographs, descriptions, similarities and differences, and reasons for the moves. This could be linked to the Gold set materials which explore similar questions.

Children could work in groups to make a poster on 'Change and how to survive it' (choosing a change they are familiar with or one of the scenarios introduced in this section). They should include in their poster some way of showing how change feels, and some strategies for survival.

Children could make posters or use a problem page activity where they think up problems to do with changes and place them in a box. An individual or a panel responds to the problem with a written or spoken response drawing on the strategies the class have discussed and the problem-solving strategy with which they will now be familiar.

Emphasise the importance of working well together as a group, particularly how well they identify the main points of each speaker, compare their arguments and how they are presented. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

Ongoing activities

Create a language display about change: positive and negative words and phrases, for example, a change is as good as a rest, nothing changes, better the devil you know, the grass is always greener.

Make a point of preparing your class for any unexpected changes in routine.

Relate events in the classroom and playground to the idea of belonging: notice and celebrate times when children help everyone to belong and feel part of a group or the class.

Questions for reflection and enquiry

- Why do things change?

Review

- What have you learned from thinking about changes in life and how you cope with difficult changes?
- Has it changed the way you think or understand things?
- 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 put these review questions on cards. Children choose a card and read it to a partner. They then discuss what they have learned.



Yellow set resource sheet: Year 4

Emotion in motion

Instructions for the game

Cut up the situation phrases and place in an envelope or similar and do the same for the feelings words. Ask the children to form pairs. Invite each pair to take one feelings word and one situation phrase and to discuss how they will perform the action or scene as if they are feeling the emotion they have picked but without using any words. Remind children to think about how their faces might look, the shape of their bodies and the way they might be moving.

They then take turns to perform their scene, with the other children trying to guess the situation and the feeling.

Situation phrases	Feelings
Washing up	Agitated
Fixing a puncture on your bike	Shy
Walking up to a group of girls/boys you don't know in the playground	Nervous
Giving your homework to the teacher	Afraid
Walking to school	Excited
Talking to a friend in assembly	Enthusiastic
Trying to paint a picture in the classroom	Proud

Situation phrases	Feelings
Painting your room at home	Furious
Walking along a dark road	Resentful
Getting changed at the swimming pool	Surprised
Looking at yourself in the mirror in your new school uniform	Frustrated
Making a cup of tea	Determined
Sharing a box of felt pens with your younger brother while drawing	Embarrassed
Talking on the telephone	Aloof
Taking back a pair of shoes to the shop	Lonely
Demonstrating your goal to a group in the playground	Sad

Yellow set resource sheet: Year 4

Making the links

What might you be thinking and feeling and how might you behave in these situations?
Complete the chart below in your groups, linking how we think, feel and behave.

Situation	Thoughts	Feelings	How you might behave
Your parents decide that they want you to move to a different school and you will have to leave all your friends.	No one will want to be friends with me – they'll all have friends already. Why me? It's not fair.	Threatened, angry, resentful, nervous.	Not join in at your new school. Shout at your mum or dad or not talk to them.
Your family has to move home because your mum's job has been moved to another city.			
Your school introduces a school uniform that you hate.			
A flood happens in your street and you have to move into a converted hall with lots of other families for a while.			
You have lived with your dad since you were three and your mum left, and now he is getting married to another lady who will come and live in your house with her two younger children.			

Yellow set

Curriculum links/follow-up work

Subject area	Follow-up activities/ideas
Literacy, speaking and listening	<p>See exemplar lesson plan.</p> <p>You could also provide opportunities for the children, in their work on issues and dilemmas, to explore how authors treat issues such as moving house or having a new baby brother or sister in the family (examples of the imposed changes they have been thinking about) in books for younger audiences: examples are <i>Moving Molly</i> by Shirley Hughes (Red Fox Picture Books) ISBN 0099916509, Oxford Reading Tree: Stage 4: Stories: <i>House for sale</i> by Roderick Hunt (Oxford University Press) ISBN 0198451539, and <i>Ginger</i> by Charlotte Voake (Candlewick Press) ISBN 076361999X.</p>
Science and mathematics	<p>QCA Science Unit 4A Moving and growing (sections 4, 8): Show videos of how people of different ages move, for example, a baby, toddler, teenager, adult. Discuss changes, how they move aided and unaided, how their skills change, what they can and cannot do, playing games, having more dexterity, etc. Ask children to predict what they might look like when they are fifteen, twenty-five, forty-five, seventy-five, and what they will be able to do. Using photographs create a time line, and when they reach their current age, draw pictures of themselves in the future with captions about how they have changed. This could include height, weight, arm span, leg length. Use ICT to create the time line, using either time line software or a desktop publishing package – possibly on your interactive whiteboard. Use morphing software to change a picture of a person at one age into a picture of the same person when they are older, or look at morphs on the Internet. (There is some freeware morphing software which is downloadable from the Internet.)</p> <p>QCA Science Unit 4D Solids, liquids and how they can be separated (section 5): Engage children in physical enactment to explain how materials change from solid to liquid to gas and back. Children could explore how to slow down, speed up and stop changes taking place, for example, how to slow melting or evaporating. They could represent this data in a variety of ways, using ICT where appropriate. Give children a range of materials to heat to show change, for example, making toast, making popcorn, melting chocolate. Which changes are reversible?</p>
History	<p>See exemplar lesson plan, which relates to QCA Unit 6A on Roman Britain.</p> <p>Other study units will also lend themselves to the approach in the exemplar, best done at the end of a series of lessons. Draw two heads with large speech-bubbles coming from their mouths. One speech-bubble says 'The good things about ... are ...' The other says, 'The bad things about ... are ...' The children fill in as many good and bad points as they can think of. Follow this with a discussion about how changes can have good and bad sides or can be good for some people and bad for others.</p>

	<p>Research the forced changes of British history. The numerous invasions and settlements by a range of foreigners is often useful for developing children's understanding of how society is in a constant state of flux and for providing a context to anti-immigration views that assume incorrectly that Britain was until recently an ethnically homogenous society.</p>
Geography	<p>QCA Unit 21 How can we improve the area we can see from our window?: After looking at the book <i>Window</i> by Jeannie Baker (Puffin) ISBN 0140548300 and discussing the changes to the environment and the historical changes evident from the pictures, ask the children to write a diary entry for someone in the new town and someone living in the first house. They should try to show the advantages and disadvantages of both living places. These diary entries could then be discussed and the different points of view considered.</p> <p>QCA Unit 10 A village in India: After using the materials on Chembakolli read a story (in materials produced by Action Aid, www.actionaid.org/schoolsandyoungth) about street children in Delhi. Consider why children might end up living on the street. Ask them to imagine they have left the village to try to find work in the town. In small groups they could discuss the three major changes they would experience. They could write their experiences in role.</p> <p>See also the exemplar lesson plan, which provides opportunities for extended activities relating to change in the school and local area. The focus is on access and mobility, both important current issues</p>
PE	<p>Create a dance which shows feelings and thoughts associated with change, perhaps linked to one of the texts in the exemplar literacy lessons that follow.</p>
Art and design	<p>QCA Unit 3C Can we change places?</p>
RE	<p>QCA Unit 3E What is faith and what difference does it make? Consider the lives of religious leaders and how their example has changed the world.</p>

Yellow set

Exemplar lesson plan: literacy

Theme	Changes Year 3 Term 3
SEAL objectives	To explore the complex feelings around change, and the ways in which change can be a positive experience
Linked literacy unit of work	Y3 T3 Narrative: perspective/character
Literacy objectives	T5, T3
Outcome	Adventure story reflecting change in a character
Linked speaking and listening focuses	Y3 T3 GD 35: To use the language of possibility to investigate and reflect on feelings, behaviour or relationships Y3 T3 Dr 36: To use some drama strategies to explore stories or issues
Links to other curriculum areas	Geography (localities).
Text	<i>Sam's duck</i> by Michael Morpurgo (Picture Lions) ISBN 0006646255 This story explores the feelings and emotions of a young boy during a school trip to a farm. He can't imagine being away from Grandad for a whole week but experiences during the week change his life forever.
Text themes	Explores how complexity of emotions causes us to act in particular ways: anticipating challenge, accepting change, managing feelings and making choices.
Possible focuses for response to this text	Before reading the story, offer the children the opportunity to discuss with a partner for response to this text a time when they were separated from somebody close, for example, a hospital visit, a trip to relatives, their first sleep-over. Encourage them to think about how they felt. How did they respond to the new situation? What changes did they encounter? What new choices were they faced with? During the reading encourage the children to think about how Sam adapts to his stay in a new environment. He was expecting to miss Grandad but found himself enjoying himself too much. Can the children relate this to their own experiences? How did this make them feel? Is there an issue around feeling guilty for having a good time? Engage the children in a drama activity like <i>Conscience alley</i> . One child in role as Sam walks down the middle of two lines of children who are each voicing the character's thoughts both for and against the action of keeping the duck. The child in role listens to his conscience before making a decision about the course of action to take.
Suggested related activities	Children could create a class book or display that promotes change in a positive way. Children should be encouraged to talk and write about events and adventures that have had a positive impact on their lives. Children could discover more about the charity Farms for City Children, as Nethercott Farm is one of three run by the educational charity.

	<p>Children may wish to contrast the farm locality with that where they live.</p> <p>Children may want to produce a non-fiction text about farms or ducks in particular.</p>
<p>Alternative/additional texts with themes related to change</p>	<p><i>Cliffhanger</i> by Jacqueline Wilson (Corgi Children's) ISBN 0440863384.</p> <p>This adventure explores a young boy's first experience of going away from home on a residential visit. It explores the many emotional changes that the character is presented with and how he learns to cope and adjust.</p>

Yellow set

Exemplar lesson plan: literacy

Theme	Changes Year 4 Term 3
SEAL objectives	To explore feelings about and responses to imposed change
Linked literacy unit of work	Y4 T3 Narrative: reading and writing Stories from other cultures
Literacy objectives	T2, T13
Outcome	Extended narrative
Linked speaking and listening focuses	Y4 T3 GD 46: To identify the main points of each speaker, compare their arguments and how they are presented
Links to other curriculum areas	Geography ICT – use presentation or multimedia or web authoring software to make the adventure story interactive, either in small groups or as a class using the interactive whiteboard
Text	<i>Journey to Jo'burg: A South African Story</i> by Beverley Naidoo (Harper Trophy) ISBN 0064402371 Frightened that their baby sister Dineo will die, Naledi and her younger brother Tiro run away to Johannesburg to find their mother. Their journey presents them with many challenges and life changes.
Text themes	Change, journeying, love, commitment and the flowering of human spirit in the face of apartheid
Possible focuses for response to this text	It will be important to explain the term <i>apartheid</i> to the children before reading the text and also to provide background information about South Africa. A starting activity called 'Pack your bag!' could be used to introduce the idea of a journey or leaving home. Ask the children to imagine a situation where they have to leave their home. They only have 10 minutes to pack a bag. What would they take? What would they leave behind? Encourage partner talk or group discussion on the differences between needs and wants. Use the technique of thought tracking to examine the private thoughts of Naledi and Tiro in tense moments of the narrative. Freeze-frame particular incidents and encourage children to voice the thoughts of the characters. Discuss moving house, school, area. In what ways are the children affected by such change? What coping strategies have they developed? How can we support other people in dealing with change? Children could use their experiences to write case studies in a variety of forms: prose, pictures, cartoon strips, songs or letters.

Suggested related activities	<p>Using the map of the journey in the story, children could track the emotions of the characters as the story unwinds. The map could be annotated with the issues raised at each stage in the journey and the ways in which the characters coped with the changes. What advice could the children offer the characters?</p> <p>Children could use desktop publishing or word processing software to develop a welcome pack to offer to any new child who joins their class.</p>
Alternative/additional texts with themes related to changes	<p><i>The peacock garden and other stories</i> by Anita Desai (Heinemann Educational Books) ISBN 0431081247.</p> <p>See NLS Year 4 Quality Texts on www.standards.dfes.gov.uk/primary/teachingresources/literacy for details.</p> <p><i>New faces, new places</i> by Sue Greig (Save the Children) ISBN 1870322363: learning about people on the move.</p>

Yellow set

Exemplar lesson plan: history

Theme	Changes Year 4
SEAL objectives	To explore feelings and responses to unwelcome or imposed change.
Linked unit of work	QCA History Unit 6A Why have people invaded and settled in Britain in the past? A Roman case study
History objectives	As QCA Unit 6A
Linked speaking and listening focuses	Y4 S: To tell stories using voice effectively Y4 Dr: To create roles showing how behaviour can be interpreted from different viewpoints
Prior work	Section 1 of QCA Unit 6A
Suggested activities	<p>The aim of these drama sessions is to create empathy for Celtic civilisation as it existed before the Roman invasion.</p> <p>Lesson 1</p> <p>Use this first drama activity as preparation for section 2 of QCA Unit 6A.</p> <p>Resources: hall or large space.</p> <p>Part 1 (warm-up). Ask children to mime various activities related to farming or pre-industrial crafts, for example, digging, chopping, sowing seeds, hammering, spinning.</p> <p>Part 2 Ask children to lie in a space and listen while you describe what is happening. They should act out what you say, making sure they can always hear your voice. Join in the actions yourself to give children access to movement vocabulary, and between giving instructions talk to the children in role.</p> <p>Your talk-through will take the children through waking up, dressing warmly, eating some bread and cold meat, going out of the house, going through a gateway and down a hill to woodland, cutting straight branches to finish building a house, carrying them uphill to the site of the new roundhouse, fastening the last posts in position. They then return downhill by the river, cut reeds, and collect mud and animal hair. Returning to the house site, they finish thatching the roof and sealing the holes in the wall with mud mixed with animal hair. When the house is finished, they sit in a circle round the fire, passing around food and drink and drinking a toast to the new house.</p> <p>Part 3 Come out of role. What do we know about these people? Elicit that they live on a hill; if there is a gateway there must be a fence around the settlement; they live in round houses and use simple technology. Link to the history work the children have been doing on Roman Britain and prepare them to research the lifestyle of the Celts in section 2 of QCA Unit 6A.</p>

Lesson 2

Resources: hall or large space.

Part 1 In this lesson children play the part of youngsters of the tribe. They need to learn the crafts and skills of the Celts to become honoured members of the tribe. As an elder of the tribe it is your job to teach them.

Demonstrate simple mimed actions for farming activities, metalwork, spinning and weaving.

Part 2 As future warriors of the tribe they need quick reflexes. Practise knee-boxing in pairs. Each squats and, moving only in the squatting position, tries to touch the opponent's knee and stop the opponent touching theirs. They should watch each other's eyes to see if they can tell when the opponent is going to strike. The first to reach three touches wins.

Part 3 Have the children sit round an imaginary fire in a circle. Say: 'As Celts we all appreciate a good storyteller and tales of monsters, giants, battles, magic and mystery. Let's tell a tale now while the meat cooks over the fire and whoever tells the best part of the story gets to eat the champion's portion – the best part of the joint.' Begin a story of hunting in the forest or similar and end on a cliffhanger. Pass the story around the circle, encouraging the use of Celtic themes such as monsters, magic, etc. Round up by saying that the children were all so good that they can all share the champion's portion.

Part 4 (this could form a subsequent lesson, depending on timing). Go around the circle and divide children into roles of farmer, craftsperson or warrior. Ask them to decide on something special that represents their craft, such as a sword or shield for a warrior, to throw into the sacred stream. When they have thought of their object then they should think of something to be thankful for in the last year (e.g. a good harvest) and also a wish for next year.

Ask each group in turn to mime throwing their objects into the water and to make their thanks and their wish. Try to keep the mood serious and ceremonial. In role, say 'What do you bring to the sacred stream? What is your wish?'

Part 5 Out of role discuss what we know about Celts. They were farmers and made beautiful craft objects. They were proud warriors and told stories. The notion of the champion's portion is true and archaeological evidence shows that they did throw precious objects into lakes and streams, probably as part of a ritual.

Lesson 3

When considering Boudica's revolt (QCA Unit 6A section 4) refer back to the children's feelings when they were in role as Celts. Why would the Celts have fought Romans? What did the Celts risk losing? Freedom, culture, land? What would happen to them (a) if they gave in and accepted Roman rule, and (b) if they fought? How would they have felt? If possible, refer to the book *Catus: a child in Roman Britain AD80* by Teresa Woodbridge (Tempus Reparatum Archaeological & Historical Associates Ltd) ISBN 1871314011.

Lesson 4

Use this lesson at the end of the QCA Unit 6A, after section 7.

Part 1 Review your discussion about what changed for the Celts when Romans occupied Britain. Was this a natural or an imposed change? Was it a positive change or a negative one? What did they lose and what positives came from Roman occupation?

Part 2 Draw two heads on a whiteboard or flipchart with large speech-bubbles. The heads should look like Celts. In one speech bubble write 'The good things about the Romans coming are ...' In the second bubble write 'The bad things about the Romans coming are ...' Ask the children to write the different points of view for the two people.

Part 3 Set up a role-play where children offer advice to the two Celts. You could also have the children debate whether the changes involved more gains than losses or more losses than gains.

Alternatively:

Part 2 Ask the children to fold an A4 piece of paper into three parts, headed:

Once I ... Now I ... I feel ...

Ask them to imagine they are Celts after the Romans have settled. They should think of aspects of their lives: what they wore, how they lived, where they lived, their status, etc., and fill in the chart for each aspect, using good descriptive words for feelings.

Part 3 Use the chart as basis for writing a non-rhyming poem using the phrases Once I ..., Now I ... to give it structure. The poem should show how they feel about what was gained and what was lost after the Romans came.

Possible lesson 5 (depending on maturity of children)

Discussion: Wherever the Romans settled in the world their towns were the same and they made people accept their religions, types of building, language, etc. Why did Romans want everyone to be like them?

Are we like this too? Do we laugh at or not appreciate people who do things differently? Relate this to the Roman's opinion of Celts, their having no written history despite an oral history, portable artefacts and more temporary building structures because of nomadic history rather than big lasting structures, statues, etc.

When one country invades another they often don't value the indigenous culture and they impose their own. Can the children think of any examples? Look out for examples in future history topics and in the news.

Yellow set

Exemplar lesson plan: geography

Theme	Changes Year 4
SEAL objectives	<p>To consider some ways in which change is positive, developmental and necessary</p> <p>To explore the links between feelings, thoughts and behaviours</p> <p>To develop empathy with others</p>
Links to other curriculum areas	<p>Citizenship – equality and fairness for all, considering ethical dilemmas, making choices and judgements</p> <p>QCA Citizenship Unit 6 Developing our school grounds</p>
Introduction	<p>This lesson sequence is related to QCA Unit 8 Improving the environment. Children are involved in planning ways in which the school (and later the local area) can be made more accessible for people who have mobility difficulties, particularly those who are disabled and infirm.</p> <p>Accessibility is a current issue. The 1995 Disability Discrimination Act requires that from October 2004, no ‘disabled person’ should be unable to gain reasonable access to places and buildings. But many places and buildings have yet to be made readily accessible to anybody who wants to visit and use them.</p> <p>The geographical focus of this unit is the examination of the location and accessibility of routes, the school building and other local features. Children consider whether access is good or poor and can be encouraged to recognise patterns in the environment and human processes in decision making about the environment.</p> <p>This is a long unit, taught over a period of time so as to permit collection of information at different times of year as conditions change.</p> <p>The sequence suggested below offers a range of activities which teachers will wish to arrange in lesson units as appropriate for their circumstances.</p>
Suggested activities	<p>Activity set 1</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> To recognise the variety of places and routes used in the school To be aware that not everyone can access places in the same way To realise that access can be prevented. <p>In this set of activities, children ask the following enquiry questions:</p> <p><i>Why are access and mobility important?</i></p> <p><i>What do ‘access’ and ‘mobility’ mean?</i></p> <p><i>How easy is it to move around our classroom?</i></p> <p>1a. Discuss the different places that children go to in their daily lives, for example, in the school building and grounds and locally, and the routes that they use.</p>

1b. Pairs of children create a poster on 'getting about'; include pictures and vocabulary on ways to travel, paths, roads, routes, doors, gates, ways in and out, etc.

2a. Play a 'Classroom Access' game. Divide the class into three groups. Label all chairs with children's names. Group 1 leave the room. Groups 2 and 3 rearrange the room so as to exclude Group 1 from areas Groups 2 and 3 can use. Group 2 leave the room and Group 3 makes further changes to the room to advantage themselves. Continue with the day's work. At the end of the day the children discuss their experience in groups. They write three points they feel most strongly about. Move to whole-class discussion about what happened and what it felt like. Who in society might feel similarly excluded at times? How might they feel?

Talk about what we mean by 'disability' and what this may mean for access.

2b. Consider how the classroom could be made more accessible for everyone and who 'everyone' includes.

3a. Discuss the idea of 'disability'. Consider different types of impairment and how these affect mobility. Children may draw pictures of places where there is good or bad access and write why they have made these judgements.

3b. Discuss what makes a place accessible or difficult to access. A chart can be drawn up showing who might need help; why they might need help to travel about and gain access to places; how they can be helped.

In pairs, children list examples of good and poor quality access. They share ideas and group them into good, adequate and poor.

Activity set 2

Learning outcomes:

To identify how places may be more or less accessible

To use a rating scale to judge the quality of accessibility

To use a map to record the location and quality of accessibility

In this set of activities, children ask the following enquiry questions:

How accessible are places for different people?

How good is access around the school?

What helps and hinders access around the school?

Organise a 'wheelchair walk' around the school. Use a large buggy, double buggy or actual wheelchair. At selected sites rate and record the quality of access of the site.

Undertake a detailed field study of the accessibility of routes and places around the school. In supported groups, children map the quality of access, routes and areas in different parts of the school. Obstacles to access are recorded.

The children prepare a display of their areas to be shared with the class. Quality of access is discussed.

At different times of the day and the year, survey mobility inside and outside the school. Observe whether problems identified are always the same, for example, in the playground. Create time maps to show the pattern across the term/year.

Activity set 3

Learning outcomes:

To be aware of an organisation's responsibility for accessibility

To propose ways in which an area can be improved

To use vocabulary associated with access and mobility

In this set of activities, children ask the following enquiry questions:

What is the school policy about mobility and access for all?

How can we improve access in and around our school?

Discuss the school's equal opportunities policy to identify how its statements cover disability access. Talk about what this means for everyone who uses the school. Create a school access code.

Working in groups, children are allocated a part of the school to plan how it can be improved. Children are to: create a report on access and use, including a map and photographs. They should suggest improvements that can be made using text, models, plans, pictures (use digital photographs), ICT and posters. Provide a writing frame to help them report their findings.

Each group makes a presentation on their report, including a display. The class is encouraged to suggest improvements to any proposals. Reports are completed and submitted to the headteacher and governors.

Acknowledgement: This activity is based on the unit *Improving the environment: Access for All* by Simon J Catling of Oxford Brookes University, Westminster Institute of Education. Written for the Geographical Association's forthcoming *SuperSchemes series*, edited by Paula Richardson and Emma Till, it is one of 26 print/electronic units offering primary teachers new activities and lesson sequences for the DfES/QCA schemes of work. *SuperSchemes* will be available from April 2005. For full details of the *SuperSchemes* series, click on the Early Years and Primary section at www.geographyshop.org.uk.

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Fax: 0845 60 333 60
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e-mail: dfes@prolog.uk.com

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