



# Primary *National Strategy*

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

### Good to be me Family activities

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

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## Gold set: activities for parents and carers

### *Note to teachers*

The Gold set is designed to help you involve the children's parents and carers in your work to develop children's social, emotional and behavioural skills. Each theme has a letter to tell parents and carers about the theme (for you to adapt if you want to) and a set of activities that you might like to send home with the children. You will need to look through them and decide whether they will be suitable for the children in your class, and use the ones that are helpful.

It is important that the activities are seen to be supportive, and that children who are unable to use these with their parents or carers should not be put at a disadvantage. Emphasise, when sending materials home, that the activities can be done with any adult who is important to the child, not necessarily their parents or carers. It might help to make sure that there are also adults at school (including any who run breakfast or after-school clubs) who can spend a little time with the children on the activities, if necessary.

The activities are designed to be voluntary. They are not designed to be taken in or marked.

An age is not specified for the activities, but the later ones might be most appropriate for the children in the older classes.

All the documents, including the letter to parents/carers, are available on the CD-ROM as Microsoft® Word files, so that you can adapt them for use in your school.

### The Gold set in summary

The table on the next page is designed to help you plan what you do as a whole staff. Some of the activities have recommended year groups but others can be divided up as you wish.

## Good to be me

Number	Type	Name and Summary	Recommended for	Class
1	Finding out	<b>I'm special and you're special too</b> Finding out about each other	Red and Blue (or any age)	
2	Doing, talking and thinking	<b>Feelings</b> Spotting feelings in books and thinking about our feelings	Red and Blue (or any age)	
3	Doing	<b>Knowing our feelings</b> Card game	Any age	
4	Doing	<b>Feeling better</b> Cheering each other up	Blue, Yellow or Green	
5	Doing	<b>Making a worry catcher</b> Making a worry catcher together	Yellow or Green	
6	Talking	<b>Relax</b> Talking about how we relax	Any age	
7	Doing	<b>Relax</b> Learning to relax together	Yellow (or any age)	
8	Thinking and talking	<b>The worry worm</b> Thinking of ways to stop worrying	Yellow or Green	
9	Doing	<b>Pamper cards</b> Giving ourselves permission for our own time to relax	Any age	
10	Doing and thinking	<b>Stars</b> Giving compliments and saying thank you	Any age	
11	Talking and thinking	<b>Lion, Mouse, Fox and Human</b> Talking and thinking about being assertive	Yellow (Year 3)	

Letter to parents and carers

*Dear Parents and Carers*

*The theme for this half-term's work on developing children's social, emotional and behavioural skills will be 'Good to be me'. We will be exploring how children can motivate themselves in their learning and across the school. As part of the theme they will be asked to set their own goals, think about how they learn best and consider how they might make wise choices.*

*This theme will start with an assembly and be followed up in class. We hope you will be able to join us in school for some of these assemblies and some of the work in classrooms.*

*This half-term your child will bring home some cards with activities on them. These will help your child tell you about what we have been doing, suggest some things to do together and provide some ideas for you to try out in your family.*

*We will be happy to talk about this with you, if you would like to.*

*With best wishes,*

*Class teacher or headteacher*



## Good to be me 1

I'm special and you're special too

### *Child and parent*

Draw a picture of each other in the middle of the page or use a photograph. Take it in turns to tell the other the things that you like about each other. Try to list as many things as you can.

(Remember that it might be difficult to think of the words to talk about these things. Examples might be: I like your smile; I think you make good food; I think you are kind; I think you are friendly; I think you are great at giving cuddles; I think you are fair.)

*I like your smile*



## Good to be me 2

### Feelings

Choose one of your favourite books or use the one that the child has brought home. Read the book together. Now look at the pictures. Can you think how the characters in the book might be feeling in the picture? How many different feelings did you think of?

#### **If you want to do something more:**

You might like to write some of the feelings down or draw the feeling.

Talk together about times when you have felt the same way as the characters in the book.

Feeling	A time you have felt like that



## Good to be me 3

### Knowing our feelings

Take it in turns to choose a feeling card. You should say one thing that makes the other person feel that way. Check your answer. For example, if you are the parent or carer, and you pick a happy card, you should say what you think makes your child happy. The child should say whether this is right. If not, they should say something else.

All members of the family can take it in turns to play this game. They should say one thing that makes each member of the family feel that way.



happy	angry	sad	scared
jealous	surprised	excited	worried
relaxed	delighted	pleased	happy
sad	angry	proud	bored

If you like, draw pictures on the cards.

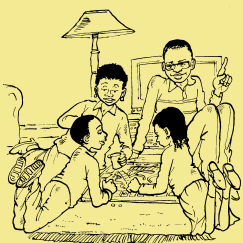




## Good to be me 4

### Feeling better

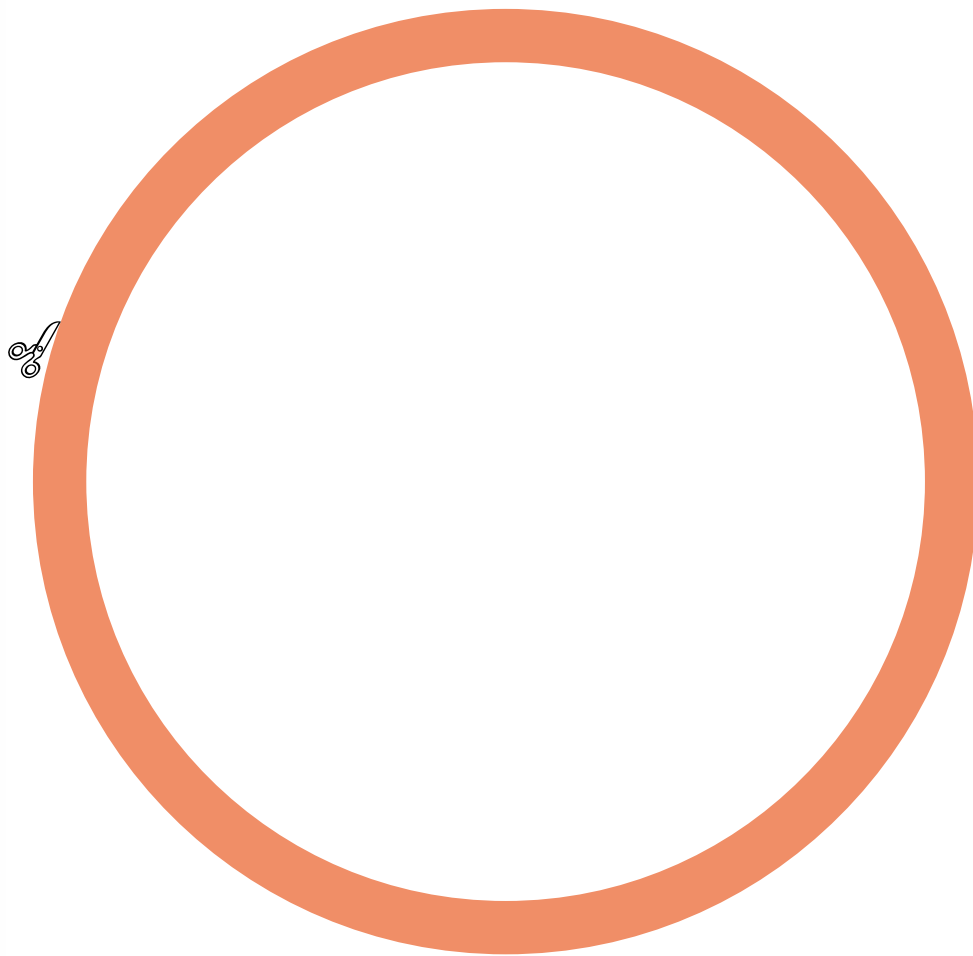
We all have times when we feel down about something. What can we do to help? Ask each member of your family to think of one thing that cheers them up when they feel down or fed up. The child might like to draw the ideas and stick them on the fridge or wall as a reminder of how we can help to cheer each other up when we are feeling down.



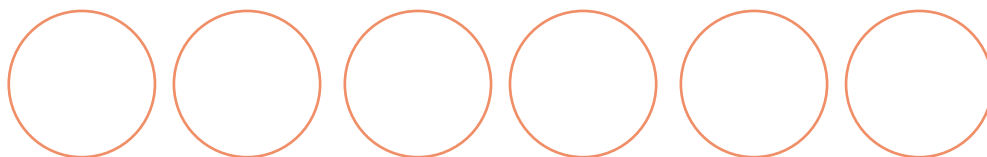
## Good to be me 5

### Making a worry catcher

Worry catchers were designed to hang above us at night. They catch our worrying thoughts and keep them in the web. You might make a worry catcher by cutting out the bits below. Draw pictures of your favourite or special things to stick onto the web to help catch the worrying thoughts.

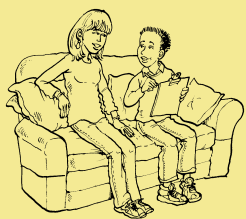


*a worry catcher*



**Draw your special things in here.**

If you are feeling creative you might like to make a worry catcher out of wire and string.



## Good to be me 6

### Relax

Draw pictures to show:

#### Adult

My relaxing place

#### Child

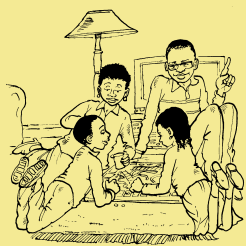
My relaxing place

My relaxing sound

My relaxing sound

My relaxing colour

My relaxing colour



## Good to be me 7

### Relax

**Ask your child to teach you how to relax. They might like to help you using this visualisation.**

**Remember to sit in a comfortable position and to shut your eyes if it feels OK.**

'Imagine you are in your special place. You look around it. Think about all the things that you can see. Think about what you can hear. You reach out to touch the things that are near you. You think about how lovely it is to be in your special place, and this is making you feel happy and content. Your body is beginning to relax ...' (Take a few minutes to relax.) 'It is now time to leave your special place, so you get up slowly. Turn around and take one look before you go.' (Leave a couple of seconds, then say)... 'When you are ready, open your eyes and look around the room.'

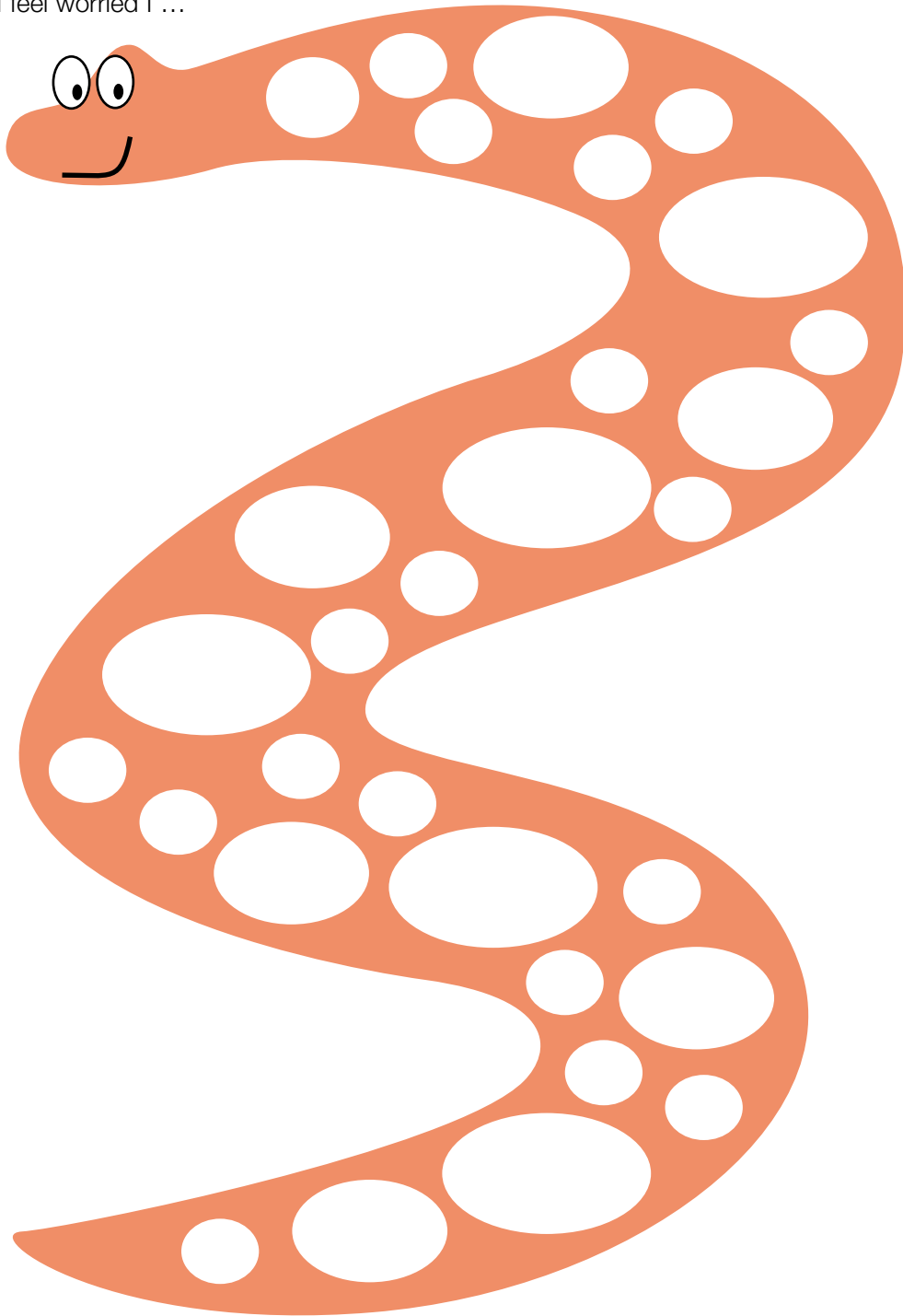


## Good to be me 8

### The worry worm

Here is a picture of a worry worm. Take it in turns to think of a way of beating a worry. When you have told your ideas, you can colour in one of the worry worm's spots. Say your ideas like this:

'When I feel worried I ...'





## Good to be me 9

### Pamper cards

Think about something that would make you feel pampered and good. This might be reading a story, having tea in bed, having a relaxing bubble bath, watching your favourite film or cartoon.

Help each other to draw or write about your favourite thing on your pamper card. The whole family might want to join in this activity.

When you want to use your pamper card, hold it up and say: 'My pamper time.' The other members of the family should respect your pamper time and help you to make it special. You can only use your pamper card once a week.

#### PAMPER CARD

**This Pamper card belongs to .....**

**My pamper is**

Can be used once a week

#### PAMPER CARD

**This Pamper card belongs to .....**

**My pamper is**

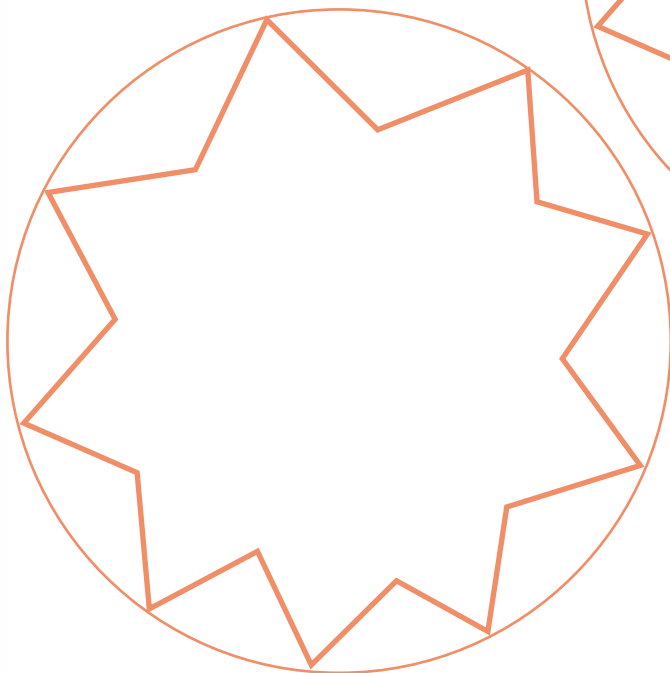
Can be used once a week

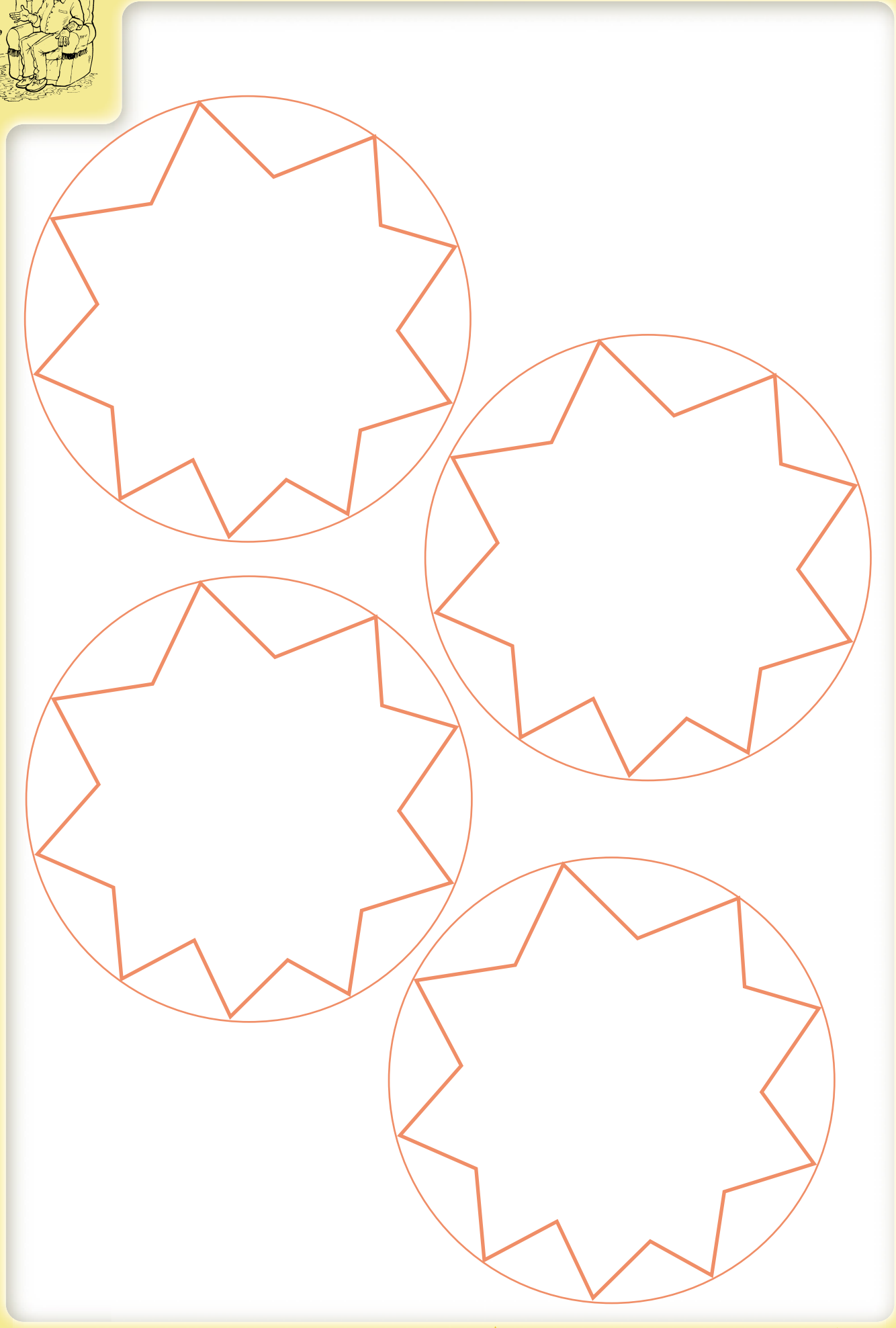


## Good to be me 10

### Stars

Cut out the stars and give them out fairly to all members of the family. Write your names on them or decorate them so you know they are your stars. If someone does something that makes you feel good, give them one of your stars to say thank you. At the end of the week take it in turns to give back the stars and talk about what you did to make each other feel good.









## Good to be me 11

### Lion, Mouse, Fox and Human

Read the story together.

Long, long ago when the world was new and just made, there lived four animals in the middle of a forest called Harmony. They were Lion, Mouse, Fox and Human. They were content because on each tree there grew something lovely to eat. The animals looked different but they were all the same size as each other and they all walked on two legs. Sun shone down on the animals, very proud to think that she had made them all equal and fair.

Well that is what she thought, until Moon brought Monster into the world to test them. You see, the animals looked much the same but they were different inside.

Monster wasn't like the other animals. She wasn't used to living in Harmony, so when she saw the food on the trees she got a big sack, picked it all and took it back to her shelter. She shut the door, locked it and put the key in her pocket.

The animals looked at each other. What were they going to do? Something had to be done. Nobody wanted to go and talk to Monster. She looked so scary with her big teeth, so they drew lots. First it was Lion's turn to do something. Lion stood up straight. 'This is easy,' she said. 'I'm very angry. I'll give Monster a piece of my mind.' Lion rushed through the forest until she came to Monster's shelter. She banged loudly on the door. When Monster came to the door, Lion shouted at her. 'Give us back our food. Sun gave us the food.' But Monster just laughed. This made Lion even more angry and she rushed at Monster. A terrible fight followed. But Monster was bigger and stronger and Lion came back with blood on her nose.

Next it was Mouse's turn. Mouse looked worried but she went. She knocked on Monster's door. 'Please, please, please will you let us have some food? Just a little bit. We know that you are strong and tough and we can't do anything about it.' Monster looked out at Mouse and laughed. 'Run away little mouse and don't come troubling me with your whining. It gives me a headache!' She turned around and shut the door.

When Mouse came back empty-handed, Fox was already waiting to go. She was clever and she had a cunning plan. She crept through the forest until she came to Monster's shelter. She sneaked up and lay on the roof. There she waited until Monster came out and lay sleeping in the sun. She sneaked in through the small window. She only had two arms so couldn't carry very much and she was hungry so she started to eat the food.

She ate and ate. She heard Monster coming in.

She jumped up with a few bits of food for Mouse, Lion and Human and went to the window. But she was much fatter than when she came in and she couldn't get out. Monster looked at the greedy fox. 'You came sneaking in here and stole my food. I could kill you with one bite of my strong teeth. But I won't, not this time.' She took Fox outside and kicked her so hard that she landed back with Lion, Mouse and Human.

Human had hoped that Fox would be successful. She said, 'It's my turn. I'm not cleverer than you but I should be able to learn from your experience.'

Human thought as she walked through the forest of Harmony: 'Perhaps Monster doesn't know how hungry we are and how sad we feel! Perhaps Monster doesn't understand what she has done and thinks that there is plenty of food in another corner of the forest. Perhaps Monster doesn't know how to put things right.'

When Human got to Monster's shelter she stood tall.

'Hello, Monster, are you well?'

'No I feel very sad and lonely and that makes me mad,' Monster roared.

'I felt very sad and hungry when you took all the food. There is no other food in the forest. I would like you to share it with me and all the other animals. We have nothing to eat.'

Monster's face fell and a look of understanding came to her face. 'I didn't know there was no other food,' she thought. 'I thought the animals were just being nasty to me.' She opened the door to her shelter wide and shouted.

'Lion, Fox, Mouse come and join me – there is food for everyone.'

Lion, Fox and Mouse walked over. They were scared of Monster, but when they saw Monster and Human chatting and laughing with each other, they came in and had a lovely feast.

When they had eaten all they could, Lion took Human to one side and said, 'How did you do it?'

'I just used my brain and worked out a plan,' she said. 'You should try it. If you want something, you don't get angry like Lion, or whiney like Mouse, or sneaky like Fox. You just ask by saying:

- how you feel;
- why you feel like that (what is wrong);
- and what you would like to happen to put it right.'

The animals tried it out when things went wrong. They called it being Human, but nowadays we call it being assertive.



Think about all the people in your family. Which of the characters in the story are they like when they are feeling hurt or angry with someone?

Name	Are they like Mouse, Lion, Fox or Human when they are cross with someone?

Who would you like to be like? Can you be more like this person when things go wrong?  
Try it out.

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