

Andrew Moffat

Emotional Health and Well being: An early years resource to promote healthy relationships

This resource is informed by the following publications:

1. The Unicef report (2007)

According to this report, children from the UK suffer greater deprivation and worse relationships than those in any other wealthy country in the world.

“This report presents a sad picture of relationships with friends, which are so important to children. Not much more than 40% of the UK’s 11, 13 and 15 year olds find their peers ‘kind and helpful’, which is the worst score of all the developed countries” (Guardian, 02 / 07, p2)

“I hope that (the Unicef report) will prompt us all to look beyond the statistics and to the underlying causes of our failure to nurture happy and healthy children in the UK.... From the findings of this report they are in poor health, unable to maintain loving and successful relationships, feel unsafe and insecure, have low aspirations and put themselves at risk”

Al Aynsley Green, Children’s Commissioner for England (Guardian, 02 / 07, p1)

2. The children’s plan (2007)

There are five guiding principles underpinning the Children’s Plan. One is

“Children and young people need to enjoy their childhood as well as grow up prepared for adult life”

Chapter 1, “Happy and healthy”, aims to “Secure the well being and health of children and young people”. The government highlighted “Ten new targets for 2020 to improve pupil’s educational attainment, health and happiness” (Guardian, 11 / 07, p6)

3. Healthy Schools

The guidance for Healthy Schools Status (2005) defines “Emotional Health and Well being” as;

“Promoting positive emotional health and well being to help pupils understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn” (DH, 2005)

The aim in delivering this resource is simply to teach children the skills that are needed to develop positive relationships. In the SEAL (DSCF) guidance for Foundation stage, “Changes”, there are two learning objectives that are cornerstones to an understanding of empathy and conflict resolution. They are; “I know that sometimes when people are not very nice to me it is because they don’t feel very good inside” and “I know how to help someone when they are feeling sad”. The lesson plans in this resource help the teacher to develop these skills in our children alongside many others.

Each lesson plan is based on a different children's book and the learning outcomes are linked to SEAL. In Nursery the lesson plans promote well being as the children enjoy joining in call-and-response stories, acting out simple characters and exploring first steps in sharing. In the Reception plans children learn strategies for dealing with disruptive behaviour and role-play how to recognise and help someone feeling lonely. Year One deals with saying please and thank you, what to do if you feel frightened of someone, how it feels to be laughed at, the benefits of team work and how to find your smile. Finally in Year Two the lesson plans cover how to deal with worries, getting to know people before judging them, the consequences of inconsiderate behaviour, and the recognition that we are a part of a wider world with lots of different people who are the same as us in many ways.

References

The Guardian, 14 / 02 / 07 "*British children: poorer, at greater risk and more insecure*" page 1 - 2

The Guardian, 12 / 11 / 07 "*Fitter, happier and better educated: the hope for 2020*" page 6

The Children's plan, 2007, <http://www.dfes.gov.uk/publications/childrensplan>

DH (Department of Health), 2005 "*National healthy Schools Status: A guide for schools*" page 9

SEAL abbreviations:

NB - New beginnings, GOFO – Getting On and Falling Out, SNTB – Say No To Bullying, GFG – Going For Goals, GTBM – Good To Be Me, R – Relationships, CH - Changes

Andrew Moffat works as a Primary School teacher in Coventry. He is an AST in Behaviour Management and works part time on the Coventry Healthy Schools team with responsibility for Emotional Health and Well being.

Andrew has also written:

Emotional Literacy: a scheme of work for the Primary school (200 lesson plans, published 2008 by Incentive Plus)

Using emotional literacy to challenge homophobia in early years (16 lesson plans)

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Nursery Week 1	Monkey and me	Emily Gravett	Macmillan	978-0-230-01583-8
Nursery Week 2	Faster faster! Nice and slow	Nick Sharratt and Sue Heap	Puffin	0-140-56787-9
Nursery Week 3	Chicky Chicky Chook Chook	Cathy MacLennan	Boxer books	978-1-905417-32-2
Nursery Week 4	Marvin wanted more	Joseph Theobald	Bloomsbury	978-0747575610
Nursery Week 5	When the moon smiled	Petr Horacek	Walker books	978-0744596557
Reception Week 1	I want a friend	Tony Ross	Andersen Press	978-0-00-721491-4
Reception Week 2	Where's my cuddle	S James Mayhew	Bloomsbury	978-0-140-56992-6
Reception Week 3	Tyson the terrible	Diane and Christyan Fox	Bloomsbury	9780747586623
Reception Week 4	Trouble at Dinosaur cafe	Brian Moses and Garry Parsons	Puffin	978-0-7475-8759-0
Reception Week 5	Mary is scary	Anne Cotringer	Bloomsbury	0-7475-7927-x
Year 1 Week 1	You won't shift a hippo	Michael Catchpool and Rosalind Beardshaw	Gullane Children's books	978-1-86233-710-7
Year 1 Week 2	I'm coming to get you	Tony Ross	Andersen Press	978 1 84270 743 2
Year 1 Week 3	Yes we can	Sam McBratney and Charles Fuge	Puffin	978-0-140-56994-0
Year 1 Week 4	All afloat on Noah's Boat	Tony Mitton and Guy Parker Rees	Orchard Books	978-1-84616-242-8
Year 1 Week 5	Augustus and his smile	Catherine Rayner	Little tiger press	978-1-84506-283-5
Year 2 Week 1	Silly Billy	Anthony Browne	Walker Books Ltd	978-1-4063-0576-0
Year 2 Week 2	The saddest king	Chris Wormell	Red Fox	978-0-099-48384-7
Year 2 Week 3	Howling at the moon	Michael Catchpool and Jill Newton	Gullane Children's books	978-1-86233-678-0
Year 2 Week 4	The scally wags	David Melling	Hodder Children's books	978-0-340-88406-5
Year 2 Week 6	How big is the world	Britta Teckentrup	Boxer Books	978-1-905417-62-9

SEAL objectives	Activities	Resources
<p>NB I know I belong to my class / group. I like belonging to my group / class / school. I can join in with other children playing a game. GOFO: I can play with other children. I can work in a group with other children.</p>	<p>Read: “Monkey and me”. Discussion: Talk about who is in the story. Monkey, the girl and lots of other animals. Which animals would you like to go and see? Look at the way the girl is moving in each picture. Is she giving us clues about which animals she is going to see next? How does a penguin move? Who can move like a penguin? Discuss how each animal moves. Role play: Start at the beginning of the story. Encourage the children to say each line with you; “Monkey and me, monkey and me, monkey and me, we went to see some....” As you say the name of each animal encourage the children to move around the room in the style of each animal. Are there any other animals we can go and see together? For the final page all children to sit down together and mime eating tea. Plenary: Talk about how good it feels to go and see things with a friend. In the story the girl takes the monkey everywhere. Say to the children; “I wonder why she only plays with her monkey... perhaps she doesn’t have a friend to play with today. If she was in our class who would play with her?” Ask the children to think about games they can play with their friends in our nursery. Then comment on how much you like this class because ‘lots of children play together and we don’t leave people out’</p>	<p>Monkey and me by Emily Gravett</p>

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Nursery Week 2

SEAL objectives	Activities	Resources
<p>NB: I know I belong to my class / group. I like belonging to my group / class / school. I can join in with people playing a game</p> <p>GOFO: I can play with other children I know how to be friendly I can work in a group with other children. I can share a toy.</p>	<p>Read: “Faster faster! Nice and slow” Discussion: Talk about the places Nick and Sue visit in the story. Which places would you like to go to? Which is your favourite picture? The things Nick and Sue do are very different. Recall the book used last session, when the girl played with her toy. Nick and Sue play together; which do you think is better; playing with toys on your own, or playing with friends together? Can you share toys with friends? Role play: Recap the book, and children role play each of the actions described. All children to role play each action – the actions lend themselves to actions: “This road is bumpy, this road is flat This bird is big, this bird is small etc” At the end of the role play encourage children to wave goodbye at the book and then everyone sit down. Activity: With a friend draw two things you like to do together. Plenary: In all the pictures Nick and Sue are doing very different things, but Nick and Sue are still friends. Can you be friends with someone if you like different things? Of course you can! What different things do we like doing in our class?</p>	<p>Faster faster, Nice and slow By Nick Sherratt and Sue Heap</p>

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Nursery Week 3

SEAL objectives	Activities	Resources
<p>NB I know I belong to my class / group. I like belonging to my group / class / school. I can join in with other children playing a game. GOFO: I can play with other children. I can work in a group with other children.</p>	<p>Read “Chicky Chicky Chook Chook “ Discussion: This is a great book to read aloud and join in with. Read the book and encourage the children to join in with the rhyming words. Role play: Read again and think of actions with the children for each page “Fizzy fizzy / sunny sunny warm shine” etc. On the sleep page everyone should lie down and then on the next page begin to drum “pitter patter” fingers on the floor. Children to make thunder noises for the “Crash bang wallop” page, then slow down again for the “soggy groggy moggy” page. The book ends again with the “Cooler quieter late late later” page which is a great way to calm the children down. Activity: In groups use water / sand trays to recreate dry and wet scenes. How do we get wet, what makes us dry? Plenary: Emphasise the fun we had joining in together with the book. Identify children you saw who showed enjoyment and thought of effective actions. Ask children to stand up and show others their actions from the book, then ask the children to copy the demonstrated actions. Tell the children how proud you are that they work together so well and listen to each other.</p>	<p>Chicky Chicky Chook Chook By Cathy McLennan</p>

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Nursery week 4

SEAL objectives	activities	Resources
<p>NB: I can share in a group. I can take turns in a group. I can join in with other children playing a game</p> <p>GOFO: I can play with other children I can work in a group with other children. I can share a toy.</p> <p>R: I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</p>	<p>Read “Marvin wanted more”</p> <p>Discussion: What happens in the story? How is Marvin behaving? Marvin is being greedy. Is he sharing? What happens to the world as Marvin gets more and more greedy? Talk about Marvin and how he didn’t share. Marvin said “I want more” and ate everything he saw. This meant there was nothing left for the other sheep.</p> <p>Role play: The aim of the role play is to rehearse sharing. Show the children a small ball. Ask for a child to be Marvin. Ask Marvin to stand in the middle of the circle and play with the ball. Now say to the children I’ve got another ball here. What does Marvin say? (ask Marvin to repeat ‘I want more’) give another ball to Marvin and say “Oh dear! Marvin isn’t sharing! Is Marvin being fair?” Show the children another ball and say “I’ve got another ball here” and ask “What did Marvin say?” Repeat the exercise to show that every time Marvin says “I want more” the other children can’t play because Marvin is not sharing. When Marvin has a few balls, talk to the children about what Marvin should do. He should share. If Marvin shared out the balls then everyone could play. Ask Marvin to share out the balls he has and send the children off in small groups or pairs to play with them.</p> <p>Plenary: What do the other sheep say to Marvin at the end of the story? (“I like you just as you are”) Do you think Marvin will stop being so greedy now? Will he have more friends if he shares? Do we share things in our class? What can we say to someone if we want to play with something they are using? (Look out for examples of children sharing over the next few days and make a fuss. You could talk about how glad you are that ‘there are no Marvin’s in our class’!)</p>	<p>Marvin wanted more By Joseph Theobald</p>

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Nursery week 5

Seal objectives	Activities	Resources
<p>NB: I can share in a group. I can take turns in a group. I can join in with other children playing a game GOFO: I can play with other children I can work in a group with other children. I can share a toy. R: I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</p>	<p>Read “When the moon smiled” Discussion: What happened in the story? How is the moon behaving – is he being greedy with the stars? Think about Marvin last session. What did Marvin say? Is the moon saying the same thing about his stars? Would the night sky look different if the moon was being greedy? What happened when the moon gave a star to each group of animals? How do you think the moon felt at the end of the story? Do you think he felt proud and happy? Why? Role play: Identify someone to be the moon, give the moon enough stars for each child in the class. Now read through the book again and substitute each group of animals for names of children in the class, As you read out the names, the ‘moon’ should give the nominated children a star. At the end of the role play everyone has a star and there is one left for the moon. Activity: Put the children in to pairs and ask them to stick their stars on a piece of paper. Write on each page the names of the children; for example, “Sophie and Jordan shared their stars” Plenary – ‘I’m glad everyone shared their star. What a wonderful class this is. Everyone shares together!” How do you think the moon feels when he has shared out all his stars?</p>	<p>When the moon smiled by Petr Horacek</p>

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Reception week 1

Seal Objectives	Activities	Resources
<p>NB: I know I belong to my class / group I like belonging to my group / class / school. I can tell if I am happy or sad. I know that everybody in the world has feelings. I know how to be kind to people who are new or visiting the classroom. GOFO: I can play with other children. I know how to be friendly. I can make up when I have fallen out with a friend. SNTB: I can tell you some ways in which children can be unkind and bully others</p>	<p>Read "I want a friend" (<i>note: the second line in the book is "He only does boys stuff". I would not read this line because it reinforces the concept of "boys" and "girls" toys, which is not something we should be supporting. I suggest we miss the line out and continue with the next page</i>) Discuss: What happens in the story? What did the other children say to the princess when she approached them? ("I don't want to play with you!"). Oh No! How do you think the little princess feels when the children say that? (Lonely) What does the little princess do to make friends with the other lonely children? (she shares things and they play games). Do you think the lonely children are beginning to make friends? How can you tell? When the little princess frowns at Molly Polly Agnes and Willy, what is she thinking about? Why do you think she lets them come to her castle for tea? Role play: This book is very easy to act out and the children can relate to the characters and situations. Identify someone to be the little princess and go through the story giving her and the other children lines to repeat as you read the book. At the end of the book as the teacher you should be the queen. Stand all the children in a circle holding hands and say "Goodness me! Who are all these children?" The children should shout back, "My friends!" Plenary: Talk about what it's like to start in a new class when you don't know other children. How did Little Princess feel at the start of the story when the other children wouldn't play with her? She felt lonely. What does lonely feel like? How can you tell if someone is lonely? What can you do if you see someone who you think might be lonely? Role play 2: Rehearse lines to say to children who might be lonely. Ask for a volunteer to sit in the middle of the circle and pretend to be sad. Highlight their facial expression. Now ask for someone to approach them and say something to make them feel better. Repeat with different children. Look out for children on the playground over the next couple of days who approach children and ask them to join a game and praise this behaviour.</p>	<p>I want a friend By Tony Ross</p>

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Reception week 2

Seal objectives	activities	resources
<p>NB: I know that everybody in the world has feelings.</p> <p>GOFO: I know how to be friendly.</p> <p>R: I can tell if someone is happy, sad or angry.</p> <p>CH: I know how to help someone when they are feeling sad.</p>	<p>Read: "Where's my cuddle?".</p> <p>Discussion: Talk about what happens in the story. Why doesn't Jake want to cuddle Mum at the start of the story? How do you think Jake feels at the start of the story? What does Mum do with the cuddle? Can you remember all the people that got a cuddle? Can grown ups cuddle each other? Of course they can. What's nice about a cuddle? If someone is upset how can a cuddle help? Ask the children to think about a time they wanted to have a cuddle. Who did they ask?</p> <p>Role play: Show the children a collection of teddy bears and cuddly toys. Put the toys in the middle of the circle. Explain sometimes it's good to cuddle someone or something if you feel upset, or sometimes you might not want to have a cuddle, you might just want a friend to talk to. Explain that all the toys in the middle of the circle feel upset about something. How can we help them? Ask the children one at a time to go to the centre of the circle, pick up a toy, cuddle it and ask "What's the matter?" Role play to the children holding the toy to your ear and telling you 'what's the matter'. Say to the children the toy feels upset because it fell over and hurt itself. Say to the toy, "Don't worry, I'll look after you", take the toy back to your seat and sit it next to you. Now ask other children one at a time to take a toy, ask what is the matter, and then decide what to do.</p> <p>Activity: Draw a picture of you helping someone who is upset.</p> <p>Plenary: Ask the children to think about the last time they saw someone upset. What did they do to help? Sometimes people don't want a cuddle and that's okay too. Sometimes just sitting with someone is all they want. The next time you see a person upset what are you going to do? Suggest that saying "Are you all right?" would be a good start.</p>	<p>Where's my cuddle By James Mayhew</p>

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Reception week 3

Seal objectives	activities	resources
<p>NB: I know that people in my group / class like me.</p> <p>GOFO: I know how to be friendly. I like the ways we are all different and can tell you something special about me.</p> <p>R: I can tell if someone is happy, sad or angry</p> <p>CH: I know how to help someone when they are feeling sad</p>	<p>Read “Tyson the terrible”</p> <p>Discussion: What are the dinosaurs frightened of? What have they heard about Tyson the terrible? Why is the tiny dinosaur crying? How does the tiny dinosaur feel when everyone runs away from him? Why do other dinosaurs run away? How does the tiny dinosaur feel when the other dinosaurs ask him to play their game? Do you think tiny dinosaur’s little brother Tyson might really be terrible? Why?</p> <p>Role play:. You want a space that can hide a child. You could drape a large piece of material cross a doorway. Have the class facing doorway. Ask three or four children to hide behind the sheet and decide which one is going to go first. Give the child small drums with which to make a ‘boom boom’ sound. Explain to the class that we are going to pretend that a big dinosaur is on its way. Stand next to the doorway and build up tension; “A big scary dinosaur is coming!” (boom boom). “It eats children for breakfast” (boom boom), “It has huge teeth” (Boom boom) “It looks really scary” (boom boom), “Oh no! It’s here!” Pull back the curtain to reveal the first child “Oh! It’s only xxxx (child’s name)!” Everyone cheer because there was no need to be frightened! Repeat with different children.</p> <p>Plenary: In the story Tyson was very upset because people were saying unkind things about him and his brother. Look again at the picture of Tyson’s brother. He might look a bit frightening to some people, but is he doing anything wrong? Is he hurting anyone? (No, he’s kicking the football). If people look a bit different, does that mean we can’t be friends? No! Look at all of us in here – we are all different, we’ve all got things that are special about us, and we’re all friends! Wouldn’t school be boring if we were all exactly the same!</p>	<p>Tyson the terrible By Diane and Christyan Fox</p> <p>A box and a small toy</p>

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Reception week 4

Seal objectives	activities	resources
<p>NB: I can let you know if I feel happy, excited, sad or scared. I know that it's ok to have any feeling but that it's not ok to behave in any way we like (if it hurts other people). GOFO: I can tell when other people are angry SNTB: I can tell you how it feels when someone bullies you. GTBM: I can stand up for my own needs and rights without hurting others. R: I can tell you how it feels when things are unfair. I can tell you when I think things are fair or unfair.</p>	<p>Read: "Trouble at Dinosaur cafe". Discussion: Talk about what happens in the story. What is Dinosaur café like at the beginning of the story? What happens to make things change? (Tyrannosaurus comes in) What does Tyrannosaurus do in the cafe? At each point ask "Is Tyrannosaurus right to do that?" How does Tyrannosaurus's behaviour affect the other dinosaurs? Look at the pictures of the three dinosaurs when Tyrannosaurus says "I'll add you and you and you"; how are they feeling? (frightened) Is Tyrannosaurus right to do that? No! Why not? Because he is hurting people. Are we allowed to hurt people? What do the dinosaurs do to stop Tyrannosaurus? They tell someone (phone Terry Tricerotops). What else could they do? Does anyone tell Tyrannosaurus to stop? Why not? What could they do? Terry Tricerotops fights Tyrannosaurus. Is that the right thing to do? (No). What else could he do? (Join the other dinosaurs and tell Tyrannosaurus to stop). Look at the mess on the very last page. What do you think Tyrannosaurus should do now? Will he be allowed back in the café if he behaves like that? Will he have other dinosaur friends if they are frightened of him? Role play: Role play the moment when Tyrannosaurus comes in to the café. Explain that in our role play we don't want anyone to get hurt so we are not going to be using our hands or our fists. Ask three children to sit down in the middle of the circle on a rug and pretend to drink and eat. Then ask Tyrannosaurus to come in and growl, "I'm going to eat you up!". Now pause the role play and say to the children. "Now, what can the dinosaurs do?" Ask the three dinosaurs to say to Tyrannosaurus "No you're not! Don't be unkind" Ask the Tyrannosaurus to roar again "I'm going to eat you up! Say to the children "Oh dear. I think the dinosaurs need help. Ask some more children to join the dinosaurs on the rug and say "No you're not! Don't be unkind!" Ask Tyrannosaurus to roar again "I'm going to eat you up!" and now ask all the children to sit with the dinosaurs on the rug and say "No you're not. Don't be unkind!" Then ask another child to invite Tyrannosaurus on to the rug to eat dinner with them instead. "But only if you stop being unkind"... Encourage Tyrannosaurus to join the class on the rug. Say to the class, 'well done, you stopped Tyrannosaurus being unkind.' Everyone cheer. Activity: Draw a picture of Tyrannosaurus roaring, write "Don't be unkind". Plenary: Recap the behaviour Tyrannosaurus exhibits. Explain he is not allowed to behave like that. We keep our hands to ourselves and we never hit people or make them feel scared. That's what makes our class such a good place to be.</p>	<p>Trouble at Dinosaur café By Brian Moses and Garry Parsons A rug</p>

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Reception week 5

Seal objectives	Activities	resources
<p>NB: I can tell if I am happy or sad. I know that it's ok to have any feeling but that it's not ok to behave in any way we like (if it hurts other people). GOFO: I know how to be friendly. I can tell when other people are feeling angry. R: I can tell if someone is happy, sad or angry. CH: I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad.</p>	<p>Read "Mary is scary" Note: To meet the objective for this lesson stop the book at the page which says "Then slowly but surely a smile filled her face." After that page say "And Mary changed her ways" while closing the book. Discussion: Talk about Mary. What do people think about Mary? Look at the picture on the page "Her hideous hair raising horrible shrieks can halt marching armies and stop armies in their tracks". Remark how silly Mary looks when she behaves like that. No wonder people run away from her! What happens to change Mary? Look at the picture on the page "Then slowly but surely a smile filled her face." Compare this picture of Mary with the last, what's changed? Why do you think Mary changed? What did Harry the dog do? Harry didn't run away, and he licked her, which is a bit like a dog smiling. What do you think Harry licking Mary made her happy? Why do you think she might have been so nasty before? Had she got any friends? Role play: Does anyone ever ask Mary "What's the matter?" when she has a tantrum? They all run away. Harry is the first one to smile at Mary. Ask for a child to pretend to be Mary. Mary pretends to strop and have a tantrum in the middle of the circle. Now ask for another child to approach Mary and say something to calm her down. Discuss what sort of things we can say to someone who is very upset: "Are you ok?", "What's the matter?", "Come and play with me" "I'll be your friend" etc. Talk about how important it is that we 'rescue' people who are feeling very upset. Sometimes just a few words can rescue people. As Mary is comforted he / she should return to the circle with their 'rescuer'. Repeat role play with a different Mary and rescuer. Activity: Draw a picture of you rescuing Mary from a tantrum. What could you say to her to make her feel better? Plenary: We all get angry sometimes. Talk to the children about the last time you felt angry and how you calmed down. Sometimes people want to be left alone for a bit when they feel angry and they might not want lots of people going up to them and trying to help. If you see someone who you think is getting angry and you're not sure what to do, who can you ask? (an adult). If you feel yourself getting angry what are some of the things you can do – make a list with the class.</p>	<p>Mary is scary By Anne Cottringer</p>

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Year One week 1

Seal Objective	Activity	Resources
<p>NB: I know some ways to solve a problem. I can help make my class a good place to learn.</p>	<p>Read “You won’t shift a hippo” Discussion: What happens in the story? What are the animals trying to do? How do each of the animals try to move the hippo? Who manages to make the hippo move? How does the mouse do the job? What do you think the animals learned from the mouse? Role play: This book is perfect to act out as role play. Place a makeshift bridge across the centre of the circle and ask a child to lay across it pretending to be the hippo. Then ask different children one at a time to try each of the strategies employed by each of the animals. The role ends with the mouse whispering “please” in to the ear of the hippo who then slopes off the bridge so that all the animals can cross. Activity: Think of the last time you said “Please”. Write and illustrate your sentence. Plenary: Do we say please in our classroom? Why is it important to say please and thank you? Ask the children if they have heard you (their teacher) saying please. Set up a ‘charter’ for the class to agree that from now on we will say please and thank you to make our class a healthy and enjoyable place to work.</p>	<p>You won’t shift a hippo By Michael Catchpool and Rosalind Beardshaw</p> <p>Apparatus to lay across the floor in the shape of a bridge</p>

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Seal objectives	Activities	Resources
<p>NB: I feel safe and content within my class. I know some ways to calm myself down when I feel safe or upset. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know what I have to do to myself to make the class a safe and fair place for everyone and that it is not ok for other people to make it unsafe or unfair.</p> <p>SNTB: I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p>	<p>Read: "I'm coming to get you".</p> <p>Discussion: Talk about what happens in the story. How is the monster behaving? How does he make the banana people feel? Is he allowed to do that? Is that behaviour normal? (No). How do you think Tommy feels as he goes to bed? Is the monster allowed to keep frightening Tommy like that? No. It's not acceptable and the monster shouldn't be doing it. What happens at the end of the story? How do you think the monster feels now?</p> <p>Role play: How does Tommy feel in the story when he thinks the monster is coming to get him? He feels frightened. Why doesn't he tell anyone? Who could he tell? If the monster was big and scary and Tommy thought he might get hurt, what could he do? Tommy should tell someone. Explain we are going to practice what to do the next time we feel frightened. Tell the children there is a golden rule if someone is frightening you: Tell someone.</p> <p>Ask for a child to pretend to be the monster. Put a monster mask on the child. Now ask the monster to walk around the circle and then approach someone and shout "I'm coming to get you!" That child should then run across around the back of the circle and hide behind another child. Ask the monster to sit down in the middle of the circle, and then ask the hiding child to tell the person they hid behind; "I'm frightened of the monster". That child should then say "Don't worry, stay with me", and make a space next to them in the circle. The monster should then walk around the circle again and shout at a different child, "I'm coming to get you!" repeat the exercise.</p> <p>Activity: Draw a safe place you can go to if you feel frightened. Is this classroom a safe place?</p> <p>Plenary: This story is pretend. There aren't really any monsters. You might never feel frightened. But if someone does frighten you, you need to tell someone. Who can you talk to if you feel frightened? Mum? Nan? Dad? Your friend? Tell the children they can always talk to you. Make a list of people the children can talk to if they feel frightened.</p>	<p>I'm coming to get you By Tony Ross</p> <p>Monster mask</p>

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<p>NB: I feel good about the ways we are similar in class and the ways I am different. I can tell you how I am the same as and different from my friends.</p> <p>GOFO: I can tell you about my gifts and talents</p> <p>R: I understand that being unkind and hurting someone doesn't make me feel better. I can make myself feel better without hurting others.</p>	<p>Read "Yes we can"</p> <p>Discussion: What happens in the story? Look at the page about half way through the book which says "Don't you dare laugh at me!" cried Roo. "Well you laughed at me!" said Mouse. "And you laughed at me! Said Duck. No one was happy. Why aren't the animals happy anymore? What started off the bad mood? What does Roo's mother do to make things better? She encourages the animals to talk about what they <i>can</i> do instead of what they <i>can't</i> do. Everyone has got something they can do well. What things can the animals do? What do they say at the end of the story? "Can we all be friends again? Yes we can!"</p> <p>Role play: Place a ball in the middle of the circle. Ask one child to stand in the circle and tell us what they can do with the ball (eg "I can roll the ball"). Then ask a second child to approach the first and join in. Praise the two children for good rolling, and then ask the class "Can they be friends?" to which the class reply "Yes they can!" Repeat until all the children have had a turn in the centre of the circle.</p> <p>Activity: Children to sit with the child they played with in the circle, and draw a picture of their game together. Write (for example) "xxx (name) and xxxx are good at rolling"</p> <p>Plenary: Roo's mother says "Nobody likes to be laughed at". What does she mean? If you see a child laughing because someone can't do something, what can you say to stop them. We all have things that we can do well – drawing, jumping, singing; everyone is good at something. No body laughed at people in our game today; we helped each other and looked after each other, and because of that we all knew we had friends.</p>	<p>Yes we can By Sam McBratney and Charles Fuge</p> <p>A ball</p>

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<p>NB: I feel safe and content within my class.</p> <p>GOFO: I can work well in a group. I can decide with my group about how well we worked together.</p> <p>GTBM: I can tell when I am feeling proud.</p>	<p>Read "All afloat on Noah's boat"</p> <p>Discussion: What happens in the story? At the beginning the animals were happy. What made them change and become unkind to each other? What did Noah suggest the animals do to make them happy again? Look at the different dances that the animals performed. Which are your favourite? How did the story end? Do you think the animals will stay friends? Might they have another talent show now they are on dry land?</p> <p>Role play: There are 8 pairs of animals in the book. Split the class in to eight groups and explain that each group has the job of recreating the performance created by one of the animal groups (the frogs did hyper hops, elephants blew fountains etc). Go through what each animal does then give out cards showing a different animal to each group. Each group role plays their action together. Give the children a couple of minutes to rehearse their movement and then sit everyone in the circle. Read through the book again and as each animal is mentioned the corresponding groups come to the centre of their circle and perform their action. End with the butterflies flapping around the outside of the circle and everyone waving at them.</p> <p>Plenary: Did we work well together in that role play? Was it a good show? What were your favourite bits? Do you feel proud to have been part of that fantastic show? Think of the things that your class has done together. Did you enjoy being part of the group? Are we good at team work in our class? What can we do to make sure we work well as a team in future? (listening to each other)</p>	<p>All afloat on Noah's Boat By Tony Mitton and Guy Parker Rees</p>

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Seal objectives	Activities	Resources
<p>NB: I know how to make someone feel welcome.</p>	<p>Read “Augustus and his smile”</p> <p>Discuss: What has Augustus lost? Where does he search for his smile? What makes him happy at the end of the story? How does he find his smile? What does Augustus learn in this story?</p> <p>Role play: Explain that we are going to act out the story of Augustus and his smile, We can’t make it rain in here so what else can we use for Augustus to see his reflection? Show the children the mirror. Explain that we are going to choose an Augustus and they are going to wait outside the room while we choose someone to hold the mirror. Augustus will not know who in the circle has the mirror. All children sit with their hands behind their back (one child holds the mirror behind their back) Augustus then returns to the circle and crawls up to people as he did in the story, looking for his smile. Augustus must approach people and smile at them, but they must not smile back. When Augustus smiles at the person with the mirror, they should bring out the mirror and show Augustus his reflection, then everyone can smile at Augustus because he has found his smile again.</p> <p>Activity: Draw a picture of Augustus smiling at his reflection in the river. Make sure you give him a big smile.</p> <p>Plenary: Discuss the role play. How did it feel to be Augustus when people were not smiling back at him? Ask the children how did it feel when Augustus smiled at you and you couldn’t smile back? How does smiling at someone make them feel? Is it important to smile? Are we a smiley class? Do we smile at people when they come in the door? Shall we from now on? Test it out – prime a teacher to come in and remark how smiley the class is, and how they wish all classes were a smiley as this one because it made his / her day!</p>	<p>Augustus and his smile By Catherine Rayner</p> <p>A small mirror</p>

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Year two week 1

Seal objectives	activities	resources
<p>NB: I know some more ways to calm myself down when I feel scared or upset I know some ways to solve a problem SNTB: I know that when you feel sad it affects the way you behave and how you think I know some people in and out of school who I can talk to if I was feeling unhappy or being bullied I know what to do if I am bullied GTBM: I can explain some things that help me stop worrying I can use the problem solving process R: I can talk about my feelings when I feel alone or when I have to share someone or something that is</p>	<p>Read: “Silly Billy”. Discussion: Talk about Billy. He worries about all sorts of things. What does Billy worry about? What happens to Billy when he gets worried? (Can’t sleep) What does he do when he feels worried? (Tells Grandma). What does Grandma say Billy should do? Does it work? Why do you think the worry dolls work? Does everyone get worried sometimes? Of course! Tell the children about a recent time you were worried and what you did about it (say you talked to someone). Role play: Show the children a teddy bear or a doll. Place the doll in the centre of the circle. Explain that if Billy was in our class he could talk to this teddy bear. Recap in the story some of the things Billy worried about. Now ask the children one at a time to approach the doll and share one of Billy’s worries by whispering in the dolls ear. Show the children what to do by doing it yourself first. Activity: It would be great to make some worry dolls with the children. You could make it a mini project (D &T?) over the next few weeks involving sewing and stuffing. Of you could cut out and colour a cardboard doll for just this lesson. The aim is to for the children to create something to hold and ‘talk to’. Plenary: How did Billy feel before he told grandma about his worries? He felt a bit silly. What did Grandma say when he told her about his worries? (“You’re not silly”). Do you think Billy did the right thing telling Grandma about his worries? Why? Is it better to tell your worry dolls or to tell a grown up about your worries? Why is it better to tell a grown up? Who can you talk to if you are worried about something? Tell the children they can always talk to you if they are worried about something. They could practice by telling the doll first. Put the doll somewhere in the room so that children can use it ‘to practice talking about their worries’ if they need to.</p>	<p>Silly Billy By Anthony Browne</p>

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Year two week 2

Seal Objectives	Activities	Resources
<p>NB: I know how to make someone feel welcome. I know some ways to calm myself down when I feel scared or upset. I know some ways to solve a problem. GTBM I can tell when I am feeling worried or anxious I can explain some things that help me stop worrying. R: I can tell you how I feel when I lose something or someone I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p>	<p>Read: “The saddest king”.</p> <p>Discussion: Talk about what happens in the story. What does the law in the story say about being happy or sad? Imagine a law saying we could never be sad. How would that make you feel? Can you help it if you feel sad sometimes? Does everyone feel sad sometimes? What happens in the story to make things change? Why was the boy sad? Why did the boy and the king cry together? What happened next?</p> <p>Role play: Talk about how grown ups often hide their feelings. Sometimes you can’t tell if someone feels sad. Show the children some cards. Every card has a smiley face on it and one card has a sad face. Explain we are going to send a ‘detective’ out of the room, then give out the cards so that everyone in the circle has one. Everyone holds the card behind their back. The detective comes back and stands in the middle of the circle. Can the detective find the one child who is holding the sad face? The child who is holding the sad face card need not look sad, it is up to the detective to decide who they think looks as though they might be holding the sad card. Talk about how hard it is to find the sad person if they are smiling. You can’t always tell if people are sad or happy.</p> <p>Activity: Fold a piece of paper in half. On one side draw a happy face and on the other side draw a sad face. Draw / write things that make you feel happy under the happy face and things that make you feel sad under the sad face.</p> <p>Plenary: In the story the boy says “It’s all right to be sad. Everybody needs to be sad sometimes”. Is this true? What things make us sad? Would anyone like to share something that recently made them feel sad? Has anyone else experienced that situation? Share with the children something that has made you feel sad and tell them that you talked to a friend about it and it made you feel a little better. Tell the children that they can always come and talk to you if they feel sad about something. Who else could they talk to – friends? An adult at home? Older brother or sister?</p>	<p>The saddest king By Chris Wormell</p> <p>Enough small cards for everyone in the class. Each card has a smiley face on it, except one which has a sad face.</p>

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Year Two week 3 :

Seal Objectives	Activities	Resources
<p>NB: I feel safe and content within my class. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not ok for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. SNTB: I can tell you how someone who is bullied feels. I can be kind to children who are bullied.</p>	<p>Read “Howling at the moon” Discussion: What happens at the beginning of the book. Why do the animals talk about the wolf in such an unkind way? Have the squirrels and the mice ever met the wolf? How do they know what the wolf is really like? (they all say “I’ve heard...” so they heard the Owl talking and believed her). Why does the mouse go and find out what’s making the noise? (He’s got no one to tell him unkind things about the wolf) Is the Wolf like the animals description? Why is the wolf howling? How does the little mouse help the wolf? How does the story end? Role play: Before the lesson place a small teddy bear inside a box. Show the children the box and explain that you think there is a bear inside the box. Ask the children to imagine how frightening he looks. What does he look like? How many teeth has he got? How many children did he eat for breakfast? Say you’ve never seen the bear but you have heard lots of terrible things about him. Shake the box as though the bear is trying to get out. Hold the lid down tightly as though you are holding him in. Then ask the children to be quiet because you think you heard something..... place your ear to the box and listen intently. Ask the children if they can hear someone crying. Say that you think the bear might be crying in side the box. What should you do? You’ve heard all these terrible thing about the bear and you feel worried about getting him out.... Carefully open the box and take out the bear. Cradle him in your arms and have him whisper in your ear. Tell the children things like “He says he feels very lonely / he has no friends / everyone runs away from him / he doesn’t know why etc” As the children what we should do.... You want to encourage a sense that the bear has been talked about and the things that have been said are not true, and that he needs to know he has friends in the class. Pass the bear around the circle and ask children to say something to him to make him feel better (If they can’t think of anything give them “I’ll be your friend” to say). Activity: Write down the things you can say to someone feeling lonely Plenary: Even though the animals had never met the wolf in the story they believed all the unkind things they had heard. Do you think the mouse did the right thing in going and talking to the wolf? If you are not sure whether something is safe to do, who should you ask? Are we safe in school? Yes. If you hear someone being unkind about someone else, what can you do?</p>	<p>Howling at the moon By Michael Catchpool and Jill Newton Large sheet of material, drums</p>

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Year Two week 4

Seal objectives	Activities	Resources
<p>NB: I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not ok for other people to make it unsafe or unfair.</p> <p>I can help to make the class a safe and fair place.</p> <p>I can help to make my class a good place to learn.</p> <p>GTBM: I can change my behaviour if I stop and think what I am doing.</p> <p>CH: I can tell you what a habit is and know that it is hard to change one.</p> <p>I know that I make my own choices about my behaviour.</p>	<p>Read: The Scallywags</p> <p>Discussion: What did the wolves do that upset everyone so much? The wolves have got in to some bad habits. Can you change a habit? Are the wolves choosing to behave like that or is it that they can't help it? What did the other animals decide to do about the wolves? What do the wolves decide to do to improve their behaviour? What happened next time the animals had a dinner? What was it that annoyed the other animals? (the wolves told everyone what to do). At the end of the story have the wolves changed? Look at the picture of the photo on the last page. Is the picture different to the last time there was a photo?</p> <p>Role play: Talk about the wolves learning to be polite and to look after themselves properly. We all know how to treat each other properly in our class, don't we? Explain we are going to play a game where someone is going to be a detective and their job is to find out who in the class is behaving properly, and who is behaving like a wolf. The detective will hand round pieces of fruit to everyone in the circle, choosing to offer the fruit to children who they think will behave properly. Behaving properly means taking one piece of fruit and saying "thank you". However the wolf is offered fruit, the wolf will take a handful of fruit and squash it like a greedy, unthinking animal. The challenge for the detective is to offer the fruit to an many children as possible before the wolf. Send the detective out of the room before identifying a 'wolf' among the children. The challenge for the wolf is to sit quietly so that the detective will think they are going to behave properly and offer the fruit early in the game.</p> <p>Plenary: Do we know how to look after each other in our classroom? Are we polite to each other or do we grab and push? Do we say please and thank you or do we just take things? What can we do in our class to make sure that from now on everyone behaves in a way that makes our class a great place to learn?</p>	<p>The Scallywags By David Melling</p> <p>Small pieces of fruit such as orange segments, grapes or raisins (at least enough for everyone in the class, and more if possible)</p>

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Year Two week 5

Seal objectives	activities	resources
<p>NB: I know that I belong to a community.</p>	<p>Read: “How big is the world”</p> <p>Discussion: What question does mole ask at the beginning of the story? Who does Mole ask first and what do they say? Why did the small animals think the world was small? Who helped Mole to find out how big the world was? What places did Mole visit on his travels? What did Mole learn?</p> <p>Role play: Explain that we want to create a map of the world. What shape is the world? We are sitting in a circle so that’s a good start. Show the children a small object like a match or a maths cube. Say ‘lets pretend this is our classroom. Lets place it in the world’. Ask someone to place it in the circle. Now ask the children to think what is just outside our classroom – the school. Place a slightly larger object under the ‘classroom’ to show we are inside it. What’s outside the school? The town where we live. Find a larger object and put it next to the ‘school’. Is there anything big in our town that we could label (e.g. an airport?), what is outside the town? Place a larger object around the town to represent the country we live in. Are there any other countries in the world? Where do they go? Build a “map” of the world showing that there are lots of different places outside our school and the place we live.</p> <p>Plenary: Imagine if we stayed in this classroom all day and never went in to any other part of the school. Would we know about the rest of the school? No. If Mole came to us and asked “How big is the school?” we would have to say “As big as this classroom” because we wouldn’t know it was any bigger. What places have the children in the class been to? Where would children like to go? Show the children a real map of the world. Identify countries and ask children if they would share any experiences they have of different countries. Who lives in those different countries? Are they the same as us? There are lots of things that are the same. If they came to our classroom what could we show them? I wonder what they could show us about how they live? What does Mole say to dad at the end of the book: “The world is as big as you want it to be”. What does that mean?</p>	<p>How big is the world by Britta Teckentrup</p> <p>A range of objects big and small,</p> <p>A map of the world</p>

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