

Relationships - Year 7



Theme Assembly

THEME: Relationships

ASSEMBLY TITLE: Angel of Peckham - Camila Batmanghelidjh

INTENDED OUTCOMES:

For students to consider the work of Camila Batmanghelidjh, founder of Kids company
For students to consider the importance of a sense of family and the importance of relationships in our lives.

RESOURCES:

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people
Brian Radcliffe - Optimus Education 2008 Pages 3-6

ASSEMBLY PRESENTATION: The assembly describes the work of Camila Batmanghelidgh in supporting children who are suffering with mental health or emotional difficulties due to their experiences of neglect or abuse. For many of these children their parents are unable to fulfil a parental role.

The assembly invites students to think about the effects of this on a child or young person and develops empathy to consider the emotional, social and physical issues that may arise. It goes on to reflect on what children, young people and what we all need in our lives in terms of relationships and the importance of significant people.

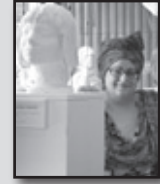
REFLECTION: How can we build trust and support for those around us and closest to us?

How are we supported and cared for?

How could we help others?

The angel of Peckham

Camila Batmanghelidjh



Key Stage 4 and 5

SEAL Key Aspect: Empathy

Summary:

In this assembly students are encouraged to consider the work of Camila Batmanghelidjh, the founder of the charity Kids Company.

Resources:

- Reader.

Taken by: _____

Date: _____

Given to: _____

Comments: _____

Engagement

Reader

Camila Batmanghelidjh is a very clever lady. She has a first class honours degree in theatre and dramatic arts from Warwick University, a masters degree in the philosophy of counselling and psychotherapy, a qualification in art therapy from Goldsmiths College and is a trained psychotherapist.

(Pause)

She is also severely dyslexic. This means that since childhood she's had difficulty with reading and writing. Her qualifications have been gained largely by using a tape recorder rather than pen and paper.

Camila won the Social Entrepreneur of the Year award in 2005 and Woman of the Year Award in 2006. She's been called the Angel of Peckham.

(Pause)

So what has been this woman's achievement?

Reflection

Leader

Kids Company was founded by Camila in 1996. It has staff working in 33 inner-city schools in London, a drop-in centre in Lambeth and a post-14 educational institute in Bermondsey. Kids Company works with children who are suffering from mental health or emotional difficulties due to their experiences of neglect or sexual, physical or emotional abuse. For most of these children their parents are no longer able to fulfil a parental role in their lives. For some, the roles have been reversed.

Reader

What effect does such an experience have on kids?

Leader

There are two likely effects:

- First, a child can demonstrate disruptive behaviour at school, affecting the learning of other students in their class. This can lead either to exclusion from school or absenteeism.

The angel of Peckham

- Second, and in a sense more concerning, a child can shut down his or her ability to feel. They become emotionally cold and find it very difficult to make relationships. If they do feel an emotion it's either anger or frustration. They've been robbed of their childhood. These are the kind of kids most adults avoid.

Reader

Isn't it a popular view to say that, since it's the parents' fault, then the parents should be held to account? If they won't take responsibility then they should be punished.

Leader

Camila would not agree with that view. Since these parents cannot cope with the role of parenting it's not relevant to try to force them. What these children need is another kind of parent, and that's what the staff at Kids Company try to provide.

Reader

How can an organisation be a parent?

Leader

Camila starts not with the organisation but with the child. She knows herself what it means to be robbed of your childhood. She was born into a wealthy family in Tehran, the capital of what is now Iran. She was sent to public school in England, but the Iranian revolution took place while she was here and her parents were arrested. Her family's property was seized and everything she identified as home was destroyed. Her sister committed suicide because of fear that their father would be executed. Camila has never been able to return home.

The children she works with in Kids Company above all need to connect with adults who can give them the experience of being parented. This

first of all means affording them some respect, protecting and honouring their right to a childhood. She believes it's not possible to expect them to act responsibly when they haven't been given moral and emotional role models, when they haven't had someone to look up to. At Kids Company Camila hopes that children can cross a bridge and build relationships of empathy and attachment with adults they can trust.

Response

Reader

What is empathy?

Leader

Empathy is a very special skill. It means first of all recognising that other people are going through experiences similar to those you're going through. That's a two-way process. On the one hand you can draw inspiration from the way they're tackling it. On the other hand you can stand alongside them and show that they're not alone. Sometimes all that is needed is to know you're not on your own. Second, empathy means using your imagination to walk in someone else's shoes, trying to feel what they're feeling and understand what they're going through.

Camila works through empathy with the children in Kids Company. She doesn't try to judge them or their families. She tries to make available a bridge so they can come to her and be parented.

You are too young to parent one another. You haven't the experience, yet. When you do plan to have a child, remember that you'll be the most important person in that child's life, hopefully together with your partner. You are the ones who create the space for them to be a child and learn from your example. I hope it's a good one.

The angel of Peckham

What can you do for one another now? Try this – when someone is in a mood, has a strop, becomes aggressive, withdraws from the group (you know the kind of behaviours I'm talking about), don't judge them or reject them. Instead, try to walk in their shoes, imagine what they're going through, build a bridge for them to come to you. Probably, what they need more than anything is time and space with someone they can trust.

Meditation/prayer

Think about the words of this response.
Make it your own prayer if you wish.

May I be a calm space, where there is no judgement or rejection.

May I be a builder not a destroyer of bridges.

May I be a friend.

May I walk in other people's shoes.

Amen

Leading questions

1. Should parents always be responsible for the behaviour of their children?
2. At what age does a child become an adult?
3. What is childhood for?
4. Can we regain a lost childhood?

Something to do

The government proposes the introduction of parenting classes.

Draw up a syllabus of the key skills a parent needs to learn.

Relationships

Thought for the week

Who do I believe
I am?



Relationships

Thought for the week

All people in the
world are
connected as
human beings.



Relationships

Thought for the week

The relationships
in my life
become a part
of who I am.



Relationships

Thought for the week

When my
relationships are
balanced I feel . . .



Relationships

Thought for the week

Relationships
can grow
stronger
through
resolving conflict.



Relationships

Thought for the week

A true friend
is like a star;
you can't always
see them but
you know they
are there.



Kaleidoscope – Related Aspects – Relationships Year 7 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.1.c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</p> <p>P1.4.a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p> <p>P2.3.a use social skills to build and maintain a range of positive relationships</p> <p>P2.3.c use the social skills of communication, negotiation, assertiveness and collaboration</p>	<p>E 2.3.a Identify the main qualities and skills needed to enter and thrive in the working world</p>	<p>Be Healthy Mentally and emotionally healthy Physically healthy Sexually healthy</p> <p>Enjoy and Achieve Achieve personal and social development and enjoy recreation</p>	<p>1. PSHE 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance. 4. EHWB 2. provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in the school – including the management of the behaviour and rewards policies. 4. has a confidential pastoral support system in place for cyp and staff to access advice</p>	<p>Social skills Empathy Managing feelings</p>	<p>1. I know that I am a unique individual, and can think about myself on many different levels (eg. Physical characteristics, personality, attainments, attitudes, values etc 5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (eg friends, family, school staff) have of me. 7. I can make sense of what has happened to me in my life and understand that things come from my own history can make me prone to being upset or angry for reasons others may find difficult to understand 12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others. 13. I can express my emotions clearly and openly to others and in ways appropriate to situations. 14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p>	<p>I know how to use my strengths to help myself and others. I can recognise how I attribute what happens to me. I can stop and reflect and use positive thinking to ensure a positive outcome. I can explain and celebrate my strengths and achievements. I am aware of the expectations other people have of me. I can balance my expectations with the expectations of others. I can label the basic human emotions. I know that these words all have subtly different meanings, for example some describe feelings that are more or less intense. I can identify how I am feeling. I understand that my feelings shift and change throughout a day, and can label some of those feelings. I am in touch with how I feel most of the time. I can identify the body sensations that go with the basic emotions. I can work out what I am feeling from what my body is telling me, including when it is telling me two or more things at once.</p>	<p>Article 5 – Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Article 6 – All children have the right to life. Governments should ensure that children survive and develop healthily. Article 34 – The government should protect children from sexual abuse.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P3.c physical and emotional change and puberty</p> <p>P3.d sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities</p> <p>P3.i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement</p>		<p>Make a Positive Contribution</p> <p>Develop positive relationships and choose not to bully and discriminate.</p> <p>Develop self-confidence and successfully deal with significant life changes and challenges.</p>	<p>5. Has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.</p> <p>7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education services.</p>		<p>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p> <p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others.</p> <p>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</p> <p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p> <p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p>	<p>I understand some basic principles about how my mind works and why my emotions sometimes take over and get out of control.</p> <p>I know what is meant by an 'emotional hijack' and 'emotional downshifting'.</p> <p>I have strategies to deal with any uncomfortable feelings.</p> <p>I can read basic facial expressions, tone and body language and know what someone is feeling from their body language.</p> <p>I can use facial expressions, tone and body language to communicate my feelings to others.</p> <p>I know some ways to calm myself immediately when I have experienced an emotional upset, and understand the '6 second rule'.</p> <p>I know some ways to relax and calm myself in the medium and longer term.</p> <p>I can take part in a simple breathing relaxation and visualization exercise and know how I feel before and after.</p> <p>I can take simple physical actions to help shift difficult feelings.</p> <p>I know what I enjoy in life, and what make me feel happy.</p> <p>I am starting to understand that happiness is not all about what is out there, it is to do with how I am.</p> <p>I know what makes me laugh, and have strategies to increase laughter in my life.</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</p> <p>P3.k the nature and importance of marriage and of stable relationships for family life and bringing up children</p> <p>P3.l the roles and responsibilities of parents, carers and children in families</p>					<p>28. I can use my experiences including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>49. I have strategies for repairing damaged relationships.</p> <p>50. I can be assertive when appropriate.</p>	<p>I realise that people feel differently about the same thing, due to their thoughts about it.</p> <p>I can set myself a new challenge to help meet a group goal.</p> <p>I can identify success criteria for a group challenge.</p> <p>I can identify some ways to overcome barriers to achieving my goal.</p> <p>I can identify when I need help with my learning and know when and how to seek help.</p> <p>I can evaluate where I am in relation to a goal.</p> <p>I can identify ways to meet a goal.</p> <p>I understand that different people have different strengths that can be used effectively in one group.</p> <p>I know the roles that people can take in a group and take on different roles.</p> <p>I understand why it is important for us to identify rights and responsibilities and can work with others to write a class charter.</p> <p>I understand what conflict is.</p> <p>I am able to reflect on how I deal with conflict.</p> <p>I can stand up for what I think is right.</p> <p>I can use the Peaceful Problem-Solving process.</p> <p>I can evaluate the Peaceful Problem-Solving process and consider when and how I might use it.</p>	

Overview of Lessons

Theme: Relationships	Year: 7
Lesson Title	Intended Learning Outcomes
1. I am . . .	<ul style="list-style-type: none"> I know that I am a unique individual and can think about myself on many different levels (P.2.1.f) (SEAL 1) I am able to reflect upon the characteristics and attributes of myself and others (SEAL 1)
2. Relationship Web	<ul style="list-style-type: none"> I can reflect on the different relationships I have and recognise why they are special to me. (P 1.4a, P1.4c) (SEAL 5) I understand the importance of different relationships and can appreciate that we all experience relationships in a unique and individual way (P 1.4a) (SEAL 5, 44)
3. Connections	<ul style="list-style-type: none"> I understand that all relationships are individual and unique (P1.4a, P1.4c,) (SEAL 1) I understand that relationships can change due to different experiences and situations (P 1.1c,) I can recognise how I have coped with change in my relationships (P3.c,) (SEAL 7)
4. Relationship Mobiles	<ul style="list-style-type: none"> I can communicate well with others, listening to what they say as well as expressing my own thoughts and feelings (SEAL 39) I can use my ideas about relationships to create a hanging mobile (P.1.4a, P1.4c) (SEAL 39, 45) I can reflect on my skills of working with others (P2.1f), (SEAL 43)
5. Friendship Conflicts	<ul style="list-style-type: none"> I understand how our feelings can affect our thoughts and behaviours (P1.4.a, P1.4c) (SEAL 40) I know some ways to resolve some of the arguments or conflicts I have with friends (P2.3a, P2.3c,) (SEAL 47, 49) I can make, sustain or break friends without hurting others (P2.3a, P2.3c) SEAL 47, 49, 42)
6. Celebration of Relationships	<ul style="list-style-type: none"> I understand what makes a relationship special (P1.4a, P1.4c) I understand the importance of celebrating my relationships (SEAL 5)
<p>End of Theme Product/ Project Outcome: A relationship celebration ritual</p>	

THEME: Relationships - 'I am ...'

LEARNING INTENTION/'I'

I know that I am a unique individual and think about myself on many different levels
I am able to reflect upon the characteristics and attributes of myself and others

VOCABULARY

Characteristic, attribute, personality, self, identity, representation, symbol.

RESOURCES

• Clay - small piece for each student

TEACHING/LEARNING ACTIVITIES

Engagement

As the initial lesson for this unit it is important to establish the ground rules or group charter to ensure that there is a safe, secure and supportive atmosphere for everyone and that all contributions are valued and respected. These could include an agreement to respect each other, to respect confidentiality and to allow all their chance to participate.

As an opening activity ask the students to write down individually answers to the following:

If I were a car I would be.....

If I were a song I would be....

If I were an animal I would be.....

If I were a bird I would be.....

If I were a country I would be.....

If I were a vegetable I would be.....

Discuss with a partner/ question each other about the significance of your choices. Do your answers say anything about you, your characteristics, your personality etc.

Core Activity

Take the students through the following guided visualisation.

Create a calm, quiet and reflective atmosphere in the classroom. Ask the students to close their eyes and to imagine a tree in their mind's eye. Where is the tree? What sounds are there around the tree..... what is the season and how, if at all, is that affecting the trees appearance? Are there any smells that you are aware of in relation to your tree? Is there anything else near the tree? How is it making you feel?

Then ask the students to open their eyes and to share with a partner what their tree looked liked, eg. with or without leaves, in summer/winter, spindly, stumpy, tall, with other wildlife around or not??

Each partner then asks the describer if their tree is similar to them in any way in terms of characteristics and the students can use the following sentence stems to reply: 'I am like my tree because.....' 'I think your tree is like you because...'

Once the students have had a discussion and begun to think about their own characteristics through the symbolisation of a tree, ask them to jot down the core characteristics or any symbols or representations that this visualisation has stimulated. Then, by focusing on one core aspect of themselves that came through in their discussion or thoughts ask them to represent that aspect using clay.

Design brief:

Use clay to make a symbolic representation of self.

It needs to have small dimensions – 5cm squared as it is ultimately to form the central piece to a hanging mobile that they will be working on over the next few weeks.

Plenary

In a circle each student to share a sentence based on their reflections and thought processes in this lesson using one of the following or the most appropriate sentence stem.

I am....

I am like a (eg.stone, or twig) because....

I am (eg spindly) like a.....

I am (eg patient) like....

Creative thinkers

Generate ideas and explore possibilities

KEY QUESTIONS

What characteristics do I have?
How do I know who I am?
What characteristics or personal attributes do I have that affect who I am?

AFL

Talking partners to reflect, share question.
Process of clay making and reflection on qualities or attributes.

DIFFERENTIATION

Based on outcome and engagement

CROSS CURRICULAR OPPORTUNITIES

Art
Design
Literacy

NOTES

This is intended to be a thoughtful and thought provoking session. It is important that the ground rules are supportive and respected by all and that a circle time approach is used to create a sense of togetherness, mutual respect and value.

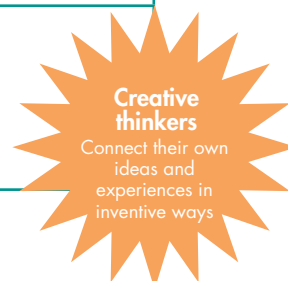
Ask the students to bring with them next time approximately ten natural objects, again small in dimension, such as a stone, shell, feather, twig, pebble, etc. It is advisable for the teacher to also bring a supply of different natural items.

THEME: Relationships - Relationship web

LEARNING INTENTION/'I'

I can reflect on the different relationships I have and recognise why they are special to me

I understand the importance of different relationships and can appreciate that we all experience relationships in a unique and individual way



VOCABULARY

Relationship, closeness, family, friend, characteristic, attribute, personality, self, identity, representation, symbol, quality.

RESOURCES

- String or wool ball
- A range of natural objects – shells, pebbles, twigs, feathers, leaves etc. (students should also have brought some of these objects with them).

TEACHING/LEARNING ACTIVITIES

Engagement

Remind students of the ground rules or group charter from the previous week.

Relationship web

With everyone stood in a circle, the teacher keeps hold of the end but passes the ball of wool or string to someone in the group saying how they are connected to that person, eg. I am connected to because we both have blue eyes, or because we are both kind, or... that person then hold onto the piece of wool or string that they can but passes the main ball to someone they have a connection to and this continues until all students have had a go and have found someone they are connected to and have said why.

It is important to draw out from the students what skills or key messages that the game enables. eg. That we are all connected in some way and all have a relationship of some sort with others.

Core Activity

Reinforce the need for a calm, quiet and reflective atmosphere for this activity.

Give each student an A3 piece of paper and their clay figure from last week. Ask them to place the clay figure on the paper.

Then ask the students to think about the person who is closest to them or who they have the closest relationship with (could be a family member or friend) and to choose an object from the selection they have brought with them as a representation of this special person. Ask them to place the object onto their paper where they feel it should be in relation to them. If the students want to at this point they can share with a supportive partner who this person is and what one of the characteristics of this person is.

With the remaining natural objects do the same for 3-8 more people they have a relationship with.

When they have placed their stones/shells /objects on the paper ask them to draw around them and to then write in the names of the people they have represented in the relevant space to show who it represents. Then give each student a pouch/ coloured envelope to keep all of their objects in which they need to put their name on.

Plenary

With all the students sat in a circle allow time for quiet reflection on what you value most about the people in your relationship web.

We suggest that you play music in the background which relates to Native American Indians to set the mood and to promote a sense of reflection.

KEY QUESTIONS

- Who are the closet people to me?
- Who do I have the closet relationships with?
- What are the qualities or attributes of those people who are special to me and how do they affect me?
- How do I feel about those that are closet to me?
- How are each of my relationships special and unique?

AFL

- Talking partners to reflect, share, question.
- Relationship webs that show the reflective process.

DIFFERENTIATION

Based on outcome

CROSS CURRICULAR OPPORTUNITIES

Art

Design

Literacy

NOTES

This is intended to be a thoughtful and thought provoking session. It is important that the ground rules are supportive and respected by all and that a circle time approach is used to create a sense of togetherness, mutual respect and value.

THEME: Relationships - Connections

LEARNING INTENTION/'I'

I understand that all relationships are individual and unique

I understand that relationships can change due to different experiences and situations

I can recognise how I have coped with change in my relationships

Reflective learners

Evaluate experiences and learning to inform future progress

VOCABULARY

Relationship, family, friend, change, loss, unique, special, close, divorce, separation.

RESOURCES

- Relationship web and objects from previous lessons

TEACHING/LEARNING ACTIVITIES

Engagement

With all students in a circle, facilitate the following circle activities:

There is a chair on my right and I'd like..... to sit in it (have an additional chair placed in the circle to allow for the movement.

Stand up and change places if..... (eg. You like football, you have a dog, you have blue eyes, you have a younger brother.... etc.)

Complete the circle round.....I have a special relationship with..... because.....

Core Activity

Using the objects from their pouch/ envelope ask students to recreate their relationship web from last week.

Each student is then encouraged to look at their relationship web and to think about one of those relationships. Ask them to think about how they link with that person and if they were to draw a line to connect that person to them what would that line look like? Would it be a thick, strong line, a curved line, a dotted line, what colour would it be? Ask them to draw in that link or that connection and to write one word along it that describes their link to that person and how they feel about that relationship. Then complete their web connections.

Activity two – Have another look at your relationship web and think about if there has been a time when it might have been different. Has there been a change in your life when a relationship has changed, either become stronger or less strong? Are there people in your life that might have been in your relationship web a while ago who are not there now? What is the change that may have happened? Or is there someone else that you have begun to think about who you would like to place on your web? Share your thoughts with a partner if you would like to.

If time, begin to plan how you might make your relationship web into a 3D hanging mobile which will be the core part of next lesson.

Plenary

Ask the students to share their reflections or thoughts about what they have been exploring about their relationship web and the different relationships they have.

Pull out the key learning and messages such as:

All people in our relationship webs are important

Relationship are diverse and individual

Each relationship is different and unique and affects how we feel about those people in our lives.

Relationships can change and grow stronger, become less strong.

Sometimes we experience loss in our relationships eg. Losing a friend or family member because they move away, because they may die, because we develop stronger relationships with others that become more significant at different times in our lives.

Importantly though, all our relationships are unique and special and remain with us in our lives and memories.

KEY QUESTIONS

Who do I have the closest relationships with?
What are the qualities or attributes of those people who are special to me and how do they affect me?
How are each of my relationships special and unique?
What changes have there been in my relationships?
How have I coped with those changes and how have any of those changes affected me?

AFL

Talking partners to reflect, share, question.
Relationship webs that show the reflective process.

DIFFERENTIATION

Based on outcome

CROSS CURRICULAR OPPORTUNITIES

Art
Design
Literacy

NOTES

This is intended to be a thoughtful and thought provoking session. It is important that the ground rules are supportive and respected by all and that a circle time approach is used to create a sense of togetherness, mutual respect and value.
Be very aware and mindful of the potential sensitivities around change in relationships especially if the change involved loss such as bereavement or a painful distance. Be aware of student reactions, emotions and ensure that any they are supported and valued.

THEME: Relationships - Relationship mobiles

LEARNING INTENTION/’I’

- I can communicate well with others, listening to what they say as well as expressing my own thoughts and feelings
- I can use my ideas about relationships to create a hanging mobile
- I can reflect on my skills in working with others



VOCABULARY

Team work, collaboration, cooperation, relationships, mobile, balance.

RESOURCES

- Twine, string, sticks, scissors, shells, stones, feathers, glue,
- SEAL and collaborative group work sheet - 5.4.2

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that there is enough space for this activity with chairs and tables pushed back.
 Ask students to quickly get into threes and to make a shape that only has four body parts on the ground (eg. hand, foot, bottom, knee)
 Then ask them to get into fours with three body parts on the floor
 Then fives with seven body parts on the floor
 Draw out the key skills that they need to use and develop for this activity – team skills, cooperation, listening, reasoning, coordination, balance.

Core Activity

Share with the students’ pictures of, or preferably real hanging mobiles and draw out the message from the engagement activity of ‘Balance’. When they make their own relationship web mobile they have to make it balance.
 Reflect with the students on the message of balance and that when any one relationship is out of balance it can impact on the others and how we feel within ourselves. Therefore the metaphor of balance for the mobile is also important about how we feel within our various relationships.
 The students then make their own mobile using the natural objects from their pouch/envelope that they started with, their ‘clay self representation’ and the initial 2D relationship web. The students re create the paper web into a 3D hanging mobile form that is a symbolic and meaningful representation of the key relationships in their lives. The students need to work in groups to plan and problem solve how they are going to connect the objects and how they can make the mobiles balance and then they help each other in making their own individual relationship web mobile.
 Review and reflection of the task and the group problem solving process. Use the SEAL and collaborative group work review sheet 5.4.2 as a guide and as a reflective tool for each group to think about how they worked together, shared ideas and then came up with their own individual mobiles.
 Reflect on the following questions:
 How did my relationships with other people in the class enable me to make my mobile? Who did I work with? Why did I choose to work with those people? Who did I not choose to work with and why?

Plenary

Each student shares one element of their reflection about relationships with their class mates.
 Key message: We need relationships on a number of different levels.
 We develop connections with people through our relationships.

KEY QUESTIONS

- How did my relationships with others in the class/ group help me to make my mobile?
- What characteristics of myself and others enable me to work with others?
- How do I fit/balance amongst my own relationship web?

AFL

Group discussion to reflect, share, question.
 Relationship mobiles – process and product.

DIFFERENTIATION

Based on outcome

CROSS CURRICULAR OPPORTUNITIES

Art

Design

Literacy

NOTES

Reading 5.4.2

SEAL and collaborative group work

Collaborative small-group work has a very important part to play in the development of social and emotional skills. Not only is it an effective pedagogical approach that can encourage the explicit and focused learning of the skills but also it provides an opportunity for the pupils to practise social and emotional skills as they learn the knowledge, skills and understanding associated with other subject areas.

The Year 7 resource provides a number of small-group challenges. These provide examples of how collaboration might be used to promote a range of skills. The approach is consistent with *Pedagogy in Practice: Unit 10: Group work*. SEAL challenges rely upon pupils working collaboratively to either develop a product or prepare and deliver a presentation. Written instructions are provided with clear and explicit criteria for successful completion of the task. They are written carefully to allow sufficient flexibility for pupils to be creative and take joint responsibility for their work. Pupils are encouraged to use their strengths and preferences and this requires the group to discuss, plan and negotiate together.

An example of how collaborative group work might be used

Collaborative group sessions will usually start with a short starter activity to encourage thinking or prepare the pupils for learning. The topic for the group work will then be introduced. This might involve pair work, another type of activity or it might involve reminders about learning from a previous session (e.g. a community of enquiry, see Reading 5.4.3, or an experiential learning opportunity). Reminders about the process of group work and the skills of working together will be given at an appropriate level depending upon skills and experience of the pupils. Key attributes of an effective group might be displayed on a poster in the classroom or written up on the flipchart or whiteboard.

A challenge sheet will be distributed to groups so that they can read and discuss it before the teacher questions the class to check their understanding and agree what the success criteria for the challenge might be. These will usually be written up on the flipchart or whiteboard with additional criteria about the quality of the group processes. It will be important to emphasise the time that will be allowed for both preparation and presentation.

The groups will work independently, supported by adults, when requested. Facilitative questioning might sometimes be necessary to help the group work effectively. If agreement cannot be reached in a group the facilitator will encourage the group to negotiate and come up with their own solutions. Sometimes it will be necessary for the group to fail to complete a challenge. In most cases additional time should not be provided so that pupils are faced with the consequences of their actions.

An opportunity should be given for all groups to present their work. Groups should give feedback to each other. Inexperienced groups might provide two positive things about the work while more experienced groups, where trust has been developed, might provide two positive

aspects and an area for improvement. Reference to the agreed criteria should be the focus of the feedback. Groups should also give feedback about their own work including about how well the group worked together.

After some selected challenges it will be important for time to be provided for more detailed reflection about the quality of their group processes. This might involve the use of a self-assessment tool about the effectiveness of group processes. Two examples are provided below.

Group work self-review (version 1)

1 = not really 10 = all the time

	Not at all						Very successful			
How successful were we with the challenge?	1	2	3	4	5	6	7	8	9	10
How well did we keep going to get the challenge done?	1	2	3	4	5	6	7	8	9	10
Did we listen to everyone's view/point?	1	2	3	4	5	6	7	8	9	10
How well did we express our ideas?	1	2	3	4	5	6	7	8	9	10
Did we develop ideas even if they were not our own?	1	2	3	4	5	6	7	8	9	10
How well did we stand up for what we believed in?	1	2	3	4	5	6	7	8	9	10
Did we discuss different viewpoints before making a decision?	1	2	3	4	5	6	7	8	9	10
How well did we negotiate and resolve any disagreements?	1	2	3	4	5	6	7	8	9	10
How well did we allocate roles and responsibilities?	1	2	3	4	5	6	7	8	9	10
Did we make everyone feel comfortable and valued in the group?	1	2	3	4	5	6	7	8	9	10

We were really good at:

We could work on next time:

Collaborative group work self-review sheet Year 7

	Fully disagree	Partly disagree	Not sure	Partly agree	Fully agree
We all felt good about being in our group.	1	2	3	4	5
We planned to challenge well and agreed what we needed to do first and what to do next.	1	2	3	4	5
We thought about the decisions we made and thought through the consequences of our ideas.	1	2	3	4	5
Everyone had their say in the group and was listened to.	1	2	3	4	5
We chose an idea that everyone was happy with even when people had different ideas.	1	2	3	4	5
Everyone understood their roles.	1	2	3	4	5
Everyone carried out their roles.	1	2	3	4	5
When we didn't understand something we felt okay about asking a person to explain again.	1	2	3	4	5
When we didn't agree with each other we gave each other a chance to explain why they didn't agree.	1	2	3	4	5
It felt okay when we didn't agree with each other.	1	2	3	4	5
We spoke to each other in a way that helped us to make good choices.	1	2	3	4	5
We spoke to each other in a way that made us feel comfortable and was appropriate to use at school.	1	2	3	4	5

References

Department for Education and Skills (2004) *Pedagogy in Practice: Unit 10: Group Work*. London.

THEME: Relationships - Relationship conflicts

LEARNING INTENTION/’I’

- I understand how our feelings can affect our thoughts and our behaviours
- I know some ways to resolve some of the arguments or conflicts I have with friends
- I can make, sustain or break friends without hurting others

VOCABULARY

Friendship, falling out, making friends, thoughts, feelings, behaviours, solutions, resolution, arguments, qualities.

RESOURCES

- Friendship scenarios- Making the links handout

TEACHING/LEARNING ACTIVITIES

Engagement

Introduce the circle game ‘Who started the motion’ (Like wink murder but with an action, so the detective goes out of the class whilst the person who is to start the motion is chosen, they then begin a movement when the detective is back in, eg, clap, scratch face, rub knee and the rest of the group copies it and they then change the movement without the detective seeing and everyone then copies etc. The detective then has three guesses to work out who is starting the motion.

Circle round – A good friend is someone who.....

Talk to the students about how friendship is important and the qualities that they have brought out in the round, eg. Trust, listens, cares, have fun with etc.

Talk about how we all need friends and how it feels having friends.

Explain how inevitably we have disagreements with our friends and ask students to share ideas about why we might fall out with a friend and how that feels

Core Activity

Remind the students of the link between how we feel, what we think and how we behave or what we do and highlight this by using a scenario such as:

You find out at school that your closest friend went out with two of your other friends last night without inviting you.

Elicit from the students how you might feel, what you might think and how you might behave and flip chart the ideas.

In groups the students look at the handout ‘Friendship scenarios – making the links and fill in the thoughts, feelings, and behaviours that might occur. Ask them to leave the last column; possible solutions until later.

Feedback ideas

In groups choose one of the scenarios or one of your own and think about how you might be able to find a solution or to resolve it in a way that all parties feel happier. Role play or present your ideas to share back with the class.

Plenary

Share ways you have managed to resolve difficulties with friends in the past.

Share thoughts about why we do fall out with people and how that affects our relationships.

Share ideas about how we are able to sustain our friendships.

KEY QUESTIONS

- What are the qualities and attributes you look for in a friend?
- What are the feelings we experience when we fall out with friends?
- How important is it for us to make up with a friend after an argument?
- What ways do we have of resolving difficulties or becoming friends again?
- How are we able to break friends without hurting others?
- What can we do to sustain our friendships?

AFL

- Group discussion to reflect, share, question.
- Role play scenarios.



DIFFERENTIATION

Based on outcome

CROSS CURRICULAR OPPORTUNITIES

Drama

Literacy

NOTES

Friendship Scenarios - Making the links

Situation	Thoughts	Feelings	Behaviours	Possible solutions
<p>You find out that your best friend went out last night with two other friends without including you</p>				
<p>You borrow a friend's DVD and when they asked for it back you said you would bring it back when really you had lost it. Now the friend is angry with you.</p>				
<p>Your boyfriend/ girlfriend starts going out with your best friend.</p>				
<p>You feel angry with your friend because they said you were a swot in maths and other people in the class laughed at you.</p>				
<p>Write your own situation</p>				

THEME: Relationships - Celebration of relationships

LEARNING INTENTION/'I'

- I understand what makes a relationship special
- I understand the importance of celebrating my relationships

VOCABULARY

Relationship, friendship, celebration, connection, symbol, representation, value.

RESOURCES

- Music
- Youtube clip - www.youtube.com/watch?v=0S-xjql_pE8
- Photos of native American rituals and celebrations

TEACHING/LEARNING ACTIVITIES

Engagement

As a group brainstorm the word relationships – what associated words connect with the term ‘relationships.’

Share with the students the idea of the tree of life and the idea of a native American ritual that celebrates, life and relationships.

Use pictures and the youtube clip www.youtube.com/watch?v=0S-xjql_pE8 to share the idea of holding something sacred and celebrating through ritual, something that is special.

Core Activity

Share with the students that you are going to create a relationship celebration using their relationship mobiles and that they are going to be hung up in a tree in the school grounds as an artistic display that celebrates the idea of relationships and our own interpretation of them.

As part of the celebration the students in groups are to prepare a poem, dance or song to reflect the key messages that they have thought about through this unit and they can then perform them as part of the celebration.

Groups prepare their poem, song or dance and have them ready to perform at the end of the session.

The celebration can then be performed outside and whilst the mobiles are hung and fixed into a pre arranged tree in the school grounds.

Plenary

Students can share through a circle round the key messages about relationships that they have thought about through this unit.

KEY QUESTIONS

- Who do I have the closest relationships with?
- What are the qualities or attributes of those people who are special to me and how do they affect me?
- What are the qualities and attributes you look for in a friend?
- What are the feelings we experience when we fall out with friends?
- What can we do to sustain our friendships?

AFL

- Group reflection, discussion.
- Group poems, songs, dance.

DIFFERENTIATION

Based on outcome

CROSS CURRICULAR OPPORTUNITIES

- Drama
- Music
- Dance
- Literacy



NOTES

It may be advisable to have pre arranged hanging the mobiles in one of the trees in the grounds and also arranging a way of permanently fixing the mobiles in to the tree. A care taker or other member of staff may be able to help in fixing the mobiles as part of the celebration.

KALEIDOSCOPE

SS3

Certificate of Achievement

Relationships Year 7

has successfully completed the
programme of study on Relationships

signed _____

date _____



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



Relationships Resources

Organisation	Contact Details	Resource
A Chance 2 talk	www.achance2talk.com	Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.
Anti-bullying Alliance	www.anti-bullyingalliance.org.uk	A coalition of 50 expert organisations seeking to get children, young people and adults working together to develop strategies that help both those being bullied and the bullies themselves.
Anti-Bullying Network	www.antibullying.net	Scottish Charity Publish information sheets for young people, parents and school staff as well as providing information and links to relevant organisations on their website.
British Institute of Learning Disabilities	www.bild.org.uk	Working to improve the lives of those with learning disabilities. Publisher of books and journals for professionals and adults and children with a learning disability achieve a better quality of life.
Bullying Online	www.bullying.co.uk	Provides an email advice service for children and young people, as well as online help and information for schools and pupils.
Childhood Bereavement Network	www.childhoodbereavementnetwork.org.uk	Teaching resources and support.
Creating a co-operative classroom - activities	www.unicef.org.uk	Activities for 9 to 13 year olds to build a co-operative classroom through conflict resolution and problem solving.
DEED- Development Education in Dorset	www.deed.org.uk 01202 739422	Resource centre, inset training, workshops in schools– aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
Divorce Aid	www.divorceaid.co.uk/child/teenagers	Site all about divorce includes a section for teenagers. It discusses emotions and has details of helplines, online advice, useful sites and books.
Equality and Human Rights Commission	www.equalityhumanrights.com	Teaching resources and support.

Organisation	Contact Details	Resource
Incentive Plus	www.incentiveplus.co.uk	Large supplier of resources for the promotion of social and emotional competence and positive behaviour in children
It's not your fault	www.itsnotyourfault.org	Action for Children site for children, young people and parents going through a family break-up.
Kidscape	www.kidscape.org.uk	Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying including cyber bullying.
Listening Ear	01202 720910 07763101440 listeningear@fsmail.net Kings Park Annexe, Station Approach, Boscombe BH1 4NB	Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders.
Oxfam	www.oxfam.org.uk	PHSE resources including lesson plans on discrimination.
Race Equality Council	Pan Dorset: www.dorsetrec.org.uk 01202 553003	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
Relate	www.relate.org.uk	Relationship education supporting couple and family relationships.
Save the Children	www.savethechildren.org.uk	Education Unit promotes global child rights education in schools and youth groups. Teaching resources.
STANCE: resource for challenging homophobic bullying in schools	www.stance.org.uk	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
Think U Know Child Exploitation and Online Protection (CEOP) Centre	www.thinkuknow.co.uk	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives safety information on IT sites, mobiles and new technology- areas for young people and teachers
Unity in Vision	www.unity-in-vision.org.uk	Based in Boscombe a group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.
Young Carers	www.youngcarers.net www.youngcarers.com	The Princess Royal Trust for Carers Children's Society