



## TEAM Cherish

TEAM Cherish encourages students, staff and communities to contribute to a better world through a deeper understanding of ourselves and those around us. We will provide a Kindness curriculum which encourages us to:

- Cherish our relationships with one another
- Cherish the world around us by being mindful and present
- Cherish every experience given to us on our Kindness Journey

### Rationale

Mental health problems affect 1 in 10 children. Research shows that kindness and giving act like a natural anti-depressant because they release serotonin in the brain. Serotonin plays an important part in learning, memory, mood, sleep, health and digestion. It provides children with a heightened sense of well-being, increases energy and gives wonderful feelings of positivity and self-worth. Research demonstrates that being kind benefits givers by not only improving well-being but also popularity. Studies show that demonstrating kindness increases both happiness and peer acceptance. As peer acceptance is of high importance among youth, being well liked also increases feelings of self-esteem and inclusion. Studies also conclude that students who are happy and well-liked by classmates exhibit more inclusive behaviours and less externalising behaviours such as bullying. Acts of kindness can also produce oxytocin and therefore kindness can be said to be cardio protective. Research show acts of kindness can also: improve attendance, decrease incidents of bullying, improve results and decrease anxiety, low mood and depression. Given the rising number of SEMH problems within our schools, the pandemic and the impact it has had on our student's wellbeing, kindness in our communities is more pivotal than ever. As a result, we have chosen to implement a kindness curriculum to create a culture of kindness within our Trust.



### Intent (KPI's)

- To create a culture of Kindness across the TEAM Trust
- To improve well-being and self-esteem in our students and staff
- To improve the emotional Literacy of our students



### Implementation

The Kindness Curriculum will be launched with a 'Kindness Carnival' on the 22<sup>nd</sup> April at which point the Kindness project will be discussed with all stakeholders. As part of this launch, students will take part in various engaging kindness activities and will have a talk and follow up activities from the 'Be Kind Movement'. Andy and the Odd Socks will also have a message of kindness for our students on the day. The Kindness Curriculum also has a Kindness Calendar in which a key aspect of Kindness is celebrated each month and the children that most display this element are rewarded through receiving a ticket to our 'Kindness Café'. The children that continually 'spread kindness around like it's confetti' will be chosen to become 'Kindness Keepers' and will be





responsible for promoting acts of kindness across TEAM Trust; they will receive a Kindness Keeper badge as a reward. There is a programme of activities differentiated into: apple seed, apple blossom and apple to enable staff to choose Kindness activities that meet the needs of their particular students. Each month there will be a guest speaker who will talk to children about the importance of Kindness. Guest speakers include: The Be Kind Movement, Marie Curie, Police, Fire Service, Mental Health Nurses, Vicar and GP nurses. As the curriculum develops children will work with Manoj Krishna (Human Wisdom, Human Enquiry) who will encourage our students to look within and understand themselves which will then bring our students the wisdom to understand others.

## Impact

Through a well-structured and taught Kindness curriculum, our students will have the skills to help them become happy, healthy and successful individuals who understand, contribute and challenge the world around them. We will assess the pupil's knowledge through:

- Pupil discussions and debates
- Targeted questioning
- Pupil voice
- Evidence in folders/ Photos
- Assessment against planned learning objectives
- Quizzes
- The teaching and delivery of the Kindness curriculum will be monitored through learning walks, pupil voice and work scrutiny.
- Parent, pupil and staff voice will be used to analyse the impact of the Kindness curriculum in reaching the KPIs.



## Kindness Calendar

'Spread kindness around like confetti!' As a Trust we want to encourage students and communities to contribute to a better world through a deeper understanding of ourselves and those around us. Each month our TEAM Trust schools will celebrate an element of kindness to help our students unpick and understand these attributes to enable them to respond with intelligence.

Each month will be represented by a character or famous/historical figure designed by our students which they feel represents the particular element of kindness being celebrated. Each month will also be colour coded to represent which element of our resilience rainbow it builds upon.



Kind

**January – self- acceptance**

**February - humility**

**March – compassion/empathy**

**April – trust**

**May – honesty**

**June - collaboration**

**July – humour**

**August – Listening (home learning activities to be designed for summer)**

**September - mindfulness**

**October - perspective**

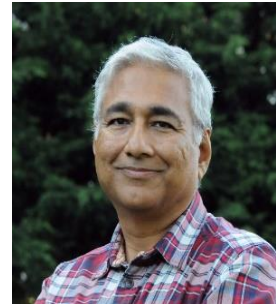
**November - positivity**

**December – gratitude**



## Manoj Krishna (Human Enquiry Project, Human Wisdom)

Manoj is the founder of The Human Enquiry Project and Human Wisdom as well as an author (Understanding Me, Understanding You). Manoj will be working with our Trust Schools long term to nurture and develop their understanding of themselves and the way our minds work. Manoj will encourage our students to look within and understand ourselves which will then bring our students the wisdom to understand others. Some students will have the chance to work with Manoj in the form of dialogue groups; ultimately contributing to the creation of an app. Staff will also have the opportunity to share their thoughts on various elements such as stress, anger and anxiety.



## The Be Kind Movement

The Be Kind Movement (BKM) promotes the development of emotional intelligence skills in children and young people through the education of Kindness and using the medium of film. The BKM believe in embedding very early on a culture of kindness in young minds to encourage them to consider how kindness (or lack of it) can affect the world around them including their peers, friends, families, and wider community. The BKM will be sharing the award winning kindness film Itsy with our students and working with them to highlight how kindness can change the world we live in.



## Kindness Café

As part of celebrating our students successes in understanding these elements of kindness, every month a student from each class (who has demonstrated a deep understanding of that month's element) will be chosen to attend a kindness café where they can have a 'be kind to yourself' hot chocolate.



## Kindness Keepers

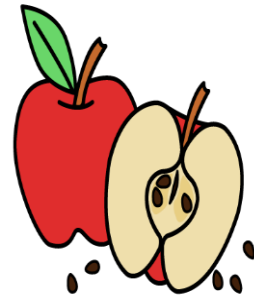
As the project develops children who consistently demonstrate a deep understanding of the different elements of kindness and respond with intelligence to potentially problematic situations will be chosen to become 'Kindness Keepers'. These students will be responsible for keeping us moving on our journey to creating a culture of kindness across our Trust schools. These children will also be part of a personal development programme where they will frequently work with Manoj Krishna (Human Wisdom Project) to deepen their understanding of themselves and those around them.





## Planting the Seeds of Kindness

Each school will have a wooden apple displayed. Seed templates will be used to record acts of kindness that should be celebrated among the school community.



## Kindness Characters

In March, there will be a competition across TEAM Trust for students to design either an animal character e.g. Marvin the mindfulness monkey or create a fact file of a famous/ historical figure who demonstrates that element of kindness for each month. This will aid in raising the aspirations of our students and increasing engagement.



## Andy and the Odd Socks

Andy and the Odd socks will be creating a message for our Trust schools to form part of our launch day. They will also be monitoring our kindness journey.



## Resilience Rainbow

The more resilient a person is, the less they experience stress as they are equipped to deal with life's pressures. Building resilience in our children across the Trust is a key aim as it helps them to overcome obstacles more easily and reduces the chances of them suffering from anxiety or other stress-related disorders. The rainbows of resilience model has been incorporated into the Kindness Curriculum so that the activities for each month build on particular areas of resilience (see resilience rainbow). The themes provided are built upon the symbol of the rainbow which has become synonymous with the NHS and keyworkers and the strength seen across the UK during this period. The core principles are represented by the colours of the rainbow; red, orange, yellow, green, blue, indigo and violet.  
<https://www.rainbowsofresilience.co.uk/the-rainbow>. Accredited to partners in psychology.



- Please note activities where the following simple is used are sources from the Kindness curriculum Australia <https://www.thekindnesscurriculum.com/introduction-to-the-curriculum/>



'Spread kindness around like confetti.'



## Kindness Carnival – Thursday 22nd April

Video hook - <https://www.youtube.com/watch?v=nwAYpLVyeFU>  
Guest speakers – Be Kind Movement



Chalk the walk



Kindness boomerang



Find your balloon



Balloon visual



Skittles Kindness Game



Apple visual



Toothpaste visual



Kindness Stones







Kindness Cafe

### Impact

Pupil Voice -  
Parent Voice -  
Staff Voice –



## Kindness Carnival – Thursday 22nd April

Activity	Explanation
<p>Chalk the walk</p> 	<p>The area outside the schools to be chalked with kind messages. Children to have slots to carry on these kind messages in the playground.</p>
<p>Find your balloon</p> 	<p>Each student has a balloon. Children have to write their name on and inflate. The balloons to be mixed up in the hall. Students given 1 minute to find their own balloon. Despite hectic searches very few children will find their balloon. Staff to then tell the children to take the first balloon you find and pass it to that person. Once completed explain to children these balloons are like happiness, we will never find it if everyone is looking for their own but if we care about other people's happiness we find ours too.</p>
<p>Balloon visual</p> 	<p>Each child to compliment someone in the class, blow up the balloon as children are kind to one another. Now ask one child to say something unkind, deflate the balloon a little. Talk to children about how our words can have the power to have either a positive or negative impact on somebody. Talk about the importance of being kind.</p>
<p>Skittles Game</p> 	<p>See photo</p>



Apple Visual		Ask the children to imagine the apple was a person. Get children to say something unkind whilst throwing an apple around the classroom. Once finished cut open the apple to reveal the impact that their words have had. Talk about the importance of being kind.
Toothpaste visual		Ask children to pass the toothpaste around squeezing a little out each time and saying something unkind. Look at the squashed tube and discuss. Once finished, ask children to pass the toothpaste back around and put the toothpaste they have squeezed out back in the tube. Talk about how words can't be taken back which is why it's so important we are kind to each other.
Kindness Stones		Children to all bring in a stone and decorate with kind messages. These will then create a kindness path in the school grounds. Some of these stones to be hidden around the community.
Kindness Café/ Kindness Keepers		Show children the Kindness Calendar and discuss. Explain to children that the child who is seen to have demonstrated that attribute that month will be invited to a kindness café where they can have hot chocolate and marshmallows. Explain that today we all get an invite as we have worked so hard during our 'Kindness Carnival' also explain to children about the Kindness Keepers and how they will be chosen (2 per school initially).
Kindness Boomerangs		After watching the kindness boomerang video, children to come up with kindness messages – as a class choose the best ones to record on the boomerang. The boomerang to then be sent home with the 'Kindness Keepers' chosen within school (2 to begin with) and the messages of kindness to be passed on. How far will our kindness boomerangs travel? TEAM twitter account to be added to boomerang so people can tweet about our messages and how far they have travelled.





'Spread kindness around like confetti.'



# Compassion/Empathy






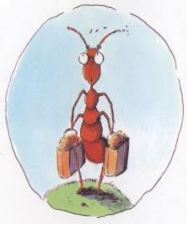

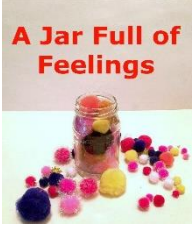


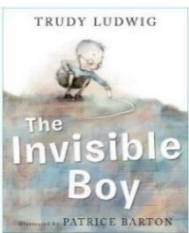
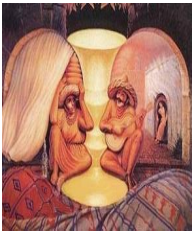
Video hook - <https://vimeopro.com/wondergrove/empathy/video/106649118>  
 Guest speakers – Alzheimer’s uk and Marie Curie – children to wear blue or yellow to  
 fundraise

## Intention

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children learn to interact in relation to others with care, empathy and respect, Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, Children respond to diversity with respect, Children become aware of fairness, Children become socially responsible and show respect for the environment, Children become strong in their social and emotional wellbeing, children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

## Implementation

### Rainbow of resilience – orange

	 <p>Share a hug</p>	 <p>Playdough Emotions</p>	 <p>Inside out sensory play</p>
	 <p>Hey Little Ant</p>	 <p>Emotion Discovery Bottles</p>	 <p>A jar full of feeling</p>
	 <p>Compassion/empathy acrostics</p>	 <p>Role Play</p>	 <p>Perspective pictures</p>

## Impact

Pupil Voice -  
 Parent Voice -  
 Staff Voice -



## Share a hug

What happens when people feel sad?

What can you do when people are sad or hurt?

How do you feel when you see someone sad or hurt?

Have you ever given a hug to someone to make them feel better?

What does it feel like when you receive a hug?

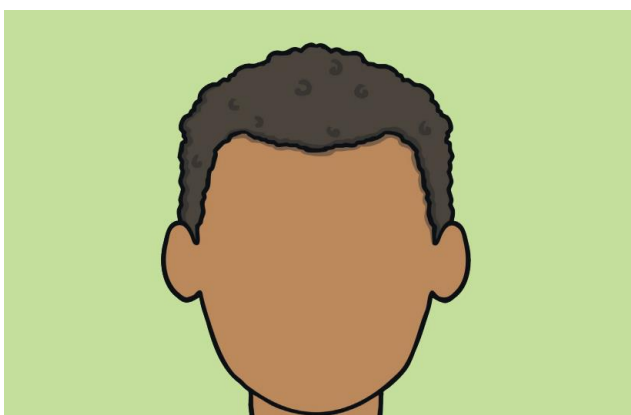
Get children to think about someone who might need a hug. Why do they need a hug?

Children to draw round their arms and head to create a hug that they can give to their chosen person.



## Playdough Emotions

Children look at a range of emotions and discuss their experiences of these emotions during circle time. Emotion cards can be found here <https://www.twinkl.co.uk/resource/mood-monsters-poster-set-t-tp-7144>. Children then create the emotion requested on the mat using playdough. The playdough mats can be found here <https://www.twinkl.co.uk/resource/us-t-2547985-emotions-playdough-mats>.





## Inside Out Emotions – Sensory Play

Key Questions - Can you feel joy and fear at the same time? Disgust and anger? Joy and sadness and fear? Yes, it's possible to have many emotions and so much so that they spill right. Explore emotions by combining the different colours to represent how you feel about certain situations.

### **You Will Need:**

- 1/2 Cup of Washable PVA Clear Glue or White Glue
- 1/4-1/2 Cup of Liquid Starch
- 1/2 Cup of Water
- Joy – 5 drops of yellow food colouring
- Anger – 30 drops of red food colouring
- Sadness – 5-10 drops of blue colouring
- Fear – 2 drops each of red and blue

When you begin exploring emotions with your children point out how it's ok to feel a whole bunch of ways about what is happening!





## Hey Little Ant

### SCOPE OF TASK:

Compassion involves feeling emotions such as kindness, empathy, respect and sympathy. It is the desire to help people and includes action. Actions taken help or support another person.

1. Activate student's prior knowledge about ants. Ask students what they know about ants and what they normally do when they see one. Questions could include:

- What do ants do?
- What is the purpose of ants?
- Should you kill ants or other insects?

2. Show the students the book, 'Hey Little Ant' by Phillip and Hannah Hoose. Ask them what they think it might be about?

3. Read the book or click on the link to hear the story narrated <https://www.youtube.com/embed/pYXVoPoWWWQ?feature=oembed>

4. The book finishes with the narrator asking the questions. Should the ant get squished? Should the ant go free? It's up to the kid not up to me. We'll leave that kid with the raised up shoe. What do you think that kid should do? Ask the students how the story should end?

5. Unpack the story with the students raising questions such as:

- What are some of the reasons the boy gives for squishing the ant?
- Do you think they are good reasons?
- What are the reasons the ant gives for not being squished?
- Do you think they are good reasons?
- Can you think of any other reasons for squishing the ant?
- For not squishing the ant?
- Why are they good reasons?

6. Break the students into small groups and present the task:

- The group chooses a stance — to squish the ant or not.
- Five reasons must be written to justify the group's choice.

7. After they have written their five reasons for or against squishing the ant, the students regroup to share what they have written. Allow time for students to ask each other questions about their reasons and respectfully agree or disagree. Some questions that can be posed to initiate discussion could include:

- Does the boy like the ant? Why or why not?
- Who thinks ants should be killed?
- What do you feel for the ant?
- How do you feel when insects are hurt?
- How do you feel when animals are hurt?

8. Introduce vocabulary words (age appropriate) connected to compassion: respect, consideration, care and add to a word wall.





9. Make connections between how we treat animals and our friends:

- Do we show compassion to our friends? When?
- Is there a difference between how we treat animals and people?
- When should we show compassion/respect/care for others?
- How do we feel when we show respect and care for others?
- How do others feel when they receive compassion?

10. Complete the activity by deciding why compassion is important for the class — these statements can be written on a poster for the classroom wall for future reference.

## Emotion Discovery Bottles

Children to choose an emotion e.g happiness, sadness, joy, anger. They will then need to choose an appropriate shaped bottle, colour, materials to go in the bottle and facial expression. Talk to children to decide what kind of materials the various emotions remind them of, e.g marbles to represent tears could be used in sadness. Talk about the different colours and what they represent. Work with children to discuss the facial expressions needed for their chosen emotion.





## A Jar Full of Feeling

### Materials:

- Jar
- Sharpie pen
- Pom Poms

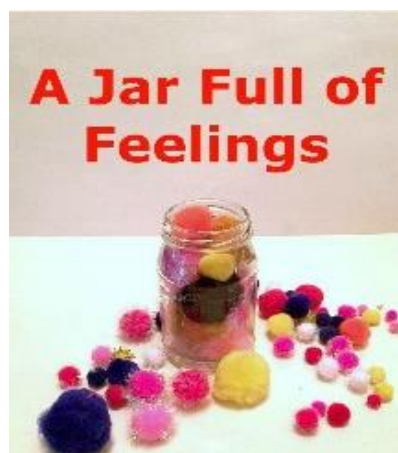
Take a jar and write the numbers 1-5 on the side of the jar. You can draw a horizontal line to clearly measure level 1, 2, etc.

Have the child assign a colour to an emotion. Then have the child fill the jar to the level that they feel their emotion is at that time. Talk about what is causing the emotion as they put each pom into the jar. For instance, your child is disappointed because a favourite toy was lost. Have them tell you what they are feeling: sad, angry, etc as they put the pom poms in the jar. If they keep filling the jar past the level where one would expect that emotion to be done and worked through talk to the child about how that emotion grew bigger than it needed to be. Then take another jar for calm and happy feelings. Have the child talk about what helps them feel calm or happy as they put the pompoms into the jar. Then go back to the “disappointed” or “angry” jar. Ask the child if they are willing to take any of the pom poms out of the jar.

Hopefully, they will. If not, try to entice them by making a game of throwing or “exploding” the pom poms.

If a child is too angry to place the pom poms in the jar in the first place have them throw the pom poms into the jar; it will help them work off some frustration.

Children will see that their feelings are validated and will start to understand how to handle big emotions and mixed feelings.





## Compassion/Empathy Acrostic

### SCOPE OF TASK:

Department of Education and Training (2015) defines bullying as an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. Relationships Australia (March 2018) state that almost 25% of school students in Australia experience bullying at some stage during their school years. Bullying can be physical (kicking, hitting, punching, hurting), verbal (teasing, derogatory remarks, name calling), social (excluding, embarrassing others in public, spreading untruths and rumours) and cyberbullying (using technology to degenerate others). Building students' understanding and practise of compassionate behaviours will support more empathetic behaviours.

1. Explore with the students the meaning of compassion. Ask students questions to elicit their understanding:

- What is compassion?
- What words also mean compassion?

Examples might include empathy, kindness, supportive, understanding, fairness, care, consideration

- Why is compassion important? If students have limited understanding, ask them to find definitions in dictionaries and on the internet.

2. Record students' ideas and findings on the white board or make a word wall to store the associated vocabulary. This step in the activity will assist the students with words they can choose for their poems.

3. Explain to the students that they are going to make acrostic poems about compassion demonstrating all the ideas they have about compassion.

4. Provide instructions on how to make an acrostic poem (this detail will be dependent on the students' prior knowledge).

- Write your word down vertically usually using capital letters
- Brainstorm words or phrases that describe compassion
- All lines of the poem should relate to compassion
- Write the brainstormed words or phrases on the lines that begin with the same letters
- Remember acrostics don't need to rhyme!

5. Once students have completed their acrostic poems, make time for students to share their poems with the group.

6. Make links with behaviours that compassion might reduce (for example bullying, teasing etc).

- Ask the students why compassion is important in their classroom and the community.

7. Acrostic poems can be displayed on the classroom walls. 8. Share the activity in messages and newsletters to caregivers/parents who can reinforce ideas of compassion in the home environment.







## The Invisible Boy – Role Play

Brian is the invisible boy in the story. Nobody ever seems to notice him or think to include him in their group, game or birthday party. Then a new boy named Justin arrives and Brian and Justin begin to form a friendship.

1. Begin this activity by asking students if they know what empathy is (awareness of others' feelings and ability to see situations from alternate points of view). How does it feel when you see other people hurt or upset?

2. Introduce the book, *The Invisible Boy* to the whole group of students. Tell students that we are focusing on discovering the feelings of different characters in the story. Click on the link to hear the story narrated:

<https://www.youtube.com/embed/TOa3qwawCzw?feature=oembed>

3. After the students have listened to the story ask them to share what happened. Prompting questions could include:

- Who was the main character in the story?
- What was happening to him in the story?
- Why did he feel invisible?
- What changed in the story?
- How do you know what the characters might be feeling?

At this point of the activity try to make connections for the students with their feelings and the feelings associated with empathy.

4. Tell children that their task is to roleplay the section of the book when Ben felt invisible. Break into groups of 3 – 5 students. One student pretends to be the audience. Tell that student that when the roleplay is over you want him/her to report how they felt for Ben. If time allows swap roles in the roleplay so students can experience the different perspectives.

5. Once students have had 10 mins approx. to roleplay, bring the group back together. Ask them to explain:

- How did they feel when they were 'invisible'?
- What did the audience feel while watching Ben's rejection, loneliness and isolation?

6. Ask the students if they can think of other times when they have felt empathetic to other people or animals.

7. Give the students a Post it ® note and get them to write down a time that they felt empathy. These memories can be stuck on a poster with the heading, "I show empathy when...."

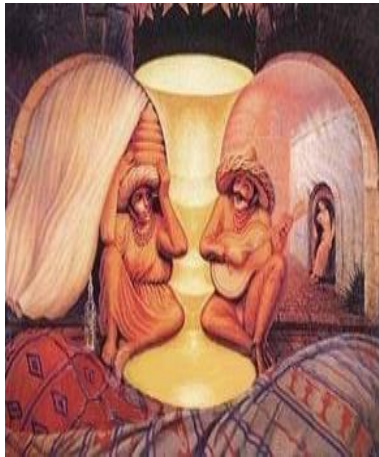
8. To close the activity, ask the children to share what they wrote on the Post it ® notes and displayed on the poster. Remind students: Empathy is important in almost every aspect of daily life. It allows us to have compassion for others, relate to friends, family and even strangers. When we can feel for others it has a positive impact on the world.





## Perspective Drawings

Show children following photo <https://www.dailymail.co.uk/news/article-6615085/Mother-lion-appears-swallow-cub-neck-optical-illusion.html>. What do you think is happening? Now show children the next perspective of the lion. Discuss how it's easy to jump to conclusions and how you never know what somebody is going through – reinforce the importance of showing empathy and compassion. Discuss how there are always two sides to every story and it's important to remember that. Look at various perspective drawings like the ones below and discuss. Children to then create their own perspective drawings.





# Trust

Video Hook - <https://www.youtube.com/watch?v=mKbRaaJOMm8>



Guest Speaker – policeman

## Intention

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## Implementation

### Resilience Rainbow - red

	 <p>Tac Pac</p>	 <p>Build a tower</p>	 <p>The Gingerbread man story</p>
	 <p>The Gingerbread man story sequencing</p>	 <p>Story sticks</p>	 <p>The Zipper</p>
	 <p>Draw a twin</p>	 <p>Navigate the minefield</p>	 <p>What is trust?</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -



## **Tac Pac**

Using Tac Pac on you tube, adults use resources to build trust with the pupils. The pupils trust the adults to use the resources appropriately.

## **Build a tower**

Students and adults build a tower and build up trust by not knocking each other's towers over.

## **The Gingerbread man story**

Listening to the Gingerbread man story (this could also be presented as a sensory story). Can the gingerbread man trust the other characters in the book not to eat him?

## **The Gingerbread man story sequencing**

Using pictures from the story, students place the pictures in the correct order and talk about the story as they go. What happened to the Gingerbread Man? Should he have trusted the Fox? How did the Fox break the trust?

## **Story Sticks**

Create a story stick to pass around. Start to tell a story and have each person pass the stick round and their own bit of the story. Students need to trust each other to listen and carry the story on without going against any of the parts of the story.

## **The Zipper**

Line the children up in 2 parallel lines, with arms extended in front of them towards the opposite line. Choose one child to walk, jog or run through the path between the two lines. The runner should ask "Zipper ready?" the group responds "Ready". When the runner feels ready they announce that they are going to walk, jog or run through the zipper.

As they move through the line each member of the group will drop their arms just before the runner gets there. The faster the runner goes, the more confidence and trust they have in the group.

## **Draw a twin**

Divide the class into pairs and give them a sheet of paper and a pencil each.

Player 1 draws a picture without the other person seeing it. Still hiding the picture, player 1 then describes to the player 2 what they have to draw to see if they come up with a similar picture.



## **Navigate the minefield**

Scatter cones on the floor and split the class into pairs. Give each pair a blindfold. Player 1 puts the blindfold on and player 2 has to talk player 1 through the minefield without touching any mines. Player 1 has to trust player 2 to give the correct instructions. Player 2 has to trust player 1 to listen. When player 1 reaches the end of the course they may swap roles.

## **Discuss and debate**

Allow students to discuss and debate what trust is, how they can earn it and what happens if a friend breaks this trust? See if the class can devise a trust list to be displayed in the classroom to show others what trust is and how to earn it.



# Honesty

Video Hook – <https://www.youtube.com/watch?v=KvzgvATnqek>

Guest Speaker – Reverend Karen 27<sup>th</sup> May pm

## Intention

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## Implementation

### Honesty - orange

	 <p>Sensory story</p>	 <p>Photo Apps</p>	 <p>Labelled boxes – some true some lies</p>
	 <p>True and False Flash Cards</p>	 <p>Button Game</p>	 <p>The boy who cried big foot</p>
	 <p>Truth and Lies in Social Media</p>	 <p>Defining Honesty</p>	 <p>Debate - is honesty the best policy?</p>
<p style="text-align: center;">Impact</p> <p>Pupil Voice - Parent Voice - Staff Voice -</p>			



## **Sensory Story**

Pupils to work through the sensory story lead by an adult. To take turns exploring the props and showing anticipation.

## **Photo Apps**

The beginning stages of explaining to pupils how media can be changed it something less honest.

Using FirstCamera – The camera for kids App on the ipad (or something similar) Take a 'selfie' photograph of the pupil. Show the pupil their photograph explaining that it is them. Then with some support begin to add funny items such as glasses and hats. Show them again. Do they show understanding of the difference.

## **Labelled Boxes**

Beginning to look at lies.

Have a wide range of boxes available in different shapes, colours and sizes. Label the boxes up using widgeit symbols. Inside the boxes place a variety of items (sometimes matching the label and sometimes not). Create enthusiasm for opening the labelled boxes and overly express disappointment when the box is a lie. Contents can be as messy and sensory as possible!

## **True and False Flash Cards**

Lies – Pupils to begin with an adult demonstrating. The adult should wear a badge that allows them to tell lies. Only when wearing this badge are you allowed to tell lies. Show the pupils a flash card and sometimes say what is on the picture other times make up a lie about what is on the picture. Can the children identify when you are lying?

Next give out some liar badges to other children and in small groups each have a turn and describing the cards truthfully or lying about them.

Come back together and discuss the importance of telling the truth.

## **Button Game**

Spotting when someone isn't being honest.

Sit the pupils around in a circle with one pupil sat in the middle with their eyes shut.

Give one of the pupils in the middle a button. The pupil can keep it or pass it on to someone else. After 5 mins of passing or keeping the button the pupil in the middle can ask the other pupils if they have the button each pupil should answer no. Once they have asked the pupils in the circle they should then make a decision about who they think wasn't being honest.

## **The Boy Who Cried Big Foot**

Watch the story of the Boy who Cried Big Foot.

<https://www.youtube.com/watch?v=DJLBy7htbgY>



Discuss with the class the moral of the story and why it is so important to tell the truth and to be honest.

## **Truth and Lies in Media**

All is not what it seems.

Decorate a fake and real paddle to be used during the quiz.

[https://uploads.guim.co.uk/2020/04/08/Fake\\_or\\_real\\_template.pdf](https://uploads.guim.co.uk/2020/04/08/Fake_or_real_template.pdf)

Take the quiz to see if you can spot fake news.

<https://www.theguardian.com/newswise/2020/mar/20/the-newswise-fake-or-real-headlines-quiz>

Discuss the answers as a class and discover more about how you can spot when the news is fake.

If appropriate begin to look at photoshopped images looking at before and after images.

<https://digitalsynopsis.com/design/before-and-after-photoshop-images/>

## **Defining Honesty**

So what is honesty?

Have a group discussion about what honesty means.

Use the twinkl worksheet to support those discussions -

<https://www.twinkl.co.uk/resource/t4-p-7-honesty-activity-sheet>

Can the class come up with a collective definition of what honesty is?

## **Debate- Is honesty the best policy?**

Do we have to be honest all of the time?

Choose a scenario –

You have broken the teachers most favoured possession

You looked at your friends work to get the answers right

I said that I once won an art competition and have now been asked to create a new picture for the school entrance

I found £10 outside the school gates

*Or something much more creative!*

Have a conscience corridor set up where one half of the class think that you should tell the truth and the other half think that you should lie. Both teams must try to justify their reasoning.

End the session with a sum up of views but with a focus on being honest.

'Spread kindness around like confetti.'





# Collaboration










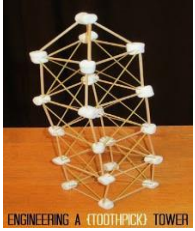


Video hook - <https://www.youtube.com/watch?v=1iayUeiP2gM>  
 Guest speakers – fire service, football

## Intention

Children have a strong sense of identity, Children feel safe, secure, and supported, Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children learn to interact in relation to others with care, empathy and respect, Children are connected with and contribute to their world, Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, Children become aware of fairness, Children become socially responsible and show respect for the environment, Children have a strong sense of wellbeing, Children become strong in their social and emotional wellbeing, Children are effective communicators, Children interact verbally and non-verbally with others for a range of purposes.

## Implementation

### Resilience Rainbow - red

	 <p>TACPAC</p>	 <p>Make Music Together</p>	 <p>Collaborative art project – choose kind</p>
	 <p>Cooking fun</p>	 <p>Three legged race</p>	 <p>Collaborative art – choose kind</p>
	 <p>Spaghetti tower</p>	 <p>Can you save Fred</p>	 <p>Collaborative art – choose kind</p>

## Impact


Pupil Voice -  
 Parent Voice -  
 Staff Voice -



## TACPAC

TACPAC	
<p>You will need:</p> <ul style="list-style-type: none"><li>• YouTube video with instructions and music <a href="https://www.youtube.com/watch?v=zjfFVENVrbA">https://www.youtube.com/watch?v=zjfFVENVrbA</a></li><li>• Furry fabric</li><li>• Chop sticks</li><li>• Two textured sponge (e.g. kitchen sponge)</li><li>• Painting roller</li><li>• Bath sponge</li><li>• Bowl of warm water</li><li>• Blanket</li><li>• Towel</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>• Any TACPAC sets you have within your bubble</li></ul>	
<p>Activity</p> <ul style="list-style-type: none"><li>• Create a quiet calm space to begin the TACPAC session</li><li>• Begin the YouTube video/CD</li><li>• Follow the instructions within the video/CD using the equipment as suggested</li><li>• Look for responses with the pupil you are working with</li></ul>	

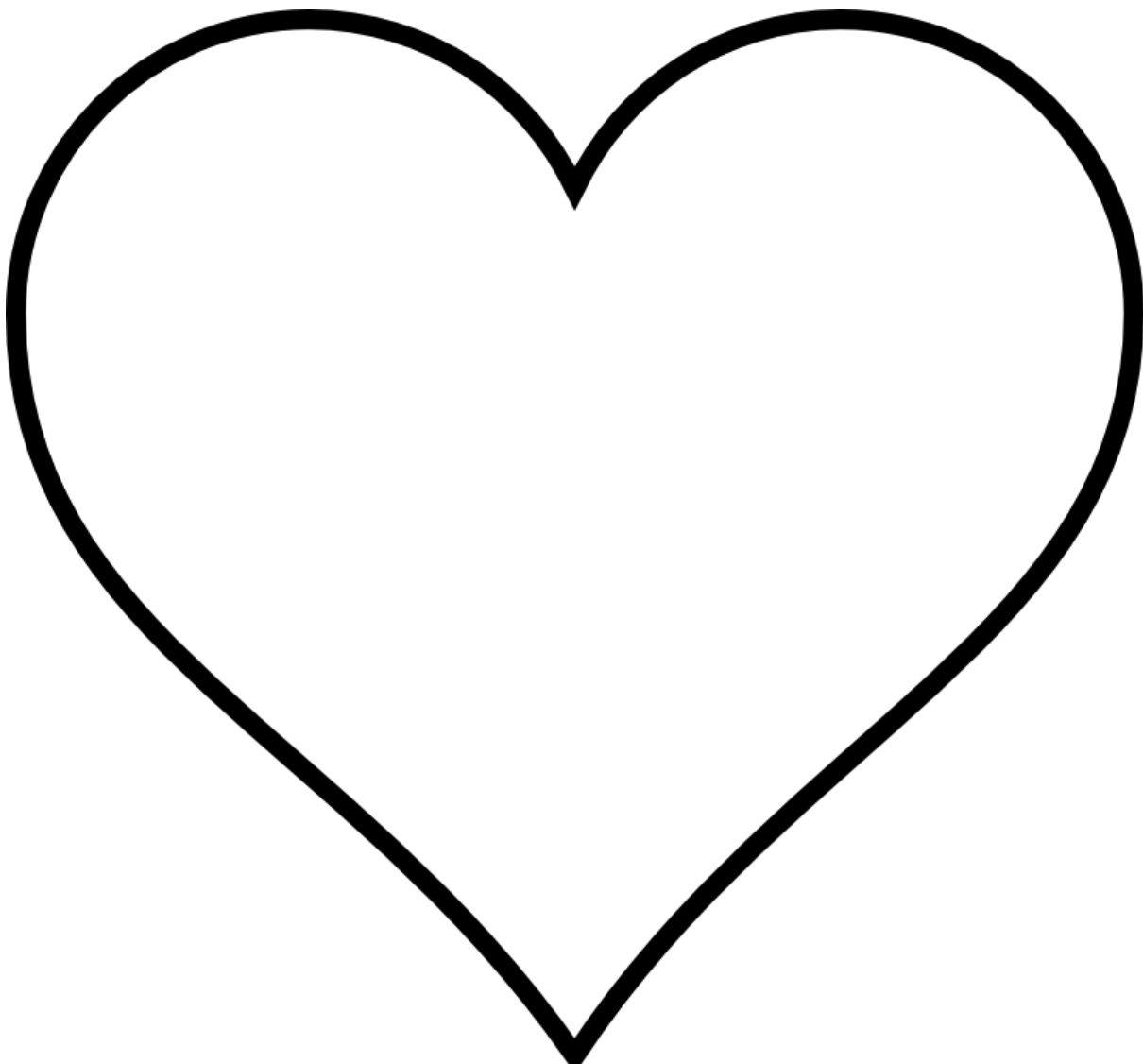
## Making Music Together

Let's Make Music Together	
<p>You will need:</p> <ul style="list-style-type: none"><li>• Maracas</li><li>• Bells</li><li>• Drums</li><li>• Tambourine</li><li>• Xylophones</li><li>• Resonance board</li><li>• Ipad to record</li><li>• <a href="https://www.youtube.com/watch?v=owBIhAHDPuU">https://www.youtube.com/watch?v=owBIhAHDPuU</a> – La la la song</li></ul>	
<p>Activity</p> <ul style="list-style-type: none"><li>• Listen to and watch the la la la song encouraging the exploration of repetition</li><li>• Pupils to choose their favourite instruments from a choice of 2 using symbols or the actual objects</li><li>• Explore the instruments with support discovering how they make a sound</li><li>• Pupils to then be supported to explore basic beats e.g. 1,2,3 your turn 1,2,3</li><li>• Some pupils may enjoy using the resonance board so that they can feel the different beats of the music</li><li>• Record the pupils playing their instruments</li><li>• Play back the recording at the end of the session encouraging the pupils to observe themselves and others</li></ul>	



## Collaborative art – choose kindness

Every child across the school to decorate love heart to form a collaborative whole school display – Choose Kind! (Each class to use art techniques linked to current study.)



'Spread kindness around like confetti.'



## Cooking Fun

**SCOPE OF TASK:** Cooking with children provides practical experiences with opportunities to develop many essential skills across a range of key learning areas. For example, reading and deciphering recipe genres, exploring formal measurement and science inquiry (e.g. change of matter). The experience of creating meals can help build students' self-confidence and lay the foundation for healthy eating habits. Cooking in small groups also requires children to collaborate and take turns in group situations. Following recipes requires problem solving, negotiating and group engagement.

There are many steps in a cooking activity that can promote collaborative learning:

- Negotiating the safety rules
- Choosing recipes
- Cleaning up jobs
- Turn taking
- Problem solving
- Communication.

At the completion of cooking activities ask probing questions to make explicit the collaborative engagements that took place:

- How did you decide who would do what in the cooking activity?
- Did everyone get a fair turn?
- If not, what could you do differently?
- Did you learn anything about your team members?
- What would make the cooking activity work better?

## **PIKELETS**

***Ingredients***

- 1 cup (150g) self-raising flour
- 1 tbs caster sugar
- 3/4 cup (185ml) milk
- 1 egg
- Melted butter, to brush, plus extra knobs to serve

***Method***

1. Sift flour and sugar together into a bowl with a pinch of salt.
2. Whisk milk and egg together, then add to dry ingredients, whisking until smooth.
3. Heat a non-stick frypan over medium heat and brush with a little melted butter. Drop level tablespoonfuls of the mixture into the pan and cook for half a minute or until bubbles appear on the surface.
4. Turnover and cook other side for 1 minute until golden.
5. Allow to cool and serve with butter.





## Three-Legged Race

Game Type: Race

Age: Any

Number of Teams: Two or more

Playing Area: Indoor or Outdoor

Equipment or Supplies: Strip of cloth

Object of Game: Race to the finish line with your partner

### How to Play

1. Divide players into pairs.
2. Mark off a start and finish line.
3. Have children stand side-by-side on the start line and tie inside legs together using a scarf, or strip of cloth.
4. The three-legged pairs must work together to race to the finish line  
**Variation:** Have duos link arms instead and give them something they must carry together, such as a ball, a bucket of water, or balloon.





## Tallest Spaghetti Tower Wins

Working in a team requires planning, communication and turn taking. This activity will also require design skills, maths concepts and patience!

1. Gather the students together in a group. Share with them the introductory video from Molly Strano. Molly Strano is an Australian cricketer. She shares her experiences of collaboration as a team member and in her daily life introducing the activity:

<https://www.youtube.com/embed/0zNsgcT1TfM?feature=oembed>

2. Arrange students into groups of 3–4 or allow to self-select their groups.

3. Give each group the resources that they can use to complete the task – but don't let them touch them until the challenge commences.

4. Share the objectives of the challenge with the students:

- The goal of the task is to design and build the tallest structure that will support a marshmallow
- Each team will be given resources and a set time period (teacher to determine)
- Each team is encouraged to draw a plan of how the spaghetti tower will be built to and discuss building techniques as a group.

5. Before students begin the task, ask if there are any questions about the task?

6. Start the stopwatch to begin the task.

7. Walk around the groups reminding students. • The marshmallow must be on the top of the structure • The structure must be free-standing • Keep students informed about how much time remains.

8. When time is up, each group can present their spaghetti tower. The group shares their plan and explains how they built their tower.

9. Each tower is measured – use a measuring tape – how measuring occurs can be negotiated with the students. Create a table on the whiteboard to record the heights of the spaghetti towers and determine a winning group! At the end of the challenge ask students questions to reflect on how they worked together. Example questions include:

- Was there a leader on your team? Who was it and who decided who the leader would be?
- Was anyone an expert?
- Did everyone assist?
- Did people have particular roles in the group?
- What could you have done better as a group to improve your tower height?
- What was the most important team skill your team used?

Photos of the towers can be taken, and students can write reflective reports to share with other classes or members of the school





## Help save Fred

To do this activity, each group will need the following materials:

- 1 gummy worm (Fred)
- 1 gummy life saver candy (life preserver) – it must be the gummy kind, not the hard kind
- 1 small, clear plastic cup (boat)
- 4 paper clips (rescue materials)
- Optional: Small tray (lake)
- Student instructions
- Optional: Student worksheet



Place the gummy life saver in the middle of the tray. Turn the small, plastic cup (Fred's boat) upside down and place it over the gummy life saver. Finally, place the gummy worm on top of the plastic cup and the four paper clips to the side.



Explain that Fred is a friendly worm who took his boat out on the lake one day. However, Fred wasn't very smart because he forgot to wear his life preserver! Unfortunately for Fred, a strong wind caused his boat to capsize. Now his boat is upside down, Fred is stranded on top, and his life preserver is underneath!

Then have your students work in groups of 2-3 people to (1) turn Fred's boat right side up, (2) get Fred back into his boat, and (3) put on Fred's life preserver.

However, students must follow certain rules:

1. Students may only touch the paperclips. They may not touch Fred, the boat, or the life preserver directly with their hands.
2. Students must not let Fred fall into the lake or he will drown.
3. Students may not injure Fred (e.g., spearing him with the end of a paperclip).



# Humour

[Video hook - https://www.youtube.com/watch?v=AdjRC82ShM](https://www.youtube.com/watch?v=AdjRC82ShM)





Guest speakers –

## Intention

Children feel safe, secure, and supported, Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children develop knowledgeable and confident self identities, Children learn to interact in relation to others with care, empathy and respect, Children become strong in their social and emotional wellbeing, Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. Children interact verbally and non-verbally with others for a range of purposes.

## Implementation

### Resilience Rainbow - yellow

	 <p>Show and tell</p>	 <p>Loose part funny faces</p>	 <p>Giggles, wiggles, jiggles</p>
	 <p>Jigsaw Jokes</p>	 <p>Edible snot</p>	 <p>Laughing meditation</p>
	 <p>Laughter Milkshake</p>	 <p>Sidewalk chalk</p>	 <p>Pizza funny faces</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -





## Show and Tell

SCOPE OF TASK: Show and tell (or show and share) is usually the first opportunity young children have to stand up in front of a small group and speak. This variation requires young children to share something funny with their friends and to say why they found it funny.

1. During group time tell the children about the new Show and Tell activity. Everyone has to share something they find funny.

2. Discuss what funny is:

- What do we do when we find that something is funny?
  - Is laughing fun?
  - What do you find funny?

3. Tell the students that for the next week they will have Funny Show and Tell. That means that they get to bring something to show in class and to tell their friends why they find that it is funny. Give examples:

- A funny book
- A funny story about something that happened
- A photo
- A song
- A dress up
- A dance or movement. Ensure that the children understand that it is something that makes them laugh!

4. Set up a roster for Funny Show and Tell

- Enlist the help of the parents and caregivers by sending a note home. Inform parents and caregivers that the children are exploring humour and building an understanding of laughter. Ask them to help the children choose their show and tell and to remind the children about why they are choosing it.

5. Use probing questions during Funny Show and Tell:

- Why did you find this funny?
- Who else found it funny?
- What did you do when you found it funny?
- How did you feel when you laughed?

The activity will also support:

- Oral language skills and communication
- Group engagement
- Listening skills
- Confidence



## Loose Part Funny Faces

To make some crazy faces you'll need:

- Some cut out facial features (see the resource below)
- Some loose parts.

You could collect some family photos or collect images from magazines. Put out a range of loose parts to for facial features – tooth picks, wooden rings and half rings, string and wool pieces, craft sticks, wooden mosaic shapes, glass nuggets, plastic gems, and some rubber bands.

# crazy faces

picklebums.com

Print and cut out these facial features and make some crazy faces!  
You could use them in collage or art activities, with drawing, or with loose parts to make lots of funny faces.





## Giggles, Wiggles and Jiggles

'I got the wiggles and the jiggles!' Children to copy silly actions.



<https://www.youtube.com/watch?v=KGNuJw93BA>

'Spread kindness around like confetti.'



## Jigsaw Jokes

Activate students' prior knowledge by asking them what is a joke? Remind them you are not asking them to tell you a joke but to explain what a joke is? Questions you could pose include:

- What is a joke?
- Why do you tell jokes?
- Is there a purpose for jokes?
- What does a joke have to be?
- What is funny?
- What isn't funny?
- Does everyone find the same things funny?

Highlight that jokes are not laughing at someone but laughing at the words and how the words are funny.

2. Discuss the features of a joke and provide examples — the joke and the punchline — ensuring the students know the different parts and structure of jokes. Depending on student's prior experience and knowledge you may choose just one joke form to discuss.

3. Ask students if they know any jokes? Get children to share jokes that they know — monitor what students are saying and respond or correct understanding as needed.

4. Share some joke books from the library with the students and read some of the jokes. Gauge what students are finding funny and ask them why? Ask about the structure of the joke.

5. Share the task with the students: Every student gets to choose a joke — either one they know or one they find in a joke book. They have to tell the teacher why they find it funny.

6. Once they have chosen a joke, they write the joke question on one piece of paper and the punch line on the other piece of a paper.

7. When the jokes have been written both parts are placed in a box and mixed up.

8. Each child gets to randomly pick one piece of paper. They read the part of the joke and find the other half of the joke. Instruct them to read their part to another student to see if their part form the joke. This will be very funny as students mix up punchlines and create more funny jokes.

9. Once everyone finds their match assemble the whole group. Each pair reads out the joke they have. The class can then discuss and share opinions:

- Which is the funniest?
- Do any not make sense? 1

10. Finally ask students why it is important to laugh?





## Edible Snot Pots

Use yoghurt pots and fill with green jelly. Leave to set and decorate with icing eyes to create edible snot monster pots. Whilst eating, talk with children about the things they find funny. Does everyone find the same things funny? Why? What's the funniest thing that's ever happened to them? Why is having a sense of humour important?



## Laughing Meditation

This activity is perfect for stimulating laughter in kids. As we know, laughter is contagious and produces many feelings of well-being, including relaxation. You only have to observe the merriment of others in order to begin to feel it yourself. Experiment with these different kinds of laughs to get the giggles rolling.

1. Laugh like a hyenna.
2. Laugh like Santa Clause.
3. Laugh your squeakiest laugh.
4. Laugh your snort laugh.
5. Laugh like you're stuck in a hole in the ground.
6. Laugh your best echo laugh.
7. Laugh your silliest laugh.
8. Laugh like your nose is plugged.
9. Laugh like you are tied to a tree and someone is tickling your toes with a feather.
10. Laugh like you're the jolly green giant.





## Laughter Milkshake

Watch the giggles explode as you drink many laughter milkshakes.

- Explain to kids that you are going to mix your own laughter milkshake.
- Hold your pretend glass in your hand.
- Imagine that you are going to pour in as many funny thoughts as you can.
- Think of times when you were really laughing hysterically, the funniest times you have had. Put those thoughts into your milkshake.
- Shake it all around. Now drink it up and feel your body start to laugh.
- Allow the laugh to take over your body. Laugh and laugh some more.
- Drink three laughter milkshakes and watch everybody else as they drink theirs and begin to laugh too.
- Mix one up whenever you feel the need for some laugh relief.



## Sidewalk Chalk

Try these sidewalk chalk ideas with children outside on the playground. Get children to come up with their own and vote for which idea brought the most smiles to children's faces.

Discuss the importance of laughter, cheer and humour and talk to children about how we could create more laughter and smiles for one another at school.





## Pizza Funny Faces

Children to make funny face pizzas (can use wraps to make task quicker). Show children examples and discuss. Children to decorate using a variety of vegetables etc. Children to make the funniest face they can using the ingredients. Children to peer review each other's – who made the funniest face? Talk about the role laughter and humour plays in our lives.





# Mindfulness

Video hook - <https://www.youtube.com/watch?v=awo8jUxlm0c>






Guest speakers – Yoga teacher

## Intention

recognise emotions, recognise personal qualities and achievements, understand themselves as learners, develop reflective practice, express emotions appropriately, develop self-discipline and set goals, work independently and show initiative, become confident, resilient and adaptable.

## Implementation

### Resilience Rainbow - Blue

	 <p>Pinwheels</p>	 <p>Bubble magic</p>	 <p>Breathing wands</p>
	 <p>Minute of listening</p>	 <p>Breathing Buddies</p>	 <p>Mindful Eating</p>
	 <p>Mindful Music</p>	 <p>Cup of peace</p>	 <p>Mindfulness jars</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -





## Pinwheels

Pinwheels: Perfect for inside or outside use. Children and students concentrate on the movement of the pinwheel in the breeze as it turns – does its movement change as its position in the air changes? If inside, focus can be on the breath as it moves the pinwheel – fast/slow, long/deep breaths and how long the wheel spins before stopping.



## Bubble Magic

Blowing bubbles: Focus on calm, slow, deep breaths – exhaling to blow the bubble – inhaling in preparation for the next bubble. Take time to watch each bubble – where did it go, what did it look like, how long did it last?



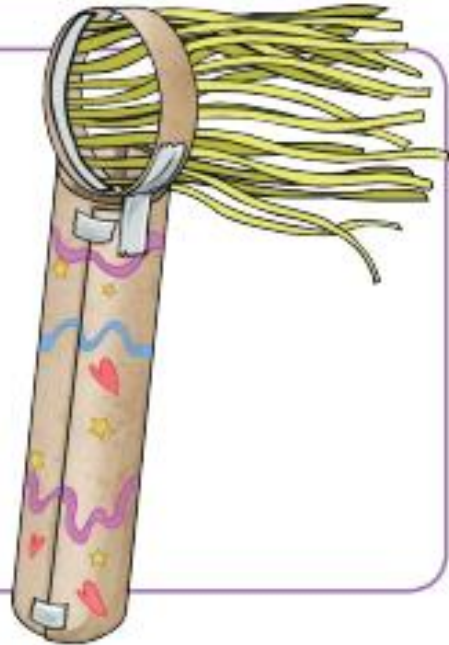


## Breathing Wands

# How to Make a Breathing Wand

### You will need:

- A kitchen roll tube
- Scissors
- Resources to decorate the tube
- Sticky tape
- White glue
- Lengths of ribbon, streamers, strips of tinsel or strips of tissue paper



### Instructions

1. Cut a 3cm piece off the end of the kitchen roll tube.
2. Decorate the large part of the kitchen roll tube using felt tips, paint or sequins. You can put on anything you choose!
3. Put glue around the inside of the 3cm piece of the kitchen roll tube.
4. Press the ribbons (or similar) into the glue.
5. Leave it to dry.
6. Attach the small piece of the kitchen roll tube to the large piece using two pieces of sticky tape at the bottom on either side.





## Minute Of Listening

Sign up for a free account using the following link <https://www.minuteoflistening.org/>.



Children to listen to a minute of listening from various sources. This goes through what it means to be a mindful listener and then includes a range of questions linked to the piece of music they have listened to.

## Breathing Buddies

- Get 1 sock.
- Use stuffing to put inside the sock; after the head of the Buddy is full, add a rubber band.
- Repeat step 2 four times so the Buddy has 5 bumps. Tie off the top of the sock using a rubber band.
- Using a Sharpie, have the child draw a face on the toe-end of the sock.
- Add pipe cleaners for antennae or bows
- Practice breathing: using one finger, slide slowly over each bump. Breathe deeply for each bump on the Buddy.





## Mindful Eating

Use cosmic kids yoga to help children practice mindful eating. You will need something to eat for this activity e.g. blueberries, strawberries. It would also be useful to have some different items for children to smell e.g lavender, cinnamon or mint. Children will also need to have access to some sounds such as: birds tweeting, bees buzzing etc.



<https://www.youtube.com/watch?v=2oF5JL-Q-O0>

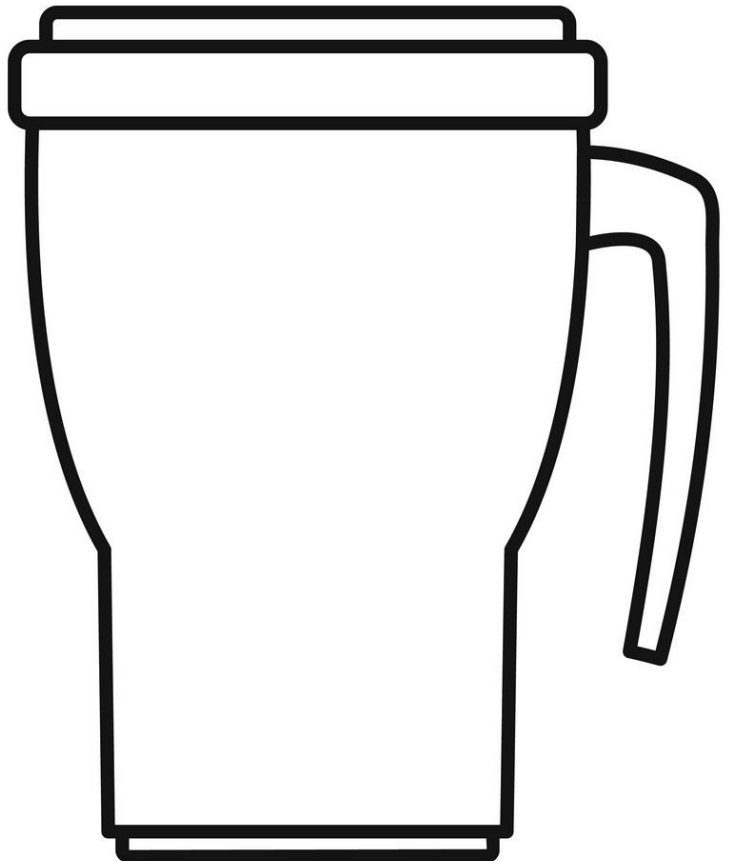
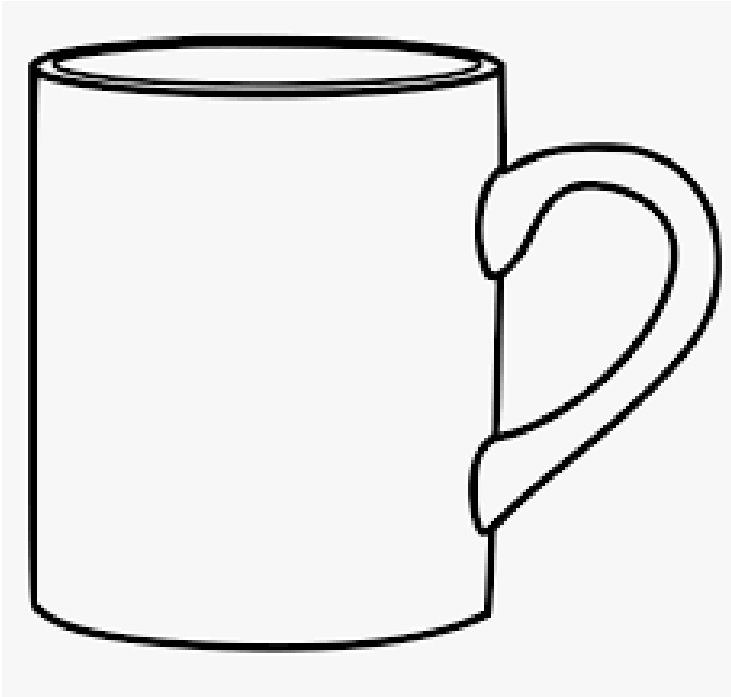
## Mindful Music

Mindful music: Choose the music - a slower tempo can quiet the mind and relax muscles creating a calm and soothing feeling. Likewise, sounds of nature, rain and thunder may also be relaxing, particularly when mixed with other music such as classical, light jazz or easy listening music. Ask children and students to close their eyes, lie down or sit comfortably and allow themselves to get lost in the music – blocking other thoughts. Explore the song - listen to the different instruments and sound of the voice – separate each sound and concentrate on it. Become immersed in the song only.



## Cup of Peace

Children to think about the things that bring them peace and design a 'cup of peace'. Use the templates provided for children to record in the cups what helps them to relax and where their 'safe spaces' are e.g. reading in a hammock, drinking a cup of tea in bed, walking in the forest. Then at the end of the session enjoy a hot drink together.



## Mindfulness Jars

Glitter jar: Each child or student in a class can have a personally made glitter jar. The jar is shaken to move the glitter around and then time is taken to sit and watch the glitter and how it moves. Does it move quickly, swirl, stick together? You can also count slowly to see how long the glitter moves for. This activity can be done as a class or individually throughout the day.



'Spread kindness around like confetti.'



# Perspective

Video hook - [https://www.youtube.com/watch?v=r\\_cnk\\_yObRQ](https://www.youtube.com/watch?v=r_cnk_yObRQ)

<https://www.youtube.com/watch?v=CYD8zRDae1I>


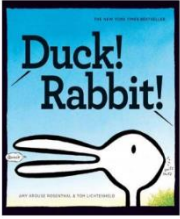

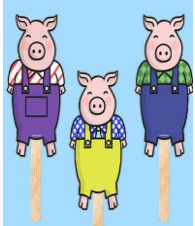

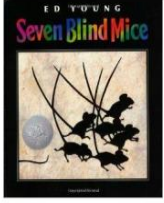
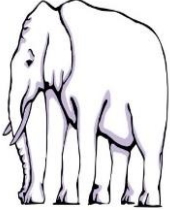


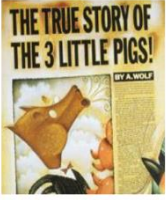


Guest speakers – Artist

## Intention

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, children respond to diversity with respect, children become aware of fairness, Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating, children transfer and adapt what they have learned from one context to another, children interact verbally and non-verbally with others for a range of purposes, children express ideas and make meaning using a range of media children use information and communication technologies to access information, investigate ideas and represent their thinking.

## Implementation

### Resilience Rainbow - Violet

	 <p>Duck! Rabbit!</p>	 <p>The Chair of Perspective</p>	 <p>Puppet perspectives</p>
	 <p>Seven Blind Mice</p>	 <p>Perspective Pictures</p>	 <p>Snowy Day Perspectives</p>
	 <p>The True Story of The Three Little Pigs</p>	 <p>What's In The Picture?</p>	 <p>Perspective discussion cards</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -



## **Duck! Rabbit!**

### SCOPE OF TASK:

1. Gather all children into a space for story time
2. Introduce the book, Duck! Rabbit! to the whole group of children. Explain to the children that the book is about two people who see different animals while looking at the same thing.
3. Read the story or click on the link to hear the story narrated:  
<https://www.youtube.com/embed/XC84ee9dTMc?feature=oembed>
4. Activate prior knowledge. Ask children:
  - What sounds do ducks make?
  - What sounds do rabbits make?
  - How do ducks and rabbits move?
  - What else do they know about ducks and rabbits?
5. Question the children:
  - What animal can you see on the cover of the book?
  - Why do you say that it is a duck or a rabbit?
6. Make a graph with children indicating what they think the animal is – display it in a space where it can be referred to by children
7. Throughout the story ask the children if they have changed their perception of what the animal is – why?
8. At the end of the story re-create the graph and compare with the original. Have opinions changed?
9. Questions to prompt conversations about different perspectives and points of view include:
  - Do we know for certain what type of animal it is?
  - Who is correct? Is there a correct answer?
  - Are there times when there is no “right” or “wrong” answer?
  - What do you do when you and your friends disagree about something?
  - When is it okay to disagree?
  - Do we always have to reach the same conclusions? • Can we still be friends and disagree?





## The Chair of Perspective

For this perspective taking activity, you'll need:

- 2 chairs
- 2 people
- Both people sit in a chair, facing each other

One person (person A) says, "Tell me what you see behind me," and the other person (person B) names a few objects that they can see.

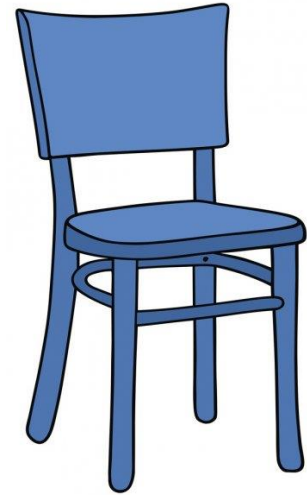
If you want to be more specific and concrete, you can say, "Name two (three, four, etc.) objects you see behind me."

Now it is person B's turn to ask person A to describe or name the objects that they see behind person B.

Both people will likely respond with different objects because they are each seeing the room from their own unique position in the room. They are simply sharing what they see from their point of view and perspective. For example, person A might see a poster and a window while person B might see a stack of books on a table and a bowl of fruit.

Next, both people switch chairs.

Once seated in the opposite chair, both people can begin to see the room from the other person's perspective and position in the room. They start to see the objects that they couldn't see previously because they now sit in a different position and have a different point of view.

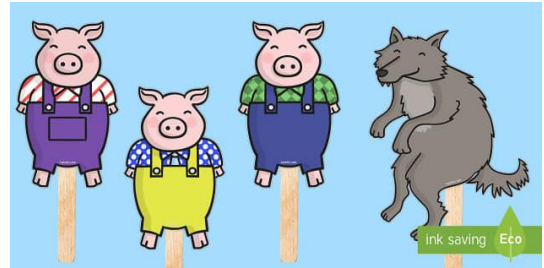






## Puppet Perspectives

Develop skills through role-play: Role-playing exercises, including acting out skits or puppet shows, can strengthen perspective-taking skills as students get into the mind-set of another person to understand their thoughts and feelings. How about role-playing the three little pigs with puppets – why did the wolf want to blow the house down? How was he feeling? Was he starving? Lonely? Had the little pigs done something to annoy him? Encourage children to think of it from the wolf's perspective.





## Seven Blind Mice

### SCOPE OF TASK:

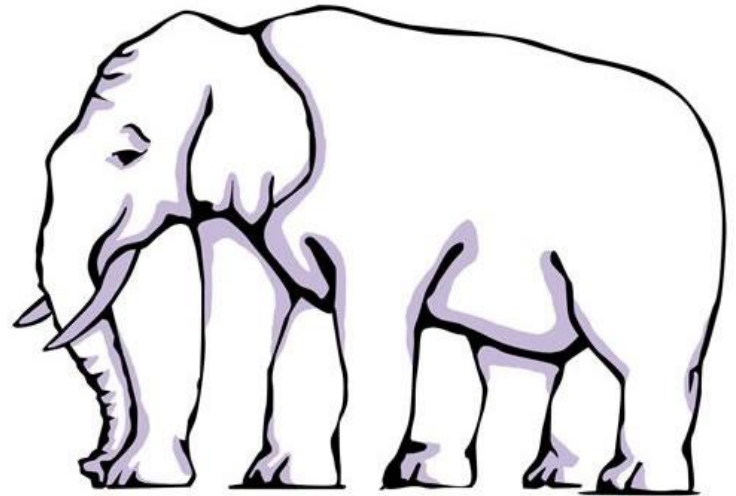
1. Activate students' prior knowledge by playing a game of 'Feely bag'. Place objects in a bag and take turns to blindfold a child – ask them to feel an object and describe what they feel (but cannot see). This game encourages thinking skills, including perception, prediction and analysis. Ask questions:
  - How did they work out what the objects are?
  - How did they know? (are they relying on previous experiences and knowledges?)
2. Introduce/outline the story of Seven Blind Mice. Tell the students that they will need to pay close attention to what each character (mouse) believed what they saw (their perspective) beside the pond.
3. Read aloud Seven Blind Mice or listen to the story narrated by Bianca Chatfield:
4. Stop after each mouse's description of the object (pillar, snake, spear, cliff, fan, rope) and have students tell you what they think the object standing beside the pond is. Red Mouse Green Mouse Yellow Mouse Purple Mouse Orange Mouse Blue Mouse Pillar Snake Spear Cliff Fan Rope Questions could include:
  - What did the final white mouse see?
  - How did the white mouse determine what the object was?
  - What did he use to decide it was an elephant?
  - Were the other mice wrong when they described what they saw?
5. Discuss how each seven mice had a different point of view even though they were talking about the same "strange something" in their pond - an elephant. Ask students questions:
  - Why might each of the first 6 mice have a different perspective?
  - What are they seeing?
6. Draw out the students understanding of different people's point of views. For example:
  - Considering the whole picture and combining everyone's ideas
  - Part of a whole story
  - Two or more sides to every story
7. The inquiry can be completed with a discussion as to why it is important to consider the perspectives of others.
  - Have you and a friend ever seen the same thing in different ways?
  - How do you feel when someone doesn't agree with what you see?
  - Are other people's perspectives as important as ours?
  - Why do people have different perspectives?
  - Why is it important to try to consider the whole picture?



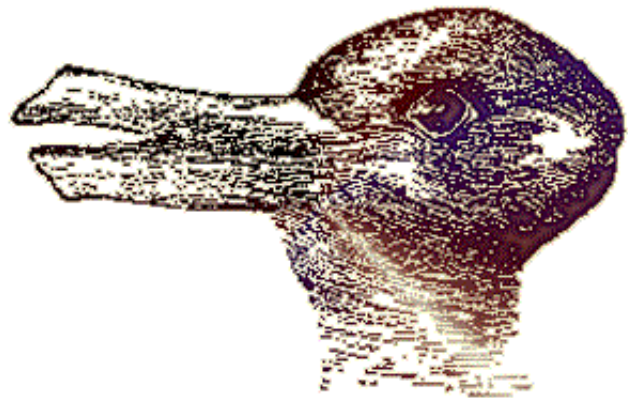


## Perspective Pictures

How many legs do I have?



How many different animals do you see in this image?



What do you see in this image?

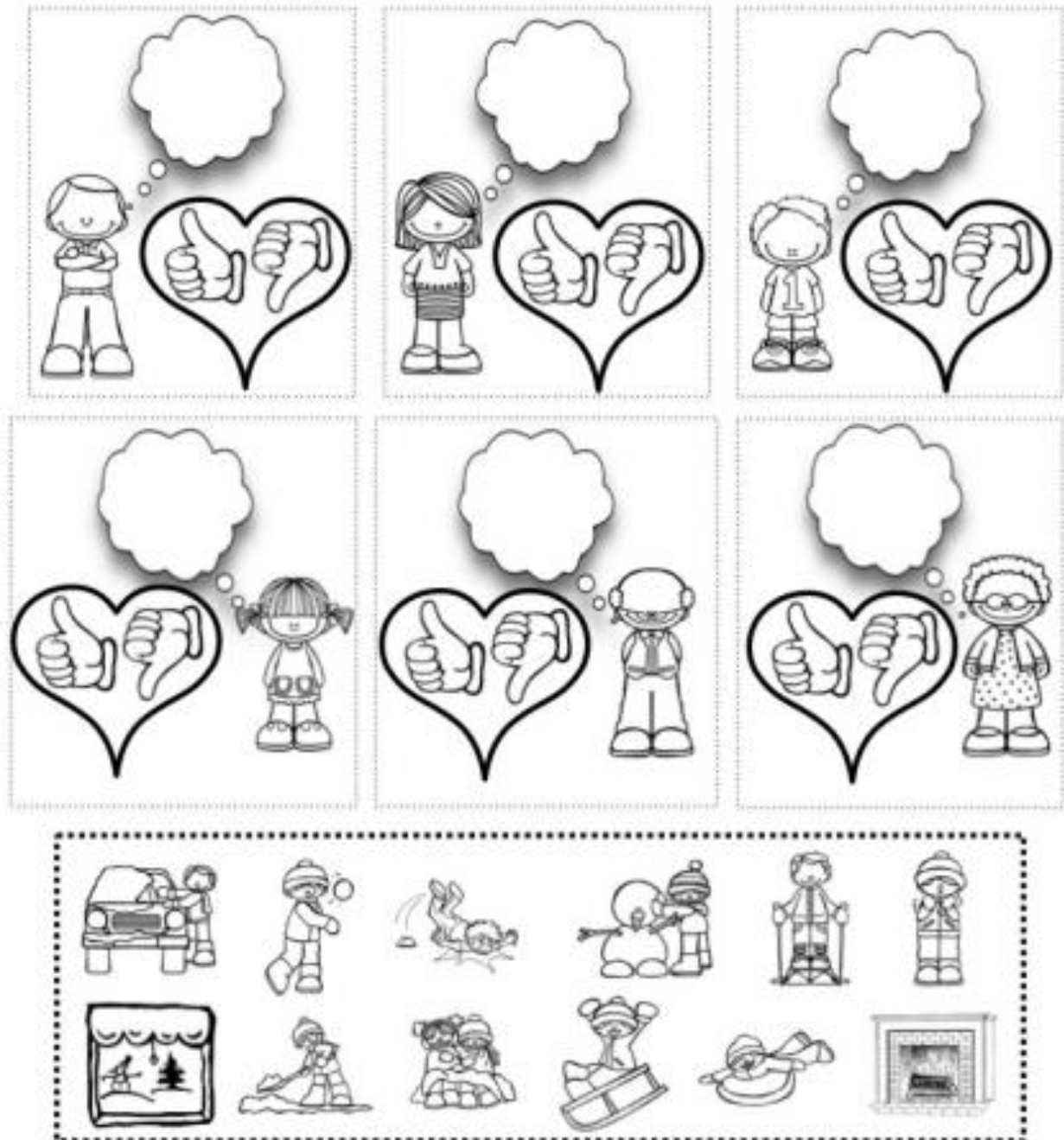


'Spread kindness around like confetti.'



## Snowy Day Perspectives

What could each of these people be thinking about when it snows? Cut out and glue the answer in their thought bubbles. Then circle the thumbs up or thumbs down to say whether they like snow. Is it ok for us to all feel differently about something? Can we still be friends if one of us likes snow and the other doesn't?





## The True Story Of The Three Little Pigs

### SCOPE OF TASK

1. Activate the prior knowledge of students by asking for volunteers to share their recollections of the traditional version of The Three Little Pigs
2. Read a version of the original Three Little Pigs
3. Write the key elements of the story on chart paper as shared by the students
4. Explain that you will read another version of the story: The True Story of The Three Little Pigs! or click on the link to hear the story narrated:  
<https://www.youtube.com/embed/QSSIC5NBgCg?feature=oembed>
5. Discuss how this story is told by the wolf and the original story is told by the pigs – two different perspectives of the same story
6. Break students into small groups to create a Venn diagram listing the different points of views that the wolf and the pigs have in the different versions of the stories.
7. Small groups share their findings with the whole group and a class list of the different points of views can be constructed. Questions that might prompt the class conversation:
  - Which perspective do you agree with? Why?
  - Do you think the wolf is trustworthy? Why?
  - Why do you think the author chose to tell it from that point of view?
  - Who else might have a point of view in the story?
    - How would the story change if it was told from another point of view (e.g. Little Red Riding Hood)?
8. The inquiry can be completed with a discussion as to why it is important to consider the perspectives of others. Do the students have personal examples as to how they felt when considering others or being considered? Extension: Students explore alternate perspectives in other fairy tales e.g. Cinderella, Goldilocks and the three bears.





## What's In the Picture

Call on 2 students to come up the front and tell them that they are going to look at part of a photo. Give the top half of a photo to each student. The whole group of students can see the parts of the photo, but the 2 students at the front of the class cannot. Ask each student to draw or describe the other half of the photo according to their own perspective. Ask the students to share what they drew and how they perceived the rest of the photo. Compare the 2 students' viewpoints. Were they the same, similar or completely different? Why? Why should we be aware of others' perspectives? How does understanding other's perspectives help us?



'Spread kindness around like confetti.'



## Perspective Discussion

<p>Toshua and Luke have been best friends since they were 5. They are now 15. Recently, Luke has been finding Toshua quite frustrating to spend time with. Little things that Toshua does are becoming quite annoying for Luke. Luke has just snapped at Toshua over something small.</p> <p>Tell 3 different things that Toshua is thinking.</p> <p>Tell 3 different things that Luke is thinking.</p>	<p>Michael and Suzanne are practicing for a duet in the ensemble performance on Saturday night. Michael is great at piano and wants to be a musician one day. Suzanne finds piano difficult. She is only learning the piano to make her parents happy.</p> <p>Tell 3 different things that Michael is thinking.</p> <p>Tell 3 different things that Suzanne is thinking.</p>	<p>Damian hates being at home – he always fights with his brothers, and his parents make him do a lot of chores around the house. Korinne loves being at home. It is Friday afternoon.</p> <p>Tell 3 different things that Damian is thinking.</p> <p>Tell 3 different things that Korinne is thinking.</p>
<p>Cassie and Johanna both auditioned for the netball team. Cassie got a position on the team, but Johanna did not.</p> <p>Tell 3 different things that Cassie is thinking.</p> <p>Tell 3 different things that Johanna is thinking.</p>	<p>Vinny has just asked his parents if he can go to an unsupervised party on Saturday night. His parents have said no.</p> <p>Tell 3 different things that Vinny is thinking.</p> <p>Tell 3 different things that Vinny's parents are thinking.</p>	<p>Pam and Angela are on their way to their grandma's house. Pam loves catching up with her grandma. Angela does too, but she knows she talks a lot, and she has a lot of homework to do today.</p> <p>Tell 3 different things that Pam is thinking.</p> <p>Tell 3 different things that Angela is thinking.</p>
<p>Jessica and Chloe have agreed to go for a run together. Chloe is into fitness and loves to push herself. Jessica does not love fitness but loves catching up with Chloe.</p> <p>Tell 3 different things that Jessica is thinking.</p> <p>Tell 3 different things that Chloe is thinking.</p>	<p>Lisa and Jordan are at a cosmetic store. Lisa thinks it's okay to do a face full of makeup using testers before they go to a party. Jordan disagrees.</p> <p>Tell 3 different things that Lisa is thinking.</p> <p>Tell 3 different things that Jordan is thinking.</p>	<p>Zac and Dylan work together. Zac tends to spend his work shifts speaking badly about others. Dylan finds the way Zac speaks about others disrespectful.</p> <p>Tell 3 different things that Zac is thinking.</p> <p>Tell 3 different things that Dylan is thinking.</p>

Use the cards to discuss different perspectives with the students.



# Positivity

Video Hook –  
Guest Speaker -

## Intention

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children learn to interact in relation to others with care, empathy and respect, Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, Children respond to diversity with respect, Children become aware of fairness, Children become socially responsible and show respect for the environment, Children become strong in their social and emotional wellbeing, children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

## Implementation

### Resilience Rainbow - Indigo



Wear a smile



Build a lego/ duplo rainbow



Play a game with your friend



Loving kindness meditation



Positive affirmations fortune teller



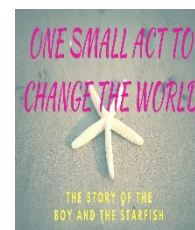
You did it jar



Positivity self-portrait



Slinky character trait person



The star thrower

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -

'Spread kindness around like confetti.'





### **Wear a smile**

Chose an activity that makes you smile, sit with an adult or friend and complete your favourite activity together.

### **Build a Lego/ Duplo rainbow**

Using Lego or Duplo build a rainbow and display this in the classroom, to make others smile.

### **Play a game with your friend**

Choose a friend or adult to play a game with you. It could be a board game or an outdoor game, or a game with the parachute.

### **Loving kindness meditation**

Think of loved ones and send positive thoughts. The 4 main positive thoughts are:

- May you feel safe
- May you feel happy
- May you feel healthy
- May you live with ease

### **Positive affirmations fortune teller**

Print off the positive affirmations fortune teller template from Twinkl, or make your own. Go round your classmates and read them their positive fortune affirmation to brighten their day.

### **You did it jar**

Get a jar for the class, ask parents, carers, teachers, support staff to make a positive comment about something you have done well. Celebrate this with your classmates and add it to the jar.

### **Positivity self-portrait**

Using a picture of a mirror (templates are available on Twinkl) draw yourself in the mirror then label the positive/ good points about yourself. Share these with your classmates and see if they agree.

### **Slinky character trait person**

Draw a picture of your face and feet, then cut these out and stick them to the top and bottom of a sheet of paper. Fold the paper in a concertina and write positive words about yourself on each line. Keep these to remind yourself what a wonderful person you really are.

'Spread kindness around like confetti.'



### Watch 'The star thrower' on YouTube

<https://www.youtube.com/watch?v=a0m6KJwwyNk>

Watch the youtube clip, discuss how the young man made a difference, then research and write about a historical figure who changed something in the world, e.g. Nelson Mandela, Albert Einstein, Bill Gates, etc. Share with your classmates how these people positively changed the world.



# Gratitude










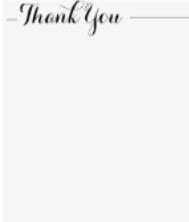


Video Hook -  
Guest Speaker -

## Intention

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children learn to interact in relation to others with care, empathy and respect, Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, Children respond to diversity with respect, Children become aware of fairness, Children become socially responsible and show respect for the environment, Children become strong in their social and emotional wellbeing, children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

## Implementation

### Resilience Rainbow - Green

	 <p>Thank you song</p>	 <p>Bake thank you cakes/biscuits</p>	 <p>Gratitude tree</p>
	 <p>Scavenger Hunt</p>	 <p>Thank you card</p>	 <p>Gratitude tree</p>
	 <p>Thank you letters</p>	 <p>Random Act of Kindness</p>	 <p>Gratitude tree</p>
<h2>Impact</h2> <p>Pupil Voice - Parent Voice - Staff Voice -</p>			



## **Thank you song**

Listen to and learn the thank you song -

<https://www.youtube.com/watch?v=0eEkWvekQiE> Can your class do a recorded performance of the thank you song to share with someone you would like to thank.

## **Thank You Cakes**

Think of someone you would like to say thank you to and what kind of flavour food they might like. Follow a recipe to make buns or biscuits and then deliver your thank you treats.

## **Gratitude Tree**

Central whole school display. Have a large tree drawn/built for staff, children and parents to add their Thank you leaves to. Copies of blank leaves to be given out to each class and decorated with symbols/photographs/pictures or words to offer thanks or symbolise something we are thankful for.

## **Scavenger Hunt**

<https://www.twinkl.co.uk/resource/t-he-653-kindness-scavenger-hunt-activity-sheet>

Complete as many of the kindness challenges as possible. I wonder who will be able to show their kindness and complete all of the challenges.

## **Thank You Card**

Think carefully about someone you would like to give thanks to. This may be someone in your family, school or wider community. Discuss about why we should say thank you.

Design and make a card for the person or organisation you would like to thank. Think about the message you would like to write inside your card to explain what you are thankful for.

Post the card and see if you get any replies.

## **Gratitude Tree – see above**

## **Thank You Letter**

Have a discussion about gratitude and why it is important. Can you think of a time when someone said thank you to you and how did it make you feel?

Discuss who you might want to thank. This could be someone in your family, friends or wider community.



Write a letter to that person or organisation expressing why you want to thank them. Post the letters out and wait for a reply.

### **Random Act of Kindness**

Discuss what a random act of kindness is as a class. Think of someone you might like to thank through a random act of kindness – this may be making them a gift, baking a treat, offering to help with a job or anything else that you know will make that person smile. Keep a record of your random acts of kindness and share them at the end of the week.

### **Gratitude Tree – see above**



# Self-acceptance

Video hook - <https://www.healthforkids.co.uk/staying-healthy/building-your-character-self-esteem/>



Guest speakers – Mental Health Nurse

## Intention

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency, Children develop knowledgeable and confident self-identities, children learn to interact in relation to others with care, empathy and respect. Children are connected with and contribute to their world, Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation, Children respond to diversity with respect, Children have a strong sense of wellbeing, Children become strong in their social and emotional wellbeing, Children take increasing responsibility for their own health and physical wellbeing.

## Implementation

### Resilience Rainbow - Yellow

	 <p>Investigating feelings</p>	 <p>Compliment Kings and Queens</p>	 <p>I am special mirror</p>
	 <p>Reach of The Week</p>	 <p>Garden of Greatness</p>	 <p>My box of awesomeness</p>
	 <p>Ferdinand</p>	 <p>Self-esteem shield</p>	 <p>Body Tracing Affirmation</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -



## Self-acceptance - Investigating Feelings

Use the cards below to play the following games:

Guess the feeling – Hold up cards and get others to name the emotion/feeling

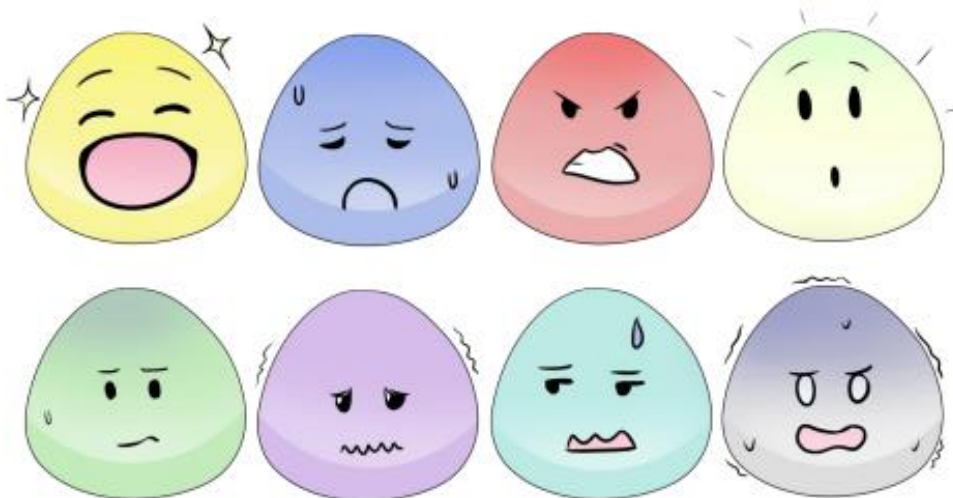
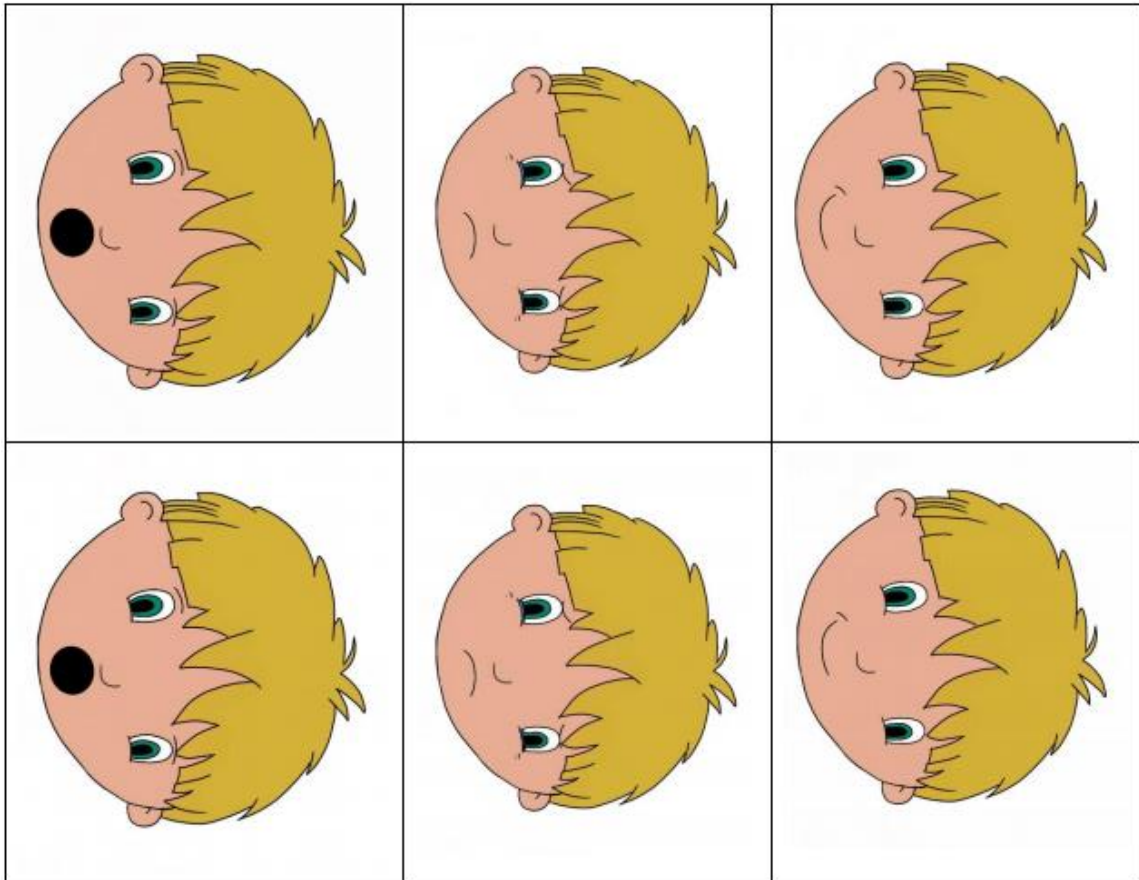
Make a face: children to choose a card and make a face for other children to guess the emotion.

Memory: Children to see if they can remember where certain emotions are to gain points for the class.

What is the emotion?: Children to act out different emotions for their peers to guess.



## Investigating Feelings- Self Acceptance



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## Compliments Kings and Queens

Discuss what compliments are and how they make us feel. Children to take it in turns to wear a crown and cloak and become compliment kings and queens. The other children then compliment whoever is wearing the crown. Display photos of children with some examples of the compliments to provide a self-esteem display.



## I am Special

Circle time – discuss with children what makes them special? How are they the same and different from one another? Ask children what they are good at? What would they like to get better at? Children to create an 'I am Special Mirror' and say 3 things that make them special when looking into it.



## Reach of the Week

Set positive goals that you can achieve 'reach of the week' can be a positive theme for pupils to set themselves an aim to work towards – this might be academic but, could also be other things such as being kind, getting more sleep etc

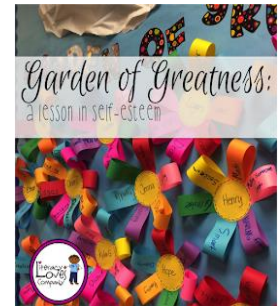
Discuss reflection as a journey that enables us to think about where we have travelled and where we could go next. Discuss the idea of a rucksack that children can pick up skills and thoughts to learn along the way. This rucksack could remain metaphorical or could be something the children physically make and then add thoughts and achievements into during the school term





## Garden of Greatness

Use two pictures: one of a child frowning and looking down, the other of a child smiling and looking confident. Have the students brainstorm words to describe each of the kids. Then introduce them to the terms self-esteem and self – acceptance. Brainstorm a list of things that the students are good at, things that make them feel important, or things that make them feel unique and special. Use strips of bright coloured paper and a circle for them to write their name on. Students glue between 4 and 8 of the strips onto the back of the circle. Turn over the flowers to the front side and write ideas off of their list onto the strips of paper.



## My Box of Awesomeness

Have the children decorate a box. They can store anything that makes them feel proud or good about themselves in the box. Maybe they will want to keep their swimming award in the box or an assignment from school that they did a good job on completing. You can also put notes of encouragement in the box. Whenever they are feeling down they can look in their box and feel better about themselves.



## Story of Ferdinand

### SCOPE OF TASK:

1. Activate students' prior knowledge by asking students what they know about bulls
  - What do they look like?
  - Are they pets? Why? Why not?

Create a table and in one column list attributes associated with bulls writing them on the whiteboard. These could include: big, fierce, wild, farm animal – what new vocabulary words can be included?

2. Introduce the book *The Story of Ferdinand* and tell the students that they are to pay attention to the character's personality and nature and whether he is a typical bull.

3. Read aloud *The Story of Ferdinand* or click on the link to hear the story narrated:

4. Ask the students to recap the story and encourage them to share opinions:
  - What happened to Ferdinand?

- Why was Ferdinand different?
- What is bull fighting in Spain?

5. Create another column in the table and list all the words that the students use to describe Ferdinand. Discuss the differences that can be noted between the two lists.

6. Ferdinand can be described as a sweet and peaceful bull which is not normally how bulls are described. Introduce the word stereotype and how sometimes we presume things about people. Highlight the importance of not assuming things about someone until you get to know them.



'Spread kindness around like confetti.'



7. Question the students about how they feel when they are different to others:

- What makes people unique?
- What are the characteristics that make them individuals?

8. Tell the students that we are going to explore the characteristics that make each one of us a unique individual.

9. Organise the students into pairs and set them questions which help them explore similarities and differences. Questions can be created for the specific group of students but could include:

- What is your favourite colour?
- What is your favourite food?
- What sport do you like to play?
- Do you live in a house or apartment?
- Who do you live with?
- Where have you travelled?
- What do you think is your most special feature?
- What is your favourite book?
- What makes you unique and different?

10. Ask students to report back to the group identifying the unique characteristics they have discovered about each other.

11. Complete the activity by reflecting on how important it is to accept our and others' differences highlighting that it is important to be yourself and celebrate uniqueness.



## Self – acceptance Shield

Students to create a shield that shows what makes them special, positive affirmations such as, 'I am' 'I can' and things that make them happy. Students can use cutouts from magazines etc. See examples below :



## Body Tracing Affirmation Activity

Ask students to voice what they like and admire about one another. Children to take it in turns to draw round one another to form an outline of a body. Students to then write positive affirmations about that person within the outline.



'Spread kindness around like confetti.'



# Humility

Video hook - [https://www.youtube.com/watch?v=1h\\_Rn-hR5is](https://www.youtube.com/watch?v=1h_Rn-hR5is)

Guest speakers –

## Intention

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. Children respond to diversity with respect. Children become aware of fairness. Children become socially responsible and show respect for the environment. Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. Children take increasing responsibility for their own health and physical wellbeing.

## Implementation

### Resilience Rainbow - Violet

	 <p>Window words</p>	 <p>Pin the Tail on The Rabbit</p>	 <p>Humble hands</p>
	 <p>If humble/boastful was a ...</p>	 <p>Mr/Miss Boastful/ Humble</p>	 <p>Humble Plates</p>
	 <p>Walk humbly craft</p>	 <p>Boastful or humble</p>	 <p>Thankful for Thankless jobs</p>

## Impact

Pupil Voice -  
Parent Voice -  
Staff Voice -



## Window words

Stand outside a glass window or glass door and take turns trying to communicate with those inside. Start by saying simple phrases and move to sentences? Can the children inside understand what you are saying? We should not take these things for granted as each of these things are a gift.

- Speech is something lots of us have in common however not everyone is this lucky:
- What happens to our ability to communicate when we don't have the use of our mouths?
- Which is more valuable: the use of our eyes, the use of our ears or the use of our mouths?
- We are all made the same - discuss.
- Discuss the word humble – what does it mean? Why is it important that we are humble?



## Pin the Tail on the Rabbit

Play Tape the Tail on the Bunny. Print or draw a picture of a rabbit on some poster paper (minus the fluffy tail). Put tape on some cotton balls and have your children take turns trying to accurately tape a tail on the rabbit while wearing a blindfold.

- Sight is something that lots of us have in common – but not everyone is lucky enough to have this sense...
- How hard was this task without being able to see?
- Why does our sense of sight make it easier?
- Why do you think some people need to boast about things that make them 'special'.
- Is it a good thing to boast? Why? Why not?
- Can we be proud without boasting? How?





## Humble Hands

This is a version of tag where you help each other out. It will require a large group of students. You start with one 'it' person. The 'it' person must tag another person and say something nice about them. Now, there are two 'it' people. You continue to tag and say something nice about everyone tagged until there isn't anyone left.



## If Humble was a....If boastful was a....

Talk to children about the words humble and boastful. What do they mean? Role-play some situations for each one e.g I've got a new pair of shoes and I'm telling my friend how expensive they were and how shiny and beautiful they are. Once they have a good understanding of the language discuss the following:

If humble/ boastful was a ..... What would it be and why?:

- Colour
- Sound/ music
- Action
- Holiday
- Taste
- Smell



## Little Miss/Mr Boastful or Humble

Look at a range of Mr Men characters and discuss how they represent each feeling. Can we create characters for Boastful and humble? What would they look like? What colour would they be? What attributes would they have? Children may include phrases such as "I'm better than you" or "Ha ha. I won!" Discuss with children why people sometimes feel the need to boast. How could we help people with these feelings?





## Humble Plates

Students love colour. Allow them to spark their creativity with paper plates. Provide plates, markers, paints, etc. On the plate, they should draw or create something that is more powerful than them. Discuss how the different things children have drawn that are more powerful e.g. the sun, the wind, the sea, lightening, fire etc. The queen is very powerful, is she boastful? Discuss again how although we have many amazing elements which we should be really proud of, we do not need to boast. How can being boastful hurt others?



## Walk Humbly Craft

Children to create walk humbly flip flops as pictured. What does it mean to walk humbly? How can we be humble in our everyday lives?



## Boastful or Humble

Present children with a series of scenarios where they can choose to be boastful or humble, such as winning a game, getting an A on a test or giving someone a gift. Have children give a boastful response and a humble response to the scenario. For example, a child could pretend to brag about winning the game to demonstrate boastful behaviour and say "good game" to the other players to demonstrate humility. Talk about how everyone involved would feel for each scenario to emphasize why choosing to be humble is the better option.



## Thankful for Thankless Jobs

There are many people who perform thankless jobs that make your child's life easier. This could be a nurse, teacher, janitor, librarian or someone who organizes a community event. Start by helping your child identify these selfless people. Next, provide materials for your child to create thank you cards to give to these people. Helping your child see how they benefit from others humility, can help them become more humble too.



'Spread kindness around like confetti.'