

UNIT 2



KEEP CONNECTED

Unit 2 – Keep Connected



Overview

The main focus of this unit is the importance of relationships and the contribution other people make to our wellbeing. Our sense of security and belonging is helped when we understand that we are part of a network of people who are special to us. Research finds that people who have caring and positive relationships are happier, healthier and live longer¹. Even just one loving and encouraging person can help make a big difference to a child's life, especially if they are facing multiple risk factors².

Researchers have proposed that all people have an innate need to belong to social groups³. Providing opportunities for children to participate in and belong to groups within school and their communities such as sport, art or hobby groups, youth clubs or faith groups has been associated with an enhanced sense of worth and increased self-confidence⁴. Many studies have identified that good social and interpersonal skills such as warmth and empathy can be a key protective factor as people move through the ups and downs of life⁵.

Key messages to communicate

1. Relationships are important for our health and wellbeing

In this section, we will look at the importance of feeling loved and cared for and how it can help us to grow physically, cognitively, socially and emotionally⁶. Through this unit pupils will be encouraged to think about who is special to them or on their 'back up team'. It may be someone they see regularly or not often, young or old and may even include a pet or a toy. It is important to identify who makes up the team of people they can go to for support when they are feeling low or need help.

2. Belonging to a group can be a good way to build friendships

This section will be getting pupils to consider which groups they belong to already or might like to belong to. Groups might be small ones around an interest or a hobby or larger groups like schools and community organisations. It will provide a chance to explore with children why being part of a group contributes to our feelings of wellbeing.

3. Good relationships are a two-way thing

Making friends and keeping them is an important life skill. We need to learn that it takes time, effort and most importantly knowledge and skills to do it well. The good news is that most of what goes into being successful at getting along or working with others can be learned. Good listening and communication skills are ways we can be a good friend and be part of the back up team for others.



Role Model It

Share with your class about who the special people are in your life and how often you see them. This will help the children to learn that we all have a variety of people who are important to us.

Assembly notes

Launch assembly

Suggested music for children entering: 'Connected' by Stereo MCs

The video clip is 'The Power of Union is Strength – Crabs v Ants v Penguins Advertisement' available on YouTube: www.youtube.com/watch?v=jop2l5u2F3U

Reflection assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of absolute quiet as the children enter the hall. Suggested music to play for children entering: 'Rhapsody on a Theme of Paganini' from the *Somewhere in Time* original motion picture soundtrack.

You can play the version of the poem 'The Race' on YouTube - www.youtube.com/watch?v=7NsWghmFeRQ or www.youtube.com/watch?v=G093etlWR9k

Sharing assembly

Suggested music for children entering: 'Connected' by Stereo MCs

Additional information

TED TALK: Rita Pierson – Every Kid Needs A Champion
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Kids Matter – Growing Together in Relationships
www.kidsmatter.edu.au/sites/default/files/public/images/KMEC20102312-C2RP-Growing-together-in-relationships-HR.pdf

Hands on Scotland Website
www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/good_relationships/good_relationships.html

References

- 1 Huppert, F A (2008). *Psychological Wellbeing: Evidence regarding its causes and consequences*. State of the science review SR-X2. UK Government Foresight Project, Mental Capital and Wellbeing.
- 2 Kaufman, J, Yang, B, Douglas-Palumberi, H, Houshyar, S, Lipschitz, D, Krystal, J, and Gelemter, J (2004). Social supports and serotonin transporter gene moderate depression in maltreated children. Available at: www.pnas.org/content/101/49/17316.full.pdf+html
- 3 Baumeister, R F and Leary, M R (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin* vol 117 no 3, pp 497–529
- 4 Crandall, J (1981). *Theory and Measurement of Social Interest*. New York: Columbia University Press
- 5 Masten, A S, Morison, P, Pellegrini, D and Tellegen, A. Competence under stress: Risk and protective factors. In: Rolf, J, Masten, A S, Cicchetti, D, Neuchterlein, K and Weintraub, S (eds). *Risk and Protective Factors in the Development of Psychopathology*. Cambridge: Cambridge University Press. In press
- 6 Gerhardt, S (2004). *Why Love Matters*. East Sussex: Routledge

Building Resilience



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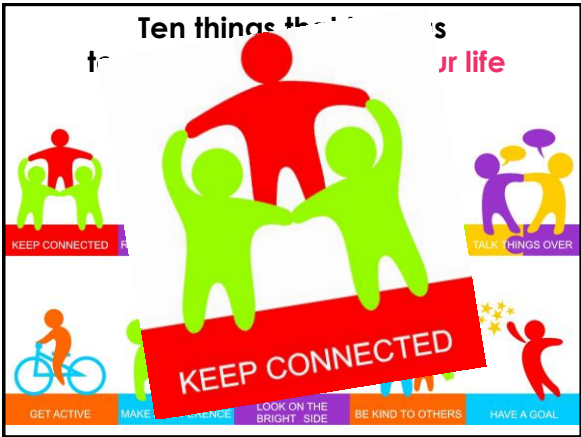
Keep Connected

'Walking with a friend in the dark is better than walking alone in the light.'

(Helen Keller)



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It has turned dark and cold on the river

When Skipper is out sailing at night, he gets his boat stuck in the reeds. He looks around at the dark and murky river.

Suddenly the journey feels cold, scary and lonely. He can't see a way out without some help.

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Keep Connected

In this unit we will cover:

- Relationships are important for our health and wellbeing
- Belonging to a group can be a good way to build friendships
- Good relationships are a two-way thing

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Relationships are important for our health and wellbeing



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Having people in our boat can help us to navigate the choppy waters



I call them my back up team

Skipper calls out to his friends to help pull him out

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We all need a back up team



Who do you have in your back up team?

Our back up team are the people around us who love and support us. They keep us feeling well.

Skipper relies on his family and friends to help him feel good.

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Together we are stronger



Skipper enjoys having fun times with his back up team. They like to play the tangled game.

Sharing experiences with others helps to build our back up teams.

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Belonging to a group can be a good way to build friendships



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Joining a group brings us a sense of belonging



What kinds of groups do you belong to?

Skipper enjoys playing in a musical band

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Find others who like what you like



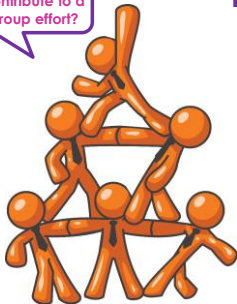
When Skipper does things he enjoys, he meets new people who like the same things

People who have similar hobbies and shared interests make good back up teams

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What can you contribute to a group effort?



Don't go it alone

Often together you can achieve more than on your own.

When Skipper and his friends use different skills, they are often able to come up with a better result than just Skipper on his own

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Good relationships are a two-way thing



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You are on others' back up teams

Skipper's friends and family also look to him for support and encouragement too.

Making and keeping friends takes effort. It is important to treat others as you would want them to treat you.



Whose back up team are you on?

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Keep connected with people who are good for you

A good friend should:

- Be a good listener
- Be interested in you
- Support you
- Never put you down
- Laugh with you, not at you



Are you a good friend? Would you be friends with you?

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We all need people we can trust



We all need at least one person we can turn to. We need to trust them to help us maintain our good feelings.

We have the power to choose people for our team that we know are good for us.

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Skipper has a clip about what you can achieve with a strong back up team ...



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Class Task

Discuss ways to **look or sound** friendly. Create a bank of your class ideas and add them to the H&WB Toolkit classroom display.

Home Activity

Who is in your back up team? Create a **Team Sheet** of the important people in your life. What makes them special to you?



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Going on a Journey

by Stephen Fischbacher

Going on a journey (going on a journey)
going home (going home)
feeling kinda lonely (feeling kinda lonely)
I'm travelling alone (I'm travelling alone)

I just can't wait (I just can't wait)
for my nice warm bed (for my nice warm bed)
I can hear my pillow call (I hear my pillow call),
and it's calling to my head (and it's calling to my head)

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Then I met somebody, one of my friends, Jolly Jenny
And we walked like this, and we walked like that
and we talked like this, and we talked like that
for a while, for a while, for a while

Going on a journey (going on a journey)
going home (going home)
feeling kinda lonely (feeling kinda lonely)
I'm travelling alone (I'm travelling alone)

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for my nice warm bed (for my nice warm bed)
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Then I met somebody, one of my friends, Cool Kevin
And we walked like this, and we walked like that
and we talked like this, and we talked like that
for a while, for a while, for a while

Been on a journey (been on a journey)
now I'm home (now I'm home)
feeling kinda cosy (feeling kinda cosy)
it's good to be home (it's good to be home)

I'm all tucked up (I'm all tucked up)
in my nice warm bed (in my nice warm bed)
I can feel my feather pillow (I can feel my feather pillow)
under my head (under my head)

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Now ... I do remember
When ... we walked together
How ... the journey was better
When ... we were together

And we walked like this, and we walked like that
And we talked like this, and we talked like that
And we walked like this, and we walked like that
And we talked like this, and we talked like that

For a while, for a while, for a while
We've been on a journey

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'People will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.'

(Maya Angelou)



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Time for reflection

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'Good friends help you to find important things when you have lost them ... your smile, your hope and your courage.'

(Doe Zantamata)

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Keep Connected

In this unit we have covered:

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Time to think ...



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Who do you feel supports and encourages you?



Think about whether someone new has joined your back up team this week.

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Do you belong to a group at school or in the community?

Think about what the best thing is about belonging to your group.



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Who do you support and encourage?



Think of all the things you have done this week to help someone else. What more could you do?

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The power of a back up team



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Skipper has a poem about the difference a 'back up team' can make. The poem is called 'The Race' by D H Groberg.



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?

What helps you to stay close to the people that really matter?

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Reflection Time



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Keep Connected

In this unit we have learned that:

- Relationships are important for our health and wellbeing
- Belonging to a group can be a good way to build friendships
- Good relationships are a two-way thing

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At the start of this unit, you were asked to ...



Create a **Team Sheet** of the back up people in your life. What makes them special to you?

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Building Resilience

Going on a Journey

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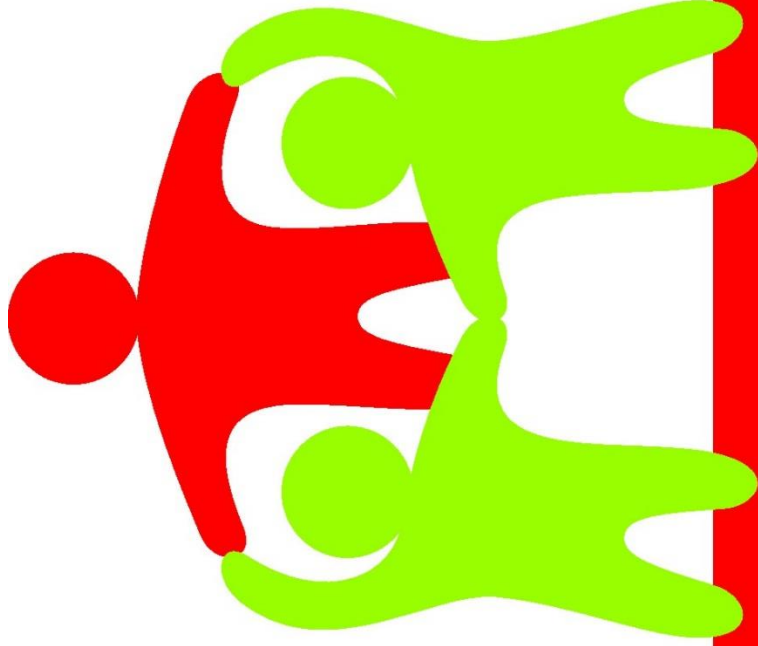
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*'A friend is someone who
understands your past, believes in
your future, and accepts you today
just the way you are!'*

(Unknown)



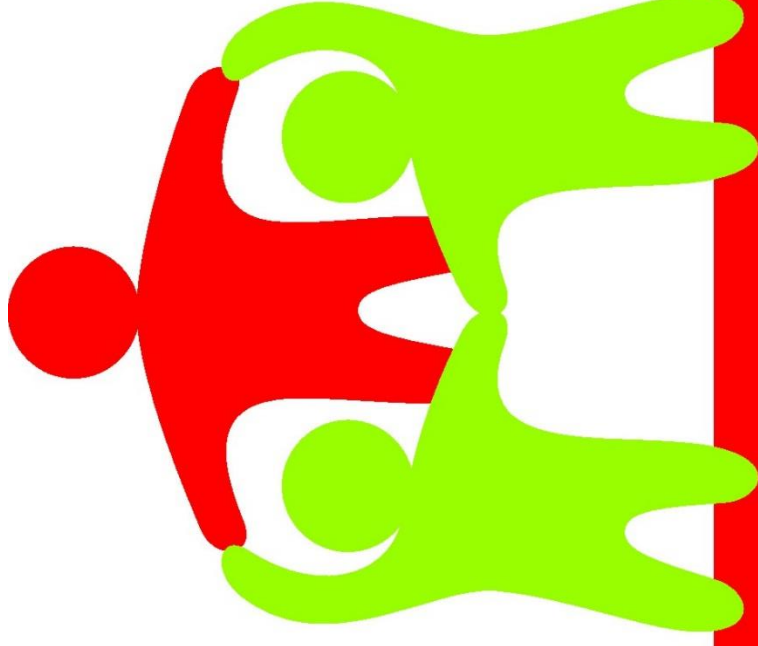
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**‘There is nothing better than a friend,
unless it is a friend with chocolate.’**

Linda Grayson



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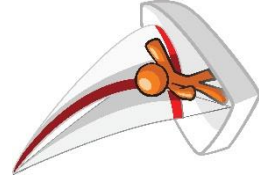
**‘There is nothing better than a friend,
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Keep Connected

In general, people with caring and positive relationships are happier, healthier and live longer. Close relationships with family and friends provide love, meaning, support, and an increase in our feelings of self-worth and our sense of belonging. Having caring and positive relationships is one of the most important factors of our ability to cope with life's ups and downs.

During this unit, the children will be thinking about people who are special to them. They can be people we see regularly or not very often, young or old, family, friends or anyone we come into contact with in our school or our community.



Skipper helps the children to learn how to be more resilient. In this unit Skipper gets his boat stuck in the reeds at night and can't see a way out without some help from his **Back Up Team**. Skipper explains that we need to work at building up a strong Back Up Team of people who we trust to be there for us through the ups and downs.

In this unit, we will be learning that:

- Relationships are important for our health and wellbeing
- Belonging to a group can be a good way to build friendships
- Good relationships are a two-way thing

Talk It Over:

Share with your child the people who are in your Back Up Team.

Home Activity:

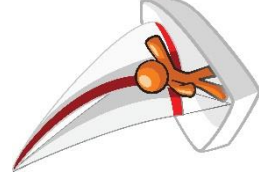
Who is in your Back Up Team? Create a **Team Sheet** of the important people in your life. What makes them special to you? You can add drawings/photographs of each person.

Key Book: *The Snail and the Whale* by Julia Donaldson

Keep Connected

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Key Book: *The Snail and the Whale* by Julia Donaldson

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Home Activity

We are learning about the importance of having caring relationships. We have been thinking about the special people in our life. These people are our 'Back Up Team'.

We have learned that:

- Relationships are important for our health and wellbeing
- Belonging to a group can be a good way to build friendships
- Good relationships are a two-way thing

Early Level (P1)

Who is in your 'Back Up Team'? Think about the special people in your life – they could be people in your family, your friends, your teachers or even people you don't see very often. Draw a picture of them on your Team Shirt on the reverse of this sheet.

First Level (P2–P4)

Who is in your 'Back Up Team'? Think about the special people in your life – they could be people in your family, your friends, your teachers or even people you don't see very often. Use drawings or photos to create a team picture for the front of your Team Shirt on the reverse of this sheet.

Second Level (P5–P7)

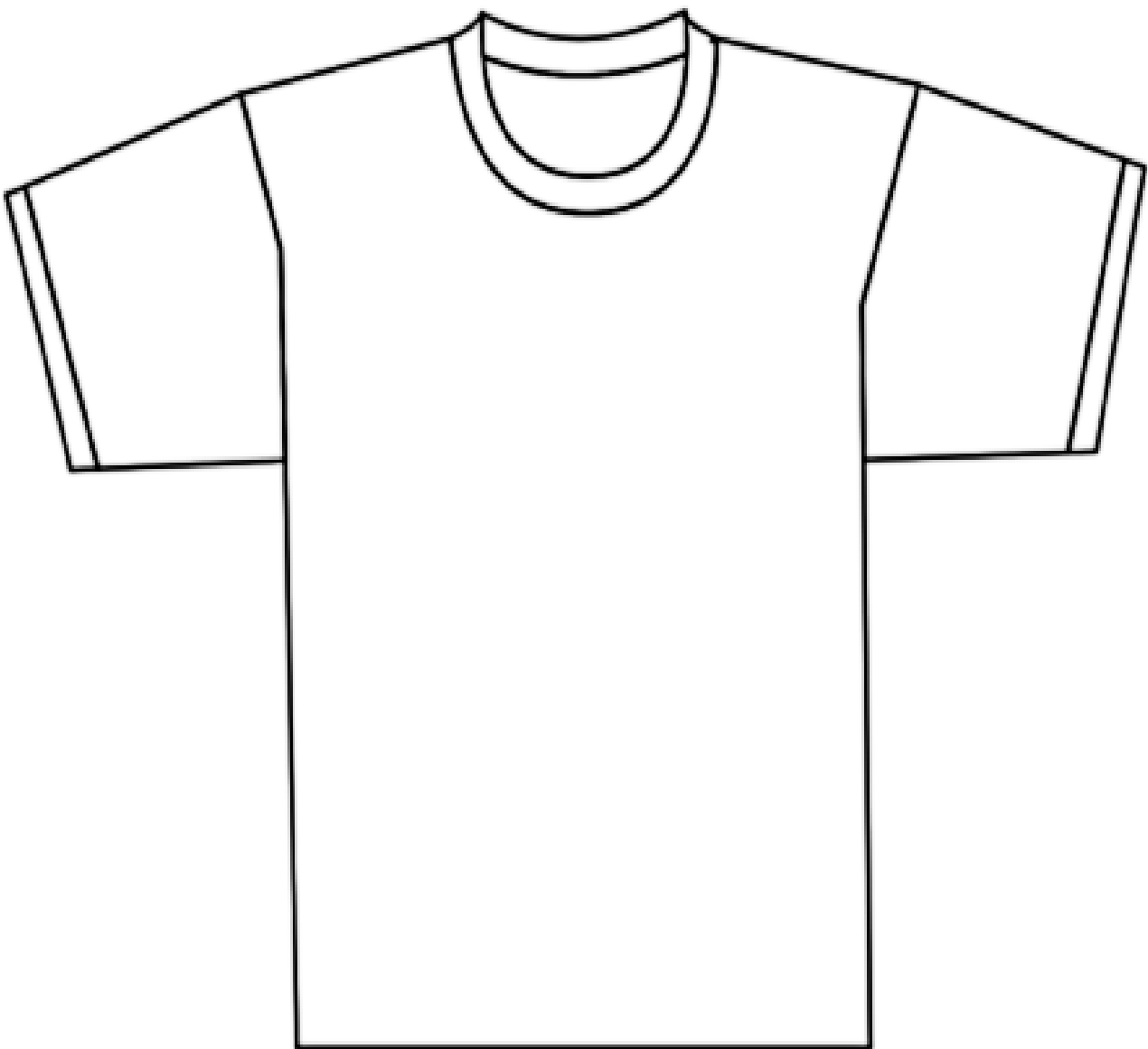
Who is in your 'Back Up Team'? Think about the special people in your life – they could be people in your family, your friends, your teachers or even people you don't see very often. Create a Team Sheet for your 'Back Up Team' on the reverse of this sheet. List the qualities that make them important to you.

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Name: Return by.....

P1–P4 Task

Create your team t-shirt by drawing or adding photos of the special people in your life.



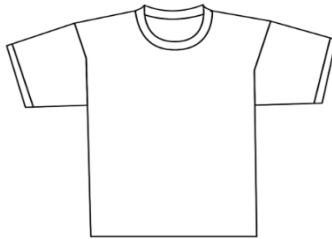
My Back Up Team

Name: Return by.....

P5–P7 Task

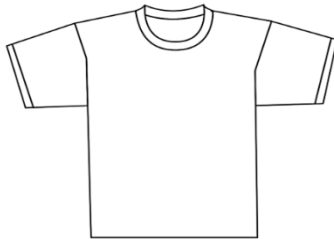
Create your own team sheet of the special people in your life. Put their picture on the t-shirt. Add their name and the skill that makes them important to you in the space below.

What do you
bring to your
team?

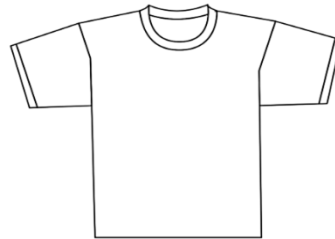


Who is in
your
team?

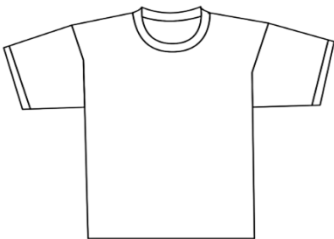
Me:
My skill:



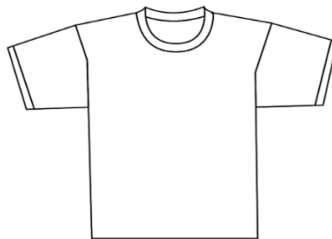
Name:
Skill:



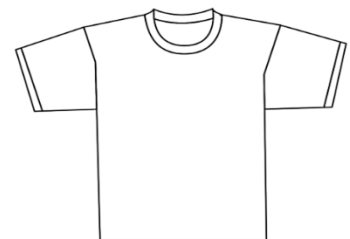
Name:
Skill:



Name:
Skill:

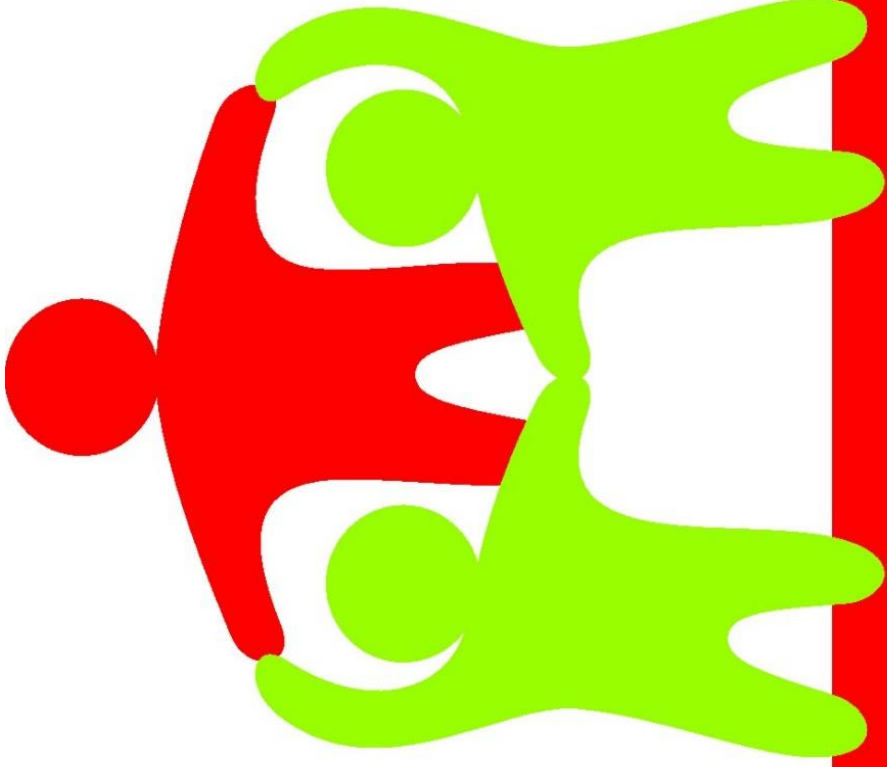


Name:
Skill:



Name:
Skill:

My Back Up Team Sheet



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UNIT 2

Keep Connected

**Classroom activities
for Early, First and
Second Level**

Keep Connected				Early Level
Unit 2				Additional Activities
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	
Relationships are important for our health and wellbeing	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a	I can name special people in my life who care for me I can give reasons why they are special I know the names of others in my class	<u>Who Lives Inside My Front Door?</u> Read the nursery rhyme 'There Was an Old Woman Who Lived in a Shoe'. Explore the rhyme – what is a family? Is this always the same? What makes a family different from a class in school? Give every child a piece of paper and help them to draw and decorate their front door. On a similar sized paper, ask the children to draw pictures of all the people in their family. Remind them to include themselves. If appropriate they could write their own name or family name on the door. <u>Circle Time Activities</u> In our family we all like to ... I like to ... with my friend ... I know my friend is happy when ... When my friend is sad I ... (NB Begin circle time activities with some sort of changing game so that children have an opportunity to work with different class members.) <u>Me and My Class</u> Have each child's name or photograph in a container. Take turns to pull out a name/picture. Help the children to complete the sentence: This is ... and he/she is special to me because ... Adults in the class may need to model this first.	<u>Active Listening Games</u> Lots of simple ideas available. Learning to listen is a prerequisite to positive relationships. <u>Cooperative Learning Activities</u> Again lots of simple ideas to choose from to do in pairs or as group challenges. <u>Rhymes and Songs</u> Consider re-writing the nursery rhyme 'There Was an Old Woman Who Lived in a Shoe' in a more positive way.

Keep Connected				Early Level
Unit 2	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning Belonging to a group can be a good way to build friendships	<i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 0-14a <i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a	I can take part in a group activity I know I can feel happy when I am with my friends and family I know I can feel lonely and left out sometimes	<u>Musical Band</u> Take part in a group musical performance. Some children can play the drums to keep a beat, some can use percussion and some can use their voices. How does it feel to all work together to achieve something? <u>Discussion and Drawing</u> Ask the children to close their eyes and remember a time they have done something fun with their family. Get them to think about how they felt and why. In pairs, encourage them to use the sentence 'I am happy when ... because ...' Encourage them to link each example to the involvement of another person. Then ask each child to draw a picture to show the importance of other people in our fun times. <u>Invisible Boy</u> Read the story <i>Invisible Boy</i> by Trudi Ludwig. Discuss times when they have felt alone or 'invisible'. What can you do to help someone you see who looks all alone?	<u>Circle Activities to Create a Positive Feeling of Wellbeing</u> Take part in activities that require group effort, eg creating a storm using patting, clapping etc. <u>Show and Tell</u> Ask the children to bring in a photograph or object that reminds them of a happy time. Encourage each child to share the meaning of what they have brought in with the rest of the class. Help them to make the link to the importance of relationships. <u>Circle Time Activities</u> This week I helped ... This week I was helped by ...

Keep Connected				Early Level
Unit 2	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning Good relationships are a two-way thing	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a	I know ways to make new friends I can try to be a good friend I try to think how someone else is feeling	<u>Class Task</u> Create a bank of ideas of how to look friendly. Work in pairs to suggest ways in which others look or sound friendly. Children could role-play short scenarios to depict their suggestions. Record ideas and add them to the H&WB Toolkit classroom display. <u>Use a Scenario</u> Use puppets or persona dolls to role-play a problem situation and, together with the class, model how it can be solved. For example, James is playing with Tom but Tom keeps calling him Jimmy and this makes James really angry. How can James ask Tom not to call him Jimmy? Take suggestions from the children to draw out the main issues. Agree together what James could say to Tom. Continue to work through other scenarios together. <u>What's Happening Here?</u> In pairs, children can use puppets or cut out figures/scenes to create their own scenarios and demonstrate how to sustain positive relationships.	<u>Art Activities</u> Make posters to show friendly things to say and do. <u>Drama</u> Use freeze frame activities in drama. Stories and Rhymes Read stories about friendship. <u>Time to Talk</u> Dedicate a few minutes each day or a few times a week to allow a child or adult volunteer to tell others how he/she is feeling. The role of everyone else is to listen and to show that they are really listening without interrupting. (Talking about what is important to us in a way that promotes mutual understanding helps to develop positive relationships.)

Keep Connected				Early Level
Unit 2	Key Questions	Key Vocabulary	Significant Aspects of Learning	Wellbeing Indicators (SHANARRI)
	* Who do you feel supports and encourages you? * Do you belong to a group at school or in the community, and what is the best thing about it? * Who do you support and encourage?	Relationships, interactions, face-to-face, back up team, special people, respect, resilience, closeness, family, friend, taking turns, working together, caring, sharing	* Learners demonstrate an awareness of what constitute positive friendships and relationships in a range of settings	NURTURED Having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting.

Building Resilience Promoting mental, emotional, social and physical health and wellbeing

Unit 2	Keep Connected			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Relationships are important for our health and wellbeing	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 1-05a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 1-45a I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 1-06a	I can recognise and name the special people in my life I know that being with people makes me feel good I know what things are important to be a good friend	<u>Who Is in Your Back Up Team?</u> Discuss the special people in your Back Up Team. Begin to classify and record the people in different groups such as family, friends, relatives, people from community teams/groups/clubs, and people who help or care for us. Explain that not everyone will have a special person in each group and that sometimes the same person will be in more than one group. It is important that if a child's situation is different that they don't feel inferior. <u>My Family Notebook</u> Children can make a family tree. This could be based on concentric circles, with the inner circle showing brothers, sisters, step-siblings, cousins etc. The next circle could show parents, aunts and uncles. The next circle could show grandparents and parent's aunts and uncles. Instead, or as well, the children can make a plastic pocket for photographs, mementoes, cards and a map for showing where family or friends live. They can decorate a cover for their book. <u>Friendship Recipe</u> Organise the children into pairs. Have them draw up a list of four or five ingredients that they think children need in order to feel content in class and want to come to school. Next ask them to agree on their most important ingredient and record it on a card. Ask one member from each pair to place their word in the mixing bowl. If the word is already in, ask the pair to replace it with their second most important word. When all the groups have provided a word, stir the bowl to emphasise that all the chosen ingredients are important. Discuss any changes you need to make in the classroom to ensure that all the ingredients are present.	<u>Active Listening Games</u> Lots of simple ideas available. Learning to listen is a prerequisite to positive relationships. <u>Cooperative Learning Activities</u> Again lots of simple ideas to choose from, to do in pairs or as group challenges. <u>Circle Time Activities</u> In our family we all like to ... I like to ... with my friend ... I know my friend is happy when ... When my friend is sad I ... (NB Begin circle time activities with some sort of changing game so that children have an opportunity to work with different class members.)

Unit 2	Keep Connected			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Belonging to a group can be a good way to build friendships	<i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 1-14a <i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 1-08a	I take part in group activities I know that getting along with others involves cooperation I am learning how to help myself if I feel alone or left out	<u>Find Someone Who</u> Use the Find Someone Who resource provided. Give each child a copy of the grid. Ask the children to find a different person to match each of the descriptions on the grid. Have them ask each person to sign their name in the relevant box. <u>Cooperative Drawing</u> Agree on a theme for the drawing, eg a garden, a playground, a creature from outer space. Organise the children into groups of four. Give each child a sheet of paper. Invite them to begin their own drawing. After a few minutes give a signal. On the signal they must pass the drawing to the next child on their right side. They must continue the drawing until they hear the signal. Continue until each child gets their picture back. Discuss how difficult it was to cooperate and trust others to continue your work. <u>The Boy Who Built a Wall Around Himself</u> Read <i>The Boy Who Built a Wall Around Himself</i> by Ali Redford. The book explores the story of 'Boy' who built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone 'Kind' came along. She bounced a ball, sang and painted on the other side of the wall, and 'Boy' began to wonder if life on the other side might be better after all. The book uses a simple metaphor to explain how children can build barriers between themselves and other people. Use the book to stimulate discussion, art work and drama.	<u>Circle Time Activities</u> This week I helped ... This week I was helped by ... <u>Cooperative Activities</u> Use group time to create a positive feeling of wellbeing, eg creating a class storm using tapping, clapping etc.

Unit 2	Keep Connected			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Good relationships are a two-way thing	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44b I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 1-03a	I understand how to make friends and develop friendships I know how to be a good friend I try to understand why someone feels the way they do	<u>Class Task</u> Create a bank of ideas on how to look friendly. Work in pairs to suggest ways in which others look or sound friendly. Children could role-play short scenarios to depict their suggestions. Record ideas and add them to the H&WB Toolkit classroom display. <u>Obstacle Game</u> Ask the children to sit in a circle. Place a number of obstacles in the middle of the circle, for example school bags, upturned chairs, boxes. Place a chair in the centre. Make one child the seeker and blind fold them. Make another child the 'goody' and the other the 'baddy'. The object of the game is the seeker has to move through the obstacles and sit on the chair. The 'goody' will give good directions and the 'baddy' bad directions. The seeker must not know who to trust. The other children must remain silent. After the game, initiate a discussion on the importance of trust. <u>Construction</u> Pair up the children – name one 'A' and one 'B'. Give nine interlocking cubes to each pair. Blindfold child A. Explain that they must work together to form a cuboid using the cubes. Child B must give the instructions but cannot touch the cubes or their partner. Swap over and repeat. Afterwards invite the children to say how they felt being the helper or the person being helped.	<u>Drama</u> Use freeze frame activities in drama to explore 'being a good friend'. <u>I Could ...</u> Ask the children to think about finding friends. Invite them to respond to the following situations by starting their reply with the words 'I could ...', eg If I am late arriving in the playground at break I could ask if I could join in a game. – If I go to a club for the first time I could ... – If I sit beside someone I don't know very well I could ... – If I work with a new group of people I could ... – If a new family comes to live beside me I could ... – If someone in my group needs help I could ... – If a new pupil who doesn't speak my language joins our class I could ...

Unit 2	Keep Connected			First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Who do you feel supports and encourages you? * Do you belong to a group at school or in the community, and what is the best thing about it? * Who do you support and encourage?	Relationships, interactions, face-to-face, back up team, special people, respect, resilience, closeness, family, friend, taking turns, working together, caring, sharing	* Learners demonstrate an awareness of what constitute positive friendships and relationships in a range of settings	* Books: <i>The Boy Who Built a Wall Around Himself</i> by Ali Redford; <i>Two</i> by Kathryn Otoshi; <i>The Cloud</i> by Hannah Cumming * General friendship resources http://www.primaryresources.co.uk/pshe/pshe1.htm * Relationships matter www.schoolbeat.org/uploads/media/CAB_Friendship_Matters-EN_01.pdf * Friendship games http://www.healthline.com/health/parenting/friendship-activities#5 * Good relationships http://www.teachingideas.co.uk/subjects/good-relationships	NURTURED Having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting.
	Learning Statements	Cross Curricular Learning and Teaching Links		
	* I can explain how to be a good friend to others * I can show how to be a good friend to others	Literacy and Language * Listening and talking activities * Cooperative learning activities Expressive Arts * Music – creating music * Drama – role play Health and Wellbeing * Keeping Myself Safe		
		United Nations Convention on the Rights of the Child * Article 15 – You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. * Article 5 – Your family has the responsibility to help you learn to exercise your rights, and to ensure your rights are protected.		

Keep Connected				Second Level
Unit 2	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Relationships are important for our health and wellbeing	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a	I am learning that positive, caring relationships are important for my health and wellbeing I can reflect on the different relationships I have and recognise why they are special to me I understand the importance of different relationships and can appreciate that we all experience relationships in a unique and individual way	<u>Relationship Web</u> With everyone standing in a circle, pass a ball of wool or string to someone while keeping hold of the end, saying how you are connected to that person. For example, I am connected to ... because we both have blue eyes, or because we are both kind. That person holds on to the piece of wool that they have, but passes the main ball to someone they have a connection to, and this continues until all pupils have had a go and have found someone they are connected to and have said why. It is important to draw out from the children the skills or key messages that the game enables, eg that we are all connected in some way and all have a relationship of some sort with others. <u>Relationship Web 2</u> You will need a selection of natural objects (stones, shells, leaves, twigs etc). Reinforce the need for a calm, quiet and reflective atmosphere for this activity. Give each pupil an A3 piece of paper and a photo of themselves. Ask them to place the photo on the paper. Then ask the pupils to think about the person who is closest to them or who they have the closest relationship with (could be a family member or friend) and to choose an object from the selection of objects as a representation of this special person. Ask them to place the object on to their paper where they feel it should be in relation to them. Do the same for 3 to 8 more people they have a relationship with. When they have placed their stones/shells/objects on the paper, ask them to draw around them and to write in the names of the people they have represented in the relevant space to show who it represents. Then give each pupil an envelope to keep all of their objects in.	<u>Circle Time</u> Use circle time approaches to create a sense of togetherness, mutual respect and value. <u>Graffiti Board</u> Dedicate an area of the room as a graffiti board where children can record their thoughts, feelings, ideas and suggestions around this topic. The children should feel free to contribute to the graffiti board at any time. <u>Cooperative Learning</u> A variety of group challenges and activities.

Keep Connected				Second Level
Unit 2	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning Belonging to a group can be a good way to build friendships	<i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 2-14a <i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 2-08a	I am aware I belong to different types of groups I can list personal qualities that I look for in my friends I understand that relationships can change due to different experiences and situations	<u>Find Someone Who</u> Use the Find Someone Who resource provided. Give each child a copy of the grid. Ask the children to find a different person to match each of the descriptions on the grid. Have them ask each person to sign their name in the relevant box. <u>Web Connections – Activity One</u> Using the objects from their envelope ask pupils to recreate their relationship web from last time. Ask pupils to reflect on their relationship web and to think about one of those relationships. Ask them to think about how they link with that person and, if they were to draw a line to connect that person to them, what would that line look like? Would it be a thick, strong line, a curved line, a dotted line, and what colour would it be? Ask them to draw in that link or that connection and to write one word along it that describes their link to that person, and how they feel about that relationship, to complete their web connections. <u>Web Connections – Activity Two</u> Have another look at your relationship web and think about whether there has been a time when it might have been different. Has there been a change in your life when a relationship has changed, either become stronger or less strong? Are there people in your life that might have been in your relationship web a while ago who are not there now? What is the change that may have happened? Or is there someone else that you have begun to think about who you would like to place on your web? Share your thoughts with a partner if you would like to. Pull out the key learning and messages such as: – All people in our relationship webs are important – Relationships are diverse and individual – Each relationship is different and unique and affects how we feel about those people in our lives – Relationships can change by growing more or less strong – Sometimes we experience loss in our relationships, eg losing a friend or family member because they move away, because they may die, because we develop stronger relationships with others that become more significant at different times in our lives – Importantly though, all our relationships are unique and special and remain with us in our lives and memories	<u>Circle Round</u> Circle time activity to explore 'A good friend is someone who ...' Afterwards talk to the pupils about how friendship is important and the qualities that they have brought out in the round, eg trust, listen, care, have fun with. Talk about how we all need friends and how it feels having friends.

Keep Connected				Second Level
Unit 2	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning Good relationships are a two-way thing	<i>I understand that a wide range of different kinds of friendships and relationships exist</i> HWB 2-44a <i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b <i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 2-03a	I am learning to use different ways to make friends I know the skills that I need to use to get along with others I understand how my actions can make others feel better or worse	<u>Class Task</u> Create a bank of ideas on how to look friendly. Work in pairs to suggest ways in which others look or sound friendly. Children could role-play short scenarios to depict their suggestions. Record ideas and add them to the H&WB Toolkit classroom display. <u>Balance</u> Ensure that there is enough space for this activity, with chairs and tables pushed back. Ask pupils to quickly get into threes and to make a shape that only has four body parts on the ground (leg hand, foot, bottom or knee). Then ask them to get into fours with five body parts on the floor. Then fives with seven body parts on the floor. Draw out the key skills that they need to use and develop for this activity – team skills, cooperation, listening, reasoning, coordination, balance. <u>Relationship Mobiles</u> Explain that the pupils will be making a relationship web mobile and, importantly, they have to make it balance. Reflect with the pupils on the message of balance from the last activity and that when any one relationship is out of balance it can impact on the others and how we feel within ourselves. Therefore the metaphor of balancing the mobile is important to how we feel about our various relationships. The pupils make their own mobile using the natural objects from their envelope that they started with and the initial 2D relationship web. They can work in groups to plan and problem-solve how they are going to connect the objects and how they can make the mobiles balance, and then they can help each other make their own relationship web mobile. Reflect on how their relationships with other people in the class enabled them to make their mobile. Who did they work with? Why did they choose to work with those people?	<u>Class Discussions and Debates</u> A variety of activities can be used to emphasise the importance of disagreeing in a positive way. <u>Drama</u> Use role-play activities. <u>Restorative Approaches</u> Group activities at: Restorativeclassroomcircles.wikispaces.com/activities+to+create+community

Keep Connected				Second Level
Unit 2	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
Key Questions * Who do you feel supports and encourages you? * Do you belong to a group at school or in the community, and what is the best thing about it? * Who do you support and encourage?	Relationships, interactions, face-to-face, back up team, special people, respect, resilience, closeness, family, friend, taking turns, working together, caring, sharing	* Learners demonstrate an awareness of what constitute positive friendships and relationships in a range of settings	* Books: <i>The Boy Who Built a Wall Around Himself</i> by Ali Redford; Two by Kathryn Otoshi * General friendship resources http://www.primaryresources.co.uk/pshe/pshe1.htm * Relationships matter www.schoolbeat.org/uploads/media/CAB_Friendship_Matters-EN_01.pdf * Friendship games http://www.healthline.com/health/parenting/friendship-activities#5 * Good relationships http://www.teachingideas.co.uk/subjects/good-relationships	NURTURED Having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting.
Learning Statements			Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
* I can show empathy to others * I understand that the personal experiences of others may be different to my own			Literacy and Language * Listening and talking activities * Cooperative learning activities Expressive Arts * Music – creating music * Drama – role play Health and Wellbeing * Keeping Myself Safe	* Article 15 – You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. * Article 5 – Your family has the responsibility to help you learn to exercise your rights, and to ensure your rights are protected.

Building Resilience – Keep Connected

Find Someone Who ...

... plays a musical instrument	... owns a pet	... loves pizza
... is wearing blue	... has a brother	... has a summer birthday
... has a 5-letter name	... loves to read	... has curly hair

Name Class

Instructions

1. The class moves around the room to music. On the stop signal the children pair up.
2. Partner 1 asks Partner 2 if they can answer one of the questions above. If they can, they write their name in the box.
3. Partner 1 and 2 swap over.
4. Music starts again and steps 1 to 3 are repeated until sheets are filled up.

NB Questions can be changed to suit class and stage.