Social and Emotional Aspects of Learning for secondary schools (SEAL)

Relationships Years 1 and 2
Excellence and Enjoyment: social and emotional aspects of learning

Relationships
Years 1 and 2
Disclaimer

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Blue set

Introduction

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.

The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups – for example, from the Red or Yellow sets.

Intended learning outcomes

<table>
<thead>
<tr>
<th>Description</th>
<th>Intended learning outcomes</th>
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</table>
| In this set we will look at some of the feelings that are associated with close relationships, particularly in the family and with friends. | Knowing myself  
I know the people who are important to me.  
I can tell when I feel cared for.  
I can tell when I love or care for someone. |
| Scenarios that explore how we feel when someone is more successful or luckier than us will be examined. This includes feeling jealous and feeling proud on their behalf. | Understanding my feelings  
I can tell you something that has made me jealous.  
I can tell when I feel jealous.  
I understand that being unkind and hurting someone doesn’t make me feel better.  
I can tell you how I feel when I lose someone or something I care about. |
| Children will think about feelings of hurt, in themselves and others, and how to manage these feelings. | Managing my feelings  
I can feel proud on behalf of my friends when they have done something well.  
I can think of ways to make me feel better when I feel hurt.  
I can make myself feel better without hurting others.  
I can share people I care about.  
I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me. |
| As a follow-up to the assembly the children will consider the people who are important to them. They will be given the opportunity to use a story about a cat leaving home to explore the uncomfortable feelings associated with being left and experiencing a loss. They will explore how sometimes those whom we love and who love us leave us. | |

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Relationships Years 1 and 2
Primary National Strategy
Understanding the feelings of others

I understand that if someone leaves me they might still love me.
I understand that people have to make hard choices and sometimes they have no choice.

PSHE/Citizenship links

Years 1 and 2

Key Stage 1
Children will be taught:

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
1b) to share their opinions on things that matter to them and explain their views;
1c) to recognise, name and deal with feelings in a positive way;
1d) to think about themselves, learn from their experiences and recognise what they are good at;
4c) to identify and respect the differences and similarities between people;
4d) that family and friends should care for each other;
4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
4g) where individuals, families and groups can get help and support.

Speaking and listening links: group discussion and interaction

<table>
<thead>
<tr>
<th>Objectives from QCA/Primary National Strategy guidance Speaking, Listening, Learning: working with children in Key Stages 1 and 2 (DfES 0623-2003)</th>
<th>Children's version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: T2 7. To take turns to speak, listen to others' suggestions and talk about what they are going to do.</td>
<td>Before you start, talk to each other about what you are going to do. Take turns to speak. Make sure you listen to what other people say.</td>
</tr>
<tr>
<td>Year 2: T2 19. To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.</td>
<td>Make sure that everyone is included and suggests ideas. Decide who is to do what, think about different ways of doing things and agree on the best one.</td>
</tr>
</tbody>
</table>
Planning

To help with planning, the type of learning and teaching involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.

- Whole-class
- Individual
- Pairs
- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.

Key vocabulary (to be introduced within the theme and across the curriculum)

<table>
<thead>
<tr>
<th>important people</th>
<th>cared for</th>
<th>love</th>
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<tr>
<td>jealous</td>
<td>unkind</td>
<td>hurt</td>
</tr>
<tr>
<td>share</td>
<td>leave</td>
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<tr>
<td>lonely</td>
<td>miss</td>
<td>envy/envious</td>
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Resources

<table>
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<th>Resource</th>
<th>Year 1</th>
<th>Where to find it</th>
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<tr>
<td>Photocards – jealous and proud</td>
<td></td>
<td>Whole-school resource file</td>
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<tr>
<td>Feelings detective poster</td>
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<td>Whole-school resource file</td>
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<td>Feelings fan</td>
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<td>Feelings identikit</td>
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<td>CD-ROM</td>
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<td>Feelings, thoughts and behaviour picture</td>
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<td>Whole-school resource file</td>
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<tr>
<td>Emotional barometer</td>
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<td>Whole-school resource file</td>
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</table>

<table>
<thead>
<tr>
<th>Resource</th>
<th>Year 2</th>
<th>Where to find it</th>
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</thead>
<tbody>
<tr>
<td>Photocards – cared for, lonely and included</td>
<td></td>
<td>Whole-school resource file</td>
</tr>
<tr>
<td>Feelings detective poster</td>
<td></td>
<td>Whole-school resource file</td>
</tr>
<tr>
<td>Working together self-review checklist</td>
<td></td>
<td>Whole-school resource file</td>
</tr>
</tbody>
</table>
Key points from the assembly

1. Jordan had everything and used to boast about all the things he had.
2. Max was asked to bring in something special to show to the rest of the class. He brought in a photograph of him and his dad at the top of a mountain. It was very special as his dad had moved away.
3. Max promised his mum that he would leave the photograph in the classroom with his class teacher.
4. Max took the photograph out on to the playground. Jordan accidentally kicked the football into Max, who dropped the photograph and it was ruined. Jordan felt sorry.
5. Next year Max and Jordan went on holiday together with Max’s dad.

Suggested whole-school or setting focus for noticing and celebrating achievement

Use the school/setting’s usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Changing an unfair situation;
Week 2: Being pleased for someone’s achievements;
Week 3: Telling the truth, saying sorry or making amends;
Week 4: Helping someone who is feeling sad or lonely.

Points to note

A focus on feelings may give rise to a number of potentially sensitive issues. Teachers or practitioners are advised to read the section in the Guidance booklet from the whole-school SEAL resource that deals with this issue before beginning work on the theme (Appendix 3 ‘Guidance on the teaching of potentially sensitive and controversial issues’).

As this theme discusses the issue of hiding or playing down feelings in order to protect themselves or others (for example, in order to avoid eliciting jealousy), it will be necessary to ensure that children are aware of situations in which it is important that they do not hide their feelings, for example when it is necessary to protect themselves from harm, or when an adult is doing something that makes them feel uncomfortable. This should present an opportunity to revise and revisit previous PSHE work in this area. If such work has not been undertaken, it is suggested that it take place before the activities in this set are used.
**Blue set: Year 1**

**Circle games and rounds**

The facilitator should play a tambourine or other percussion instrument. The children should walk around in the circle space. When the music stops they should shake hands or talk to the person who is nearest to them and take it in turns to say one thing that makes them feel happy.

**Round**

Regroup into a circle and pass an object round. When each child is holding the object they should finish the sentence:

‘I met someone who is happy when ...’

**Learning opportunities: people who are important to us**

**Intended learning outcome**

I know the people who are important to me.

Use the assembly story to introduce the idea of some of the people who are important to us. Ask the children to think of a person who is important to them. They should take it in turns to share this in the form:

.... (name) is ... (connection, e.g. brother) and he or she is important to me because ...

Jot down some of the types of people who are important. Talk about how different people are important. Take your turn to model the round.

Review some of the types of people that are important and close, for example family, friends, people at school or at clubs, church, mosque.

Explain that their task is to draw someone who is close or important to them. It should be another child and not an adult. They should try to include as many details about them as they can. You might like to ask them to close their eyes and imagine the other person before they start. They should then draw them carefully and include as many details as they can think of.

**Learning opportunities: understanding my feelings – proud and jealous**

**Intended learning outcomes**

I can tell you something that has made me jealous.

I can feel proud on behalf of my friends when they have done something well.

I can tell when I am proud or jealous.
Use the photocards ‘jealous’ and ‘proud’ from the whole-school resource file to explore the feelings, using the questions on the back of the cards as a framework.

Read the scenarios below to consider the feelings that they elicit.

**Amy’s bad day**

It was nearly Christmas. When Amy came into school she was feeling bad. She had had a row with her little sister and her mum had been cross with her. She had gone to sit with Dad. She asked him what she was going to get for Christmas. He was in a bad mood and said, ‘We can’t afford much this year. If I don’t get to work you’ll get nothing.’ He sounded really serious.

Amy walked to school with Madge who lived next door. Madge said, ‘It’s going to be the best Christmas ever. My dad says he’s getting me a computer and a new dress and a …’ She went on and on. Amy burst out, ‘Shut up, I hate you.’ She ran off.

Ask the children why Amy ran off.

Thought shower the words to describe how Amy was feeling.

Write as many of these as you can on the white board. If the children don’t come up with ‘jealous’ you should introduce it. Ask the children to think of some ways that they might feel jealous like Amy.

Ask the children to think about how it feels when you are jealous. They might use the Feelings detective poster from the whole-school resource file.

Amy went to recorder group at school. Madge wanted to come too but you had to be able to blow a note. Madge had tried really hard but each time her note had come out like a screech. She was really upset.

Amy said that she would teach Madge to play a tune and not just a note. She showed her what to do and each day she helped her. It took a week for Madge to learn to play ‘Three Blind Mice’. Amy took Madge to the recorder group. Miss Potts, the teacher, said, ‘What now, Madge? I told you that you can only join once you can play a proper note.’ Madge put the recorder to her lips and played ‘Three Blind Mice’ absolutely perfectly.

Miss Potts just looked at Madge. ‘Wow!’ she said.

Thought shower the words to describe how Amy was feeling.

Write as many of these as you can on the whiteboard. If the children don’t come up with ‘proud’ you should introduce it. Ask the children to think of some ways that they might feel proud like Amy.
Ask the children to think of how it feels when you are proud of someone. They might use the *Feelings detective* poster from the whole-school resource file again here.

Use the work that the children did about their special person. They should think about and record in whatever way they like:

- something that they particularly like about their special person;
- something they would like to change about that person;
- something about the special person that makes them feel proud;
- something about the special person that makes them feel jealous.

Use the *Emotional barometer* from the whole-school resource file for the following activity. Write ‘proud’ on one end and ‘jealous’ on the other. Read out the scenarios below and ask the children to indicate how these things make them feel.

| Your mum comes second in a Marathon. |
| Your brother wins a prize in a painting competition. |
| The boy who sits next to you in class gets more marks than you in the spelling test. |
| Your friend wins a prize for the best dancing at the school disco. |
| Your mum and dad are always saying how much cleverer and more beautiful your sister is than you. |
| Your sister gets a more expensive present for Christmas. |

Ask the children to read the poem below – they might take it in turns to read a line.

```
Jealousy is like a worm.
It creeps inside your head and crawls
Turning warm thoughts to cold
Then settles in your tummy waiting
Ready to crawl out again ...
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The author thinks jealousy is a bit like a worm. What do the children think jealousy might look like? In groups or pairs they should draw a picture, create a dance or write a poem to show what jealousy or feeling proud is like for them.

Read the story from the resource sheet *Jealous*.

The children might use their emotional barometer, *Feelings fans* or the *Feelings identikit* from the CD-ROM that accompanies these materials (decorated,
mounted on card, laminated and put on sticks for children to hold up) to show how the characters feel in various parts of the story.

Ask the children to think of as many things as they can that they might do to stop themselves from feeling jealous. They should write or draw their ideas. You might like to put these into a display.

Use the resource sheet *How would I feel ...* The children should place the pictures in order with ‘very jealous’ at one end and ‘proud’ at the other.

**Learning opportunities: dealing with our hurt feelings without hurting others**

### Intended learning outcomes

- I understand that being unkind and hurting someone doesn’t make me feel better.
- I can think of ways to make me feel better when I feel hurt without hurting others.

Read the following story.

Pam was playing in the playground. She was feeling sad because her mum was in hospital. She missed her mum. She was feeling so sad that she didn’t look where she was going. She trod on Marcus’s toe.

Marcus called Pam stupid.

Pam said she wasn’t as thick as he was. At least she didn’t get 1 out of 10 for her spelling.

Marcus sat in class. He knew he wasn’t very good at learning his spellings. He was worrying about spelling. He forgot to do his work.

At playtime he still hadn’t finished. Miss Johnson said he would have to stay in. She had to stay in to look after him. She didn’t have time to have a cup of tea. This put her in a bad mood.

When the children came in Miss Johnson was thirsty and cross. She was going to ask Sebastian to read his story but she forgot. Sebastian had been excited about reading his story – he was very proud of it. He felt disappointed.

At home time Sebastian ran out to see his mother and little sister. He had promised his little sister that they would play together when they got home. Sebastian sat and watched television. His sister came to ask him to play with her but he was cross and he pushed her.
Explain that sometimes our feelings get out of hand and we do things that hurt others when it is not their fault. Ask the children for ideas about what they should do if the following things happen:

- You are feeling sad because your mum is in hospital.
- You are feeling cross because someone was nasty to you at playtime.
- You feel hurt because someone treads on your toe.
- Your teacher forgets to let you read out your story.
- You are worried about your work.

You might like to support children’s understanding of the link between our feelings and behaviour by using the visual resource *Feelings, thoughts and behaviour*, from the whole-school resource file.

These are some ideas the children might come up with:

*Stop and think.*

*Explain how you are feeling.*

*Talk to your teacher.*

*Ask someone to help you sort things out.*

*Tell the person involved how you are feeling.*

Write the best ideas on the board in a general format and add some of your own if appropriate. The children should volunteer to say what the character might do to stop things getting worse.

Read the story again. This time the children can put up their hands to stop you with an idea as you go through.

**Ongoing activities**

Make a *feelings display* with jealous and proud as the focus – display pictures of jealous and proud faces, words, figures of speech (green with envy, proud as a peacock), good descriptions of what it is like to feel jealous or proud (from books, soap operas and so on).

**Emphasise constantly how good it is that we are all different.** Celebrate the different things we are all good at. Discuss how happiness comes from inner contentment rather than the material possessions we have. Children may need to do some work on defining material possessions and comparing these with qualities and characteristics.

Leave a selection of *photographs of different emotions* on display so the children can sort them in whatever way they want – perhaps into happy and sad feelings.

**Miming game.** This game offers a chance to revisit the work done on feelings using the *Feelings detective* classroom poster. As a warm-up activity at the beginning of the day ask the children to pretend they have a comfortable or an uncomfortable feeling. Children should take it in turns to mime the feeling. The other children have to guess the feeling. They can ask questions to help them
guess, for example ‘Do you like having this feeling?’ ‘Would you have this feeling when ...?’

Questions for reflection and enquiry

- Why do some people have more possessions than other people?
- What would happen if everyone was exactly like everyone else?
- Can you be proud and jealous of someone at the same time?

Review

- What have you learned? Do you think that you have met the intended learning outcomes we set at the beginning of the theme?
- What new thoughts or feelings have you had when thinking about this unit of work?
- How are you going to use what you have learned?
- What would you do if you started to feel jealous?
India seemed to have it all. She was good at just about everything, she wore the coolest clothes and was always surrounded by loads of friends. Amber was one of India’s friends, although she was very different from her. India was noisy and confident; Amber was so quiet and shy that sometimes the others would forget she was there. Amber thought India was wonderful. She was proud to go around with her.

Amber’s winning poem

What you see
is me,
a small,
quiet,
shy
me,
like a shadow.
That is the me you see.
But inside that me
I am bigger than
mountains,
I am louder than the wind,
I shine like a star,
I am as brave as a hero
No one can see the other me,
Not yet.

One day, the headteacher came into India and Amber’s class. She looked very pleased as she said to the children: ‘I have some very good news for you. The winner of the poetry competition that you all went in for is not only from our school, but from this class. I am very proud indeed that one of you has shown such talent. The judges said that the winning poem is so good that it is going to be published in a book of children’s poetry.’

All the children looked at each other. Who could it be? Lots of them looked at India. After all, India was good at everything. Then the headteacher said: ‘Amber, congratulations. You are the winner. Maybe one day you will be a famous author.’

Amber stood up and the headteacher and the teacher shook her hand. The children clapped.

Amber didn’t know whether she would curl up with embarrassment or burst with pride. She looked round at all the children’s faces. Most of them were smiling and happy for her but India wasn’t even looking. She and her two closest friends were whispering and sniggering as if they didn’t care at all about Amber winning anything. Amber’s heart sank, but that was not the end of it.

When Amber sat down, India and her friends hardly talked to her, but they made sure she could hear what they were saying. First she heard words like ‘show-off’ and ‘stuck-up’ and ‘big-head’ as they giggled and whispered behind their hands. Then they kept looking her up and down and laughing about her clothes and her shoes. Amber tried to ignore them, until India whispered to her: ‘I expect they made a mistake. It was probably someone else called Amber. After all when did you ever do anything good?’

After that, although other children came up to Amber and said nice things to her about winning the competition, everything was ruined. All her pleasure and pride were destroyed.
Ask the children:

- What was Amber feeling?
- What was India feeling?
- What was making India behave as she did?
- What does jealousy feel like?

Zak and Suzy, who sat on Amber’s table, saw what India was doing and how upset Amber was. They tried to cheer Amber up. Zak let her use his new felts and Suzy said to her: ‘I wish I was as good a writer as you.’ Amber smiled gratefully, but she was so hurt and confused that inside she felt more like crying. Suzy and Zak looked at each other. Something had to be done.

Later that day the headteacher came into the room for the second time. She smiled at the children, called Amber the school’s famous author, and then said that she wanted to speak to India for a few minutes. India did not look bothered. She was always being asked to do special things. Outside the classroom the headteacher gave India a very long look. She was not smiling now. India began to feel uncomfortable.

Then the headteacher said: ‘India, I have always thought of you as a very fortunate girl. You have many things that other children don’t have and you are good at many things. Would you agree?’ India nodded. She couldn’t think what might come next. The headteacher continued: ‘Do you have friends, India?’ India nodded again. ‘Well, I wonder how you would feel if your friends were unkind to you simply because you are good at your work, or because your parents buy you nice things?’ India hung her head. Her heart was beating uncomfortably.

There was a long silence, then the headteacher said: ‘What Amber did was wonderful, India, and it does not hurt you in any way. It doesn’t make you less good at things or less popular. What hurts you is how you are behaving to her. That behaviour is unkind. Are you proud of yourself?’ India shook her head. She felt ashamed and miserable. The headteacher said very gently: ‘I want you to think very hard about why you are behaving like that towards Amber, who has always been your friend, and I want you to come and see me tomorrow and tell me about it.’

India did not know how she got back in the classroom or through the rest of the day. She kept looking over to Amber, but Amber just looked away.

That night India sat in her room and thought. She thought about her own feelings and she thought about Amber. Then she wrote her thoughts down. The next day she took two pieces of writing to school. The first she gave to the headteacher who read it carefully and then smiled at India and sent her back to the classroom. The second she gave to Amber. It was in an envelope. Amber hardly dared to open it in case India was doing something else to hurt her. Inside the envelope was a card which said:
Dear Amber,

I am very, very sorry I was mean to you yesterday. It was because I was jealous that you had won the competition. I am really ashamed of how I was to you and I hope you will forgive me. I am so proud of you and hope you will still be my friend.

Love India.

Ask the children:

- What do you think Amber did when she read India’s card?
- What would you have done?
- Zak and Suzy told the headteacher about India’s behaviour. Do you think that was a good thing to do? What might you have done instead?
- What do you think India wrote for the headteacher?
- How did India manage to deal with her jealous feelings?
- Do you think that India was right to tell Amber that she had been jealous?
Blue set resource sheet: Year 1

How would I feel ...

Use your emotional barometer to show how jealous or proud each of the following scenes would make you feel;

or

work in groups to put the scenes in order of how jealous or proud they would make you feel.

<table>
<thead>
<tr>
<th>Scene 1</th>
<th>Scene 2</th>
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</thead>
<tbody>
<tr>
<td>Your friend’s family wins the lottery.</td>
<td>Your best friend gets a horse for her birthday. You have always wanted one but know your family could never afford it.</td>
</tr>
<tr>
<td>Your friend is going to Disneyland with her family.</td>
<td>Your best friend Rosie hardly speaks to you since the new girl, Shahnaz, has started at your school.</td>
</tr>
<tr>
<td>Your friend has exciting food in her packed lunch and you always have the same boring old food.</td>
<td>You work together to learn your spellings for the test, and your friend gets 10/10 and a prize, while you only get 9/10.</td>
</tr>
<tr>
<td>Your sister gets to pick what you watch on television again, just because she is older.</td>
<td>Your best friend is always the goalkeeper at playtime. You think you would be just as good but you never get the chance.</td>
</tr>
<tr>
<td>Your dad and his friend are going on a snowboarding holiday, taking your older brother, but they say you can’t go until you are older and must stay with a friend.</td>
<td>Since the baby was born, everyone who comes to the house brings presents for her and no one seems to notice you any more, especially your mum!</td>
</tr>
</tbody>
</table>
Blue set: Year 2

Circle games and rounds

Miming game

To play this game you will need to ensure that the children have done quite a bit of work on feelings and how they affect our body and face.

Work with the children to think of a list of feelings and write them on the whiteboard. There should be a mixture of comfortable and uncomfortable feelings.

Ask for a volunteer to choose a feeling, without telling anyone which one, and to think of a reason why they might feel that way. The volunteer should use their body and their face to show the feeling.

Talk with the children about what the face was like, and then they should all have a go at showing the feeling with their faces and their bodies.

Ask the questions:

• What feeling is he or she trying to show?
• What would make you feel like that?

The children should try to guess what the volunteer is feeling and the reason why.

The person who guesses the reason should think of the next feeling.

Rounds

Pass round a soft toy and say:

‘I think (name of soft toy) felt lonely when ...’

At the end, pretend to listen to what the toy might be saying and finish by choosing one of the reasons, for example:

‘... says he felt lonely when his big brother left home.’

Alternatively, use a more conventional round:

‘I feel lonely when ...’

Learning opportunities: understanding our feelings – loved, cared for

Use the photocards ‘cared for’ from the whole-school resource file to explore the feeling, using the questions on the back of the cards. You might also like to read...
the children the book *So much*, by Trish Cooke (Walker Books) ISBN: 0 744 5439 6, which evokes warmth and love for a baby across an extended family.

Use the ideas from the *Feelings detective* poster in the whole-school resource file to further explore the feeling of being cared for.

Read the story from the resource sheet *Granny had to go*. Discuss the story using the questions that follow it.

Bring a puppet or large doll and explain that they are missing their granny just like Malik. Ask the children to think of ways they might help look after the puppet.

Make a class list: ‘Things we can do if we care about people and miss them’.

**Learning opportunities: leaving home**

**Intended learning outcomes**

I understand that if someone leaves me they might still love me.

I understand that people have to make hard choices and sometimes they have no choice.

Read the story from the resource sheet *Wils or Pilgrim*.

Check the children’s understanding by constructing a simple storyboard of the story with the class. These might be some of the main elements:

- Mum and Ruth and the cats living happily together – Wils sleeping in Ruth’s bedroom.
- Wils having fleas and being upset, and Mum putting her in the kitchen.
- Wils having left home, and Mum and Ruth being unhappy.
- Finding Wils by the river.
- Finding Wils at the garden centre.

Ask the children to talk in pairs about the story and what they think Ruth should do.

Ask for their views, and when they express them support others in agreeing or disagreeing and providing reasons. Support the talk by asking facilitative questions and by encouraging the children to think about whether their ideas are fair on the characters in the story.

- If you lock Wils in the house do you think that is fair on her? If Wils stays with the shop, is that fair on Ruth?
- What do you think the shop woman would think if that happened?
- Has anyone had an experience like Ruth when someone has left them?
- Has anyone had to share someone that they love? Who do you share?
- Does it feel bad having to share someone? Can anyone think of a time when it feels good?

We liked Granny’s story so much that we made a story sack out of it. In the sack were: three puppets (Granny, Malik and Malik’s mum), dual-language cassette tapes of the story which our parent volunteers had made, and some story prompts like an airline ticket and a telephone. The story sack was available for parents to take home but we also used it in class for group retellings of the story. I often asked children to take part in the story, using the prompts or the puppets to act out the story as I read it.

One of our bilingual teaching assistants brought in pictures of her parents, her village in Pakistan and some things that she had to remind her of her parents. Some of the children she works with brought in pictures of their grandparents or the villages they came from.
Alternatively, the story might be used as a stimulus for a community of enquiry if you are used to using Philosophy for Children approaches.

Ask the children to complete the *Wils or Pilgrim* challenge from the Resource sheet, working in mixed-ability groups. While they are working, the adults in the class should encourage them, through questioning, to reflect on the feelings of the characters and to relate the story to their own experiences of loss. For example, ‘How would you feel if you were ...? Would that be fair? Has anything like that ever happened to you?’

Take care not to put words or feelings into the children’s mouths but use questioning to provide scaffolding for their independent thinking.

Create a class list of reasons why people might leave someone or something.

Create a display in the classroom that shows the different places where children and their parents/carers have lived. Indicate why they went there, and why they left. You might like to read the children the story *The mango tree*, by Jamila Gavin (Heinemann Educational) ISBN: 0 435 13907 X, in which Gran, who was born in India, misses seeing the mango tree. Her grandchildren create their own instant mango tree to make her happy. If you moved to another country, what are some of the things that you think you might miss?

As a whole class discuss why people might leave places and people, how this might feel and how hard this might be.

**Learning opportunities: important people and things**

**Intended learning outcomes**

I can share people I care about.

I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.

I can tell you how I feel when I lose someone or something I care about.

Refer back to the *Wils or Pilgrim* story or read another story that raises some of the same issues, such as *The very worst monster*, by Pat Hutchins (William Morrow) ISBN: 0 688 07816 8.

Ask for the children’s ideas about whether it is possible to share someone or something you love.

Ask children to draw a picture of the things that are important to them, perhaps around a photograph of themselves. They should include a person, a toy, a place and a thing.

Round the outside of the pictures they should write or illustrate why these things are important. This might be used in the follow-up assembly.

Discuss as a whole group:

- How would you feel if you lost your important people and things?
- Do you have to share any of these important things?
• How does sharing them make you feel?
• Do you have to share any other things that you love and care for?

Learning opportunities: feeling lonely and feeling included

**Intended learning outcomes**
I can talk about my feelings when I feel alone.

Use the photocards ‘lonely’ and ‘included’ to explore the feelings of loneliness, belonging or acceptance.

Children should work in groups to do the *Feeling lonely* challenge from the resource sheets.

Emphasise the importance of working well together as a group, particularly how well they make sure everyone contributes, allocate tasks, consider alternatives and reach agreement. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

Their ideas might be shared and put on a display.

Ask the children to suggest all the words and phrases they can that are associated with feeling lonely and being included. The children might use these to write a poem that could be displayed with images of the two feelings.

**Ongoing work**

Let children know that an adult is available if they want to talk about something important. Provide a special book where they can put their names if they want to talk.

Use personal journals where they can record their feelings about their work or other aspects of school – this might be through pictures, writing, or an audio journal using a dictaphone or minidisk recorder. Give the children time to complete their journals each week. Establish whether the journals are private or shared; if shared, remember to look regularly at what the children have written, and to respond.

Be sensitive to the children’s feelings, and if you are worried about someone make it clear that you are there to listen and are interested in how they are feeling. Don’t tell them how they are feeling but say something like ‘I guess you might feel ...’

Set up a friendship stop in the playground, where anyone who feels lonely can go so that other children can quickly include them in an activity.

**Questions for reflection and enquiry**
• Is it OK to make someone do something they don’t want to?
• Do you think one person can own another person or animal?
• Should you stay with someone just to please them?
• Is it ever OK to leave someone who loves you?
• Can you love more than one person at once?

Review

We’ve been looking at some uncomfortable feelings, for example how someone felt when her cat left home.

• How many words can you think of to describe how you feel when someone you love leaves you?
• What have you learned from doing this work? Do you think that you have met the intended learning outcomes we set at the beginning of the theme?
• Has it changed the way you think or understand things?
• Is there anything that you will do differently after learning about this?

We have a quiet place in our playground. The children agreed that if one of them was feeling lonely they would go there and others would come and check that they were okay.
Blue set resource sheet: Year 2

Granny had to go

Every day Malik’s granny met him from school and stayed at his house until his mother came home. They had great fun together. Malik loved his granny and she loved him.

One day Granny said to Malik:

‘Your great grandmother is very ill. I have to fly to Pakistan tonight to be with her.’ She gave Malik a big hug. ‘You be brave now,’ she said. ‘I’ll come back as soon as I can.’

But Malik had a hurt, angry feeling inside him which grew bigger and bigger until it just burst out.

‘I don’t want you to go away,’ he yelled. ‘I want you to stay here with me. You’re a mean granny and I hate you.’ Then he cried and he cried. He was still crying when his mother came home. ‘Won’t you say goodbye?’ said his granny, holding out her arms to him.

But Malik just turned away.

For two days the hurt, angry feeling stayed inside Malik. For two nights he cried himself to sleep. On the third night his mother came and sat on his bed.

‘Granny is in Pakistan, now,’ she said, ‘but she is feeling lonely and frightened. Why don’t you think about Granny for a while.’ She kissed him goodnight and Malik lay awake thinking and thinking. He thought about his granny feeling those sad feelings. He thought about the bad things he’d said to her. He remembered that he had not even said goodbye. Through his thoughts he heard the phone ring and his mother talking. Then she called out to him. ‘Malik, there’s someone on the phone for you.’

‘Granny!’ shouted Malik and he leaped out of bed.

Ask the children:

- What do you think that Malik said to his granny?
- What do you think that Granny said to him?
- Why did Malik say bad things to his granny?
- Did Granny going away mean she didn’t love Malik?

Granny was away a long time, but whenever Malik had the hurt, angry feeling he tried to think about her, and about all the things he would do to cheer her up when she came home. And when she came home, he did.
My name is Ruth. I had always wanted a cat but my dad was allergic to them. If he went anywhere near a cat he would start sneezing and his eyes would go red. So I had to be happy with small pets like hamsters and rabbits.

When my parents got divorced we got two cats called Wils and Webster. I loved Wils best. She was friendly and you could pick her up and cuddle her just like a baby. At night she used to sleep on my bed, well most of the time. Webster wasn’t allowed upstairs because he scratched at the carpet so he slept in the kitchen alone.

I missed my dad but he didn’t live far away and I could go and see him when I wanted. I wanted my mum and dad to get back together. Things were OK though and I had Wils to keep me company.

The first time Wils went missing Mum and I were very upset. We looked everywhere for her. We put posters through all our neighbours’ doors. Four days later she came back as if nothing had happened. She walked straight upstairs to my room and lay down on the bed and fell asleep. That was just how it was: most nights she slept in my room with me but sometimes she would go missing. We didn’t know where she went but we knew that soon she would come home.

Then I saw a flea. Mum said it was a cat flea. She got some special stuff and she sprayed my room. She sprayed Wils and she sprayed Webster. Wils looked at my mum and she looked at me and she ran. Mum said that she couldn’t sleep in my room any more and I knew she was right. I didn’t want fleas! We put an extra cushion in Wils’ bed so she might want to sleep in the kitchen.
When we were sure that Wils didn’t have fleas any more, I opened my bedroom door to let Wils come in but she was nowhere to be found. She didn’t come back to our house and the days she was missing grew into weeks. One day I saw Wils on my way to town. She was hunting down by the river. She came when I called so I picked her up and carried her home. I shut the door and locked the cat flap. But Wils hated being stuck inside and soon she started to cry and to scratch at the door. So I let her out. Mum said she must have found a new home and that we shouldn’t be sad. But I was sad. I wanted Wils back.

Not far from our house there is a garden centre. It sells all sorts of things for the garden. One day I went with Mum to buy a goldfish with a friend. We went to ask the woman in the shop to help us. Then I saw Wils. She was lying in a comfy bed on the sales counter.

‘Wils,’ I shouted and I turned to the woman. ‘That’s my cat! Wils!’

‘No it’s not!’ she said. ‘That’s my cat and she is called Pilgrim.’ Then she looked at me and I thought she was going to cry.

‘I thought she didn’t have a home,’ she said, ‘so I started to feed her. Then I was worried that she might be cold at night so I bought her a special heated bed.’

I bent down and I stroked Wils. I was going to pick her up but she looked at me as if to say, ‘I’ll only go again if you take me away.’ So I left her in the shop.

Now I have Webster in my room. He doesn’t stay there through the night but he is always there waiting for me in the morning. Last night, Wils came back – she stayed the night in my room and in the morning she left.

I suppose that is the way she likes it.
The *Wils* or *Pilgrim* challenge

Your challenge is to work together to tell part of the story of *Wils* or *Pilgrim*. You might do this by making a play or a book or any other way you can think of. But when you finish, your challenge should have:

- something we can see (pictures, mime, sculpture);
- something to say how the characters in the story were feeling – this might be through dance or drama, or it might be through pictures (you might like to make a lift-the-flap book with what the characters looked like on the outside and on the inside);
- some words to tell us what has happened;
- something to tell us what you thought or felt when you were reading the story.

**REMEMBER YOUR GROUP SKILLS**

When you have finished you will be asked to show your ideas to the class or to a guest.

You will have 45 minutes to prepare your challenge and only 3 minutes to present it to the class.
Blue set resource sheet: Year 2

The Feeling lonely challenge

We all feel lonely sometimes. Sometimes it is at school and sometimes at home. Can you think of a time when you have felt lonely at school, in class or in the playground?

It is your group challenge to make a poster or something to let everyone in the class know what you might do to help anyone who is feeling lonely at our school.

When you have finished the challenge you will have:

- some ideas about why people might feel lonely at school;
- something that we can see to remind us what to do if we feel lonely;
- something that shows us how we can tell if someone is feeling lonely and sad;
- something that reminds us what we might do if one of our friends feels lonely.

You have 20 minutes to do this challenge.

REMEMBER YOUR GROUP SKILLS

Don’t forget to think about HOW you work together as well as WHAT you end up with!

Make sure that everyone is included and suggests ideas.

Decide who is to do what.

Think about different ways of doing things and agree on the best one.
Blue set

Curriculum and other links/follow-up work

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Follow-up activities/ideas</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>See exemplar lesson plans on jealousy and loss. Use other traditional tales, such as <em>Cinderella</em>, <em>Sleeping Beauty</em> and <em>The Ugly Duckling</em>, to look at jealousy, feeling left out, being pushed out and related uncomfortable feelings. Re-tell or write the stories from the viewpoint of one of the characters. Share stories about the birth of a new baby, for example <em>Katy Morag and the Tiresome Ted</em>, by Mairi Hedderwick (Red Fox) ISBN 0099118815 and <em>One round moon and a star for me</em>, by Ingrid Mennen (Frances Lincoln) ISBN: 1 845 07025 9. Discuss what it means when you have a new baby in the family, for example baby crying, Mum or Dad has less time for you. Does it feel as if your mum or dad doesn’t love you any more? Explore these feelings through texts such as <em>Not now Bernard</em>, by David McKee (Addison-Wesley) ISBN: 0 050 04559 8, <em>The very worst monster</em>, by Pat Hutchins (William Morrow) ISBN: 0 688 07816 8, <em>Love you forever</em>, by Robert Munsch (Firefly Books) ISBN: 0 920 66836 4 (about the enduring nature of a parent’s love and how it crosses generations) and <em>Gorilla</em>, by Anthony Browne (Candlewick Press) ISBN: 0 763 61813 6 (about a girl whose father does not have time for her). Talk about the jealousy or possessiveness of friends. Look at <em>Dinosaur friends</em>, by Paul Stickland (Ragged Bear US) ISBN: 1 929 92720 7 for discussion, then ask for writing about how it feels when a special friend plays with someone else. Read the poem ‘Friends’, by Elizabeth Jennings in <em>Poems for Thinking</em>, by Robert Fisher (Nash Pollock Publishing) ISBN: 1 898 25515 6. Get children to write their own poems about friends. When exploring loss, have the children write a letter to a special person who is no longer with them.</td>
</tr>
<tr>
<td>Speaking and listening</td>
<td>Act out stories, paying attention to facial expressions; use hot-seating to ask each character ‘How were you feeling then?’ ‘Why did you do that to Cinderella?’ Act out stories using a puppet theatre.</td>
</tr>
<tr>
<td>Science</td>
<td>QCA Unit 1a Ourselves – link with changes that children have to cope with as they are no longer the baby in the family and may feel jealous. See exemplar lesson plan for work on loss.</td>
</tr>
<tr>
<td>History</td>
<td>See exemplar lesson plan on the Fire of London for work on loss.</td>
</tr>
<tr>
<td>ICT</td>
<td>Use clip art or Word Art or other software to create captions for a ‘Feelings wall’ display on jealousy, or to create an illustrated poster of Amber’s poem in the <em>Jealous</em> story resource sheet.</td>
</tr>
<tr>
<td>PE</td>
<td>Explore feelings of envy associated with competitions, being the loser, other children who are developing better skills. Discuss how children who are less able or skilled feel and what we can all do to help them with their uncomfortable feelings.</td>
</tr>
<tr>
<td>Art and design and music</td>
<td>Paintings or drawings of themselves, expressions of jealousy, feeling sad or left out. Make music or dance that expresses these feelings.</td>
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<tr>
<td>Citizenship</td>
<td>Give children regular opportunities in as many curriculum areas as possible to work collaboratively. This will give experience of working with children who are, say, better at writing or drawing, and learning that while no one can be good at everything, everyone can be good at something.</td>
</tr>
<tr>
<td>RE</td>
<td>Read and discuss the story of Joseph and his brothers who were jealous of him. Think about the role and thoughts of the older brother in the parable of the Prodigal Son.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Interviews with people. Children could think up some questions to ask (perhaps using a dictaphone). Sample questions could be: Are you jealous of anyone? What does it feel like? Why are you jealous of someone? If not, were you ever jealous? What did you do? Children could survey children of different ages and staff to see how the nature of jealousy may change over time.</td>
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</table>
### Exemplar lesson plan: literacy

<table>
<thead>
<tr>
<th>Theme</th>
<th>Relationships Year 2 Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEAL objective</td>
<td>To understand how behaviours are prompted by feelings, for example feelings of jealousy</td>
</tr>
<tr>
<td>Linked literacy unit of work</td>
<td>Narrative 1 (two weeks)</td>
</tr>
<tr>
<td>Literacy objectives</td>
<td>T1, 2, 4, 6, 7, 12, 14</td>
</tr>
<tr>
<td>Outcome</td>
<td>Character profile or wanted poster</td>
</tr>
</tbody>
</table>
| Linked speaking and listening focuses      | Y 2: T2 L18 To respond to presentations by describing characters, repeating highlights and commenting constructively  
                                          | Y 2: T2 Dr24 To present part of a traditional tale                                           |
| Links to other curriculum areas            | Art: work on portraits                                                                      |
| Text                                       | Snow White – any illustrated version                                                        |
|                                            | It is expected that the book will have been read aloud in full to the children before or during this unit of work. |
| Text themes                                | Jealousy; good overcoming evil                                                             |
| Possible focuses for response to this text | After reading the story, the teacher could return to the part where, for the first time, the stepmother does not get the response she was expecting from the magic mirror. The children could be asked to identify the emotion that directs her subsequent actions, i.e. jealousy, and discuss with a talking partner other examples of characters being motivated by jealousy in stories or television programmes.  
                                          | Children could be asked to look closely at illustrations of the stepmother’s face when she is feeling jealous and compare them to her earlier expression when the mirror gave her the answer she wanted. To extend their vocabulary, the children could be asked to find words to describe aspects of her face in detail – eyes and mouth especially – as preparation for writing a description. Words such as scowling, fierce, blazing, snarling could be introduced if need be.  
                                          | The detailed description could become part of a ‘Wanted’ poster about the stepmother when she is disguised. This could also incorporate a warning about her ability to disguise her appearance, and descriptions of two of her known disguises to watch out for, based on illustrations and phrases from the text. |
| Suggested related activities               | If you want to use your interactive whiteboard here, there are interactive versions of many fairy tales, including Snow White, and you might explore these. If you don’t want to use a ready-made interactive book, you could make one with the children using presentation or multimedia authoring software – small groups of children could create their own ‘pages’ or you could do it as a whole class on your interactive whiteboard. You might also use mind mapping software, for example Kidspiration, to thought shower the feelings words. |
Children could use simple props (e.g. a silver paper mirror, an apple, a ribbon, a comb) to re-enact the story or parts of the story in groups.

Children could, in pairs or groups, act out ‘jealousy moments’, for example when Snow White’s stepmother is told by the mirror that Snow White is the fairest. This could be linked to acting out other jealousy moments in traditional stories, for example in *Cinderella* when her sisters are unpleasant to her.

The stepmother is presented in a very stereotypical way in this story. The teacher might want to explore a more realistic view of a stepmother or stepfather in children’s lives.

In order to help children understand the distinction between normal feelings of mild envy of their peers – I wish I had a new bike or a baby sister or a big piece of cake in my packed lunch like X has – and jealousy that leads to destructive behaviour, they could construct a chart with headings It’s OK to ... and But it’s not OK to ...

| Alternative or additional texts with themes related to jealousy | *Cinderella*  
*The very worst monster*, by Pat Hutchins (William Morrow)  
ISBN: 0 688 07816 8 (not currently available but many schools may have a copy) |
## Blue set

### Exemplar lesson plan: literacy

<table>
<thead>
<tr>
<th>Theme</th>
<th>Relationships Year 1 or 2 Term 2</th>
</tr>
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</table>
| SEAL objectives               | To recognise and empathise with feelings associated with loss  
                                 | To support and help others when they are feeling a loss |
| Linked literacy unit of work   | Narrative 1                       |
| Literacy objectives           | Y1 T3: T5, T13, Y2 T3: T4         |
| Outcome                       | Discussing or writing about significant incidents or themes in stories |
| Linked speaking and listening | Y2: T2 S17 To tell real and imagined stories |
| focuses                       | History: see exemplar lesson plan on the Fire of London |
| Text                          | Dogger, by Shirley Hughes (Random House) ISBN: 0 099 92790 X |
| Text themes                   | A child’s sadness at losing a beloved toy. The understanding and thoughtfulness shown by the child’s sister who is prepared to forgo her own pleasure for her brother to be reunited with his special toy. |
| Possible focuses for response | The teacher could pause in the story at the point where Dave has to go to sleep without Dogger. The children could be asked to talk about Dave’s feelings, and relate these to their own experiences, for example losing or forgetting a special toy when they stayed away from home.  
| to this text                  | The teacher could ask the children to consider how Dave’s family reacted to his news that he had lost Dogger. What did they each do? Try to draw out in the discussion that everyone took his feelings seriously, and no one told him it didn’t matter, or not to make a fuss. Although they could not find Dogger for Dave that night, how did the way they behaved help Dave to cope with his feelings?  
|                              | The teacher could then read on to the incident where Dave spots Dogger on a stall at the fair, and pause again to discuss how Dave might have felt then. Help the children to see that he might have felt conflicting emotions, for example relief at finding Dogger, but worry that he wouldn’t be able to get him back.  
|                              | The teacher could then read and discuss the end of the story, and ask the children to consider Bella’s actions, posing the question ‘Why was Bella being particularly kind?’ (Not only was she helping Dave to recover his toy, but she was giving up a special prize that she had won in order to do so.)  
|                              | Dave is very grateful to Bella and remembers to thank her in words and with hugs. Why do the children think Bella tells Dave that she didn’t much like the new teddy anyway? |
| Suggested related activities  | Many children will have experienced losing a precious toy at some point, or getting lost themselves in a crowd. They could be asked to tell or write about it. |
| Alternative or additional texts with themes related to loss | Bunny my honey, by Anita Jeram (Walker Books) ISBN: 0 744 57283 5  
This is the bear and the scary night, by Sarah Hayes (Walker Books) ISBN: 0 744 53147 0 |

Children who have brothers and sisters, or other extended family, could be asked to think about times when either their older siblings have been kind and understanding to them, or they have done this for younger siblings. How does it feel to help or be helped in this way?
Blue set

Exemplar lesson plan: history

<table>
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<tr>
<th>Theme</th>
<th>Relationships Year 1 or 2</th>
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<tbody>
<tr>
<td>SEAL objectives</td>
<td>To recognise and empathise with feelings associated with loss</td>
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<td></td>
<td>To support and help others when they are feeling a loss</td>
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<tr>
<td>History objectives</td>
<td>As for QCA History Unit 5 Fire of London</td>
</tr>
<tr>
<td>Prior work</td>
<td>If you are using the QCA scheme of work, this sequence of lessons would be best placed after section 2 or 3, i.e. after sequencing and understanding the chronology of events and identifying some differences between life in the 17th century and now. If you are not using the QCA History Unit 5 Fire of London at the same time as these activities it will be necessary to have an introductory lesson outlining the main points of the ‘Great Fire’ story. You could use the internet and your interactive whiteboard to research the Fire of London. Check first on the sources you intend to use – there are many, and not all are suitable for your children.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td><strong>Lesson 1</strong></td>
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<td></td>
<td>Resources</td>
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<tr>
<td></td>
<td>Flame shapes cut out of paper, colouring pencils</td>
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<td></td>
<td>Part 1. Discuss with children how it might feel to wake early in the morning and realise a great fire was coming closer. Record useful feelings words for reference.</td>
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<td>Part 2. Give children flame shapes. Ask them to write in the flame shape feelings words that they think would describe their feelings in a fire. Decorate and use in display.</td>
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<td></td>
<td><strong>Lesson 2</strong></td>
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<td>Part 1. Discussion: if there were a fire and you could only save one thing from your house, what would you save? Why? Draw links between items chosen. They are all special in some way, for example they remind you of someone, make you feel safe or comfortable, are your favourite thing to play with. Part 2. Note: Make links here to the literacy exemplar lesson plan on Dogger if you have used it. Ask children if, when they were younger, they had a special toy or thing that helped them sleep or made them feel better. Did they ever lose it? What happened? What did they feel? Do they still have something that makes them feel safe or better? When do they need it? What would it be like if they lost it? Part 3. Ask children to draw a picture of their special thing that they would save from a fire. Around the picture write words to describe how their special thing makes them feel. Around these, write words to describe how</td>
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</table>
they would feel if they lost it. These could be displayed with the flames licking round them.

**Lesson 3**

*Note:* This lesson touches on sensitive issues and should be used only where appropriate.

There may be children in the class who have had to leave their homes quickly, taking very little with them, for example refugees, escaping domestic violence. They might, with support and preparation, be prepared to describe how they felt leaving their home.

There may be older siblings, parents or friends of the school who have experienced similar situations. If appropriate they could talk to the children about their experiences and feelings.
### Exemplar lesson plan: science

#### Theme

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<tr>
<th>SEAL objectives</th>
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<tr>
<td>To support and help others when they are feeling a loss</td>
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<table>
<thead>
<tr>
<th>Science objectives</th>
<th>Relationships Year 2</th>
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</thead>
<tbody>
<tr>
<td>To know that all animals have needs</td>
<td></td>
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<tr>
<td>To understand that we should look after animals in our care</td>
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<table>
<thead>
<tr>
<th>Linked unit of work</th>
<th>Relationships Year 2</th>
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<tbody>
<tr>
<td>QCA Unit 2A Plants and animals in the local environment</td>
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<tr>
<th>Linked speaking and listening focuses</th>
<th>Relationships Year 2</th>
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<tbody>
<tr>
<td>Y2: T1 Dr16 To adopt appropriate roles in a small or large group, and consider alternative courses of action</td>
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<tr>
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<th>Relationships Year 2</th>
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<tr>
<td><strong>Lesson 1</strong></td>
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Part 1. Discuss with children their pets, what they are, their life cycle, what they need – for example, housing, food, grooming; also ask children to share why they like their pets and any interesting stories they have about their pets.

You could use a simple data handling or graphing package to create a chart showing the number of children who have dogs, cats and so on. Use the interactive whiteboard if you have one, and let each child enter some data. You may want to do a pre-computer activity, using pictures of their animals stuck on paper to create a bar chart.

Part 2. Give children a booklet, a Pet Passport, in which children complete details about their pets, for example, drawing a picture of their pet, name, age, markings, what it eats, where it lives and other needs. Children who do not have their own pet could adopt an animal and find out information to help them complete their Pet Passport.

Part 3. Ask children if they have ever had to take their pet to the vet and make a list of what they saw and what the vet did.

Discuss the idea of making a veterinary surgery in the class role-play area. Ask children what they think it should look like and what should go in there. Refer back to the list from the first part of the lesson. Ask children to bring things from home for the class veterinary surgery, for example, toy animals, animal baskets.

**Lesson 2**

Having created the veterinary surgery in the classroom, allow children to use the area to role-play looking after animal patients. Discuss with children why animals are taken to the vet, ask them to consider what the animals might be feeling, for example, illness, pain, distress or fear, and how people need to treat animals in the surgery. Ask how the owners feel if their animals are ill, hurt and distressed, and how the people who work in the vet’s surgery should treat the owners. Encourage children to explore these scenarios in the role-play area.
Children could:

- take the role of the vet who has to decide what to do with animals with specific problems;
- take on the role of a person who is taking their own pet to the vet with an illness, or after being hurt in a road accident, or for a routine check-up;
- role-play the veterinary nurse taking care of animal patients;
- role-play an emergency where a cat or dog is brought in after being hit by a car.

Care should be taken when exploring these issues with children, as some might have experienced a pet dying or a pet being ill. Throughout, children should be encouraged to role-play not just putting bandages on a dog or cat but also caring for both animals and patients in the way they treat them and talk to them.