



Excellence and Enjoyment: social and emotional aspects of learning

Getting on and falling out
Revised Early Years Foundation Stage version



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First published in 2005

This publication was originally produced as DfES 1331-2005 G.
This edition has been updated to include references to the Early Years Foundation Stage (DCSF ref: 00261-2008PCK-EN) which replaced Birth to Three Matters and the Curriculum Guidance for the Foundation Stage from September 2008.

Ref: 00848-2008BKT-EN

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Red set

Introduction

This theme focuses on developing children’s knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills. Each colour-coded set is organised around developing the ethos of the classroom – extending the work of Theme 1 New beginnings on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.



Learning Opportunities for the Early Years Foundation Stage are described below.

Description	Development Matters/Look, listen and note: Ages and stages 30–50 months, 40–60+ months
<p>Children are introduced to the issues of cooperating with other children, and working in a group. Feelings of belonging, fostered in Theme 1 New beginnings, are further developed. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. The feeling focus is on feeling angry and finding ways to deal with this feeling. Children experience ways of asking for help, making up with other children and saying sorry when they have fallen out. The skills of working in a group are also addressed.</p>	<p>Friendship I can play with other children. I know how to be friendly. I can say sorry when I have been unkind.</p> <p>Working together I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck.</p> <p>Managing feelings – anger I can express my feelings when I am angry. I can make myself feel better when I am angry.</p> <p>Resolving conflict I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don’t agree.</p> <p>Understanding my feelings I can tell when I am feeling angry. I can tell when other people are angry.</p>

Development Matters – Practice Guidance for the Early Years Foundation Stage

The following learning intentions are drawn from the Personal, Social and Emotional Area of Learning and Development. Ongoing observational assessment will also identify development, learning and progress from a number of other areas of learning [Early Learning Goals are in bold]. Progress, development and learning should be identified through observing children in a wide range of contexts.

Children develop a strong sense of self through interaction and communication with others. They learn to find a voice to express their thoughts, feelings and ideas as they make connections with others within a supportive learning environment, whether that be the home, local community, school or setting.

	Dispositions and attitudes	Confidence, self-esteem, relationships, and community	Behaviour and self-control	Self-care and independence
30–50 Months	<ul style="list-style-type: none"> Show confidence in linking up with others for support and guidance 	<ul style="list-style-type: none"> Form friendships with other children Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routines 	<ul style="list-style-type: none"> Begin to accept the needs of others, with support Show care and concern for living things and the environment 	
40–60+ Months		<ul style="list-style-type: none"> Express needs and feelings in appropriate ways Value and contribute to own well-being and self-control Have a positive self-image and show that they are comfortable with themselves Be confident to try new activities, initiate ideas and speak in a familiar group 	<ul style="list-style-type: none"> Show confidence and the ability to stand up for own rights Have an awareness of the boundaries set and behavioural expectations within the setting Respond to significant experiences, showing a range of feelings when appropriate Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others 	<ul style="list-style-type: none"> Operate independently within the environment and show confidence in linking up with others for support and guidance Understand what is right, what is wrong and why Consider the consequences of their words and actions for themselves and others

40–60+ Months		<ul style="list-style-type: none">● Have a developing respect for their own cultures and beliefs and those of other people● Form good relationships with adults and peers● Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect● Understand that they can expect others to treat their needs, views, cultures and beliefs with respect● Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously	
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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 of this booklet:



Adult-led – where language and ideas are specifically introduced and developed by the practitioner;



Child-initiated – where learning is child-initiated, supported by adaptations to the learning environment and social interaction which promote particular avenues of exploration and discussion.

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which practitioners 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)

listening	sharing	taking turns	smile
friend/friendly	angry	calm down	working together
making up	sorry	falling out	getting on

Resources

	Resource	Where to find it
30–50 months	Feeling fans Feelings identikit Photocards – angry/happy/ friendly/friendship	Whole-school resource file CD-ROM Whole-school resource file
40–60+ months	Feeling fans Feelings identikit Photocards – angry/friendly/ friendship Feelings detective poster	Whole-school resource file CD-ROM Whole-school resource file Whole-school resource file

Key points from the assembly or group time

1. Everyone used to be friends with everyone else and liked to give each other friendship tokens.
2. Rani and Leroy were best friends and cheered each other up with friendship tokens.
3. A miserable old woman didn't like people being happy, and told them to keep their friendship tokens in case they ran out.
4. The old woman stopped Leroy from giving Rani friendship tokens and they were no longer friends.
5. Rani was sad and followed the old lady who was destroying all the kindness in the world.

6. Rani looked at the old lady and saw that she was really lonely and sad.
7. She told the old lady she would be her friend and the old lady stopped being miserable and unkind.
8. Rani and the old lady visited Leroy and they became best friends again.
9. The old lady now wanders the world trying to encourage people to give their friendship tokens away and make the world a kind place again.

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

Use the school or 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: Working cooperatively to help a group

Week 2: Being a really good friend

Week 3: Keeping calm and overcoming feelings of anger

Week 4: Solving a difficult problem with a friend

Red set: Early Years Foundation Stage, Development Matters 30–50 months

Circle games and rounds



Circle games

If the group or class is large, you may want to think about involving only half of the children in circle time, so that everyone has a chance to take part. Use a talking object (like a shell) to pass around when it is someone's turn to talk. It is important to be patient if a child is slow to respond, and to try not to jump in too soon.

Circle times should include time to welcome everyone and give a skills reminder – that we use our eyes to look at the person talking, use our ears to listen carefully, use our mouths to speak, use our heads to think, put our hands in our laps to help us concentrate. You might want to use a name game or an all change game then a main activity, which could be 'pass the sentence', plus a game to develop specific social, emotional and behavioural skills. Your circle time should have a finishing activity that brings the group together. This could be a song or 'pass the smile around the circle'.

Remember that the most important thing about circle time is that it is fun and no one has to do anything that they don't want to do. Children need to be respected for choosing not to take part. If adults show this respect, it won't be long before everyone joins in.

Name games

Use a similar format to that introduced in Theme 1 New beginnings. Remember the importance of keeping those name games going throughout the theme. Here are a couple of name games to start you off.

Let's say hello to ...

This is a song to be sung around the circle, adding each person's name as it goes round. You can make up your own melody.

'Let's say hello to ... Let's say hello to ... Let's say hello to ... You're welcome here today.'

Repeat this until everyone's name, including your own, has been included.

Stamping name game

All the children stand in a circle and give each child a turn to say their name and stamp their foot three times before you go on to the next child.

All change games

These games are very important in your circle time sessions, as they create opportunities to sit next to and notice different people in the class, sometimes for the first time. For young children, use visual clues to help them remember when they must get up and change places.

Use a set of cards showing pictures of certain objects (a teddy, a ball, a bike, and so on) where several cards show the same image. Hand out one or more different cards to each child, keeping one of each yourself.

We adapted our 'all change' games so that a child with mobility difficulties could join in – we used 'thumbs up' or 'wave your hands in the air'.



Hold up a card. Ask the children who also have that card to stand up, then change places with another child who has stood up.

If you have multiple small plastic toys available, you could use these instead of cards.

Cooperation games

Ring games

These can be played during circle time or in the playground. They might include 'Here we go round the mulberry bush', 'Ring a ring of roses', 'Farmer's in his den', 'In and out those dusty bluebells', and so on. The underlying message here is that we all need to work together to play these games successfully.

Roll a ball

Roll a ball to a child across the circle, saying their name. The recipient says 'thank you' and rolls to another child, saying the name of that child as they do so.

Send a ripple

This is a game played at circle time where the adult makes actions representing various types of weather and the children copy the actions around the circle. The emphasis here is on watching and listening skills being essential to cooperation.

Begin by making the sound of light rain by snapping your fingers.

Develop pouring rain by slapping your hands onto your lap.

Make thunder by clapping (as long as you feel that your children won't be frightened!)

Go back to pouring rain, then gentle rain, then silence.

Pass the squeeze

All hold hands and pass a gentle squeeze round the circle.

Pass the hug

Turn to the child next to you and give them a gentle hug. Ask the children to pass the hug around the circle. (Explain that the hug must be gentle and give children who for personal or cultural reasons might find this uncomfortable the option of passing the squeeze instead.)

Pass the smile

As above, but turn to the child next to you and smile, asking children to pass this right around the circle.

Rounds

Discuss some of the things you like as a way of getting to know each other.

Pass the sentence 'I like ...', which could refer to food, toys, colours, and so on, around the circle.

'I sometimes feel lonely when ...'

Focus this on what it might be like for children without a friend or when their friend is away from the setting or school, or when they have fallen out with their friend.

'When I play with a friend I feel ...'

Talk about how we know whether someone is our friend or not.

Remember to take this opportunity to develop the children's feeling vocabulary, by helping them to use lots of different feelings words. Collect the feelings words and display them with accompanying photographs and pictures.

'I think a friend is someone who ...'

Begin by having a discussion about this to support children in thinking of ideas.

You could ask children to show what a friend does (plays with them, smiles at them, holds their hand gently, reads a book with them, etc.), demonstrating this in the middle of the circle. You could also have, in the middle of the circle, photographs of friends playing together so that children can use these as ideas. Children can draw things a friend does and label them with adult help.

Learning opportunities: cooperation

Look, Listen and Note 30–50 months

I can play with other children.

I can work in a group with other children.

Puzzle game



Do this with only half the children if the class or group is large. Divide the children into groups of three and give each group a collection of puzzle pieces that, when put together, will form a complete picture. This means that the children have to work together to assemble the picture.

Ask the children how they managed to complete the puzzle. Praise the children for working together, drawing out the specific skills they used, for example, 'I like the way you shared your pieces and talked together about where they would go. Well done for working so well together. This is called cooperating.'

Our special drawing



This is best done with no more than six children at a time. Give each child a pen of a different colour.

Explain that we are going to make a very special drawing. To do this we need everyone to help us by listening very carefully. We shall take our pens for a walk across the paper. We can go anywhere, but we do need to see if we can touch each person's pen with our pen, somewhere on the paper. Our pens want to make friends and this is how they do it!

Put the paper in the centre of the circle and let the children know when they can start. The adults should involve themselves as well.

As the children touch each other's pens, confirm whose they have touched and give praise for this. Give help where necessary.

Put the picture on display somewhere in the class. Try to carry out this activity with the whole class over a period of time. Praise the children for working well together and tell them that this is called cooperating.

This is a very good activity for building a sense of belonging, as everyone needs to take part and is valued for their contribution to the special drawing.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Form friendships with other children
- Begin to accept the needs of others, with support
- Show care and concern for others, for living things and the environment

Learning opportunities: friendship

Look, Listen and Note 30–50 months

I can play with other children.

I know how to be friendly.

I can say sorry when I have been unkind.

I can share a toy.

I can make up when I have fallen out with a friend.

For the children in our class who find it hard to express themselves in words we used a 'storyboard' with the steps: I feel . . . (with a range of feelings identikit to choose from) because . . . (with a range of picture cards showing 'falling out situations' such as a child hitting, pushing, taking a toy). The children could then show us or choose a photograph of the child involved, and this allowed us to support them in making up.



Use the suggested script and questions for the puppet show *Squeak and Snappy* from the resource sheets.



Keep your Snappy and Squeak puppets accessible. Use them to remind the children about playing well together and how to make up at the beginning of the session. If children 'fall out' during their play, you might suggest that they ask Snappy and Squeak for help.

Try to avoid providing the solution for children if they fall out, but encourage them to talk to each other and support them in resolving their own conflicts.

Support the children in their imaginative play. You might encourage children to role-play 'falling out' and support them to 'make up' in role. Small world toys might be used to encourage children to use the language of conflict and conflict resolution. Small world characters might hurt each other and break friendships.

Create a daily time to focus how the children are getting on with each other. Make sure that you talk about children being friendly and including everyone, as well as developing particular friends. Plan support for those who have not yet made friends, but seem interested in doing so. This will need sensitivity.



The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Form friendships with other children
- Show care and concern for others, for living things and the environment

Learning opportunities: understanding feelings

Look, Listen and Note 30–50 months

I can tell when I am feeling angry.

I can tell when other people are angry.

This activity is designed to explore the idea that we all feel angry sometimes, and that we often feel angry because what we need or want has not happened.



Show a photograph, or several photographs if possible, of people who look angry and people who look happy and kind. (Newspapers are a good source for such pictures, or you can use the photographs in the resources section of these materials.)

Ask the children to suggest what the people in the photograph(s) might be feeling. How do the children know? Introduce the idea of 'angry' if the children don't do this spontaneously. Draw out ideas about facial expression and body language. Ask what the people might be thinking or saying, and why they might be angry.

Ask the children to show you an angry face and a happy face. Now ask if it is OK for you to take pictures of their angry and happy faces. Explain that you might use the pictures in a game another day. (Respect the children's wishes if they don't want you to take their picture.)

Ask the children to think about when they have felt angry like this.

Pass the sentence 'I feel angry when . . .'

You could play the game of 'changing your face' from angry to happy then angry to happy again, ending on happy. Finish with something to cheer everyone up, such as the song 'If you're happy and you know it', or the activity 'Pass the smile'.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Feel safe and secure and show a sense of trust
- Begin to accept the needs of others, with support

Learning opportunities: cooperation and resolving conflict

Look, Listen and Note 30–50 months

- I can work in a group with other children.
- I can take turns when I play a game.
- I can wait for my turn to say something in the classroom.
- I can share a toy.



Explain that we need to make a poster giving some instructions for our class or group so that everyone remembers how to work and play together.

Ask the children what we need to remember if we are working and playing with our friends.

What do you do if you want the same puppet as they have?

What do you do if you want your friend to play outside with you, but they don't want to? What could you do if someone gets cross with you because they want what you have got?

Try to allow the children time to come up with their own solutions and write these down as they chat.

Read out the solutions they have come up with and ask if there is anything else that would need to be on the poster to help people work and play together.

Get children to help you by acting out their ideas while you take photographs of them doing the right thing. Use the photographs and words to make the poster.

If your class find it hard to come up with their own ideas, some suggestions follow.

- Smile and be friendly.
- Ask nicely for something, saying 'please' and 'thank you'.
- Listen carefully to each other.
- Find an adult to help you.



Keep the instructions on the poster very simple. Once the poster is made refer to it whenever you need to, displaying it at children's eye level.

Make sure that you have plenty of activities available that promote cooperation, for example:

- throwing and catching beanbags/balls, etc.;
- taking part in playground games like 'What's the time Mr Wolf?';
- playing ring games, like 'Mr Bear loves honey';
- using seesaws;
- playing jumbo dice games (outside as well as inside);
- playing with bats and balls;

- playing with golf sticks and balls;
- building a train track together;
- working on floor puzzles together.

Talk to the children about how well they play together.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine
- Feel safe and secure and demonstrate a sense of trust

Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following.

Organising the day

Time provided for individual play with adult support when needed.

Time for group activity and collaborative play.

The environment

Providing areas for different activities and personal choices, for example quiet restful areas, areas with mirrors and areas for more physical play.

Providing the kind of activities that promote cooperation.

The role of adults

Adults involved in children's play, including imaginative play.

Adults modelling how they manage their own feelings and making this explicit, for example 'I'm feeling a bit cross today because . . . , I am feeling happy because . . . '.

Opportunities for children to talk to adults alone, or groups and adults initiating talk with children who might be experiencing strong feelings.

Showing that we accept all children and their families and recognising and celebrating the cultural diversity in the setting.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Teaching children how to deal with conflict and mediating conflicts rather than the adult 'solving' them for the children.

Adults who model resolving conflict.

Good role models of social conventions and interactions.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

The practitioner has many opportunities to explore feelings and how we can resolve conflict in the setting by developing work that starts from the children's self-initiated play and experiences, for example:

- a child taking another child's fruit at snack time provides an opportunity to explore sharing and the angry or sad feelings of the child who has lost her fruit;
- a child feeling angry because the child wants to play a game but there is no equipment left provides an opportunity to talk about feelings and encourage the children to consider fairness;
- two children wanting to ride on the same bike at playtime allows the adult to help the children to calm down and to sort out a fair solution themselves.

Questions for reflection and enquiry

- What do you need to do to make a friend?
- How did you manage to make friends with . . . ?
- How do you know if you have a friend?
- Why do you think we need to share? What would happen if we didn't?
- Why do we need to learn how to work and play together?
- What could we do if we fall out with a friend?
- What can we do if we feel really angry?

Review

To make up with my friend I could . . .

I like my friend because . . .

Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

Squeak and Snappy

You will need two puppets; you could use class puppets used for other social purposes.

Squeak the mouse and Snappy the shark are the best of friends. They always play together when they are at nursery.

Squeak found out that Snappy loves to play with the water just as he does. They like to use the pipes and blow the water, making bubbles on the top and then watching them pop.

Snappy likes the way that Squeak can move really fast when they play outside. It's fun playing chasing games with Squeak.

Today Squeak is feeling a bit tired. Let's find out what happens.

Squeak: Hello Snappy, shall we play with the water today?

Snappy: Yeah, I'll get the pipes out. What else shall we have?

Squeak: Mmmmm . . . I don't know!

Snappy: What about the biggest bottle?

Squeak: OK.

They played happily together with the water, blowing bubbles and filling the enormous bottle up to the top.

Ask the children what they think has helped Squeak and Snappy to play well together so far and what the two friends have remembered to do when they are working together.

Snappy: Hey look at this!

Snappy tipped the enormous bottle out into the tray, but the water splashed over the side and into Squeak's face and all over his tail.

Squeak: What did you do that for? I am all wet now, I don't like being wet! I'm not playing with the water now and I'm not your friend anymore either!

Snappy: But . . .

Squeak took his apron off and walked away, leaving Snappy by himself wondering what went wrong.

Ask the children what they think went wrong.

How do they think Squeak and Snappy could sort out this problem now?

Try to get children to come up with their own suggestions before helping them to think of useful strategies. Also take the opportunity to point out that people do argue or fall out sometimes; it is normal. What is really important is to know how to put things right again.

Say: 'Let's see if Squeak and Snappy can try some of your good ideas and make friends again.'

Adapt the story if the children have come up with good alternatives themselves. In the next section you can be Miss Smile in the story, so there is no need for another puppet.

Snappy: Miss Smile, Snappy made me all wet and I am not his friend any more!

Miss Smile: Oh dear, you seem upset, Squeak. You are usually such good friends with Snappy, aren't you?

Squeak: Yes, but he made me wet!

Miss Smile: What do you think we need to do now to help you be friends again?

Squeak: I don't know!

Miss Smile: Would it be a good idea to go and find Snappy and talk to him about it?

Squeak shrugged his shoulders in a fed-up way.

Miss Smile: I think we should try to sort this out, Squeak, because you don't look very happy and neither does Snappy.

They walked over to the water play area where Snappy was standing, looking very sad with a tear rolling down his face.

Miss Smile: Would you like to tell us what happened, Snappy?

Snappy: The water went on Squeak, I think.

Squeak: You put it on me. You made me all wet!

Snappy: I didn't, the bottle fell over.

Miss Smile: Well, Squeak, it sounds as though Snappy didn't do it on purpose. It sounds like an accident to me.

Squeak: Well, he didn't say sorry to me!

Miss Smile: Do you think that might help, Snappy?

Snappy: Sorry Squeak, I didn't mean to make you wet.

Snappy tried hard to smile at Squeak although he didn't really feel like it.

Squeak: Oh, I thought you did!

Squeak and Snappy looked at each other and Squeak gave Snappy a hug.

Making up felt good. It wasn't very nice when they didn't have each other to play with. Squeak and Snappy felt happy and pleased to be friends again.

Ask the children what they think that Squeak and Snappy need to remember next time something goes wrong when they are playing together.

Red set: Early Years Foundation Stage, Development Matters 40–60+ months

Circle games and rounds

Circle games



If the group or class is large, you may want to think about having only half of the children involved in circle time, so that everyone has a chance to take part. Use a talking object (like a shell) to pass round when it is someone's turn to talk. It is important to be patient if a child is slow to respond, and to try not to jump in too soon.

Circle times should include time to welcome everyone and give a skills reminder – that we use our eyes to look at the person talking, use our ears to listen carefully, use our mouths to speak, use our heads to think, put our hands in our laps to help us concentrate. You might want to use a name game or an all change game then a main activity which could be 'pass the sentence', plus a game to develop social, emotional and behavioural skills. Your circle time should have a finishing activity that brings the group together. This could be a song or 'pass the smile around the circle'.

Remember that the most important thing about circle time is that it is fun and nobody is made to do anything that they don't want to do. Children need to be respected for choosing not to take part. If adults show this respect, it won't be long before everyone joins in.

All change games

In these games physical appearance is used as a way for children to change places.
All those who have black hair . . .
All those who have short hair . . .
All those who have trousers on . . .

Jumble

Children stand in a circle, close their eyes and stretch their hands out. The idea is that all children should hold hands with others across the circle while they have their eyes closed. All the children then open their eyes and remain holding hands, while they try to see if it is possible to get into a circle without letting go of the hands they are holding.

This is quite an ambitious activity and will work best in quite small groups.

Rounds

What I like about my old friend is . . .
What I like about my new friend is . . .
When I fall out with my friend I feel . . .
When I make up with my friend I feel . . .
A good friend is someone who . . .

We made sure that our less confident children were not sitting at the 'beginning' of the circle, so they had plenty of time to hear a range of responses.



Learning opportunities: conflict resolution

Look, Listen and Note 40–60+ months

- I can make up when I have fallen out with a friend.
- I can think of ways to sort things out when we don't agree.
- I can express my feelings when I am angry.
- I can make myself feel better when I am angry.



Read this story to the children in order to set the scene for the work they will be doing on the theme.

Once upon a time there was a girl called Miriam who had just begun to go to school every day. She was enjoying herself very much and had got used to saying goodbye to her Mummy each day, giving her a big hug and waving to her as she went out of the door.

Miriam was quite shy and quiet and it took her a few weeks before she began to talk to the other children. There was someone she had really enjoyed playing with yesterday, called Sanjit. Miriam and Sanjit found out that they both enjoyed playing with the building bricks together.

Today Miriam went to the building area to see if she could find Sanjit. He was already there and was busy making something from the small coloured bricks. Miriam wasn't sure what to do next. She wanted to play too.

We made this more accessible by using puppets to represent the characters and by using the equipment in the setting to illustrate parts of the story.



Ask the children what they think Miriam could do.

She went over to Sanjit and began playing near him. She looked into his face and smiled one of her enormous friendly smiles. Sanjit looked at her and watched her face for a minute and then he said, 'Oh, hello'.

Miriam was really pleased with herself because her idea of smiling her best smile had worked. Sanjit had noticed her and was being friendly by saying hello.

They spent a long time building and Sanjit asked Miriam to help him to build a bridge for the cars to go across. Miriam listened to Sanjit carefully so that she knew what he wanted her to do. She wasn't sure what sort of bridge to help him with and so she asked him some things about it.

'What sort of bridge shall we make? Is it going to be big or tiny?'

Sanjit listened carefully to Miriam as she asked her questions and then he answered her, telling her it would be good if it could be a big bridge because then lots of cars could fit onto it.

Sanjit put one brick on to make the bridge, then looked at Miriam. She put one brick next to his, then Sanjit put another one down. They carried on taking turns until the bridge was done.

They both spent a long time building and making a bridge together. Their teacher was really pleased with them because they had worked so well together. Miriam went home very happy, telling her Mummy she had made a friend called Sanjit.

Ask the children what they think helped Miriam and Sanjit to work so well together and what the two friends had to do so that they could work together.

The next part of the story could be told at another time, depending on the children's concentration levels.

The next day something a bit scary happened.

Sanjit and Miriam were playing outside using the big cardboard boxes to build with. They had just got their den ready to get into when Simon came along and went straight into the place where Sanjit was going to go.

Sanjit stood still and looked at his den with someone else in it. His face went red and his neck went red. He felt funny in his tummy too. He opened his mouth to talk, but instead of talk coming out, he was screaming very loud. He looked very angry, his face was screwed up and his eyes were cross. He shouted 'Get out of my den. You can't go in there. Get out, get out!'

Miriam was very frightened. She had never heard anyone shout like that before and so she ran away from Sanjit, going indoors to find a safe place to be.

Ask the children why they think Miriam ran away. What do they think she was worried about?

(At this point discuss the feelings both Miriam and Sanjit were having and allow time for children to share their ideas.)

Simon ran away too and Sanjit was left by himself. The hot feeling he had was going away now and he began to feel sad and very alone.

He felt bad about what had happened, but he didn't know what else to do. It was his den and he didn't want Simon in it.

Ask the children what they think Sanjit could have done instead of getting so angry. Ask them what they do if they feel upset about something or angry about something.

Sanjit's teacher Miss Smile came over and tried to find out from Sanjit what had happened. She helped him to learn a way of calming down, by taking five big deep breaths. When he had calmed down he was able to tell her what happened.

Miss Smile said, 'Where is your friend Miriam now?'

Sanjit said he didn't know. Miss Smile suggested they went to look for her together.

Miriam was indoors doing a drawing. She saw Sanjit coming towards her and she ran away again, this time to the book corner.

Ask the children why they think Miriam ran away again and what they think she might be thinking.

Miss Smile went over to Miriam and asked her what the matter was.

Miriam said, 'Sanjit shouted and his face looked scary. I don't want to be his friend any more.'

Miss Smile looked at Sanjit and said, 'Sanjit, what could you do to make Miriam feel less worried about what you did? She still likes you, but she didn't like the shouting that happened.'

'I don't know!' said Sanjit.

Ask the children what they think Sanjit could do so that Miriam might be able to be his friend again.

Miss Smile had a chat with Miriam and Sanjit and explained that things do go wrong sometimes with all friends. She said it was important to remember some things that will help when things go wrong. This is what she told them.

First, always try to talk to your friend and tell them what the matter is when you don't like something that is happening.

Second, if your friend is not able to listen, go and get some help from someone else.

Listen to what your friend says after you have spoken to them and then try to think of something different you could do that you would both feel happy with.

The experiences suggested above support children in achieving the following EYFS 40–60 month+ Development Matters statements:

- Operate independently within the environment and show confidence in linking up with others for support and guidance
- Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Consider the consequences of their words and actions for themselves and others

Learning opportunities: cooperation

Look, Listen and Note 40–60+ months

I can work in a group with other children.

I can take turns when I play a game.

I can wait for my turn to say something in the classroom.

I can share a toy.

Puzzle game



Arrange the children into two groups of six and give each child a piece of puzzle. The idea is to complete the puzzle as a group, but each group has one piece that belongs to the other group. When they discover this they will need to cooperate with the other group in order to complete their puzzles.

You could explain at the beginning that they may have a problem to solve during this activity and you want to see them trying to work it out together.

Clapping game

In this game the children will make different movements depending upon how many claps they hear. Ask the children who would like to decide what movement the children should make when they hear one clap.

Repeat this with two claps, with a child thinking of a different movement. Repeat this with three claps, with another child and yet another movement.

Once three different movements have been decided, explain to the children that they need to listen carefully to play this game and that you are looking for children who are really helping the leader of the game to make it work.

The chosen child then claps one, two or three claps, and everyone else makes the appropriate action. The action is repeated until another type of clap is introduced.

The game can be repeated with different children leading it. At the end thank everyone who helped the game to work.

It is important to stress the skills being used here – listening skills and the skills of cooperation and working together.



Make sure that you arrange plenty of activities that promote cooperation, for example:

- playing clapping games in pairs;
- making pictures together, sharing the paper;
- taking part in paired games in movement, for example having children sit with their feet touching and holding hands, and helping to pull each other up;
- constructing things like marble runs;
- activities that mean sharing is necessary, for example providing six golf clubs and three balls;
- playing a mirror game in pairs, where one child does the actions and the other copies them as if looking into a mirror;
- playing ring games.

The experiences suggested above support children in achieving the following EYFS 40–60 month+ Development Matters statements:

- Operate independently within the environment and show confidence in linking up with others for support and guidance
- Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Learning opportunities: resolving conflicts

Look, Listen and Note 40–60+ months

I can make up when I have fallen out with a friend.

I can think of ways to sort things out when we don't agree.



Involve the children in making a book about working well together and resolving conflicts.

Give them time to discuss their ideas. Useful questions might include the following.

- What would you do if your friend wanted the same scooter that you were riding?
- If you were playing at the water tray and you were trying to fill a big bottle up, but it kept falling over, how could you get someone to help you?
- If you wanted the game in the role-play area to be about dogs and your friend wanted to play doctors and nurses, what could you do?

We made a talking book. We filmed the children's scenarios using a digital camera, and then filmed two endings for each – one using conflict-resolution ideas and the other not. These short sequences were stored in a PowerPoint talking book. Our next project is to make a Panjabi version, which is the first language of most of our learners.



When the children have discussed their ideas and come up with some of their own 'problems', scribe their solutions so that their exact words can be used in the book.

Model language to support conflict resolution, for example:

'It might make both people happy if . . .', 'How could we make this better for both people?'

You can decide together whether this book will take the form of a story about two people and several incidents or whether it will take the form of an instruction book.

Children can draw pictures of the situations they have talked about, or you can have fun staging these situations and photographing them.



Be aware of the times when conflict might arise and observe how the children cope with this. Provide time for the children to sort things out themselves. Intervention should be designed to encourage children to talk to each other and come up with their own solutions.

Model resolving disagreements between adults in the setting by talking through situations explicitly. You might like to ask the children what they would do in these situations.

Play alongside the children in the role-play area or when using small world toys, set up situations where there is potential for conflict and use the language of conflict resolution in your play.

We asked the children to stage some of the situations they thought of and took photographs for a display in the setting. It showed both 'helpful' solutions and 'unhelpful' ones.



The experiences suggested above support children in achieving the following EYFS 40–60+ month Development Matters statements:

- Value and contribute to own well-being and self-control
- Show confidence and the ability to stand up for own rights
- Have an awareness of the boundaries set and behavioural expectations within the setting
- Understand what is right, what is wrong and why
- Consider the consequences of their words and actions for themselves and others

Learning opportunities: managing feelings

Look, Listen and Note 40–60+ months

I can express my feelings when I am angry.

I can make myself feel better when I am angry.



The feeling to be explored in this theme is anger. If children have not undertaken the 30–50 months red set activities, use the activities described there to explore the feeling of anger.

Make available picture books, illustrations of angry people and mirrors to stimulate talk about what happens to people's faces and bodies when they are angry. Use the relevant photocards, the children's Feeling fans and, if you feel it is appropriate, the Feelings detective poster from the whole-school resource file. For some children the simple Feelings identikit from the CD-ROM that accompanies these materials might be useful. Suggest that the children might like to make a poster about feeling angry.

The poster might have children's individual drawings about anger around the edge, with instructions in the middle about what might help people to calm down. Refer to the children's work on calming down in Theme 1 – New beginnings.

Ask the children what they could do if they feel panicky, as if they are going to get too angry and hurt someone.

Use as many of the children's ideas as possible, but make sure that you have three or four clear steps that can be helpful when people feel angry.

You might use the following suggestions.

When you feel yourself getting hot and cross try breathing big breaths in and out slowly, five times.

Provide some time to help the children learn to do this by breathing in slowly and blowing gently on the back of their hands as they exhale.

If you think that you might get so cross you might hurt someone, then find a place to be by yourself for a minute, while you calm down. Get a drink of water. If you still feel cross go and get help from an adult.



Display the poster at children's eye level and refer to it frequently.

Be aware of when children are beginning to feel angry or frustrated during the day and ask how they might be feeling. You might say something like, 'Perhaps you are feeling angry?'

Provide a time for children to relax and use their calming down strategies at specific times during the day, for example before listening to a story, listening to music, and so on.

The experiences suggested above support children in achieving the following EYFS 40–60+ months Development Matters statements:

- Express needs and feelings in appropriate ways
- Value and contribute to own well-being and self-control
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Learning opportunities: friendship

Look, Listen and Note 40–60+ months

I can play with other children.

I know how to be friendly.



Provide a time in the week for children to play with a new 'friend'. This might be done by pairing up the children yourself in a different way for a specific period each day, for example during free-choice time if you have one or during outside play. Explain that it is their 'job' to play with that person. Review with the children:

Did you enjoy playing with someone new?

Was it easy to play with your new 'friend'?

What did you do to make it fun?

Observe the children and choose a 'Friend of the day' award for a week or two, telling the children what you are looking for and involving other adults too, such as midday supervisors.

Help develop friendships by asking children, when lining up to go somewhere, to find a friend and take them by the hand.

Give very specific praise to children for acts of kindness and for being friendly.

Plan time to observe how friendships are developing and give support to those who need it, early on in the year.

The experiences suggested above support children in achieving the following EYFS 40–60+ months Development Matters statements:

- Show care and concern for others, for living things and the environment
- Form good relationships with adults and peers

Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following.

Organising the day

Time provided for individual play with adult support when needed.

Time for group activity and collaborative play.

The environment

Providing areas for different activities and personal choices, for example quiet restful areas, areas with mirrors and areas for more physical play.

Providing the kind of activities that promote cooperation.

The role of adults

Adults involved in children's play, including imaginative play.

Adults modelling how they manage their own feelings and making this explicit, for example 'I'm feeling a bit cross today because ...', 'I am feeling happy because ...'.

Opportunities for children to talk to adults alone, or groups and adults initiating talk with children who might be experiencing strong feelings.

Showing that we value all children and their families and recognising and celebrating the cultural diversity in the setting.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Teaching children how to deal with conflict and mediating conflicts rather than the adult 'solving' them for the children.

Adults who model resolving conflict.

Good role models of social conventions and interactions.

A non-judgemental atmosphere where it is considered OK to make mistakes and learn from them.

The practitioner has many opportunities to explore feelings and help children learn how to resolve conflict in the setting by developing work that starts from the children's spontaneous play and experiences, for example:

- a child's model breaking provides the opportunity to explore the child's feelings and consider how the child might handle them;
- a situation where two children are playing with sand and one accidentally flicks sand on another child enables the practitioner to explore cross feelings and how to avoid potential conflict;
- a situation where a child wants to change the game that is established by another, or two children need the same bit of construction equipment to complete their model, provides the opportunity to model the skills of cooperation.

Questions for reflection and enquiry

- What do you think are the most important parts of being a friend?
- How can we make sure our cross or angry feelings don't hurt other people?

Review

It's good to share because ...

When I get angry I can ...

I said sorry when I ...

I am a good friend because ...

Red set

Curriculum and other links/follow-up work

Core activity: The core activity is the personal, social and emotional learning described in the games and activities above.

Communication, language and literacy: Read stories about friendship and cooperation, such as *Alex and Roy – Best Friends* by Mary Dickinson (Scholastic Hippo) ISBN 0590559435 or *The Surprise Party* by Pat Hutchins (Red Fox) ISBN 0099402920. Write an instruction book about how to make a friend, giving suggestions and using photographs.

Continue to make up your own stories about social situations that you can use as a teaching point to build your children's social skills. Relate these closely to the children's own experiences.

Problem solving, reasoning and numeracy: Use photographs of faces expressing different feelings for sorting, matching and pairs games.

Involve the children in making a simple pictogram about their likes and dislikes, to draw attention to possible new friends who like the same things.

Knowledge and understanding of the world: Make a large building or structure together that requires cooperation, for example a huge spider's web from long sticks and wool or string, or a group sewing picture.

Make a river course in sand in the water tray or another large tray. Ask the children, in small groups, to observe and report what happens when water flows into the river course. Children appoint their own spokesperson for reporting back.

At the water tray or in the role-play area, involve children in setting rules for playing together involving, for example, sharing equipment, taking turns, talking to each other, helping each other, making sure that each one has space.

Physical development: Cover faces of jumbo dice with faces expressing different feelings.

Throw a die and imitate the face on which it landed, as well as moving your body as if you feel this way.

Use parachute games to promote cooperation. Take photographs of the activities to display and refer to.

Creative development: Make pictures of angry faces in a variety of media and make a display of these, adding captions about what makes the children angry.

Paint pictures while listening to angry-sounding music and to calming music. Compare the pictures and draw out the differences.

Audience: Headteachers, teachers and practitioners in primary schools, nursery schools, middle schools, special schools and early years settings

Date of issue: 11-2008

Ref: **00848-2008BKT-EN**

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