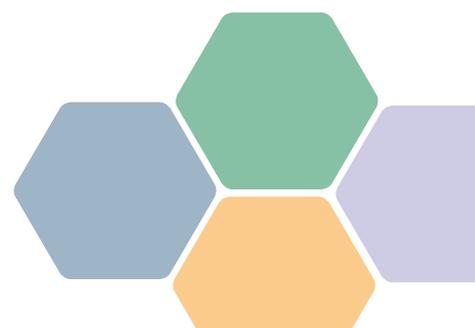




Excellence and Enjoyment: social and emotional aspects of learning

Relationships
Revised Early Years Foundation Stage version



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First published in 2005

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Red 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.

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>This set provides suggested opportunities for children to explore the positive feelings of belonging and feeling cared for. They will explore how they can hurt people’s feelings and how they might feel hurt or cared for.</p> <p>They will have opportunities to consider how other people’s actions can be hurtful and develop some strategies to help them deal with this. They will investigate the concept of fairness and feelings associated with unfair situations.</p> <p>The children will begin to explore some of the feelings that are associated with being left and losing something we care about.</p> <p>There will be opportunities for children to begin to understand about things that are alive and dead through an exploration of the life cycle and a story about a sunflower that grows and dies.</p>	<p>Understanding my feelings</p> <p>I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about.</p> <p>Managing my feelings</p> <p>I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone.</p> <p>Understanding the feelings of others</p> <p>I can tell if someone is happy, sad or angry.</p> <p>Making choices</p> <p>I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</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"> Have a positive approach to new activities and events Show confidence in linking up with others for support and guidance 	<ul style="list-style-type: none"> Feel safe and secure, and show a sense of trust Form friendships with other children Make connections between different parts of their life experience Talk freely about their home and community Demonstrate flexibility and adapt their behaviour to different events 	<ul style="list-style-type: none"> Begin to accept the needs of others, with support Show care and concern for others, for living things and the environment 	
40–60+ Months	<ul style="list-style-type: none"> Be confident to try new activities, initiate ideas and speak in a familiar group 	<ul style="list-style-type: none"> Express needs and feelings in appropriate ways 	<ul style="list-style-type: none"> Show confidence and the ability to stand up for own rights 	<ul style="list-style-type: none"> Operate independently within the environment and show confidence in linking up with others for support and guidance

<p>40–60+ Months</p>		<ul style="list-style-type: none"> ● Value and contribute to their own well-being and self-control ● Have an awareness of, and show interest and enjoyment in, cultural and religious differences ● Have a positive self-image and show that they are comfortable with themselves ● 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 ● 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 	<ul style="list-style-type: none"> ● Have an awareness of the boundaries set, and of behavioural expectations in the setting ● Understand that they can expect others to treat their needs, views cultures and beliefs with respect ● Understand what is right, what is wrong and why ● Consider the consequences of their words and actions for themselves and others ● 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 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)

missing	loss	angry	happy
sad	fair	unfair	dead
alive	lonely	worried	comfortable
uncomfortable			

Resources

	Resource	Where to find it
30–50 months	Photocards – lonely, sad, loved, cared for, happy, belonging, left out, friendly Feelings identikit	Whole-school resource file CD-ROM
40–60+ months	Photocards – fair, unfair Feelings detective poster	Whole-school resource file Whole-school resource file

Key points from the assembly or group time

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 now 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 or setting's usual means of celebration (praise, notes to the child and parents or 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 unit (Appendix 3 'Guidance on the teaching of potentially sensitive and controversial issues').

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

Circle games and rounds

Wake up Baby Bear



One child is selected to sit in the centre of the circle and pretend to be asleep. This child should be blindfolded. Place a 'honey jar' in front of them.

The whole group sings:

'Baby Bear, Baby Bear
Sleeping in the wood.
What lovely honey's in your jar!
Mmmm, mmm, (the children should rub their tummies)
How I'd like it in my tummy!'

Gently tap one child on the back who should quietly go and take the honey and hide it behind their back.

Everyone sings:

'Wake up Baby Bear,
Wake up Baby Bear,
Your honey's gone!'

Baby Bear takes off the blindfold, looks around the circle and tries to guess who is hiding the honey. They should have three guesses. The person who took the honey then has a turn at being Baby Bear.

You might like to talk about how Baby Bear might know who is hiding the honey. For example, are they looking different? How?

Rounds

Pass round a teddy.

'Teddy feels sad when . . .'

Learning opportunities: loss – missing someone we love

Look, Listen and Note 30–50 months

I can tell you how I feel if I am missing someone or have lost someone or something I care about.

I am beginning to understand that if someone leaves me they can still love me.

I can remember someone I care about even if they are not there.

I can talk about how I can feel better when I am feeling sad or am missing someone.



Read the story *Dogger*, by Shirley Hughes (Red Fox) ISBN: 009992790X. Talk about the story and how the characters felt.

Jasmine's feeling lonely

Introduce a large puppet or doll to the children, who are sitting on the carpet or in a circle at group time. Ideally the doll or puppet will be large enough to sit on your knee. Give the puppet or doll a name and explain:

'Jasmine has come to our setting today to meet you. She wants to tell you that she is feeling a bit lonely today because her friend has gone on holiday. Would any of you like to say anything to Jasmine?'

Give the children an opportunity to say something to Jasmine that might make her feel better, or to tell her their own experiences. You might like to prompt children by asking questions, for example: 'Jasmine thought that it might help if you told her what you do when you are feeling lonely. Does anyone have any ideas?'

Puppet work

Use puppets to act out simple scenarios that involve children losing a friend by falling out with each other, or children having to say goodbye to a parent or carer. Ask the children to consider how the puppets might feel in the scenarios. Use some of the photocards from the whole-school resource file.

Example of a simple scenario:

Adult puppet: Time for school (or playgroup), baby puppet.

Baby puppet: I don't want to go to school (or playgroup). I want to stay at home with you.

Adult puppet: But you've got to go to school (or playgroup). You like school (or playgroup).

Baby puppet: I know I like school (or playgroup) but today I want to stay with you.

Adult puppet: You've got to go to school (or playgroup). Come on.

Baby puppet: (Cries) I don't want to go to school (or playgroup). I want to stay with you.

Ask the children questions:

- How do you think baby puppet feels?
- How do you think the grown-up puppet feels?
- Has anyone ever felt like baby puppet?
- What do you think would happen next?



Introduce key vocabulary. Ask a child to take the role of the baby or adult puppet. Leave the puppets available for children to play with in the setting. Adults should be on hand to support them.

One of us worked with a small group of children with communication and learning difficulties ahead of time to prepare them for reading the story as a class. When we read it all together the children in the group had a 'feeling face' on a stick and held this up when they thought a character would have this feeling.



The experiences suggested above contribute to the following learning opportunities from EYFS Development Matters 30–50 months:

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

Learning opportunities: loss – living things

Look, Listen and Note 30–50 months

I can tell you how I feel if I am missing someone or have lost someone or something I care about.



Read the short story from the resource sheet *The Sunflower*. Use props or the pictures in the resource sheet to illustrate the story. The pictures can be used later for sequencing and discussion.

Use the story to explore the issues raised (or if you are familiar with working in the ways suggested by *Philosophy for Children*, as a stimulus for a community of enquiry). Ask the children, for example:

- How did Ben feel when he saw the petal falling to the ground?
- How did he feel when Grandpa gave him the seed?
- What do you think happened to the sunflower? Why?

Work with the children to use movement and mime to illustrate the story of the sunflower and how the sunflower starts as a little seed, grows its first leaf, grows bigger and bigger, and finally opens out into a proud sunflower before it is cut down and becomes a seed again.

Use the first part of the story to explore the way Ben feels when his mum leaves.

Grow some flowers, fruit or plants from seed, before or after reading the sunflower story, so that children can experience the cycle of life and death at first hand.

Provide objects that are living or dead: for example, plants, seeds, autumn leaves, fruit, woodlice, small class pet (e.g. fish, hamster), picture of a person, dead butterfly or other insect or stuffed animal. Carefully show the children one or two of the objects – pass them round if possible. Ask the children to say something about the objects as you show them. Introduce vocabulary – ‘alive’, ‘living’ and ‘dead’.

Group the objects in a variety of ways, according to size and shape, and ask the children to consider why you have grouped them in this way. Start with the first few objects and then ask the children to add other objects to the group. If appropriate, group the objects or pictures in groups of living and dead things.

I used this story in our work about Growing Things. It fitted in well and allowed us to explore the feelings in the story.



A child in my class with autistic spectrum disorder found this very difficult and we focused with him on two feelings, happy and sad, using two shoe boxes, each with a happy or sad face on the lid. Inside we put three things that made him happy or sad.



Adults should work with the children to try to encourage them to talk about the attributes of the various objects. Use facilitative questions to support their understanding.

- Why do you think ...? What do you think might have happened to it? Will it ever live again?
- Do you know anything that has died?

(Note: These are only starting points. As far as possible you should be led by the children's thoughts about the objects.)



Finding a dead spider, insect or bird on the playground can elicit useful discussion about things that are alive or dead. To maximise the learning from this event you will need to facilitate the children's thinking by exploring and extending their learning. This is a skilled task, but might involve some questions. In this instance you might start the discussion with the following questions:

- What do you think has happened to it?
- Will it ever come to life again?
- What will happen to it now?

Finding a live spider or insect is another opportunity to explore life and death. Challenging the child who might want to stamp on it will elicit useful learning about animals and their right to life. This might include exploring the concept of death at an appropriate level. Some questions that might be useful include:

- What will happen if you stamp on it?
- Will it be able to run if it is dead?
- How will you feel?
- Is this fair?

In the course of the year a child might experience the death of a pet. This will provide an opportunity to explore the feelings associated with the loss. This might include the group considering how the child might feel and how they might help them. The child might like to describe what happened and ask questions that should be answered frankly, taking account of the views and beliefs of the family and community.

When I took the children to the local church we looked round the graveyard. One little boy starting talking about his grandad's funeral. He was very matter of fact. The other children were interested and asked lots of questions. It seemed a spontaneous and natural way to talk about this.

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

- Show care and concern for others, for living things and for the environment



Learning opportunities: understanding my feelings – happy, sad and angry

Look, Listen and Note 30–50 months

I can tell if someone is happy, sad or angry.

I can tell when I am feeling sad or angry.

I can show someone when I am feeling sad, angry or happy.

Match the feeling



You will need some pictures of people with a range of facial expressions. You might get these from newspapers, magazines or greeting cards, or use those provided as photocards in the whole-school resource file or the Feelings identikit on the CD-ROM that accompanies these materials. Be sensitive to the differences in the way feelings are expressed in different cultures.

Spread the pictures on the table. The idea is for the child to choose a face that might fit with a short scenario.

This person feels loved and cared for.

This person has lost their favourite thing.

This person has just been given a big ice cream.

This person has no one to play with.

This person has just had to say goodbye to their mum or dad.

Supported play



Set up the imaginative play corner to encourage the exploration of loss. This might be a hospital, school or playgroup – play alongside the children to encourage them to role-play ideas around loss. Encourage them to talk about their feelings in the role-play situations and encourage them to show the way they are feeling with their faces and body.

If the children should at any time introduce the idea of people dying, allow them to talk but don't assume that you know how they might be feeling. Let them explore this for themselves with your support.

Provide books that involve children having to say goodbye to loved ones or going to school or playgroup. Use these to talk with the children about their feelings.

Using miniature world or other toys, set up scenarios which suggest that:

one miniature has fallen out with another;

one miniature has left another at home;

an adult has left a child at school or playgroup.

Encourage the children to explain what they think is happening in the scenario and how the characters would be feeling. This might become a game in which the children set the scenarios for each other.

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

- Form friendships with other children
- Show confidence in linking up with others for support and guidance
- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine

Ongoing activities

Effective strategies to develop an environment that supports the social, emotional and behavioural skills identified in this theme include the following.

Organising the day

Time provided for individual play with adult support when needed.

Opportunities for children to talk to adults alone or in groups.

The environment

Providing areas for different activities and personal choices; for example, quiet restful areas, areas with mirrors.

The role of adults

Adults involved in children's play, including imaginative play and supporting and developing children's thinking about loss and other feelings.

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

Adults initiating talk with the children about how they feel when their Parents or carers leave and how they will feel when the parents or carers return.

Questions for reflection and enquiry

- How do you feel?
- How do you think ... feels?
- What makes you feel lonely?
- How can you help when other people are sad or lonely?
- What would make you feel better or happy?

Review

- Who can tell about a time when they missed someone?
- What did you do to help you feel better?
- What do we know about things that are living and things that are dead – like the sunflower in our story?

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

The sunflower

On Saturdays, Mum went to work and Ben went to stay with his grandpa. He loved Grandpa but when Mum left him Ben got a strange feeling in his tummy. He didn't want his mum to go. He shouted and cried and Grandpa would hold him close and carry him to the window. He would see Mum get into the car. He would wave to his mum and she would wave back. Grandpa and Ben would then go to the cupboard and find something special to do. By the time Mum came back Ben would be smiling and laughing. Sometimes he'd had such a good time that he didn't even want to go home.

One Saturday, Ben went to Grandpa's house as usual. When he went to look out of the window he saw a pot just outside. He watched Mum go then he said, 'Grandpa, what's that pot for?'

Grandpa went to the cupboard and brought out a packet. He showed it to Ben. On the outside there was a picture of a flower, a big yellow flower.

'What do you think is inside?'

'A flower?'

Ben opened the packet. Inside there were three little seeds. Ben was very disappointed.

Grandpa explained that if they put a seed in the soil it would grow into a sunflower like the one in the picture. Together Grandpa and Ben put some soil in the pot and then they put in the seed and carefully covered it over with some more soil. Lastly they watered the soil with a special can that Grandpa had bought for Ben.

Next Saturday when Ben came to see Grandpa he quickly waved to Mum and then he rushed to look in the pot. He thought he would see a flower but there was just soil. He was so disappointed but Grandpa said, 'Patience, Ben. What you need is patience.'

Ben watered the pot.

Next Saturday when Ben came to see Grandpa he rushed to look at the pot. He thought he would see a big yellow flower. At first all he could see was soil but when he looked again he saw something in the soil. It looked like a little worm. He was just about to dig it out when Grandpa stopped him.

'Patience, Ben. What you need is patience. This is a shoot and it will grow.'

Next Saturday when Ben came to see Grandpa he rushed to look at the pot. He looked carefully and he could see the shoot – but it wasn't just a shoot any more. It had a green leaf as well. Ben looked at the leaf.

'This is a leaf. Where's my sunflower?' he said.

'Patience, Ben. What you need is patience. This is a leaf and it will grow into a plant and on top of the plant there will grow a beautiful sunflower.'

All through the summer Ben came to see Grandpa. Each time he ran to the pot and each time the sunflower had grown another leaf and was taller. When Ben asked, 'Where's my sunflower?' Grandpa would always say, 'Patience, Ben. What you need is patience.'

Then one Saturday when Ben looked at the plant he saw something at the very top. It wasn't a flower. Ben said, 'That's green! It's not a beautiful flower like the picture.'

Grandpa said, 'Patience, Ben. What you need is patience. That's a bud and one day it will open and inside there will be a beautiful flower.'

The next Saturday when Ben rushed to look at the plant, he stopped and stared. At the very top there was a beautiful sunflower just like the one on the packet. Ben was so happy.

Ben loved the sunflower. He looked forward to Saturdays when he could go to see it. He didn't cry or shout when Mum left to go to work. He knew she would be back at tea-time.

Then one Saturday when Ben was playing by the sunflower something fell on his head and floated on to the ground in front of him. It was one of the sunflower's petals. He went to the sunflower and tried to put it back but another one came off in his hand. He ran to show Grandpa.

Grandpa said, 'It is nearly autumn and the sunflower is getting old.'

When Ben came the next week the sunflower wasn't a flower any more. It was brown and dry. Ben started to cry.

'It's dead,' he said. 'Why didn't you look after it properly?'

Grandpa took a large pair of scissors and cut the top off the plant. He showed Ben that in the middle there were lots and lots of seeds, just like the one they had planted in the pot in the spring. Grandpa picked out one of the seeds and gave it to Ben.

'This is for you to plant next year,' he said.

Together they put it in an envelope and put it in the cupboard ready for spring.

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

The sunflower



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

Circle games and rounds

Look, Listen and Note 40–60+ months

I can tell you when I think things are fair or unfair.



Circle game

'Roll the ball' game



A child rolls the ball to another, saying the child's name. The recipient says thank you and the originator replies 'You're welcome'. Stop the game temporarily before everyone has had a turn and ask those who haven't had a turn yet how they feel.. Continue the game to ensure everyone has a turn.

Round

'I don't think it's fair when ...'

'If my friend was feeling sad I would ...'

Open forum

Ask children what they think they could do if someone was feeling sad or angry, or feeling that something was unfair.

Encourage suggestions. What would make you feel better if you were feeling sad or miserable? Discuss ideas as they come up.

Pass the smile

Complete the circle time by passing the smile round the circle. Make an issue of how that smile makes you feel. Say how you feel – for example, it makes me feel happy or warm inside to see so many smiling faces.

We had taught all the children to sign the first letter of their name, and to come up with a simple gesture to characterise them – for example, something they liked doing. All children had the option of using their 'signed' name in this activity. We also discussed ways of saying 'You're welcome' using our bodies, rather than words, so every child could be included.

Learning opportunities: understanding my feelings – fair and unfair

Look, Listen and Note 40–60+ months

I can tell you what is fair and unfair.

I can tell you how it feels when things are unfair.

I can tell you when I think things are fair or unfair.

I know some ways I can make things fair.



Use the Puppet Show script from the resource sheets. You may want to use puppets which you have reserved for work in your class that explores social, emotional and behavioural issues (as suggested in previous themes). The familiarity of the characters will help sustain the children's interest.

Explicitly introduce the words 'fair' and 'unfair'. Ask for examples of each, or use examples that come up often in the learning or home setting.

How do children feel when they say 'That's not fair'? Collect feelings words that the children offer – choose the most common.

Use stories about fairness as a stimulus for discussion. Examples are *This is our house*, by Michael Rosen (Walker Books) ISBN: 0 744 56020 9, *The hungry giant*, from Story Chest: Stage 1 – Big Books: Set 1 (Nelson Thornes) ISBN: 0 174 14022 3, *Something wonderful*, by Jenny Nimmo and Debbie Boon (Collins) ISBN: 0 001 98403 9, *Tyrone the Horrible*, by Hans Wilelm (Scholastic) ISBN: 0 590 76029 7 and *The Meanies* (Arnold-Wheaton) ISBN: 0 560 08815 9. As you read other well-known stories such as *Not now Bernard*, by David McKee (Red Fox) ISBN: 0 099 72541 X, *Fantastic Mr Fox*, by Roald Dahl (Samuel French) ISBN: 0 573 05133 X, *Cinderella* or *Beauty and the Beast*, ask children to 'hot-seat' the characters to explore whether they think a situation in the story is fair.

Use the photocards associated with this theme to talk to children about fair and unfair. Talk about the photographs and explore the feelings shown by the children in the situations that are shown.

Go through the Feelings detective poster steps for working out whether someone else might be feeling like this.

Use the resource sheet *Fair and unfair situations* to ask children to say how they would feel or have felt in these situations. Encourage children to talk about how the situations could be made fair.

Read the story *That's not fair!* from the resource sheets. Show the children the picture of the ogre. Ask the questions:

- What was unfair in the story?
- How did Parminda feel when things weren't fair?
- Did the children who were playing with the water think that it was unfair? Why not?
- What can we say or do if we think something isn't fair?
- Who would be a sensible person to tell? When? How? (For example, shouting and crying?)
- How can we make ourselves feel better when things aren't fair? (For example, do something different, calm down.)
- How would you have felt if you were Parminda?

Make a poster with ideas for making people feel better when they are sad, angry or feeling something isn't fair. Use speech bubbles and use children's exact language. Dictaphones could be used for this activity. You can add pictures drawn by children or staged photographs to make the poster more exciting.

Make up a puppet show (using the same two puppets as previously) that illustrates things that don't cheer people up, and then stop and discuss these.

It is important to think about how fair does not always mean the same or equal. My children thought it could be OK for one person to have more playdough than their friend if they needed to make a big monster, when their friend only wanted to make a little one.



We wanted something to illustrate the situations so we asked a group of children with learning difficulties to lead on this, aided by one of the support staff. They acted out the scenarios and took digital photographs. All the children benefited from the additional visual support.



Make up a 'social storybook'. Explain to the children you will make a book that will be like a storybook about someone thinking something is unfair and having an uncomfortable feeling. Say that you need their help to pretend so that you can take photographs.

Choose an incident from indoor or outdoor play, or one of those given in this book. As the children act out the story, ask for their ideas about what would make that person feel better and get them to act that out too. Take photographs. You can then make a story from the role-play to read to the whole class. You could build in several ways of making someone feel better so that it becomes an information book for the children.

Play a game with photographs. For the game you will need pairs of photographs, one of each pair showing an unfair situation (along with the associated feelings or facial expressions) and the other the same situation made fair. You can use the photocards from the whole-school resource file. Alternatively, you can take your own photographs of children in your class.

To play the game, spread the photographs on the table or floor.

Explain that this is a bit like a pairs game, except that the pairs are not exactly the same. The idea is to go around the table giving a turn to each person to find a fair and unfair picture that go together.

This gives plenty of opportunities to discuss what is happening, why it is fair or unfair, how people might feel if it happened to them, how unfair situations can be made fair, and whether this is always possible.

Use the photographs for another game. This time, use the same cards but just pick out the unfair situations. Play picking a card and then telling how you think you could make this situation a fair one. Useful questions might be:

- Can you tell me what is happening in your picture?
- What do you think you could do to make it fair?
- Can we always make things fair?

Ongoing activities

Effective strategies to develop an environment that supports the social, emotional and behavioural skills identified in this theme include the following.

Organising the day

Time provided for individual and group play with adult support when needed.

Opportunities for children to talk to adults alone or in groups.

The environment

Providing areas for different activities that require sharing resources and equipment.

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

The children designed a card for a friend in the class with speech and language difficulties, to show when she thought something wasn't fair. They had a meeting with the midday supervisors to explain the meaning of this new card (their friend already had a 'help' and 'stop' laminated card to use in the classroom and playground).



We projected the photographs and played spot the difference. The children looked at the first photo for a minute, then the second, and then had time with a partner to discuss how many differences they could find. This helped some children move from the observable and concrete (what can you see) to the more abstract – what/why something is fair or unfair.



The role of adults

Adults can be involved in children's play, including imaginative play and supporting and developing children's thinking about fair and unfair situations, and ways of dealing with them.

Adults may invite comment on what the children think about their play. 'What do you think about the way you are playing together? Is it fair or unfair?' See if they can tell you the reason for their answers. Useful additional questions might be:

- Is everyone feeling happy and calm about how this game is going?
- Are there any cross, angry or sad children in the game, do you think?

Adults can model how they manage their own feelings and making this explicit, for example: 'I'm feeling a bit sad today because ...'

Adults can focus on the social and emotional aspects of stories that they read to the children – giving specific attention to the faces and feelings and body language of the characters in the story, and encouraging children to comment on fair and unfair things about the story.

In addition, you could do the following:

When reinforcing the class or group rules or charter, engage in discussion about adding another rule that might help make the classroom fair for everyone. Or you could ask children why they think we have a class rule about, for example, sharing the toys we have.

Make sure you are fair when choosing children to do special jobs. Use class lists and make it obvious that all children will have a turn over a period of time. The teacher or practitioner could demonstrate writing a checklist for giving everyone in class a turn, model its use, and encourage children in role-play writing to make and use their own checklists for turns in everyday classroom or setting activities.

Set up situations occasionally where things are obviously not fair, to help children practise the strategies they have learned. For example, give out musical instruments, missing one or two children, and see what strategies the children are able to use to sort out the problem.

Introduce class lows and highs, or 'boohoos' and 'yippees' as some children call them! Each day, take two or three minutes to tell the children your low moment of the session. Remember to use feelings words they will be familiar with and tell them specifically why you had uncomfortable feelings. Then tell them your high moment of the session and why this was. Invite two children each day to tell the group about their lows and highs if they would like to. Remember to make it fair and ensure that over time all children have a chance to contribute. It is of course always acceptable for them to decline the offer.

Take care to choose children you feel will cope with this and who will provide a good role model to the rest of the class in teaching them the strategies to use.



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

- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, what is wrong, and why
- Express needs and feelings in appropriate ways

Questions for reflection and enquiry

- Sometimes life is not fair – can we always change things?
- Should things always be fair?

Review

- Can you show me how you feel when you think things are not fair?
- Who can tell me about a time when they made an unfair game fair?
- Can you help me remember some ways of making people feel better when they are sad or cross or something isn't fair?

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

Puppet show script

One day Shanice and Marcello are playing at the nursery, in the house.

'I am making dinner,' says Shanice. 'I need lots of food to cook.'

She puts nearly all the play food into the saucepan. Marcello watches. He wants to have some food to cook too.

'Please can I have some, Shanice?'

'NO!' says Shanice, 'I need it all.'

At this point, stop the story and draw the children into a discussion about what they think is fair or unfair about the situation. You could set up two circles (hoops) for 'fair' and 'unfair', and have children drop a pebble into one of the two circles depending on whether they think it is fair or unfair, or ask children to go to a corner of the room that represents either fair or unfair.

Talk about how Marcello might feel. Use the idea that he might feel cross as well as using the words that the children come up with.

Explain that sometimes when you feel cross about something it is because you feel something is unfair.

Marcello begins to cry and shout 'That's not fair!' He stamps his foot and begins to get very angry that he can't have some play food. Marcello is told off by the teacher or practitioner, and he thinks this is very unfair.

Ask the children if they agree with Marcello.

Ask the children what they think Marcello could do instead of stamping, shouting and crying.

Encourage suggestions about getting help, explaining what has happened and explaining how you feel.

Marcello's teacher or practitioner decides to help because Marcello doesn't know how to tell her what is wrong.

'Marcello, what is the matter? You look so cross and angry. Can you tell me what happened?'

Marcello points to Shanice and says, 'It's not fair.'

'What is it that is not fair, Marcello?' says the teacher or practitioner.

'She took it all. I want some too.'

'Can you tell me what she took, Marcello?'

The food – she’s got it all!

‘I can see why you might be feeling cross about that, Marcello. It isn’t fair, is it?’ says the teacher or practitioner. ‘Shall we go and talk to Shanice about it?’

Marcello nods.

The teacher then helps Shanice to see how Marcello is feeling and to share out the food in a fair way.

Marcello begins to feel better and has stopped crying and shouting now.

Marcello and Shanice begin to cook together in the house. Marcello feels happy now.

The script can be used to help children to explore the idea that when something that was unfair is changed we don’t have to keep on feeling cross.

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

Fair and unfair situations

1. Two children are at the drawing and writing area and both want to use the only stapler that has staples in it.
'I know, let's take it in turns shall we? You have the first turn then I will have one, and then you can have another turn.'
2. The class has made some cakes to share later in the day. The teacher or practitioner was careful to count the children who were here today so that everybody had one each at story time.
3. Daddy is cooking tea for Arif and Sharim. He knows that Arif doesn't really like samosas and that Sharim loves them. When he gives them tea he gives Sharim two samosas and Arif one.
Ask: Is Daddy being fair? Do you think Arif will be cross or feel sad? Does it always make you cross when things are 'not fair' or 'not the same'?
4. Two children are playing outside and are using the pram, which will only hold one of their dolls.
Child 1 knows that the other child is waiting and says, 'You can have a turn in a minute, is that OK?'
5. One child rides on his favourite bike for the whole of outside time.
Another child keeps asking for a turn, but the child on the bike says no each time and continues to ride the bike.
6. The teacher or practitioner uses her list of children's names to choose someone to count how many children are here today. Each day she chooses the next person on the list.
7. Two children are in the building area. Another child comes along and begins to go into the building area. 'You can't come in here, you have to go away,' says one of the children in the building area. They build a barrier across the entrance so that nobody else will come in.
Note: This provides an opportunity to discuss intentionality using the vocabulary of 'on purpose'.
8. A child is at the dough table and is engrossed in playing. She has all the dough, but has not noticed that someone else has come to the table.
She carries on playing her own game.
Note: This provides an opportunity to compare with examples above.

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

That's not fair!

There was once a little girl called Parminda. She was such a quiet, shy little girl that sometimes the other children in the class did not even notice she was there. Parminda hardly ever got to do what she wanted to do in the classroom, because the other children would push past her and get there first. So she would often just sit quietly in the book corner with her favourite book and think to herself that it wasn't really fair.

Her favourite book was about a giant. He was a very big giant but Parminda liked him. She thought he had a kind, friendly face. 'I wish he would come to my school,' she thought.

One day Parminda wanted to go on the computer but two other children came and took both the places. 'That's not fair,' she thought, but she didn't say anything. She wanted to play with the water but two bigger children pushed in ahead of her. 'That's not fair,' she thought, but she didn't say anything. She wanted to play with the Lego™ but three children grabbed the box and kept all the bricks to themselves. 'That's not fair,' thought Parminda, but she didn't say anything – she was much too shy.

Parminda went sadly over to the book corner and opened her favourite book. She couldn't stop a tear rolling down her face and splashing on to the page.

'What's up then?' boomed a voice close to her ear.

Parminda looked all around but she couldn't see anyone. 'That's funny,' she thought.

'Can I help you?' came the voice again. It was a very loud voice but it was very kind. Parminda looked all around again, but she was quite alone in the book corner.

'Where are you?' she whispered, not the slightest bit afraid.

'I'm here, of course,' the voice bellowed, 'right in front of you.' Parminda looked down at the book she was holding and there, on the page, smiling and nodding at her for all he was worth, was her friendly giant.

'That's right, now you can see me,' he roared, so loudly that Parminda put her finger to her lips. 'Sshh,' she said, 'everyone will hear you.'

'Oh no they won't, they'll only hear me if I want them to hear me,' the giant roared, and sure enough, when Parminda looked round, no one else seemed to have heard anything at all.

'Now then,' boomed the giant, 'what's the problem?'

Another tear rolled down Parminda's face and she said, 'Well, it's just that it's not fair.'

The giant seemed to understand straight away.

'Right then,' he bellowed, and before Parminda knew what was happening, he had lifted one leg, then the other and stepped right out of the page on to the carpet in the book corner.

'Ooh, that's better,' he roared, stretching his arms and nearly knocking the lights off the ceiling. 'Now let's get this sorted out.'

'What are you going to do?' asked Parminda.

'You just come with me,' bellowed the giant, taking Parminda's tiny hand in his enormous one, 'and you'll see.'

The giant was as tall as the classroom and as loud as the ocean, but none of the children or the teachers seemed to notice him at all. Parminda was afraid he might tread on someone in his great big giant's boots, but he was very careful not to.

First of all they went to the computer.

'Tell them it's your turn now,' roared the giant. Parminda did not feel quite so shy when the giant was standing beside her, so she said, very politely, to the two children who were there, 'May I have a go now, please?' But the two children took no notice of her and carried on playing. Then the giant took a great big breath and roared at the top of his voice: 'THAT'S NOT FAIR!'

The two children nearly jumped out of their skins. They got straight off the computer and said: 'It's your turn now, Parminda.'

'Thank you,' she said, and she and the giant sat down and made some wonderful pictures and printed them off. 'This is fun,' roared the giant.

Later, they went to the water tray. The big children were still there.

'May I have a go now, please?' asked Parminda in her quiet voice. But the children took no notice of her and carried on playing. Then the giant took an enormous breath and thundered: 'THAT'S NOT FAIR!'

The children nearly fell over with surprise. They took off their aprons straight away and said: 'It's your turn now, Parminda.'

'Thank you,' she said, and she and the giant had a wonderful time, although the giant couldn't get his apron on, and got a bit wet.

Later they went to the construction area, where three children still had all the Lego™. 'May I play as well?' asked Parminda. But the children took no notice of her and went on playing.

'THAT'S NOT FAIR!' came an enormous voice. The children stopped playing. Their mouths fell open and their eyes were like saucers. They looked nervously at Parminda. 'Would you like to play too?' they asked her. She nodded and they moved over to make room for her. She looked up to see if the giant wanted to play as well, but the giant wasn't there. She looked all around the room but there was no sign of him at all.

When it was quiet time and all the children were in the book corner, the teacher said: 'Now whose turn is it to choose a story?' Parminda knew it must be her turn because she had never, ever chosen the story. Her voice was so small that no one had ever heard her. Lots of children were waving their hands in the air saying 'It's my turn, it's my turn.'

Parminda took a deep breath and said in a clear, firm voice: 'I think it's my turn to choose the story.'

All the children and the teacher turned to look at her.

'Yes, Parminda, I think it must be your turn,' smiled the teacher. 'What will you choose?' Parminda picked up her favourite book, but before she gave it to the teacher, she opened it quickly at her favourite picture. There was the giant with his great big boots and his kindly face. 'Thank you,' whispered Parminda, and the giant winked at her.

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

That's not fair!



Red set

Curriculum and other links – follow-up activities

Establishing the classroom community

Core activity/Personal, social and emotional development: The children are given responsibility for setting out what kind of learning environment they want to belong to. They are encouraged to think about the classroom or setting environment, the relationships and interactions they want to engage in, and the rules for interaction and also for accessing materials and activities. They are also encouraged to think about how agreed rules and behaviours are to be encouraged and transgressions dealt with to ensure fairness, inclusivity, belonging and participation – that is, citizenship. Children are encouraged to establish a system of buddying with other children to ensure care and inclusion towards others. Notions of care and equity and the moral issues of rights and wrongs in terms of behaviour towards others are considered.

Communication, language and literacy: Children are encouraged to share their ideas about their classroom orally and to listen to and respect the views of others, negotiating consensus and agreement through their words.

Problem solving, reasoning and numeracy: Children explore numbers for sharing out and systems to monitor and control access to various resources and activities.

Knowledge and understanding of the world: Children explore how other communities are run (within families, churches, other groups and so on, to which they belong), what other rules operate and how fair or unfair they feel they are. Children are encouraged to use technology (tape recording, cameras, video if available) to develop a short documentary about their classroom. Encouraging them to care for the quality of the environment of the classroom can help them later to extend this to the wider world.

Physical development: Children learn to follow the rules of games, and to share equipment and large apparatus. They are encouraged to consider movement around their classroom and the ways the inside and outside environments require different kinds of movements and body awareness.

Creative development: Children are encouraged to think imaginatively about their ideal classroom environment and to create a range of different ways of depicting this, such as posters, drawings, plays. They could also devise a guide to their own classroom for new children.

Red set

Exemplar sequence of work: Communication, Language and Literacy

Theme	Relationship Early Years Foundation Stage
SEAL objectives	To recognise and label feelings associated with situations that are unfair. To identify strategies to support others who may be experiencing uncomfortable feelings.
Links to Early Learning Goals for Communication, Language and Literacy	Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speak clearly and audibly with confidence and control, and show awareness of the listener. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. Use language to imagine and recreate roles and experiences.
Outcome	Simple recount
Text	<i>Farmer Duck</i> , by Martin Waddell (Walker Books) ISBN: 074453660X This picture book tells the story of a duck exploited by a lazy farmer. The other animals decide this is unfair and teach the farmer a lesson. He leaves and the animals then run the farm cooperatively.
Text themes	The main themes are that fairness will prevail, and that sometimes we need support from others to recognise and tackle injustice.
Possible focuses for response to this text	The teacher or practitioner could begin by using the front cover to generate a discussion about what the duck is doing and what other work a farmer does (this may be important contextual information for children who have not had experience of farms and farming). After the initial reading of the story, the teacher or practitioner could focus on the drawings of the duck, from the title page up to but not including the page 'The poor duck was sleepy ...' Looking at each picture in turn, the children could be asked to talk with a partner about how the duck might be feeling; for example, wet, tired, cold, worn out. The children could be encouraged to think about the fact that the duck only ever says 'Quack!' and so, just like the other animals in the story, they have to work out how the duck is feeling by paying attention to expressions and body language and imagining how they would feel if it were them. This would be a good time to introduce the word 'unfair' if the children haven't already done so. In a subsequent session, the teacher or practitioner could go into role for a few minutes as a lazy teacher, choosing a child (or another adult if available) and giving them a long list of jobs to do while pretending to relax, eat biscuits, read a magazine and so on.

	<p>Once out of role, the other children could be asked to talk about why this would be unfair, and what they could have done about it if it had really happened; for example, told the headteacher or their parents, or challenged the teacher politely. This would provide opportunities to discuss how to respond appropriately in real life to behaviour that is unfair. Children could be taught a formulaic non-threatening phrase to use, such as 'I don't think you were being fair when you ...'</p> <p>A further role-play or drama session could be based on the page 'The poor duck was sleepy and weepy and tired'. Having pointed out that the picture shows the hens comforting the duck with actions, the children could be asked to imagine what sort of things the hens might be saying. The teacher or other adult might need to model this with a child as the duck. This could be developed into a discussion about noticing when someone is being treated unfairly, and supporting them with actions and words.</p> <p>The teacher or practitioner could use the final page of the story to lead into a discussion about fairness, encouraging the children to think of situations in the classroom and playground where unfair things can happen, and to make a list of these, plus the action they need to take if they observe such a situation. This session could conclude with sharing out an edible treat, such as slicing a cake into equal pieces or counting out an equal number of raisins for each person, as a practical demonstration of 'fair shares for all'.</p>
Suggested related activities	In the role-play or outside area, provide simple animal masks, a farmer's cap and a few props such as a spade, basket, bucket and broom, to enable the children to re-enact the story and develop it.
Alternative and additional texts with similar themes	<i>The Little Red Hen</i> (Ladybird Books) ISBN: 0 721 49739 X <i>It's not fair</i> , by Brian Moses (Hodder Wayland) ISBN: 0 750 22132 1

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

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