THE HAPPIER SCHOOLS PROJECT

# THE HAPPIER SCHOOLS PROJECT

TARGET AUDIENCE 7-11 YO

## The Happier Schools Project Overview

Emotional Intelligence is the ability to understand and manage your own emotions, and to recognize and comprehend the emotions of those around you. While lots of time is spent focusing on happy and positive emotions - which are no doubt important! - it is just as important, if not more so, to be able to understand all of our emotions, especially those that may be harder to deal with like sadness or anger.

Now more than ever, nurturing emotional intelligence in children is key to their emotional well-being and mental health. This is a key part of their development throughout their early years and into school. SEL, or Social & Emotional Learning, is a vitally important part of children's schooling where they learn to socialize and manage their emotions, helping them to become more resilient, successful adults.

The Happier Schools Project is a series of lesson plans with activities designed to teach emotional intelligence (EQ), or social and emotional learning (SEL) skills. The lessons use the CASEL framework of five core competencies around SEL and explore the 27 Key Emotions as identified by psychologist Dacher Keltner from the Greater Good Science Center. Each lesson has been designed to meet a different level of the framework:

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|---|---|---|
| Self-awareness | Self-management | Social awareness | Relationship skills | Responsible decision making |

## PROJECT STRUCTURE

The content in each lesson has been separated into discrete activities from which you can pick and choose whichever work best for your pupils. Or you can do all the activities over a long session or series of lessons. Each activity has been written with detailed steps which you can follow, adapt or use to create your own activities based on your knowledge of your pupils.

## LESSON STRUCTURE

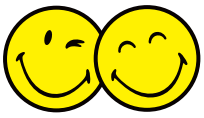
There are a mixture of different styles of lessons marked with icons for easy identification:



Teacher-led classwork



Individual classwork



Pair work



Group work



Homework or preparatory work (for outside school or classroom)

Look for the icons on each lesson plan to easily identify how it is structured and choose the best approach for your class or individuals.

## TAKE THE TIME TO SMILE! ACTIVITIES

We have grouped the activities in each lesson into five groups, which cover a variety of approaches to teaching to ensure that students are thinking and talking, but also playing and getting creative. The various activities will encourage students to...




Activities to improve their mood




Activities to help them express their emotions




Activities to help them better understand and manage their emotions







Games & activities to enjoy their day




Activities to help them manage their time




Look for the badges on each lesson so you can choose the best activity for your class or groups on any given day.

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## THE CASEL FRAMEWORK: AN INTRODUCTION

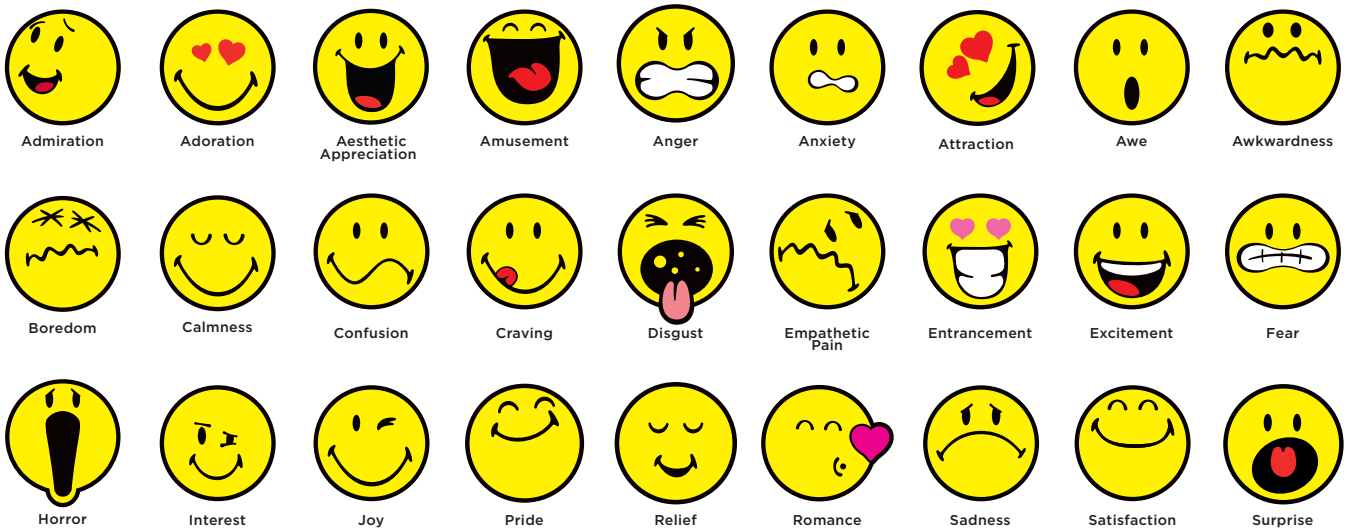
The Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed in 1994 to establish high-quality, evidence-based social and emotional learning (SEL) from early years to adulthood. CASEL commissions, conducts, synthesizes, and shares research and resources to help educate the whole child, equipping students for success in school and in life.

CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of core competence. By explicitly teaching the skills within these competencies, research shows that it can support equitable learning environments and improve optimal developmental outcomes for all children, adolescents, and adults.

| CORE COMPETENCY | DEFINITION | ASSOCIATED SKILLS |
|---|---|---|
| Self-awareness | The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism. | • Identifying emotions<br>• Accurate self-perception<br>• Recognizing strengths<br>• Self-confidence<br>• Self-efficacy |
| Self-management | The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals. | • Impulse control<br>• Stress management<br>• Self-discipline<br>• Self-motivation<br>• Goal setting<br>• Organizational skills |
| Social awareness | The ability to take the perspective of and empathize with others. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support. | • Understanding emotions<br>• Empathy/sympathy<br>• Appreciating diversity<br>• Respect for others |
| Relationship skills | The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. | • Communication<br>• Social engagement<br>• Relationship building<br>• Teamwork |
| Responsible decision making | The ability to make constructive choices about personal behavior and social interactions. The realistic evaluation of consequences of various actions and a consideration of the well-being of oneself and others. | • Identifying problems<br>• Analyzing solutions<br>• Solving problems<br>• Evaluating<br>• Reflecting<br>• Ethical responsibility |

## THE 27 KEY EMOTIONS: AN INTRODUCTION

The Happier Schools Project also uses the 27 Key Emotions at its core. While there are lots of emotions that we can experience, from good to bad and everywhere in between, Professor Dacher Keltner of the Greater Good Science Center has identified 27 key states of emotions that drill down into the most basic emotions that everyone experiences. All the lesson plans and activities in the Happier Schools Project use these as a base, and then explore gradations of emotions from these core states.




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# LESSON 4
# WORKING WITH OTHERS

TARGET AUDIENCE 7-11 YO

## LESSON 4 OVERVIEW

This lesson starts by asking pupils to think about an argument they've had and how they dealt with it. This helps pupils realize how they respond to conflict. Pupils are then introduced to what it takes to be a good team player and what they definitely shouldn't do when working in a team.

There is a fun team game to get pupils practicing working in a team to turn over a surface they are standing on (like a blanket or groundsheet). This helps them practice team communication in a light environment.

It is a good idea to teach how to avoid arguments and turn disagreements into agreements in the **From Argument to Agreement** activity. This should give pupils the skills and techniques they can draw from when approaching the larger piece of teamwork, building a bridge from newspapers. Depending on the age and ability of your pupils, you can scaffold this or extend it on the technical detail and the amount of support you provide to the teams. It is important to review the **Bridge Building** activity so pupils learn from the experience and how they react in a team situation.

There are optional extra activities you can cover on techniques to use when **Resisting Peer Pressure** and working as a whole class to create a story using picture cards as prompts. The lesson ends with a recap of behaviors that can lead to arguments (peace breaking) or avoid arguments (peace making).

There are two homeworks to choose from: 1) **Build Healthy Relationships** asks pupils to look at the quality of their close relationships and work out how to improve some relationships; and 2) **Are You a Top Team Player?** Asks pupils to rate their team-working skills. There is also a cloze passage assessment of notes in three levels of difficulty and a variety of posters to use in the classroom.



## LESSON PLAN MATERIALS

There are downloadable worksheets and posters to help you deliver the lesson, with a full list below of what needs to be prepared ahead of time.

- Two or more sheets, blankets, towels or mats for teams of pupils where each team fills nearly three quarters of the space when standing on it.
- Print out a **Bridge Building worksheet** for each team of 4-6 pupils.
- 2 newspapers, 5 elastic bands, 2 pairs of scissors and 3 meters of string for each of 4-6 pupils plus two or more extra sets for spares.
- Option to print one copy of the **Bridge Building Review worksheet** for each pupil.
- Print out one copy of the **Finding Peace worksheet** for each pupil.
- Print out one copy of the **Build Healthy Relationships worksheet** for each pupil to do as homework.
- Select the appropriate level of **Working with Others Notes** for your pupils and print out one copy for each pupil.



**OPTIONAL EXTRAS:**

- Print out one copy of **Are You a Top Team-Player?** for each pupil who you think it would be useful to complete.
- Print out (ideally in color) and cut up one set of **Class Story Circle cards**.



**POSTERS:**

- Print out one or more copies of the **Ten Top Tips for Being a Top Team-Player poster** to display in your classroom.
- Print out one or more copies of the **From Argument to Agreement poster** to display in your classroom.
- Print out one copy of the **Do You! poster** to display in your classroom.

CAN'T PRINT? FOLLOW ALTERNATIVE SUGGESTIONS IN THE LESSONS



ANSWER SHEETS ARE AT THE END OF THE PACK

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# LESSON 4
# WORKING WITH OTHERS

TARGET AUDIENCE
7-11 YO

## LEARNING OBJECTIVES

- Communicate, cooperate and negotiate to complete a task.
- Deal with conflict when two people disagree.
- Learn two techniques to resist peer pressure.
- Practice teamwork.

## DIFFERENTIATION

- **Gifted and Talented:** Many of the activities differentiate by outcome. You could also ask more able pupils to find out about how their bridge works, ask them to rate themselves with **Are You a Top Team-Player?** and set Level 3 assessment worksheets.
- **English as an Additional Language**: The **Class Story Circle** is a good activity for EAL students (if they have the vocabulary to take part). The practical activities and bridge building exercise can allow them to contribute with limited language.
- **Special Educational Needs**: Use simpler Level 1 versions of worksheets for less able pupils. Some concepts around argument resolution may need to be simplified.

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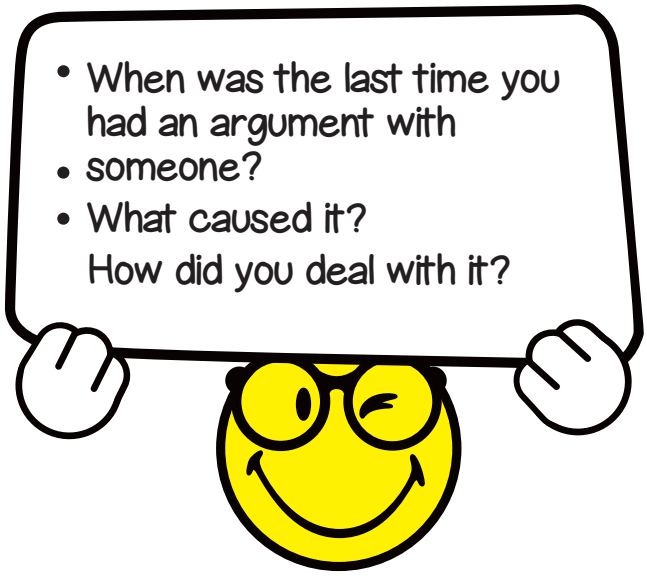
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# ENGAGEMENT STARTER ACTIVITY
# STRONG EMOTIONS

TAKE THE TIME TO FEEL

This activity is designed to get pupils thinking about how they behave in an argument and how arguments are resolved by considering an argument they had recently. It looks at common causes of arguments and common ways arguments are resolved.

1. Write the following questions on the board:




2. Ask pupils to silently think about and note down their answers to the questions on the board.

3. Tell pupils that they don't need to give any details of the argument as we're going to focus on how to deal with disagreements, not who was right or wrong.

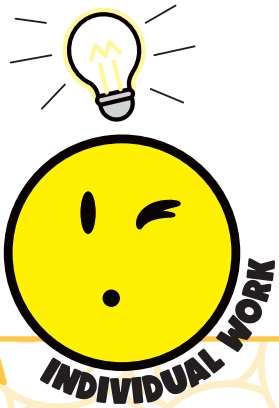
4. Ask pupils what kinds of things lead to arguments - for example: wanting to do something different from someone else, someone hurting us, feeling left out or misunderstood.

5. Ask pupils how arguments can be made better - for example:
   a) apologizing
   b) agreeing to compromise so both people get something they want
   c) explaining yourself clearly
   d) listening to the other person so you understand properly
   e) or agreeing that you see things differently and can disagree, but respectfully and amicably



6. Tell pupils that the strong feelings brought up by arguments usually decrease in time.

7. Tell pupils that when we disagree with someone or feel they're doing something wrong, it is possible to express ourselves without getting angry. They are going to learn some ways to solve disagreements without having arguments.








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# LESSON ACTIVITIES
# TOP TEAMWORK

TAKE THE TIME TO THINK

This didactic activity looks at teamwork and teaches the key ways to be a good team-player. If possible, show the **Ten Top Tips for Being a Top Team-Player poster** and display it in the classroom.

1. Tell pupils that we all have to work in teams, and knowing how to be a good team-player makes teamwork a lot more fun.

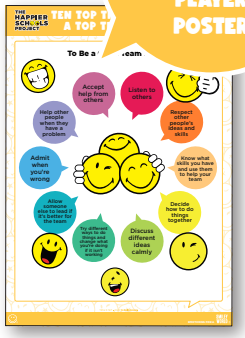
2. Ask pupils what they think being a good team-player means and discuss a few of their answers.

3. Tell pupils that being a good team-player is not about making sure your team is winning and it's not about getting along with people. Being a good team player means putting the needs of the team above your own needs.

4. Tell pupils that being a good team-player isn't about being the best at anything but about:
   a) listening to others in your team
   b) respecting other people's ideas and skills
   c) knowing what skills you have and using them to help your team
   d) allowing someone else to lead if that's better for the team
   e) deciding how to do things together
   f) discussing different ideas calmly
   g) being willing to try different ways to do things, trying things you're not sure of and being willing to change what you're doing if it isn't working
   h) admitting when you're wrong
   i) helping others when they have a problem
   j) accepting help from others

5. Show pupils the **Ten Top Tips for Being a Top Team-Player poster** and, if possible, display it in the classroom.

TEN TOP TIPS FOR BEING A TOP TEAM PLAYER POSTER

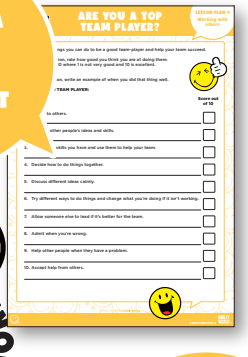


6. Ask pupils what they think being a bad team-player might look like and discuss a few of their answers. They might just say the opposite of the ten tips but there are other things to avoid doing.

7. Tell pupils that being a bad team-player might include:
   a) being sure you're right/telling other people they are wrong
   b) insisting everything is done your way
   c) not listening to others, or even shouting at your team
   d) not being flexible about how you use your skills
   e) not helping others

8. Tell pupils that in the activities in the rest of the lesson, they should try to be a good team-player.

ARE YOU A TOP TEAM PLAYER? WORKSHEET



**EXTENSION**

There is an **Are You a Top Team-Player? worksheet** you can use to get pupils to rate their abilities at team-playing skills, and think of examples of when they demonstrated these skills. It could be used before and after the other activities in this lesson or just after as homework.




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# LESSON ACTIVITIES
# TEAM TURNOVER

TAKE THE TIME TO PLAY

In this activity teams of pupils are tasked with turning over a sheet, blanket, large towel, large gym mat or other similar flat object that pupils are standing on and cannot step off. The smaller the surface, the harder it is to turn over (if there are enough people on it), but the bigger the team, the more challenging it is to coordinate everyone. You can only do this exercise if pupils are happy to be very close to each other and it is okay if they touch each other.

1. Put pupils into teams. The size of the teams depends on the size of the flat surface you are using. Each team should have the same number of pupils and the same-sized flat surface. If it's a sheet, you'll need a large team. If it's a large towel, the team can be much smaller. The team of pupils should cover up two-thirds to three-quarters of the flat surface when they are all standing on it.

2. Arrange the teams so that all members of each team are standing on a flat sheet / blanket / towel / mat.

3. Tell pupils they are to work together to turn over the surface they're standing on WITHOUT their feet leaving that surface. Their feet should not touch the ground outside their sheet / blanket / towel / mat, or their team is disqualified.

4. Remind pupils of the **Ten Top Tips for Being a Top Team-Player**.

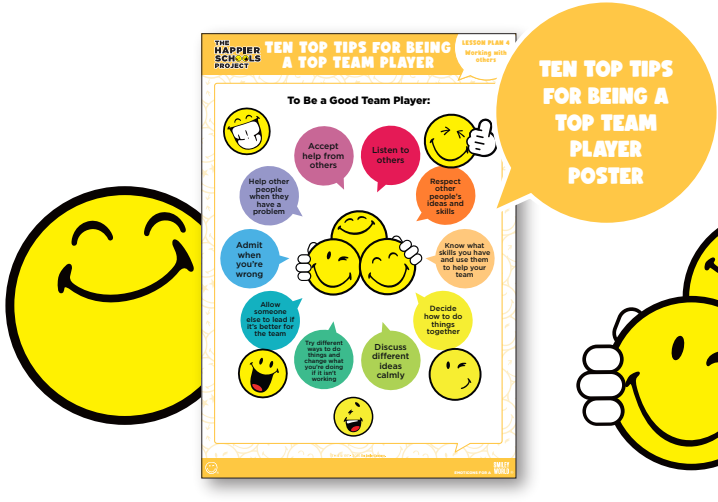
5. Start each team on the task at the same time.

6. Keep a close watch on the teams to make sure pupils aren't touching the ground and arguments don't develop.

7. Let each team finish the exercise.

8. Afterwards, ask each team:
   a) How did you find the task?
   b) How did you turn the sheet / blanket / towel / mat over?
   c) Did you try different ways to turn the surface over?
   d) How did the team talk to each other to get the task done?

9. Tell the class that we can learn to be better team-players each time we work in a team.




TEN TOP TIPS FOR BEING A TOP TEAM PLAYER POSTER




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# LESSON ACTIVITIES
# FROM ARGUMENT TO AGREEMENT

TAKE THE TIME TO FEEL

This activity introduces pupils to the idea of resolving conflict by working out what each party wants/needs and why. It covers how being able to communicate their needs can help people to reach an agreement instead of an argument. If possible, show the **From Argument to Agreement poster**.

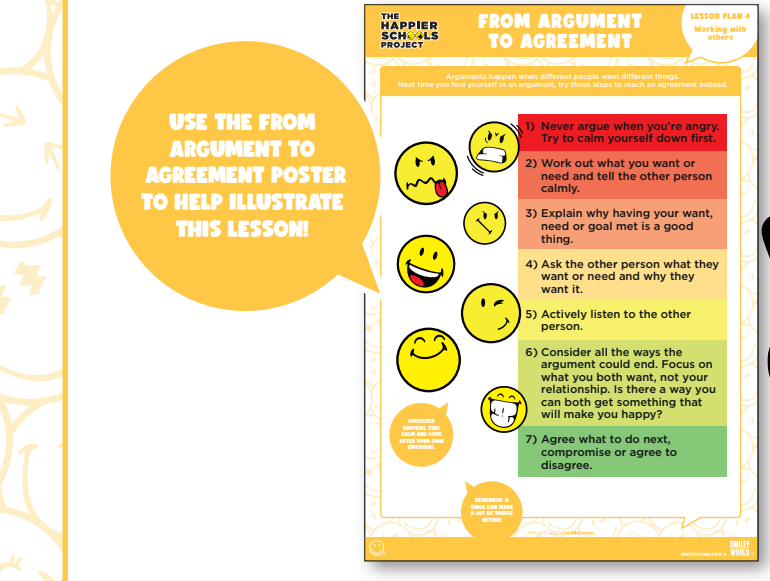
1. Tell pupils that it is natural to have disagreements and arguments with people. Often we have the worst arguments with the people we love, like our family. It is good to learn how to deal with conflict when two people disagree, so we can find a solution to the problem and not get upset by it.

2. Tell pupils that if we know what we want and can tell the other person why we want it, it can help everyone understand each other better and that can help an agreement to be reached.

3. Tell pupils they are going to learn a few key steps that might help them turn an argument into an agreement.
   a) Don't argue when you're angry. Try to calm down first.
   b) Work out what you want or need and tell the other person calmly.
   c) Explain why having your want, need or goal met is a good thing.
   d) Ask the other person what they want or need and why they want it.
   e) Actively listen to the other person. If you have covered active listening with your class, recap it.
   f) Consider all the options to resolve the disagreement. Is there a way both people can get something that will make them happy? Tell pupils it is important to focus on what people want, not anything else about them, other aspects of the relationship, what happened in the past etc.
   g) Agree what to do next, compromise or agree to disagree.

4. Tell pupils that not all arguments can be resolved by these steps, but they can help. And a smile and kindness can help too.

5. Remind pupils that even if they disagree with someone else, they should always treat the other person with respect.




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# LESSON ACTIVITIES
# BRIDGE BUILDING

TAKE THE TIME TO CREATE

This activity allows pupils to practice what they've learned about working in teams, negotiating with others and resolving conflict. If appropriate for your pupils, you could encourage a competitive element between teams, but remind teams that they should be working together within their team. The larger the teams, the more difficult the task can be as there will be more opportunity for disagreement. Therefore larger teams will probably need longer.

## Preparation

1. Tell pupils that they will be working in groups to build a bridge. Explain that sometimes people use the expression 'to build a bridge' to mean to repair a broken or damaged relationship, but today they will be building bridges while trying to make stronger relationships with their teammates.

2. Tell pupils that when we work in a team it is important that everyone has a job to do and is listened to by everyone else in the team. Tell pupils that when they start the exercise, they should:
    a) Give everyone an opportunity to talk and say:
        i. how they think the problem should be attempted,
        ii. what they're good at doing,
        iii. what they want to do.
    b) The team should then decide:
        i. how they will attempt their bridge design,
        ii. who will do what,
        iii. whether they should have a team leader and who that should be.
    c) If disagreements occur, they should:
        i. listen to what each person wants to do,
        ii. find out why each person is saying what they are,
        iii. ask others in the team what they think is the best way forward,
        iv. agree on a compromise or find a way forward.

3. Show pupils pictures of bridges in the **Bridge Building worksheet** and discuss their designs. Point out that:
    a) Columns and circles are strong and help prevent bending - demonstrate this by rolling up a piece of newspaper and showing how it bends less easily than an unrolled piece of newspaper does
    b) Triangles are strong and can be a good structure to use to spread weight - demonstrate this by folding a piece of newspaper into a zigzag and resting pencils on top.

    You may want to show pupils examples of bridges, or online videos of different types of bridges and how they're built. You can cross-link this to your science or STEM curriculum.

4. Tell pupils that they are going to work in teams to build a bridge that can span a 20 inch gap between two desks (without any supports in the middle).

5. Tell pupils their bridge should be capable of holding at least one pair of scissors (or give them a weight to work with if you have them available and/or your scissors are very light), but the more pairs of scissors - or weight - it can hold, the better.

6. Tell pupils they will be given limited materials and can't ask for more so need to plan what they do carefully.






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## Bridge Building Activity

7. Put pupils into groups of 4-6. Give each group one **Bridge Building worksheet**, two old newspapers, 5 elastic bands, 2 pairs of scissors, and 10 feet of string.

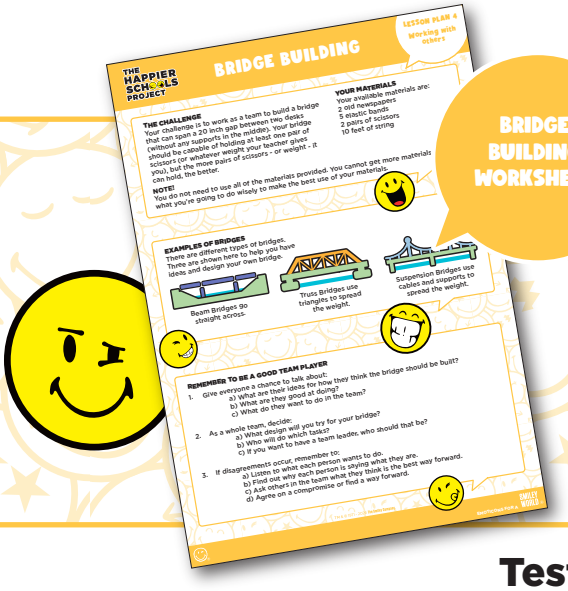
8. Tell pupils that they do not need to use all of the materials provided.

9. If you plan to offer a prize to the group whose bridge holds the most pairs of scissors, tell pupils that the team that builds the strongest bridge will win a prize.

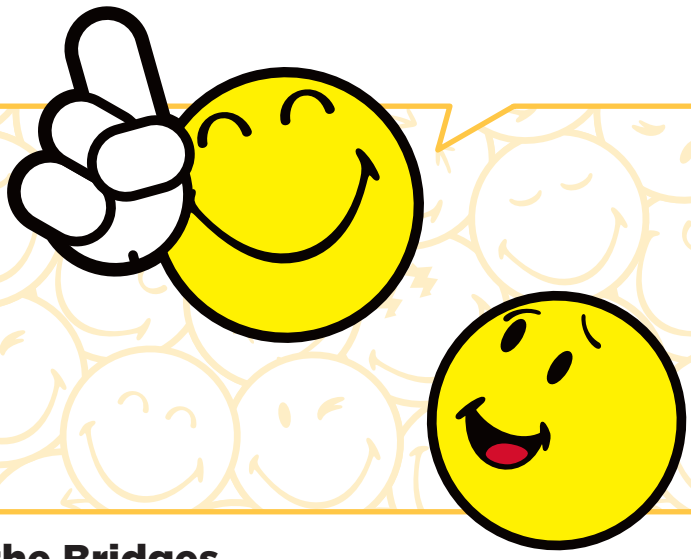
10. Give pupils at least 20 minutes to build their bridges. Tell pupils how long they have to complete their bridge and start the clock.

11. Monitor how teams approach the problem and talk to each other. Help out where necessary.

12. Two minutes before the end of the time, warn pupils they have two minutes to make any final amends to their design and they should get their bridges ready to test.




BRIDGE BUILDING WORKSHEET

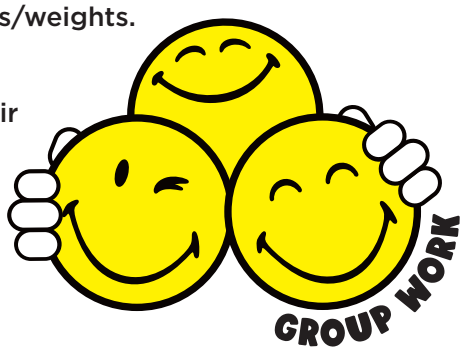


## Testing the Bridges

13. At the end of the time, tell teams to stop working on their bridges. Warn pupils that you are going to test their bridges to destruction to see which is the strongest. Pupils may want to photograph their bridges before you do this.

14. Go to each team in turn and test that their bridge can hold one pair of scissors - or whatever weight you gave them. Once this has been checked, gradually add more pairs of scissors or similar weights, one at a time, until the bridge fails and falls to the ground. Make sure pupils are standing well back from the scissors/weights.

15. Congratulate the winning team and point out what was good about their structure and what you noticed about their teamwork.




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# LESSON ACTIVITIES
# BRIDGE BUILDING REVIEW

TAKE THE TIME TO THINK

It is important to review the **Bridge Building** activity so that pupils can reflect on and learn from their experience, both in terms of which structures were the strongest and how they worked in a team.

1. After the bridges have been tested, and possibly after a break so pupils will have had time to calm down and reflect, write the following questions on the board and ask pupils to consider and note down their answers. Alternatively, give each pupil a **Bridge Building Review worksheet**.
    a) What did you enjoy doing in the group?
    b) Do you think you worked well with others?
    c) What was the most difficult part of working in your group?
    d) What went well for your group?
    e) What could you do better next time?



2. Tell pupils that working in a team can be challenging at times but we can get better with practice.

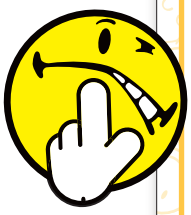
3. Ask pupils which structures in the bridges were strongest.

4. Ask pupils how they would change the design of their bridges if they were to do the activity again.

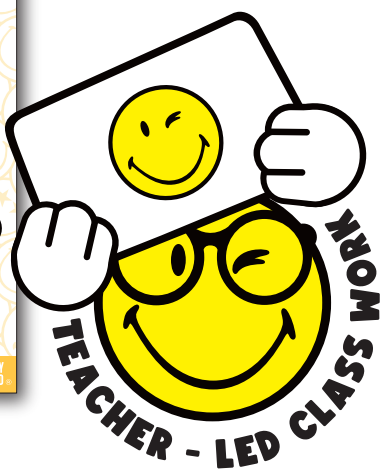



BRIDGE BUILDING REVIEW WORKSHEET










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# LESSON ACTIVITIES
# RESISTING PEER PRESSURE

TAKE THE TIME TO THINK

This activity asks pupils to work in pairs to think of a way to resist peer pressure. Ideas are pooled and compared with those covered in the **Do You! poster**. Make sure pupils know that true friends wouldn't try to force them to do something they shouldn't do.

1. Tell pupils that one common cause of arguments is when one person wants to do something and someone else doesn't want to do the same thing. When a group of friends or classmates try to persuade someone to do something they don't want to do, it's called peer pressure.

2. Ask pupils if they can think of examples when they've experienced peer pressure - for example to join in a game, tease someone or do a dare. How did their peer group or classmates try to persuade them to do something they didn't want to do? Select pupils to give answers but be careful to keep the conversation focused on how their peer group applied pressure and not on the event itself. Methods could include:
   - Name calling: making a person feel bad for not doing something, so they eventually will
   - Reasoning: giving lots of reasons why you should do something
   - Rejection: leaving people out if they don't do something

3. Put pupils into pairs or ask them to work with a neighbor. Tell them to come up with one way they could resist peer pressure. Give them 3 minutes to think of a way.

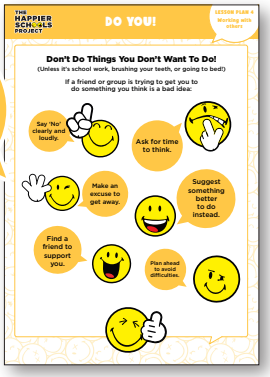
4. Ask each pair of pupils to tell the class what method they thought of. Highlight common methods.

5. Show pupils the **Do You! poster** and tell pupils to remember and write down that the most effective strategies to resist peer pressure include:
   - Asking for time to think before making a decision.
   - Making an excuse to leave (a time you need to be home, a person you need to meet, something you need to do like homework).
   - Saying 'No' clearly and confidently so everyone knows you mean it.
   - Suggesting something better to do instead.
   - Thinking ahead so you can avoid difficult situations and you don't get surprised.
   - Finding friends with the same values as you as it's easier to say no if there is more than one of you.

   Add any other methods your pupils thought of.

6. Tell pupils that real friends should support you in what you want to do and not make you do things that might be dangerous or make you feel bad.

DO YOU! POSTER







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# LESSON ACTIVITIES
# CLASS STORY CIRCLE

TAKE THE TIME TO CREATE

This is a good activity for class bonding, as well as for encouraging creativity and improving pupil's self-esteem. Each pupil is given a card with a picture (or a word, if you can't print) that they can use as a stimulus to contribute one sentence to a story that the class gradually builds up pupil by pupil. Ideally the cards should be printed in color. They can be collected in and used multiple times in different ways. You can also do this activity with smaller groups.

1. Ideally get all pupils in the class to sit in a circle so they can see each other.
2. Give each pupil one card from the **Class Story Circle sheets**. If you can't print these, give each pupil a word from the sheets.
3. Tell pupils that they should each say a sentence of the story and use their card or word to help them develop the story.
4. Select one pupil to start and then go round the circle asking each pupil to add to the class's story using their card or word. The pupils at the start generally have an easier time as they won't be trying to make their word fit into a longer story.
5. Encourage pupils to have a go at adding anything to the story and make sure all additions are accepted. The words are an eclectic mix designed to bring about sudden changes in story direction, which can sound wrong but can be very amusing.
6. Once every pupil has contributed, recap the story and congratulate the class on working together to make up such a creative story.




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# ACTIVITY
# FINDING PEACE

TAKE THE TIME TO FEEL

This activity recaps the ways of working and talking with people that are more likely to lead to harmony and less likely to cause arguments. It gives pupils the opportunity to demonstrate their understanding of the key concepts of the lesson.

1. Give each pupil a copy of the **Finding Peace worksheet**, or the cards on the sheet already cut out. Alternatively write the words randomly on the board and ask pupils to separate the words into two lists to note down.

2. Tell pupils to separate the words into two lists under the headings:
   a) **Peace Makers**, which are things that can help make an argument better
   b) **Peace Breakers**, which usually make an argument worse

3. Once pupils have done the activity individually, you can read out the words on each card and ask the class to shout "Breaker" or "Maker" after you read out each set of words.

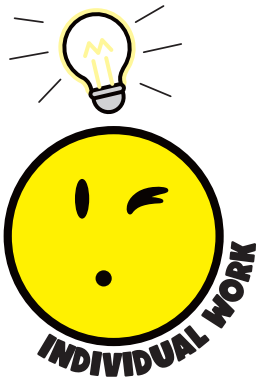
4. Show the class the **Be a Peace-Maker, Not a Peace-Breaker poster**.

FINDING PEACE WORKSHEET




BE A PEACE MAKER NOT A PEACE BREAKER POSTER




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# HOMEWORK
# BUILD HEALTHY RELATIONSHIPS

TAKE THE TIME TO THINK

A friend is someone who supports you, helps you achieve your goals, listens to you, and is there for you to talk to when you need a friend.

Look at your relationships with your friends and family.

1. Who supports you? Who encourages you to reach your goals?
Make a list of your favorite people. For each person, say how they help you in your life.

Name _____ How they help me _____

_____

Name _____ How they help me _____

_____

Name _____ How they help me _____

_____

Name _____ How they help me _____

_____

2. Who would you like to build a better relationship with? How could you do that? Think about things you could do together or conversations you could have.

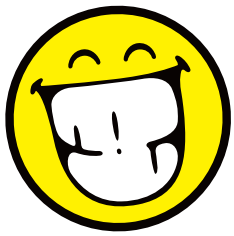
Name _____ How I could build a better relationship _____

_____

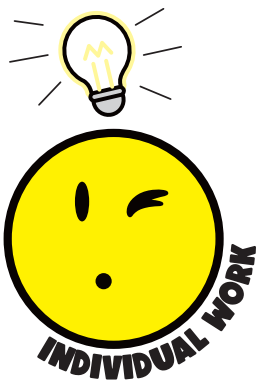
Name _____ How I could build a better relationship _____

_____

**EXTENSION**
Give pupils a set or selection of **Conversation Starter Cards** to take home to help build their relationships with their family.










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# HOMEWORK
# ARE YOU A TOP TEAM PLAYER?

TAKE THE TIME TO FEEL

ALTERNATIVE

This activity asks pupils to reflect on their own abilities as a team player and rate their ability to do the ten skills listed in **Ten Top Tips for Being a Top Team Player.**
It can be a very challenging task for some pupils, so only use it if you are able to support pupils who might struggle with the task or emotions it could bring up.

1. Give pupils an **Are You a Top Team Player? worksheet**.
2. Tell pupils that they should think about the activities they did over the course of the lesson and rate how good they think they are at doing skills in the worksheet.
3. Make sure pupils know how to use a scale of 1-10 where 1 is not very good and 10 is excellent.
4. Tell pupils to think carefully and try to rate themselves honestly. Tell pupils they might want to discuss their ratings with their parents or family.



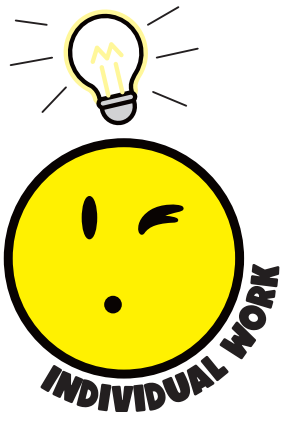



ARE YOU A TOP TEAM PLAYER? WORKSHEET

## Are You A Top Team-Player? Review

It is good to review the **Are You a Top Team Player? Worksheet**. If you mark pupil's ratings before you review the task, you will be able to provide personalized feedback on what you see as pupils strengths and weaknesses.

1. Give pupils back their marked **Are You a Top Team Player? worksheet**.
2. Tell pupils that they shouldn't be too hard on themselves, but they should be honest with themselves.
3. Tell pupils it is okay to not be perfect at things as we all have things we need to work on.
4. Tell pupils that knowing what we're not so good at is the best first step to getting better.
5. Ask pupils to set themselves one goal on something they want to improve to make them a better team player.
6. Tell pupils to set themselves a date when they will review their goal.






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# LESSON ACTIVITIES WORKING WITH OTHERS NOTES

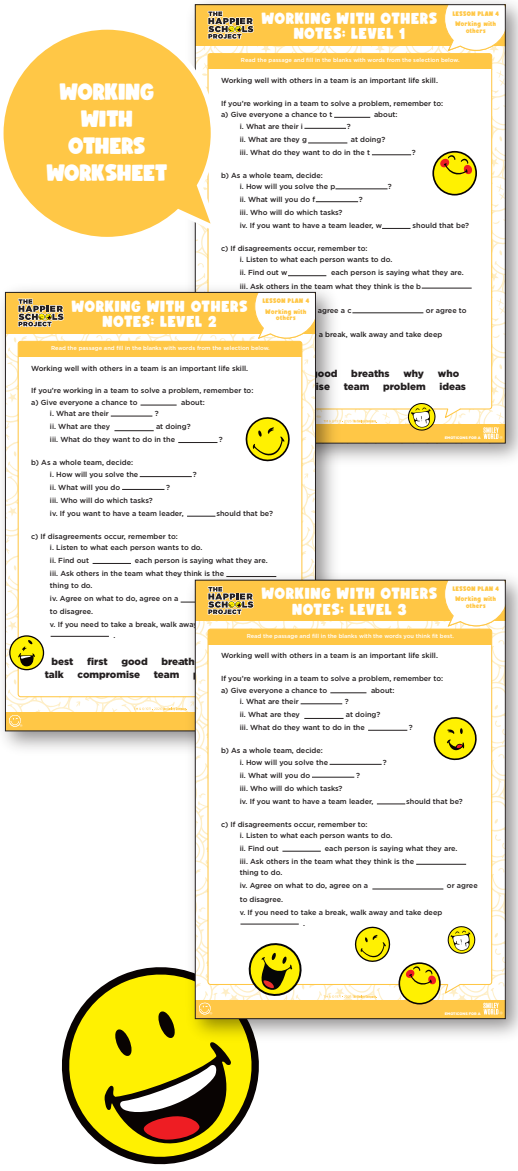
TAKE THE TIME TO THINK

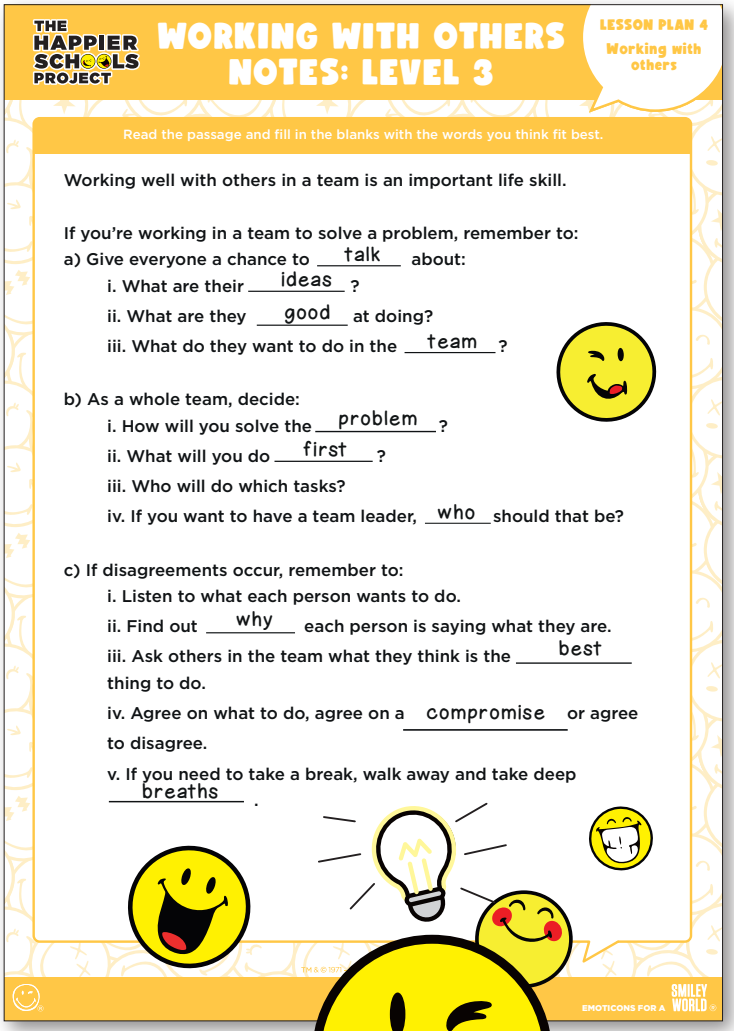
These differentiated worksheets offer an opportunity to assess pupils as well as give them notes that summarize the key learnings from the lesson activities.

1. Ask pupils to complete the blanks in a passage of lesson notes, shown below.

2. You can do this using the differentiated worksheets (see the **Working with Others Notes worksheets**) for pupils to complete in class or as part of their homework. Alternatively provide the text on the board with the underlined words missing (and written elsewhere on the board) and ask pupils to copy the text into their books, filling in the blanks. You can differentiate this by choosing to provide the words to choose from and/or the first letter of the missing word.

3. After the activity, check that pupils understand the gaps.







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# LESSON ACTIVITIES ANSWER SHEET

## WORKING WITH OTHERS NOTES: LEVEL 3

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Read the passage and fill in the blanks with the words you think fit best.

Working well with others in a team is an important life skill.

If you're working in a team to solve a problem, remember to:

a) Give everyone a chance to ___talk___ about:
- i. What are their ___ideas___ ?
- ii. What are they ___good___ at doing?
- iii. What do they want to do in the ___team___ ?

b) As a whole team, decide:
- i. How will you solve the ___problem___ ?
- ii. What will you do ___first___ ?
- iii. Who will do which tasks?
- iv. If you want to have a team leader, ___who___ should that be?

c) If disagreements occur, remember to:
- i. Listen to what each person wants to do.
- ii. Find out ___why___ each person is saying what they are.
- iii. Ask others in the team what they think is the ___best___ thing to do.
- iv. Agree on what to do, agree on a ___compromise___ or agree to disagree.
- v. If you need to take a break, walk away and take deep ___breaths___ .

WORKING WITH OTHERS WORKSHEET

## FINDING PEACE

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Things we do can affect others. In an argument, we can do things that might make the argument better or could make it much worse. Put all the things that could help an argument pass in the Peace Makers column. Put all the things that might cause an argument or make it worse in the Peace Breakers column. You can either cut out the cards and stick them in the table or write out the words in the table.

| PEACE MAKERS | PEACE BREAKERS |
|---|---|
| Apologize | Ignore the other person |
| Use kind words | Use unkind words |
| Let the other person finish speaking | Interrupt |
| Tell the truth | Tell lies |
| Take turns to talk | |
| Talk clearly and calmly | Shout |
| Listen | Jump to judgements |
| Ask for help | Run away |

FINDING PEACE WORKSHEET

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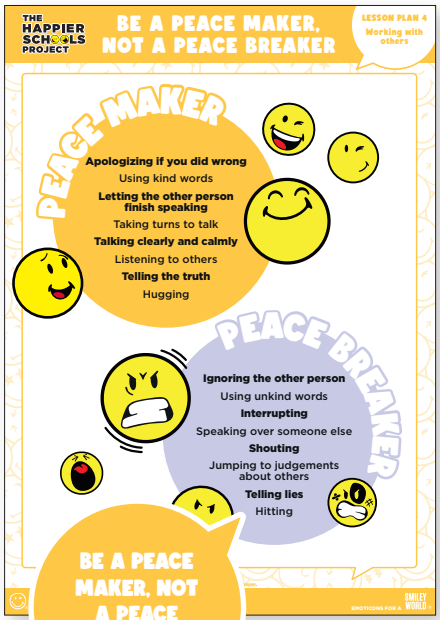
# DOWNLOADABLE POSTERS

TAKE THE TIME TO THINK

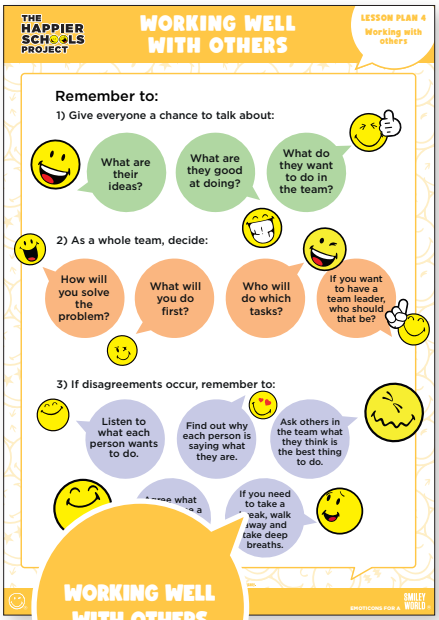
We have created some posters related to the content in this lesson plan that you can print out and display in your classroom to help reinforce the information being taught.




DO YOU! POSTER



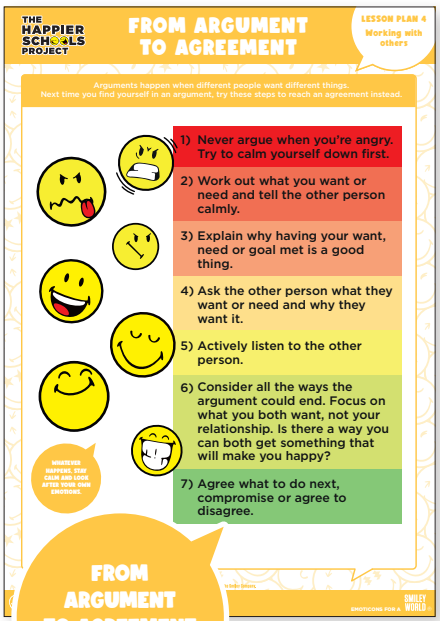

BE A PEACE MAKER, NOT A PEACE BREAKER POSTER




WORKING WELL WITH OTHERS POSTER




TEN TOP TIPS FOR BEING A TOP TEAM PLAYER POSTER




FROM ARGUMENT TO AGREEMENT POSTER




DEALING WITH DIFFICULT EMOTIONS POSTER

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