

Ring of Confidence

**Building
Resilience
With
Early Years**



**Easy to use
Quality Circle Time
lesson plans**

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Foreword by Jenny Mosley

contents

Foreword

Acknowledgments

Introduction

Definition of Terms

Assessment

Medium Term Planning Unit 1 – Keeping Myself Safe

Quality Circle Time Rules

Foundation Lesson 1

Foundation Lesson 2

Foundation Lesson 3

Foundation Lesson 4

Foundation Lesson 5

Foundation Lesson 6

Foundation Lesson 7

Medium Term Planning Unit 2 – Keeping Myself Safe (Substances)

Foundation Lesson 1

Foundation Lesson 2

Foundation Lesson 3

Foundation Lesson 4

Foundation Lesson 5

Foundation Lesson 6

Resource Bank

Useful Publications

Ring of Confidence

Introduction

No setting can achieve excellence without first attending to the personal, social and emotional development of its children. Children need to feel safe if they are to achieve their full potential. A nurturing environment where children experience emotional well being can support children in becoming competent in looking after themselves and coping with every day living. An effective Personal, Social, Health and Citizenship Education programme can help children deal with risk and help them to meet the challenges of life, now and in the future. Personal, Social, Health and Citizenship Education can assist children in developing positive self-esteem and confidence so that they can take increasing control of and responsibility for their lives.

This publication aims to promote children's welfare, safety and emotional well being. It is concerned with two aspects of safety:

- Personal Safety and Use of Substances

The two aspects were chosen in light of three key documents:

- Curriculum Guidance Document for the Foundation Stage 2000
- Working Together To Safeguard Children [Department of Health] 1999
- Tackling Drugs To Build A Better Britain [The Government's 10 Year Strategy For Tackling Drug Misuse] 1998

All the documents stress the importance of enabling children to acquire – both in and out of formal education settings – the skills needed to:

- Develop self awareness, positive self-esteem and confidence
- Stay as healthy as possible
- Keep themselves safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others' abilities



Quality Circle Time Rules

We listen to each other

We do not say or do anything that would hurt another person

We signal when we want to say something



Learn to keep themselves and others safe

Foundation Lesson 1

I am going to learn about how I can move safely and confidently in the world I know

1. THE MAIN AREA OF STUDY SUGGESTS THAT PUPILS SHOULD:	2. KEY LEARNING OBJECTIVES
<p>SKILLS</p> <ul style="list-style-type: none"> ● Be able to identify and recognise a range of feelings and emotions in themselves and others <p>ATTITUDES</p> <ul style="list-style-type: none"> ● Value emotions as an aid to thinking <p>KNOWLEDGE/UNDERSTANDING</p> <ul style="list-style-type: none"> ● Know about how people are feeling and how I am feeling 	<ul style="list-style-type: none"> ● I can tell you what makes me feel angry, sad, happy, frightened ● I 'listen' to my feelings Practitioner needs to model this attitude for the children. ● I use all my skills, particularly my looking and listening skills to tell how people are feeling
3. GROUND RULES	4. SKILLS AWARENESS
<ul style="list-style-type: none"> ● We listen to each other ● We do not say or do anything that would hurt another person ● We signal when we want to say something 	<ul style="list-style-type: none"> ● Concentrating ● Listening ● Looking ● Speaking ● Thinking <p>Throughout Quality Circle Time it is vital that practitioners praise children for using the above skills</p>

5. GAME 1	6. ROUND 1
<p>FIND YOUR FEELING FACE</p> <ul style="list-style-type: none"> ● Collect a selection of music suggesting different emotions ● Each child is given a feeling face card, which they do not look at ● The music begins ● Children walk around the room and when the music stops they look at their card and mimic the face on the card ● They find the other children who have the same face as them 	<p>Pass the plastic mirror around the circle and ask children to say how they are feeling today</p> <p>Trigger sentence: I am feeling...</p>

7. SILENT STATEMENTS	8. OPEN FORUM
<p>Stand up and cross the circle if:</p> <p>You are wearing blue</p> <p>You are wearing red</p> <p>You are wearing trousers</p> <p>You feel happy sitting on your own reading a book</p> <p>You feel sad when your parent leaves you at nursery/school</p> <p>You feel frightened when you think you are lost</p> <p>You feel angry when someone hurts you</p>	<p>The practitioner tells the children that she has just seen puppet in the cloakroom. He had his head in hands (practitioner models) crying quietly. When practitioner asked him what was wrong puppet didn't say anything.</p> <p>Practitioner: I wonder what puppet is feeling?</p> <p>Children respond</p> <p>Practitioner: I wonder what we should do?</p> <p>Children respond</p> <p>The practitioner values all the children's responses. She brings puppet into the classroom.</p> <p>Puppet: I'm feeling really sad today, can you guess why?</p> <p>Children respond</p> <p>Puppet: the other puppets wouldn't let me play with the blocks and I really like my friends and I get sad when they won't let me play. What can I do?</p> <p>Children respond</p>

9. GAME 2	10. ENDING RITUAL
<p>FIND YOUR FEELING FACE</p> <ul style="list-style-type: none"> ● Collect a selection of music suggesting different emotions ● Each child is given a feeling face card, which they do not look at ● The music begins ● Children walk around the room and when the music stops they look at their card and mimic the face on the card ● They find the other children who have the same face as them 	<p>Pass the smile</p> <p>The practitioner begins by smiling at the child on the left of her</p> <p>When the child on the left has been smiled at they repeat by smiling at the child on their left</p>
11. ASSESSMENT	12. RESOURCES
<p>The child is able to say what makes them sad, happy, angry and frightened</p>	<ul style="list-style-type: none"> ● Activity Sheet 1 - Feeling faces ● Puppet



Learn to keep themselves and others safe

Foundation Lesson 1

I am going to learn about what goes onto my body

1. THE MAIN AREA OF STUDY SUGGESTS THAT PUPILS SHOULD:	2. KEY LEARNING OBJECTIVES
<p>SKILLS</p> <ul style="list-style-type: none"> ● Apply practices for keeping safe <p>ATTITUDES</p> <ul style="list-style-type: none"> ● Appreciate the need to take care and for safe actions ● Care about keeping themselves and others safe <p>KNOWLEDGE/UNDERSTANDING</p> <ul style="list-style-type: none"> ● Know what is safe to put into/onto the body 	<ul style="list-style-type: none"> ● I am beginning to show that I can think of different ways to keep myself safe ● I try to think before I act ● I show, through my actions, that I care about my safety and my peer groups safety ● I can tell you what is safe and what is not safe to put onto my body

3. GROUND RULES	4. SKILLS AWARENESS
<ul style="list-style-type: none"> ● We listen to each other ● We do not say or do anything that would hurt another person ● We signal when we want to say something 	<ul style="list-style-type: none"> ● Concentrating ● Listening ● Looking ● Speaking ● Thinking <p>Throughout Quality Circle Time it is vital that practitioners praise children for using the above skills</p>

5. GAME 1	6. ROUND 1
<ul style="list-style-type: none"> ● Gather together a range of different objects that are put onto the body, e.g. sun cream, sunglasses, hairbrush, prescribed ointment, bleach, cat flea powder ● The practitioner says: I went into the garden and put ----- onto my body I went into the bathroom and put ----- onto my body ● Children go to the right if they think that is OK, to the left if they think that it's not OK and the middle if they are not sure ● Identify right, left and middle with colour labels or faces <p>For children who, developmentally, are not at this level of response we suggest you ask them to call out 'it's O.K or it's not O.K'</p>	<p>Ask children to reflect on all the things that have gone onto their bodies from the time they have got up</p> <p>Trigger sentence: I've put ----- onto my body</p> <p>Discuss with the children the different feelings they have when things go onto their bodies. Look at the objects and pictures and ask children to say which things feel good and which things feel not so good. Ask children to consider which of the objects might be dangerous. Can they say why?</p>

7. SILENT STATEMENTS	8. OPEN FORUM
<p>Stand up and cross the circle if:</p> <p>You've got a plaster on your body</p> <p>You've got glasses on</p> <p>You've used a toothbrush today</p> <p>A bee or wasp has stung your body</p> <p>You can think of something not safe to put onto your body</p>	<p>Puppet isn't anywhere to be seen. Your children might like to call for puppet. The practitioner eventually finds puppet hiding and looking very scared. Puppet is hiding his hand.</p> <p>Practitioner Puppet where have you been?</p> <p>Puppet [No response]</p> <p>Practitioner Puppet you look very scared. We can only help you if you talk to us.</p> <p>Practitioner Children can you think of how we might get puppet to talk to us. Encourage the children to reflect on how they feel when they are scared and frightened. What helps/hinders?</p> <p>Children respond Eventually puppet tells the class that he and some other puppets were playing with an unknown substance, e.g. a strange liquid. Puppet got some of the liquid on his hand. It is making his hand sting.</p> <p>Practitioner Go through with the children what puppet should do. Ask the children to compile some safety rules for puppet (you could display these in the area and also send them home for parents to display at home).</p>

9. GAME 2	10. ENDING RITUAL
<p>The practitioner plays the traditional game of Simon Says with the following adaptation: When Simon tells the children to put something unsafe onto their bodies the children shout 'Oh no, Simon!' When Simon tells them to put something safe onto their bodies they mime putting it on.</p>	<p>The practitioner begins by smiling at the child on the left of her. When the child on the left has been smiled at they repeat by smiling at the child on their left.</p>

11. ASSESSMENT	12. RESOURCES
<p>Children are able to sort objects into those that are safe to put onto their bodies and those that are not safe to put onto their bodies.</p>	<ul style="list-style-type: none"> ● Objects that are put onto the body ● Puppet



Activity Sheet 1

Feeling Faces



HAPPY



SAD



ANGRY



MAD