

## Pastoral Care

<b>Term:</b> Summer	<b>Week:</b> Two
<b>Objectives</b>	<p>Warm Fuzzies, Cold Pricklies</p> <ul style="list-style-type: none"> <li>• To raise their own self esteem</li> <li>• To realise how what they say can affect other people.</li> <li>• To encourage positive statements about themselves and other people.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Oranges and Lemons – Children in a circle and alternately named orange or lemon. Teacher calls out orange, lemon or fruit basket. Children in the named category change places. Fruit basket means all change.</li> <li>• Keeper of the keys – child blindfolded in the middle of the circle with a bunch of keys or musical instrument beside them. Another child tries to steal the keys without being heard. If the Keeper hears something he must point to where he thinks the sound is coming from. Blindfold a different child and repeat.</li> </ul>
<b>Circle Time</b>	<p>To think positively about themselves and to help raise the self esteem of others in the group.</p> <ul style="list-style-type: none"> <li>• Ask the children to think of the worst and the best thing that anyone has ever said about them. Write on a flip chart as they are said. Look at the completed sheet. Divide the sayings up into things we like said about us and things we don't. Things we do like said are 'Warm fuzzies'. Those we don't like are 'Cold, pricklies' Ask the children to explain why.</li> <li>• Use the talking egg for the children to tell the others 'I like myself because ...</li> <li>• Use the egg again for the children to tell each other 'I like my neighbour because ... Ensure they understand that remarks can include things like – he's good at football/netball/maths or I like the shoes he/she is wearing, he/she has a lovely smile etc.</li> <li>• Ask the children to think if they have used warm fuzzies or cold pricklies today in class or the playground. Which has the best effect on behaviour and relationships?</li> </ul>
<b>Practical Activity</b>	<ul style="list-style-type: none"> <li>• Give each child a sheet of paper which they fold in half. On the top half they draw themselves. Each child then has 3 or 4 post it notes on which they write 'I like .... because .... They then go and put the post it on someone else's picture. Ensure each picture only has about 3 post its attached (and that all statements are 'warm fuzzies'!)</li> <li>• Return to the circle and each child reads aloud their picture.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Talking egg</li> <li>• Flip chart</li> <li>• Paper, pens/pencil</li> <li>• Post it notes</li> </ul>

## Pastoral Care

<b>Term:</b> Spring	<b>Week:</b> Four
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To revise what it is that makes a good friend</li> <li>• To realise that we can't always follow what our friends want us to do even though this might be difficult</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• <u>Simon Says</u> – allow children to be the leader.</li> <li>• <u>Blind drawing</u> – give each child a piece of paper and a pencil or felt pen. The children must put the paper on their head and draw a face as directed. Look at each other's drawings. How could they be more accurate?</li> </ul>
<b>Circle Time</b>	<ul style="list-style-type: none"> <li>• Revise the qualities of a good friend. Can children give examples of when other children have behaved as a good friend?</li> <li>• Use scenario card 1. Discuss this with the children. Is this person being a good friend?</li> <li>• How would you feel if your friend said this to you? Collect the children's thoughts.</li> <li>• Why might the friend be saying this? Can we show empathy to this person?</li> <li>• Introduce the term peer pressure. Is it easy to resist? What might be the consequences of ignoring the friend/going along with what he says?</li> <li>• Model an agony aunt style letter giving advice to the person who is being pressured into doing the wrong thing</li> </ul>
<b>Practical Activity</b>	<ul style="list-style-type: none"> <li>• Give a scenario card to a group of four children. They must discuss the scenario and come up with advice which they can then write out "agony aunt" style. The younger children in the group can draw a picture to illustrate the scenario</li> <li>• Bring the groups back together and share their solutions to the peer pressure</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Paper and pencils</li> <li>• Flip chart</li> <li>• Scenario cards</li> </ul>

## Pastoral Care

<b>Term:</b> Autumn	<b>Week:</b> Two (Priceless and Precious)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To raise own self esteem</li> <li>• To recognise positive characteristics in themselves and others</li> <li>• To realise that everyone is special in some way.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Softball challenge - for concentration and observation – Chose a topic such as food, animals, colours. The ball is thrown or passed from child to child. As each child receives the ball they say something linked to the topic.</li> <li>• Hidden Treasure – listening - One child leaves the room whilst an object is hidden. The child returns and searches for the object guided by clapping from the other children. The clapping is quiet when the child is far from the object but gets louder as the child gets nearer to it.</li> </ul>
<b>Circle Time</b>	<ul style="list-style-type: none"> <li>• Reinforce circle time rules – thumbs up, talking egg, listening, respecting others feelings and opinions, confidentiality etc.</li> <li>• Refer back to the song ‘Special’ and the words ‘We’re priceless and precious’. Ask them what it is that makes them priceless and precious.</li> <li>• Ask the children to think about positive characteristics e.g. being kind, smiling, sharing, being friendly etc.</li> <li>• Treasured words – Each child writes their name on a slip of paper and places it in a box or bag. Take the names out one at a time and ask three children to say something positive about that person. Write the words on post its and stick them to the person. They can then take the post its away with them to remember what others said about them.</li> </ul>
<b>Practical Activity</b>	<ul style="list-style-type: none"> <li>• As a group decorate a box as a treasure chest and put inside it objects, pictures or phrases illustrating what it is that makes the people in the group priceless and precious. Display the box and encourage the children to add other things to it in the future.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Ball</li> <li>• Tape</li> <li>• Slips of paper</li> <li>• Box or bag</li> <li>• Box for treasure chest</li> <li>• Collage material</li> <li>• ‘Special’ song</li> </ul>