



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Primary

## Social and emotional aspects of learning – Cymru

### Theme 2

### Getting on and falling out Family activities

**Headteachers, teachers  
and practitioners in  
funded Foundation Phase  
settings, primary  
schools, special schools,  
and local authority and  
Children's Services staff**

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## Gold set

### Activities for parents/guardians

#### Note to teachers

This theme (which could take about half a term) is about the skills involved in getting along with each other. This includes exploring ideas about friendship as well as the skills involved in learning collaboratively. The Gold set includes activities designed for pupils to explore some of the relationships in their family as well as ideas designed to support parents/guardians in encouraging their children's friendships.

The Gold set is written with the busy teacher in mind, with one activity per sheet designed for the pupils to take home with them. As a class teacher you know your pupils and will need to think about which activities will be successful for them.

It is important that the activities are seen to be supportive and that pupils who are unable to use them with their parents/guardians should not be put at a disadvantage. Emphasise, when sending materials home, that the activities can be done with any adult who is important to the pupil, not necessarily their parents/guardians. It might help to make sure that there are also adults at school (including any who run breakfast or after-school clubs) who can spend a little time with the pupils on the activities, if necessary.

The activities are designed to be voluntary. They are not designed to be taken in or marked.

All the documents, including the letter to parents/guardians, are available as Word files in the Whole-school resource file that accompanies these materials, so that you can adapt them for use in your school.

#### The Gold set in summary

The table on the next page is designed to help you plan what you do as a whole staff. Some of the activities are recommended for specific age groups, but others can be divided up as you wish.

## Getting on and falling out

Number	Type	Name and summary	Recommended for	Class
1	Finding out	<b>Who did you meet today?</b> Finding out about each other and the people you met.	Blue	
2	Doing	<b>Having friends to tea</b> Planning a tea party for dolls/teddies or friends.	Blue	
3	Finding out	<b>My friends</b> An opportunity to talk about current and past friends.	Any age	
4	Doing	<b>Snakes and ladders</b>	Blue and Yellow	
5	Talking and doing	<b>Getting along in my family</b> Exploring good and bad times in the family and planning to make things better (resolving conflicts).	Any age	
6	Doing	<b>Family picture</b> Drawing a picture together.	Any age	
7	Doing and talking	<b>Picture of my friends</b> Drawing a picture of friends doing things together.	Any age	
8	Doing	<b>All stars</b> Giving compliments and saying 'thank you'.	Any age	
9	Thinking and talking	<b>Family circle</b> Thinking about the people in our lives.	Any age	
10	Thinking and talking	<b>Resolving conflict</b> An opportunity to look at conflicts in the family.	Yellow and Green	
11	Finding out	<b>Family detectives</b> Finding out about how members of the family resolve conflict.	Yellow and Green	
12	Doing	<b>Peaceful problem solving</b> Using the format at home.	Yellow and Green	
13	Doing and thinking	<b>Family discussion circle</b> Setting up a family discussion circle. This should be used when you know the parents/guardians well and feel that they are really committed to the approach. It should be made very clear that it is just one idea that might help to solve problems in the family.	Green	

## Letter to parents/guardians

Dear parents/guardians,

The theme for this half-term's work on developing pupils' social, emotional and behavioural skills is *Getting on and falling out*. Over this half-term we will be helping the children to learn about and understand friendship and the best ways of learning together.

This theme will start with an assembly and be followed up in class. We hope that you will be able to join us in school for some of these assemblies and some of the work in classrooms.

This half-term your child will bring home some cards with activities on them. These will help your child tell you about what we have been doing, suggest some things to do together and provide some ideas for you to try out in your family.

We will be happy to talk about this with you if you would like to.

With best wishes

Class teacher or headteacher



## Getting on and falling out 1

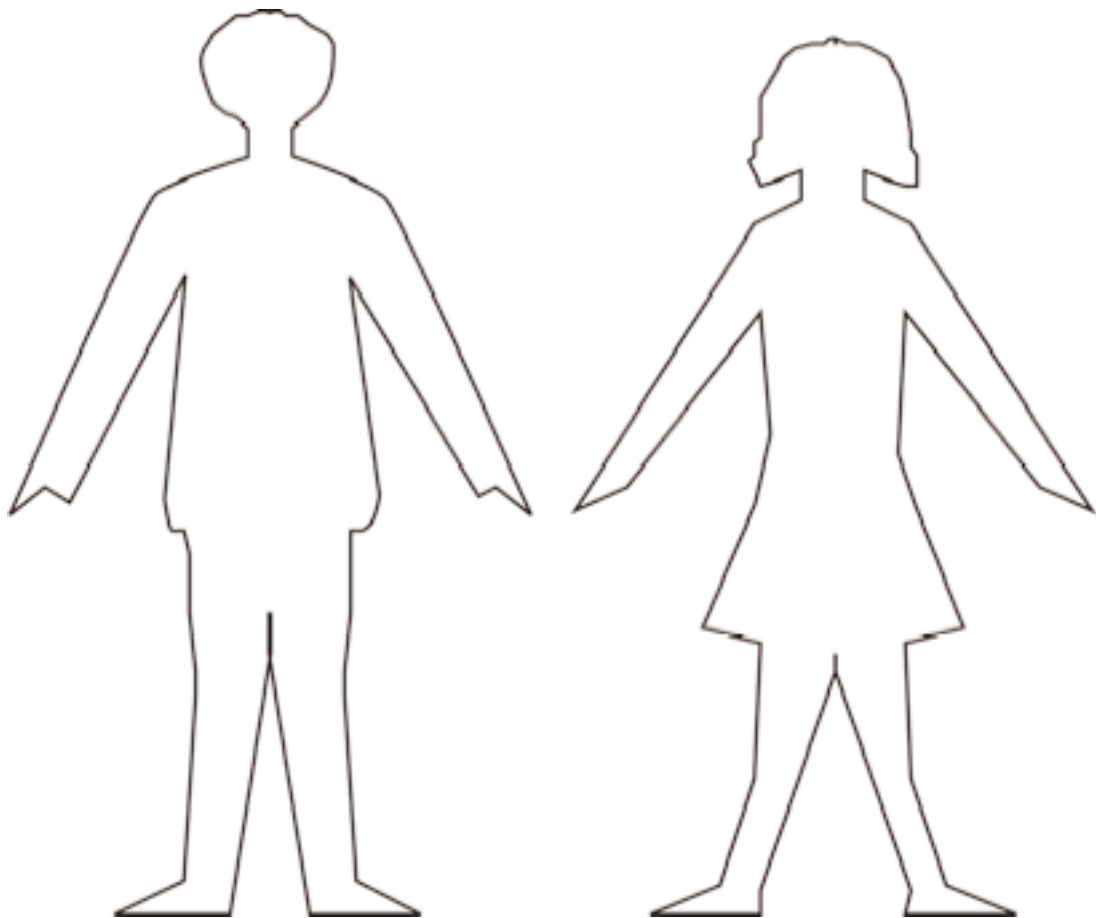
### Who did you meet today?

Tell each other about two people you met today. These questions might help you get started.

- What did you talk about?
- What did you do or play?
- Did you like the people?
- What did you like about them?

When you have finished you might like to draw them on these outlines by adding some things that make them special.

Or on the back of the paper you might like to draw a picture of you and your friend.





## Getting on and falling out 2

### Having friends to tea

Invite a friend to your house for tea together. You might like to prepare something to eat together. Your friend might be a child or an adult. It doesn't matter as long as you have tea together.

If you would rather you could have a teddy bears' tea party and invite teddies and dolls.

Invitation

Dear .....

Please come to tea at .....o'clock

on .....

at .....

Love .....



## Getting on and falling out 3

### My friends

Take turns to finish the sentences.

#### **A friend I used to know**

I had a friend called ...

We met when ...

When we were together we liked to ...

I used to like my friend because ...

#### **My friend**

I have a friend called ...

We met when ...

When we are together we like to ...

I like my friend because ...

You might like to draw a picture of your friends.



## Getting on and falling out 4

### Snakes and ladders

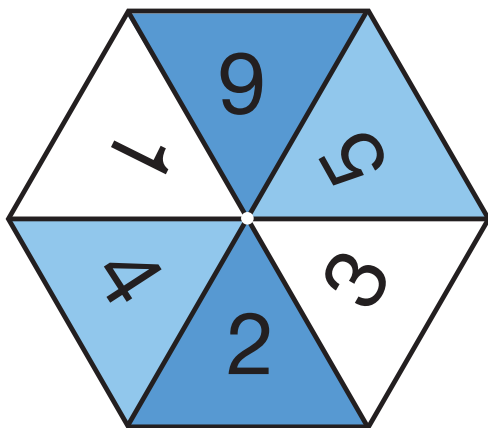
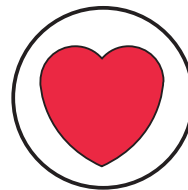
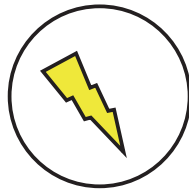
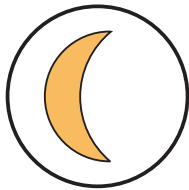
This is a special game of snakes and ladders. Sometimes being friends is tough and things can go wrong. This game helps you think about the things that make a friendship go well and those that might make it go badly.

Take it in turns to spin the spinner or throw the die. Move your counter around the board. When you land on a 'bad friend snake' it is like being eaten – your counter will need to go right to the bottom of the snake and end up on a square lower down. When you land on a 'good friend ladder' your counter can climb the ladder and get off at the square at the top.

Remember to take turns and be honest.













It feels good to win but don't forget how it feels to lose.

Good luck!



**Cut out the counters  
and the spinner.  
Make the spinner with  
a pencil.**



41 You and your friend fall out 	42	43	44 Your friend hits you 	45
40	39	38 	37 	36
31	32	33 Your friend comes to tea	34	35
30	29	28	27	26
21 	22	23 	24	25 
20 	19 Your friend has found new friends	18 	17	16
11 You share your new toy	10 	13 You let someone join in your game	14	15 
10	9	8	7	6 
1 Start	2	3	4	5 You make a new friend



## Getting on and falling out 5

### Getting along in my family

All families have times when they get along well together and times when they tend to fall out. Sometimes we find it hard to make up or even talk about it. Here are some questions to talk about.

When are the times that you get along best?

When are the times that you fall out most?

Sometimes falling out is OK but sometimes it makes everyone upset.

What can you do at the times you fall out most to make everyone feel better?



## Getting on and falling out 6

### Family picture

Draw a picture of the people in your family doing things together.



## Getting on and falling out 7

### Picture of my friends

Draw a picture of you and your friends doing something together.



## Getting on and falling out 8

### All stars

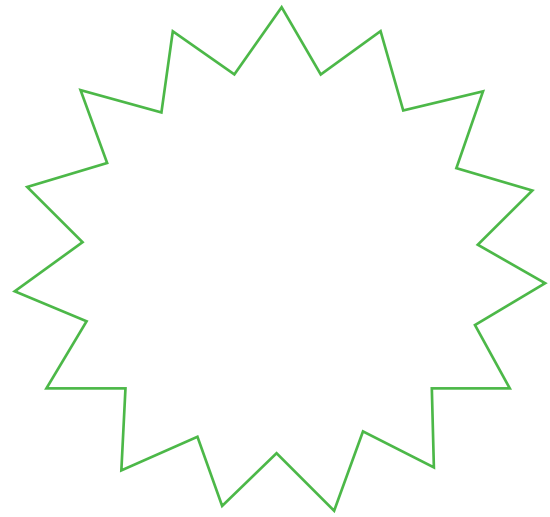
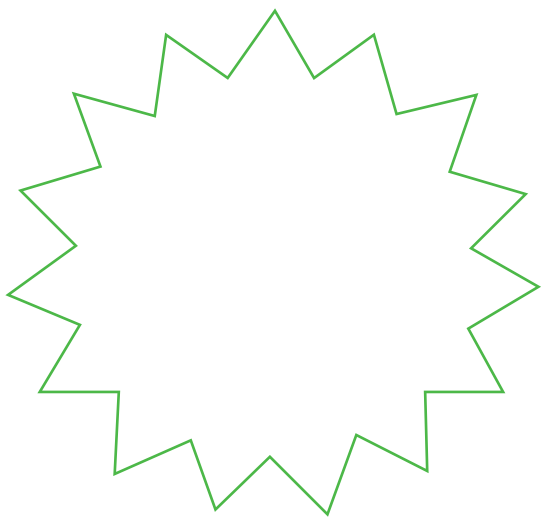
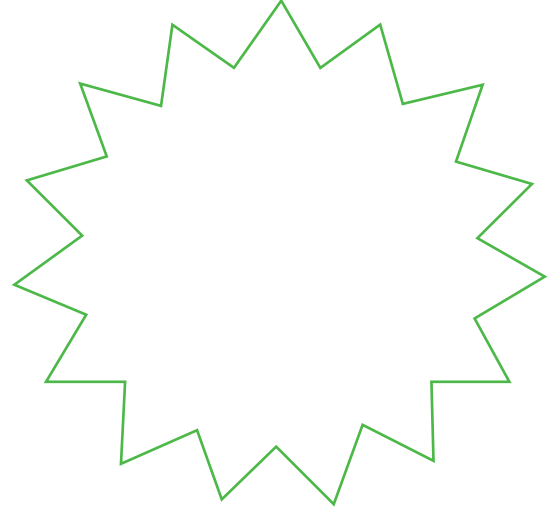
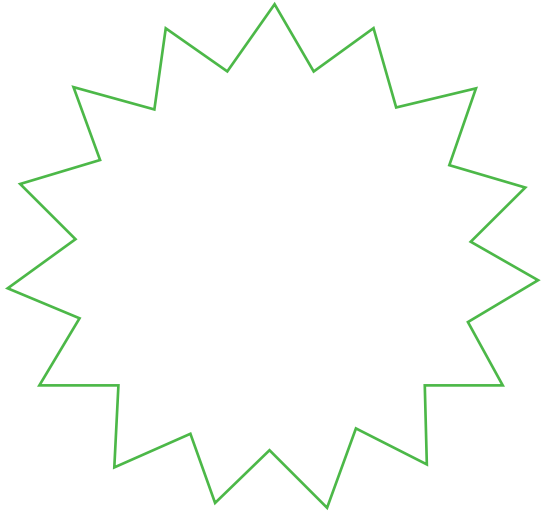
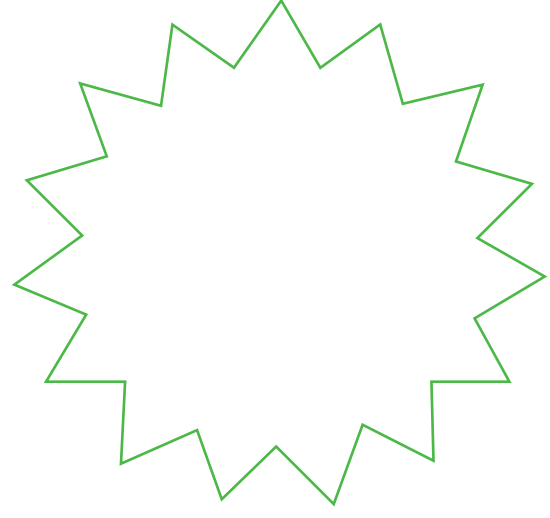
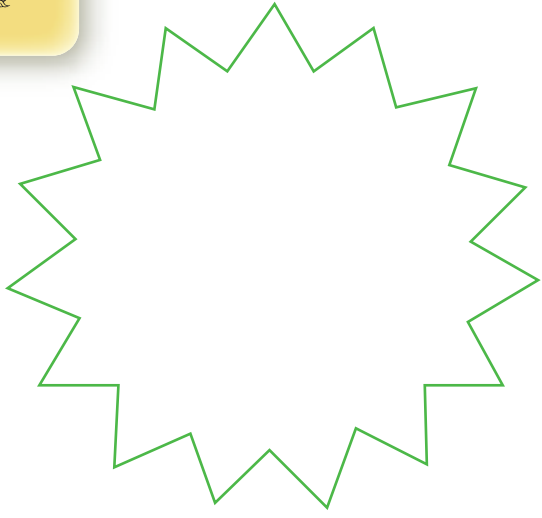
Sometimes it is hard to find the time to give a compliment or say thank you to people you care about. Cut out the stars and use them to do just that.

**I like it when you**

**Thank you for**

**Star listener!**

**You made me feel**

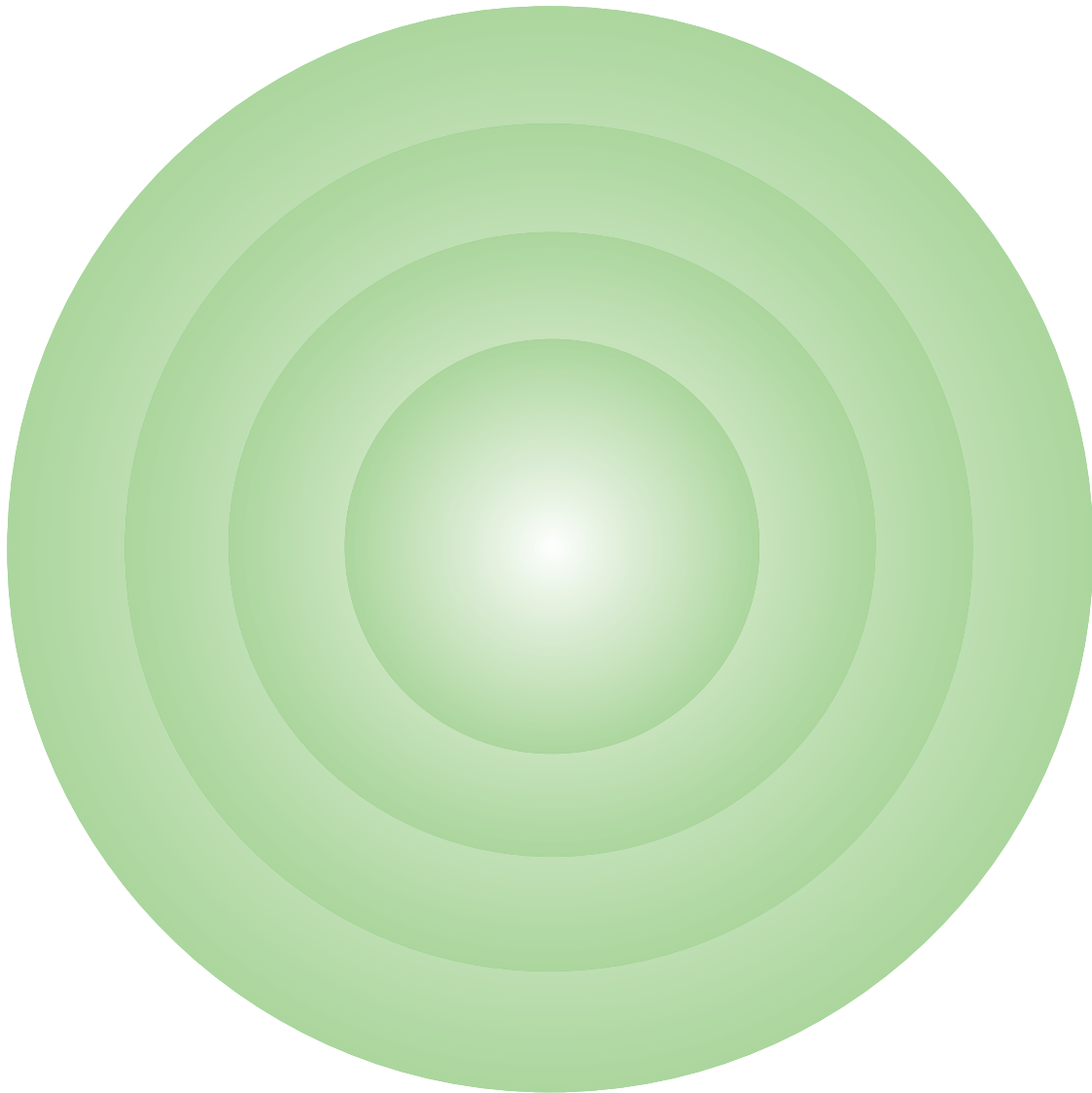




## Getting on and falling out 9

### Family circle

In our lives there are lots of different people that are important to us. These might be relatives or they might be friends. They are important in different ways. Draw your own family and friends circles together and talk about the people in the circles and why they are important. Place the names of very special people in the circle in the middle. These might be the people you live with and those you see often or who are very important to you. Put all the names of other family and friends somewhere in the circles – those you feel closest to near the middle and those not so close to you near the outside. Talk about the people and where their names should go.





## Getting on and falling out 10

### Resolving conflict

Imagine that you are working on a TV programme about families. It is your job to give advice to parents/guardians and children about making their family life better.

Here are the problems the families in the programme have. What advice will you give each person?

I am 11 years old.  
I'm fed up with my mum and dad. They just don't listen to my point of view. They treat me like a child and don't let me go out with my friends. They think I should stay at home and work all the time.

I am very worried about my son. He seems angry all the time. When I ask him to tidy his room, he just tells me I am nagging and goes to his bedroom and turns up the music. What should I do?

My sister is my mum and dad's pet. They are always fussing over her and taking her side when we have an argument. I never get to choose what we watch on TV. I am getting fed up, as it is not fair.

My daughter seems to be in with a really bad crowd. She wants to stay out until after it is dark. These friends look really rough. There has been a lot of trouble in our area and I don't want her to get into trouble. She used to be such a nice girl.

My dad and my older brother are always arguing. They both get really angry and start shouting and throwing things. I hate it and wish they would stop.



## Getting on and falling out 11

### Family detectives

What happens when you can't agree in your family? It might be when you want to watch different things on TV or have different things for tea.

Talk about it together and write your ideas here if you want to.

Over the week act as family detectives to look at what you do when you fall out. Different members of the family might do different things.

We will meet at ..... to talk about what we have found out.

Take it in turns to explain what you have found out. You might like to write your ideas here.

Are you good at sorting things out?

What kind of things do you do or say that seem to help to sort things out?

Is there anything you would like to do differently?



## Getting on and falling out 12

### Peaceful problem solving

At school we have been trying to use peaceful problem solving when we fall out in the playground or in class.

#### **Child**

Explain what the 'peaceful problem-solving' process is. Use the *Peaceful problem solving* sheet on the next page to help you.

The other members of the family should listen carefully and ask questions if they want to.

Why don't you stick the peaceful problem solving sheet on your fridge and try to use the ideas when you fall out at home?

At the end of the week talk about these questions:

- Did you try peaceful problem solving?
- When?
- What happened?



## Peaceful problem solving

### **Ready ...**

Are you ready to think together?

How are you feeling and why?

Are you calm? Use your best calming-down tricks.

### **Steady ...**

Take it in turns to talk it through.

Listen without interrupting.

Say what has happened, how you feel and why.

Say what you would like to happen.

Think of all the different things you could do to help you both feel OK.

Agree something that you both feel OK about.

### **Go ...**

Go for it! Try out your idea.

### **And replay in slow motion.**

Think about how you did it.

Check if things are OK.

What went well? What would you change next time? What did you learn?



## Getting on and falling out 13

### Family discussion circle

Don't you think it strange that decisions in families seem to get made without everyone knowing how? Do you think it might be better if families talked more and made decisions together? Some families put aside a bit of time to talk. This allows for everyone to take part.

Why don't you set up your own family discussion circle? This might be a way that will work for you.

### Setting up your own family discussion circle

#### *Some ideas to get you started*

Agree some simple rules.

Take it in turns to talk.

Listen to each other.

Don't put each other down by laughing or being rude.

You might like to use a speaking object to get you started. This might be a favourite stone or shell. You can only talk when you are holding the speaking object. This helps if you all want to speak at once.

Sit in a circle so that everyone can see each other.

Start a family discussion circle by taking it in turns for each person to say something good that has happened in the week.

Take it in turns to raise any things that you would like to talk about. These might be:

- a problem to solve
- a decision to make
- a plan for something
- some news to give.

Choose something to talk about. Use the speaking object.

Don't forget to keep to the rules.

You can download this publication and obtain further information at:  
[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

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