

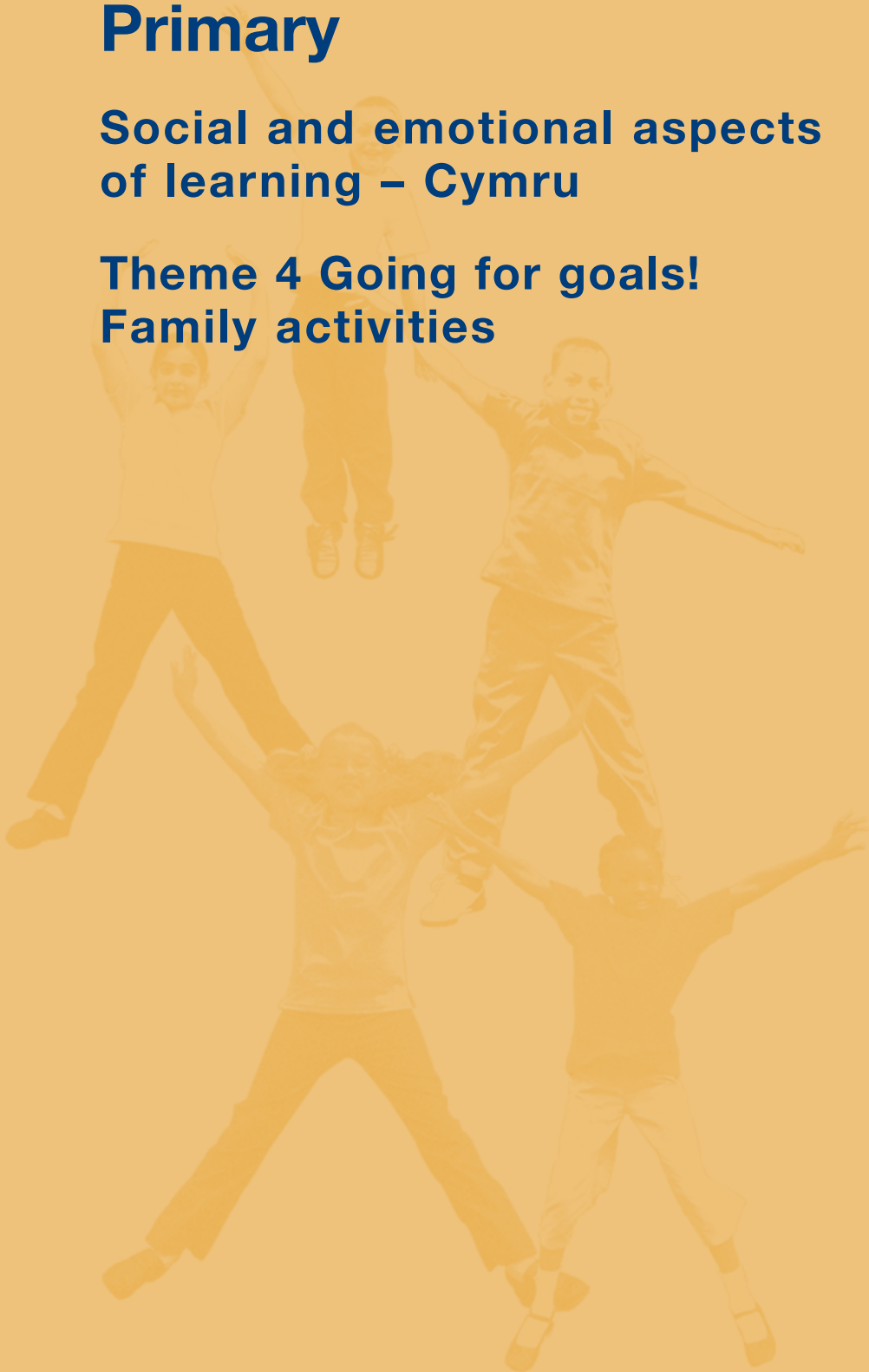


Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Primary

## Social and emotional aspects of learning – Cymru

### Theme 4 Going for goals! Family activities



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

Date of issue: 09-2010

Ref: 1351-2010-WALES

## **Disclaimer**

The Department for Children, Education, Lifelong Learning and Skills wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of publishing. Please check all website references carefully to see if they have changed and substitute other references where appropriate.

## Gold set

### Activities for parents/guardians

#### Note to teachers

The Gold set is designed to help you involve pupils' parents/guardians in your work to develop pupils' social, emotional and behavioural skills. Each theme has a letter to tell them about the theme (for you to adapt if you want to) and a set of activities that you might like to send home with the pupils. You will need to look through the activities and decide whether they will be suitable for the pupils in your class, and use the ones that are helpful.

It is important that the activities are seen to be supportive and that pupils who are unable to use these 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.

## Going for goals!

Number	Type	Name and summary	Recommended for	Class
1	Thinking and talking	<b>Our dreams</b> An opportunity to think about our dreams and hopes for the future	Any age	
2	Thinking and talking	<b>Miracle time</b> Setting goals	Any age	
3	Doing	<b>Learning something new</b> Teaching something to each other	Any age	
4	Doing	<b>Learning together</b> An opportunity to learn something together in a fun way	Yellow or Green	
5	Finding out	<b>Loves and hates</b> An opportunity to find out about each other	Any age	
6	Finding out	<b>Rewards</b> Thinking of the things that help us to keep going when things get tough	Blue, Yellow and Green	
7	Doing	<b>Consequences</b> A game that helps us think about the consequences of our choices	Yellow and Green	
8	Thinking and talking	<b>How we learn best</b> An opportunity to find out about how each person learns best	Yellow	
9	Thinking and talking	<b>Making a wise choice</b> Considering how we might make the best possible choice	Blue, Yellow and Green	
10	Doing and thinking	<b>Planning</b> A planning sheet to help plan something together	Yellow or Green (but any age with help)	

## Letter to parents/guardians

Dear parents/guardians,

The theme for this half-term's work on developing pupils' social, emotional and behavioural skills will be *Going for goals!* We will be exploring how children can motivate themselves in their learning and across the school. As part of the theme they will be asked to set their own goals, think about how they learn best and consider how they might make wise choices.

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



## Going for goals! 1

### Our dreams

Spend a bit of time thinking about dreams – not the dreams you have at night but the dreams you have for the future. Talk about your dreams.

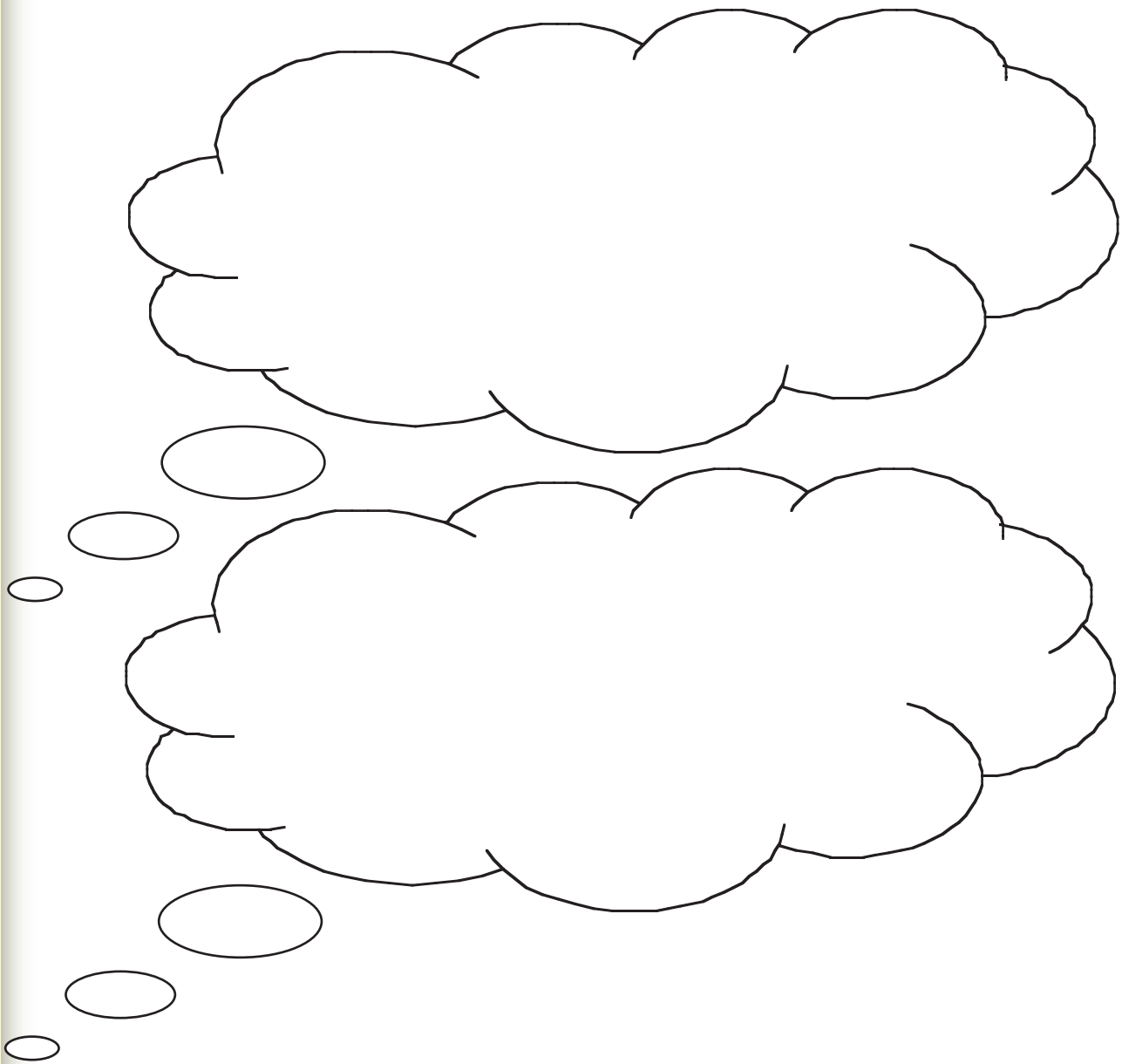
When I grow up I want to be ...

When I was little I wanted to be ...

Each of you should fill in the think bubble to show what your dreams are.

Talk about the dreams.

You might like to stick them on your wall or fridge.





## Going for goals! 2

### Miracle time (1)

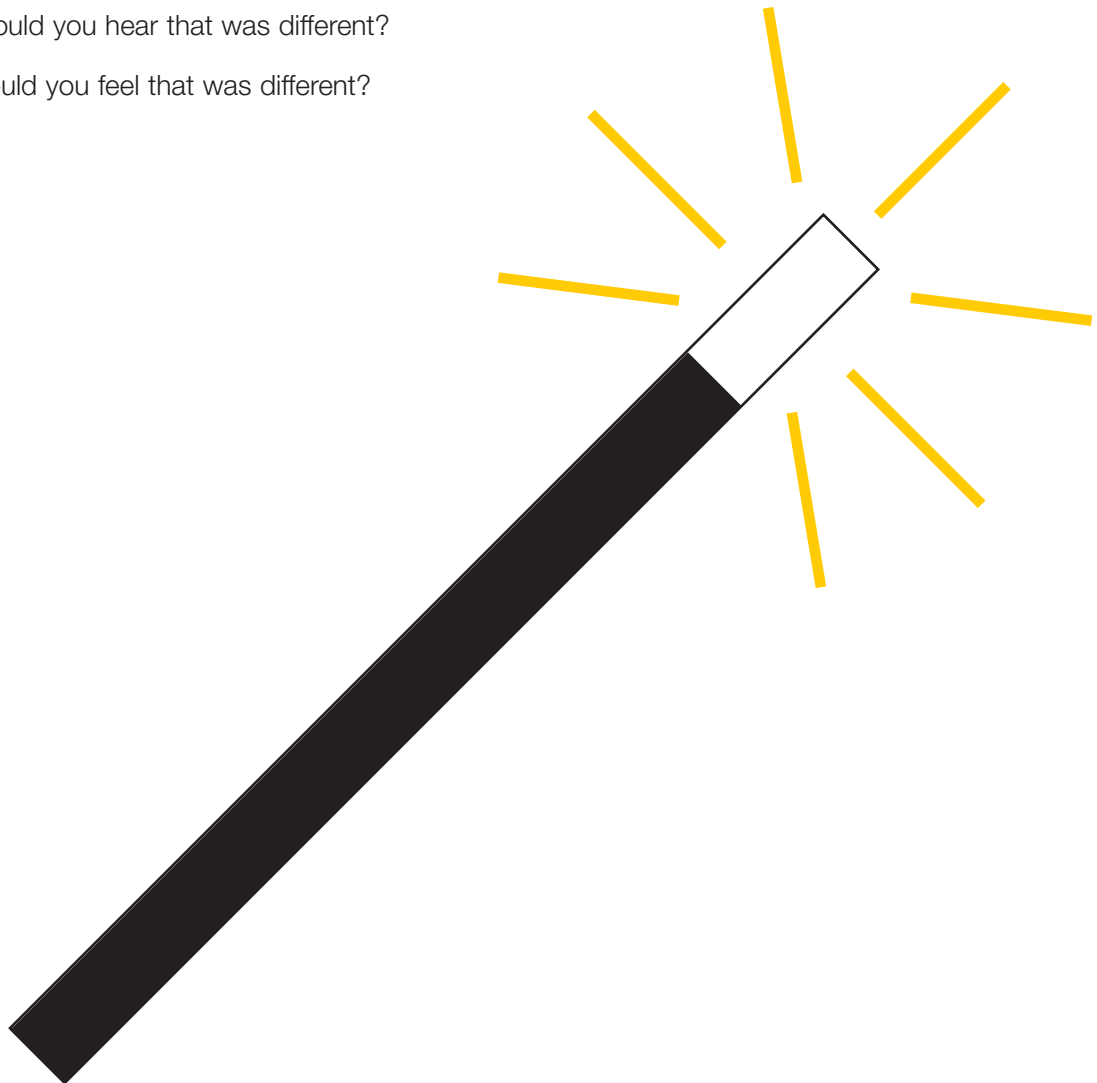
This term's work is about trying to achieve our goals. Have you got a time of day that isn't working as well as it might for your family? It might be first thing in the morning, bedtime or mealtimes.

The first step is to think what you would like it to be like. Just imagine that in the night your 'family godmother' came to see you. She waved her magic wand and that time of the day became perfect. Talk together about these questions.

What would you see that was different?

What would you hear that was different?

How would you feel that was different?





## Going for goals! 2

### Miracle time (2)

Can you all think of one thing that you are going to do to help your miracle come true?

#### **Child**

I am going to ...

#### **Parent/guardian**

I am going to ...

#### **Other members of the family**

I am going to ...

**I am going to ...**

Agree a day and time when you are going to talk together about how well you got on.



## Going for goals! 3

### Learning something new

It is your challenge to teach each other something. It could be anything you like, but if you can't think of anything then here are some ideas.

-  A poem or a song
-  How to make something
-  How to knit or crochet
-  How to cook something special
-  How to count up to 10 in French or another language
-  How to play a playground game
-  How to play a computer game
-  The names of everyone in your group at school
-  The names of people at work

If you like, you could draw or write about what you are going to teach each other.










## Going for goals! 4

### Learning together

Learning together can be fun. Is there anything you both would like to learn?

It might be anything but it could be:

-  learning to play a new card or board game
-  learning to play a new computer game
-  learning a new language
-  learning about a new country
-  the words of a poem or song
-  learning how to fly a kite
-  learning how to swim.

When are you going to learn?

How are you going to help each other?

What will help when you are feeling like giving up?

What will be your reward when you finish?



## Going for goals! 5

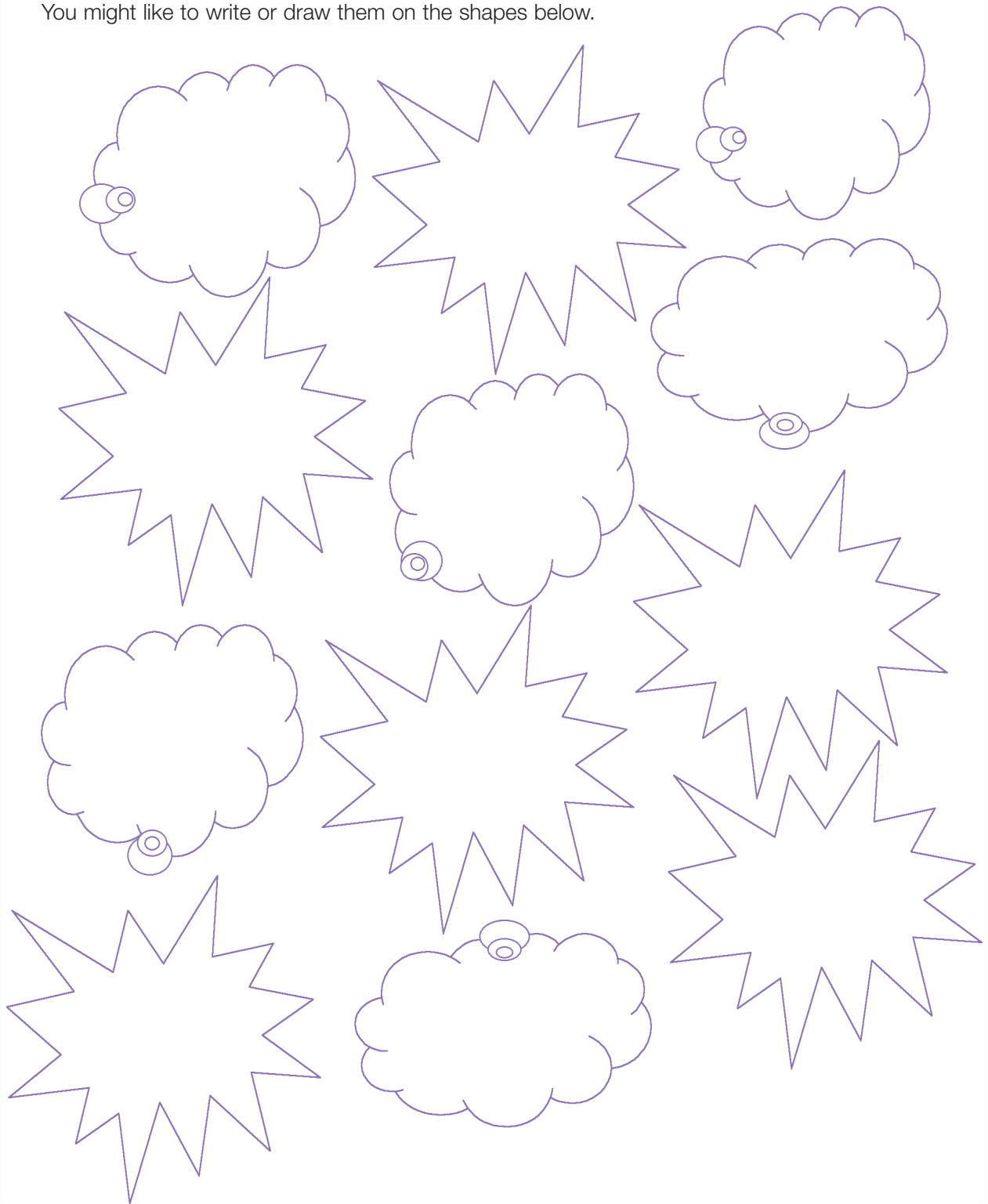
### Loves and hates!

We all have things that we love doing and some things that we hate doing.

Do you know what your loves and hates are?

Tell each other about your loves and hates.

You might like to write or draw them on the shapes below.





## Going for goals! 6

### Rewards

Are there any things that you have to do but don't like doing?

Do you think having some treats to reward you would help get those things done?

Here are some examples of rewards: being read a special story, playing your favourite game, having your favourite meal, a trip out, a hug or cuddle, breakfast in bed, some time to yourself.

What rewards would you like to try?

My rewards (child)	When I might get my reward

My rewards (adult)	When I might get my reward




## Going for goals! 7

### Consequences (1)

Play the consequences game below by cutting out the cards.

Mix them up and lay them face down on the table. Take it in turns to pick up two cards.

The idea is to get the two that go together.

 If I don't do my homework ...	... he won't be my friend anymore.	If I don't go to bed on time ...
... people at home will worry.	If I hit my friend when he annoys me ...	... my mum and dad will feel happy and have time to play with me.
If I am late home after playing out ...	... I won't know what to do.	If I help out at home ...
... they will grow.	If I don't listen to instructions ...	... I might fall off and be injured.
If I water the plants ...	... I won't do well at school.	If I climb on the roof to get the ball ...



## Going for goals! 7

### Consequences (2)

... I will be able and I won't be able to work properly.	If I am friendly and pleasant ...	... people will like me.	If I tidy up my bedroom ...	... I will be able to find my things.
If I don't go shopping ...	... there will be no food in the house.	If I don't eat my dinner ...	... I won't stay healthy.	If I don't wear my coat when it is cold or wet ...
... I might get a cold.	If I help my friend when she needs it ...	... it will make us both feel happy.	If I work hard ...	... I will finish my work and feel good.



## Going for goals! 8

### How we learn best (1)

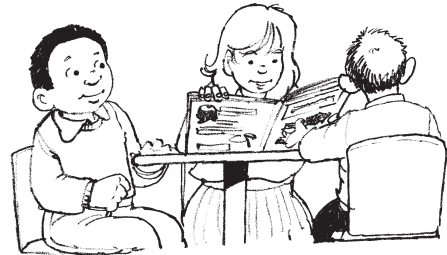
What sort of a learner are you? Some people have tried to classify our strengths as learners in different ways. Talk about each and about what you are good at.

#### *Linguistic learner*

I like to read, write and tell stories.

I am good at remembering names, places, dates and facts.

I learn best when I say, hear or see words.

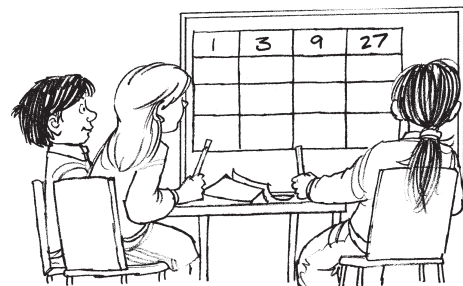


#### *Logical/mathematical learner*

I like to do experiments, figure things out, work with numbers, ask questions, and explore patterns and relationships.

I am good at maths, reasoning, logic and problem solving.

I learn best by grouping things, working with patterns, shapes and numbers.

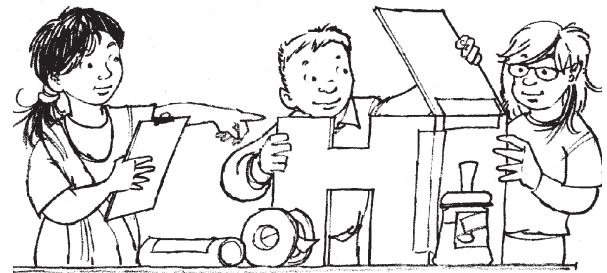


#### *Spatial learner*

I like to draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.

I am good at imagining things, sensing changes, solving mazes/puzzles, and reading maps or charts.

I learn best by visualising, dreaming, using my mind's eye and working with colours/pictures.



#### *Musical learner*

I like to sing, hum tunes, listen to music, play an instrument and respond to music.

I am good at picking up sounds, remembering tunes, noticing pitches/rhythms, and keeping time.

I learn best when I use rhythm, melody and music.





## Going for goals! 8

### How we learn best (2)

#### *Bodily/kinaesthetic learner*

I like to move around, touch and talk, and use my body.

I am good at physical activities (sports/dance/acting) and crafts.

I learn best by touching and moving.



#### *Naturalistic learner*

I like to be outside, with animals, or learning about geography or weather.

I am good at grouping and organising plants and animals, and looking after the environment.

I learn best by looking at nature out in the open and learning about how things work.

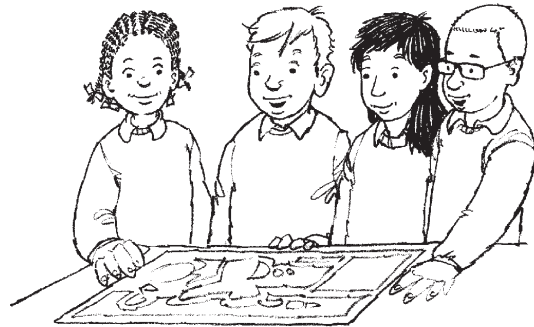


#### *Interpersonal learner*

I like to have lots of friends, talk to people and join groups.

I am good at understanding people, leading others and sorting out conflicts.

I learn best by sharing, comparing, relating, cooperating and interviewing.



#### *Intrapersonal learner*

I like to work alone and pursue my own interests.

I am good at understanding myself, thinking about my feelings and dreams, following instincts, pursuing interests/goals and being original.

I learn best by working alone, doing my own individual projects, having my own space and working at my own pace.





## Going for goals! 9

### Making a wise choice

Read the story *The Watch*.

Betsan's new watch had gone missing from her bag. What a disaster! The class had been kept in while Mrs Brown had asked them to search for it. She went out of the room while they did this and said, 'I hope it is on my desk when I get back.' Everyone looked for it, but it didn't turn up. Mrs Brown said how disappointed she was and that she would have to phone Betsan's parents to explain. She looked really angry and disappointed.

Paramjeet ran out of school. He had to hurry because he was going away with his family for his cousin's wedding. There was only one train and they couldn't miss it. He was nearly home. He just had time to buy a magazine for the long journey. He went into the corner shop. He reached into the special compartment in his bag to get out the money and he felt it – Betsan's watch. He and Betsan had identical bags. She must have put the watch in his bag by mistake.

What would be the wisest thing for Paramjeet to do?

Think together about Paramjeet's choices.

- Have you thought of as many ideas as possible?

Choose three that you think are most practical.

Think about the consequences of these ideas.

- Have you thought about it from everyone's viewpoint?

- Paramjeet's parents
- Mrs Brown
- Betsan
- Paramjeet

- Having talked and thought it through – what would you do if you were Paramjeet?



## Going for goals! 10

### Planning

Plan something together. This might be an outing or it might be a special meal or party.

It might be making something together.

Whatever you are planning, you might like to use the planning sheet.

**Our goal or purpose:**

<b>What we are going to do:</b>	<b>Who is going to do it?</b>	<b>When are they going to do it by?</b>
<b>Step 1</b>		
<b>Step 2</b>		
<b>What is our reward for being successful?</b>		

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

Please quote ref: **1351-2010-WALES**

© Crown copyright 2010

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

**The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.**

For any other use please contact  
[HMSOlicensing@cabinet-office.x.gsi.gov.uk](mailto:HMSOlicensing@cabinet-office.x.gsi.gov.uk)  
[www.opsi.gov.uk/click-use/index.htm](http://www.opsi.gov.uk/click-use/index.htm)

This version of the *Primary: Social and emotional aspects of learning* materials is based on original materials produced by the Department of Education and Skills. These materials have been adapted and translated for use in Wales by the Department for Children, Education, Lifelong Learning and Skills with kind permission of the Department of Children, Schools and Families.

Pupil Engagement Team  
DCELLS  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
Tel: 029 2082 1556  
Fax: 029 2080 1044  
e-mail: [petshare@wales.gsi.gov.uk](mailto:petshare@wales.gsi.gov.uk)