



# Primary *National Strategy*

## Excellence and Enjoyment: social and emotional aspects of learning

### Changes Family activities

Headteachers, teachers  
and practitioners in  
primary schools,  
middle schools, special  
schools and Foundation  
Stage settings

Status: Recommended

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## Gold set: activities for parents and carers

### Note to teachers

The Gold set is designed to help you involve the children's parents/carers in your work to develop children's 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 children. You will need to look through them and decide whether they will be suitable for the children in your class and use the ones that are helpful.

It is important that the activities are seen to be supportive and that children who are unable to use these with their parents/carers 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 child, not necessarily their parents/carers. 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 children on the activities, if necessary.

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

An age is not specified for the activities but the later ones might be most appropriate for the children in the older classes. Some cards have direct links with classroom learning opportunities, and these are indicated.

All the documents, including the letter to parents/carers, are available on the CD-ROM as Microsoft® Word files, 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 have recommended year groups but others can be divided up as you wish.

## Changes

Number	Type	Name and Summary	Recommended for	Class
1	Finding out	<b>My changes</b> An opportunity to find out about each other when children and adults were young	Red and Blue (or any age)	
2	Finding out, thinking and doing	<b>What I have learned</b> An opportunity to consider how we learn things and make change happen	Red and Blue (or any age)	
3	Talking and doing	<b>My life journey</b> Talking about our lives	Any age	
4	Finding out	<b>It changed my life</b> Interview	Blue, Yellow or Green	
5	Talking and doing	<b>The change quiz</b> Exploring how we feel about changes	Yellow or Green	
6	Finding out	<b>When I was young</b> Reflections on our lives and past lives	Any age	
7	Doing and talking	<b>Making change happen</b> Planning to change something at home	Green	
8	Doing	<b>Congratulations</b> Giving a reward	Any age	
9	Thinking and talking	<b>If I ruled the world</b> Dreaming and thinking together	Blue, Yellow and Green	
10	Doing and thinking	<b>Choices, excuses and solutions</b> A card game	Yellow or Green (but any age with help)	

## Letter to parents and carers

*Dear Parents and Carers*

*The theme for this half term's work on developing children's social, emotional and behavioural skills will be 'Changes'. We will be looking at change and the feelings it sometimes leads to, as well as how we can manage these and cope positively with changes in our lives.*

*As part of the theme we will be looking at changes that have happened in the children's lives. Please do let us know if there is anything you would like to discuss with the teacher before we undertake this work, for example, if there is a change that your child has found upsetting that we should be sensitive to.*

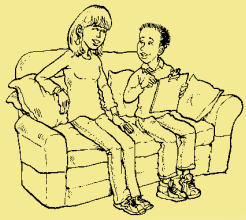
*This theme will start with an assembly and be followed up in class. We hope you will be able to join us in school for some of these assemblies and some of the work in classrooms.*

*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*



## Changes 1

### My changes

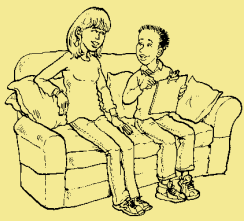
Children often love to learn about themselves when they were little. They love to hear about the silly things that you did when you were little, too.

How much can you remember?

If you have a photograph of yourself when you were little you might like to talk about the time in the photograph.

Ask the child what they already know and then fill in the details when they get stuck. You might like to write down or draw what you find out.

	Child	Parent/carer
Hair colour		
Eye colour		
Favourite food		
Something silly		
Something naughty		
Something sweet		
Something to feel good about		
Something that is still the same		



## Changes 2

### What I have learned

In class your child has been learning about some of the ways they have changed since they were a baby and some of the things that they have learned.

How many things can you think of together? Examples might be 'I learned to walk.' 'I learned to ride a bike.'

Talk together about what it was like to learn and what things helped.

Parents or carers, can you think of something you learned to do when you were a child?

Draw a picture of you learning something. You might write what helped.



## Changes 3

### My life journey

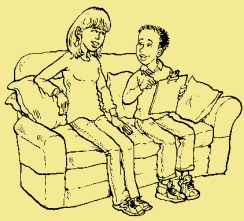
In school, your child has been thinking about some of the changes in their life. Why don't you share some of the things in your life with your child in the same way as they did in class? The children used this picture to help them talk. You might like to put on some of the things that happened to you on the road.

You might like to start at the top of the road with the date you were born. Write any important things in your life onto the road. These might include starting at school, changing school, brother or sister being born, meeting someone special, moving house or country, having your child.

'I was born on ...'







## Changes 4

### It changed my life – an interview

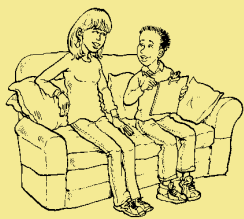
#### *Child*

Ask the people in your family about some of the changes that have happened to them. Use the questions below or think of some of your own.

- What was the biggest change in your life?
- Are you glad it happened?
- How did you feel before this happened?
- How long did it take you to get used to the change?
- How did you cope with the change?
- Did anything unexpected happen?
- If you could have your life again, would you keep the change?

Why don't you draw some of the changes?

Or you might like to write down some of the things they did to help them cope.



## Changes 5

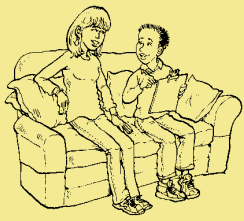
### The change quiz

This is most fun if it is done in pairs. The idea is that you should rate how you would feel about the change:

- 0 – I would hate this to happen
- 1 – I wouldn't like this to happen
- 2 – I don't care if this happens
- 3 – I would like this to happen
- 4 – I would love this to happen more than anything

Read the changes together then rate them. Your child might like to fill in the numbers.

CHANGE	NAME 1	NAME 2
You win a million pounds on the lottery		
A cousin who you don't know is coming to live with you		
You have to move to a new town		
Your favourite TV programme is cancelled		
You have to move to a new country		
You change your job or school		
You lose your favourite toy or thing		
Your best friend moves away		
You can't get the ingredients for your favourite food		
The bus is cancelled and you can't visit your family as planned		
You have a new baby in the family		



## Changes 6

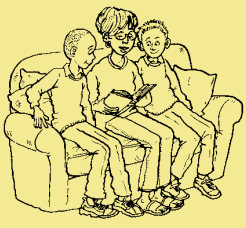
### 'When I was young ...'

This activity is great fun to do with an older person, maybe a grandparent or elderly neighbour. As we get older we can find ourselves saying, 'When I was young ...'

Talk about what you did and decide whether the things are the same or different.

	Same or different?
Brushing teeth	
Breakfast (What? How cooked)	
Getting to school and back	
School rules and what happens if we are naughty	
School lessons	
Games played at school	
School dinners	
Helping at home	
Shopping	
Spending time with friends	
Entertainment	
Toys	

You might like to draw the thing that is most different.



## Changes 7

### Making change happen

At school, we will be talking to children about making a plan to change something that they are not happy with in the classroom or playground.

Is there something that you and your child would like to be different in your home?

Why don't you try to change it? Maybe it's not arguing about getting up in the morning, or spending more time together or taking the dog out for a walk regularly ...

You could make a plan to make it happen, in the same way we do at school.

Here it is.

#### *Step 1*

Imagine that the change has already happened and talk about what would be different – what would you see that was different? How would you feel different?

#### *Step 2*

Agree one thing for each of you to do that will make the change happen.

#### *Step 3*

Think about what might go wrong and how you will cope with any obstacles.

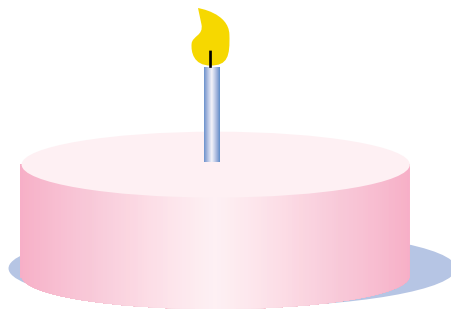
#### *Step 4*

How will you know if it has changed? Could you put a chart up with a tick or a sticker for each time things go according to plan?

And most important of all ...

#### *Step 5*

Think about how and when you will celebrate MAKING CHANGE HAPPEN!!!



When you have tried out your plan review how well it went.



## Changes 8

### Congratulations

Use this certificate to give to someone who has learned something new or has changed something for the better.

# Certificate

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**On learning something new  
or  
making a good change!**

Signed :

Date:



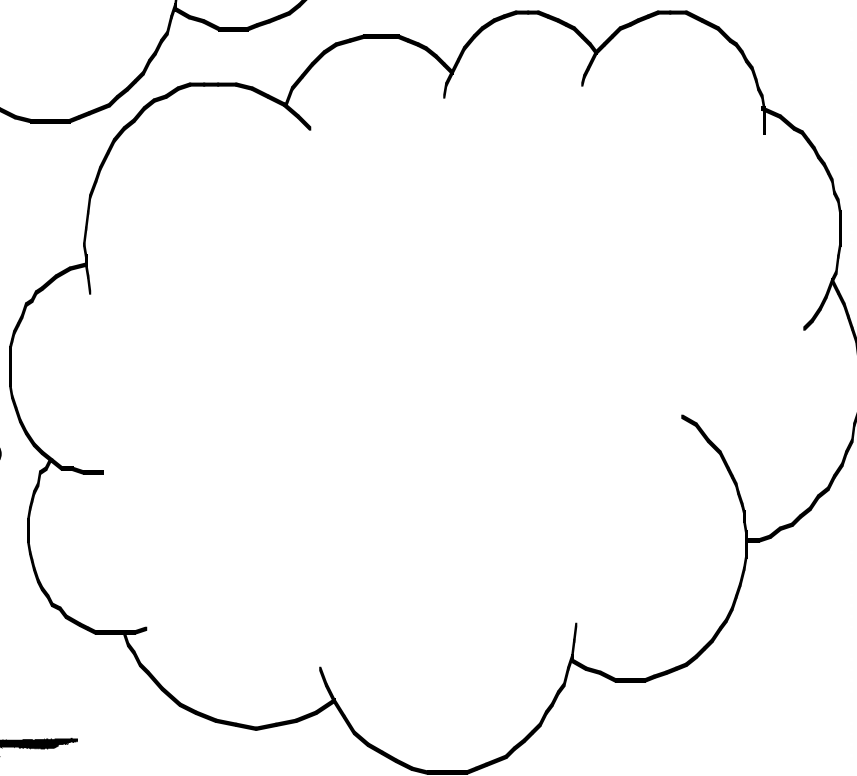
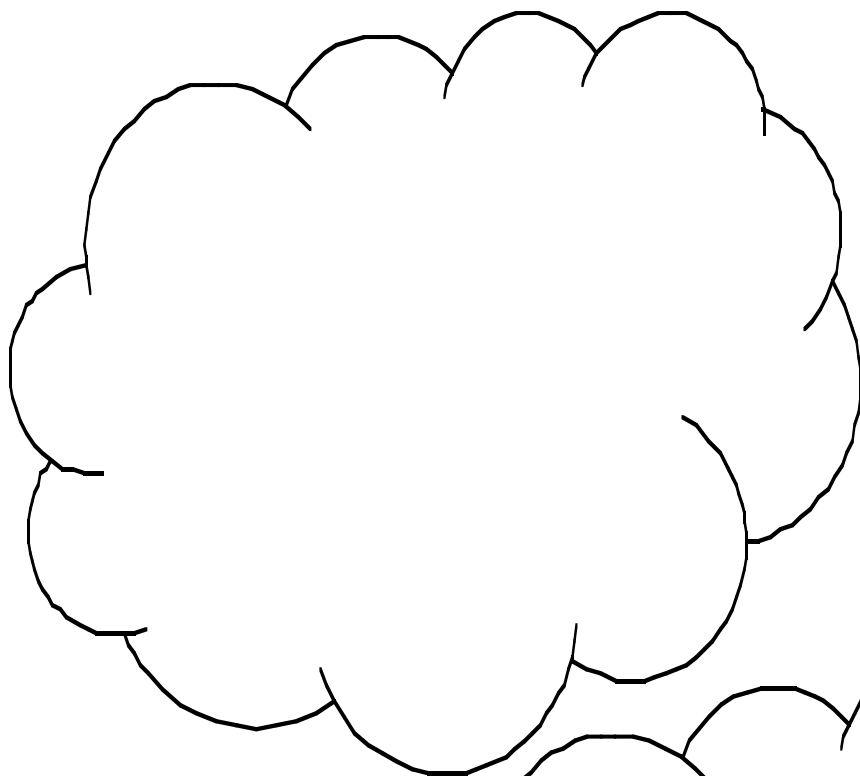
## Changes 9

### If I ruled the world ...

If you could make a wish and change something what would it be? Share your ideas.

You might like to talk about something you would change for yourself, for your family, for the town in which you live, for the country or for the world.

You might like to choose one each and draw a picture in the think bubbles below.





## Changes 10

### Choices, excuses and solutions

This is a simple card game to play.

The aim is to get rid of all your cards.

#### *How to play*

Each player is given 6 cards. The remaining cards are placed in a pile on the table.

The players take it in turns to pick up a card from the table. They should then throw a card away. They are trying to get groups of cards that go together. If you are playing with a young child they will need help, so they might like to pair up with an adult or older child. Some of the cards have pictures on them. Others have a change, an excuse and a solution. You need to get a group that seems to go together.

Move to a better house	Not enough money	Save up
Find new friends nearby	There is no one I like	Join a club
Learn a new skill	I'm not clever enough	Try hard
Eat healthier food	I like the food I eat	Write a note to remind me on the fridge
Take more exercise	I can't be bothered	Give myself a reward if I take exercise every day



Read more stories

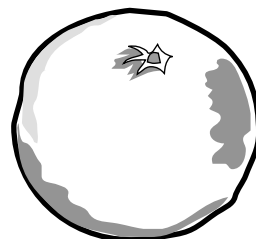
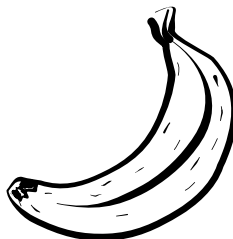
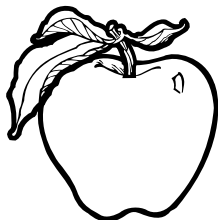
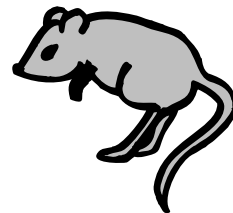
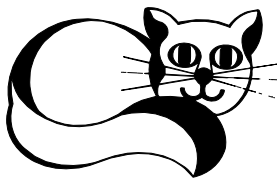
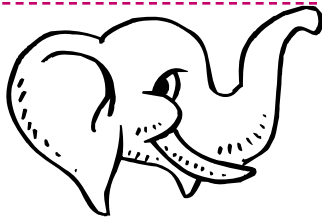
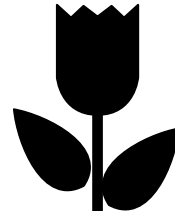
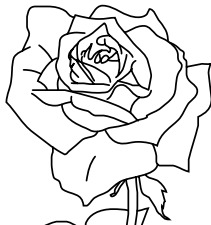
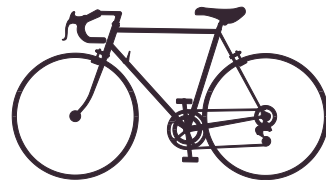
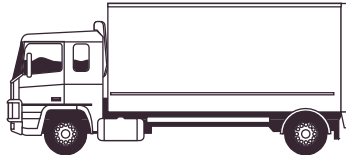
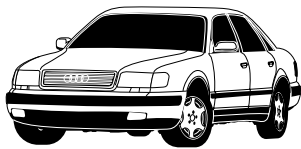
I'm too tired at night

Keep some quiet reading time

Stop getting cross and shouting

I have just got a bad temper

Using a calming-down technique





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