



Excellence and Enjoyment: social and emotional aspects of learning

Good to be me
Revised Early Years Foundation Stage version



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Red set

Introduction

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.



The theme as a whole focuses on:

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

Self-awareness – feeling good about myself, taking risks.

Managing my feelings – relaxing, coping with anxiety.

Standing up for myself – assertiveness, standing up for my views.

Learning Opportunities for the Early Years Foundation Stage are described below.

Description	Development Matters/Look, listen and note: Ages and stages 30–50 months, 40–60+ months
<p>The Red set provides ideas and suggestions for children to explore the Personal, Social and Emotional Area of Learning within the distinctive context of the setting. It uses story, role-play and puppets as well as the children's spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited. The set introduces simple relaxation techniques and encourages the children to stand up for themselves and be aware of themselves and their needs.</p>	<p>Knowing myself I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud.</p> <p>Understanding my feelings I can tell when I am feeling excited. I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can tell or show what feeling proud looks like.</p> <p>Managing my feelings I can stay still and quiet for a short time. I can relax with help.</p> <p>Standing up for myself I can say what I need. I can stand up for my own needs and rights without hurting others.</p>

Development Matters – Practice Guidance for the Early Years Foundation Stage

The following learning intentions are drawn from the Personal, Social and Emotional Area of Learning and Development. Ongoing observational assessment will also identify development, learning and progress from a number of other areas of learning [Early Learning Goals are in bold]. Progress, development and learning should be identified through observing children in a wide range of contexts.

Children develop a strong sense of self through interaction and communication with others, (home, local community, school and or setting). They learn to find a voice to express their thoughts, feelings and ideas as they make connections with others within a supportive learning environment whether that be the home, school or setting.

	Dispositions and attitudes	Confidence, self esteem, relationships, and community	Behaviour and self-control	Self-care and independence
30–50 Months	<ul style="list-style-type: none"> Have a positive approach to activities and events Show confidence in linking up with others for support and guidance Show increasing independence in selecting and carrying out activities 	<ul style="list-style-type: none"> Feel safe and secure and show a sense of trust Make connections between different parts of their life experience Talk freely about their home and community 	<ul style="list-style-type: none"> Begin to accept the needs of others, with support Show care and concern for living things and the environment 	<ul style="list-style-type: none"> Take initiatives and manage developmentally appropriate tasks Show increasing independence in selecting and carrying out activities
40–60+ Months	<ul style="list-style-type: none"> Display high levels of involvement in activities Persist or extended periods of time at an activity of their choosing Continue to be interested, excited and motivated to learn Be confident to try new activities, initiate ideas and speak in a familiar group Maintain attention, concentrate and sit quietly when appropriate 	<ul style="list-style-type: none"> Express needs and feelings in appropriate ways Respond to significant experiences, showing a range of feelings when appropriate Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others Have a developing respect for their own cultures and beliefs and those of other people 	<ul style="list-style-type: none"> Show confidence and ability to stand up for own rights Have an awareness of the boundaries set and behavioural expectations within the setting Understand what is right and what is wrong and why Consider the consequences of their words and actions for themselves and others 	<ul style="list-style-type: none"> Operate independently within the environment and show confidence in linking up with others for support and guidance Select and use activities and resources independently

Planning

To help with planning, the type of learning and teaching involved in each learning opportunity is indicated by icons in the left-hand margin of this booklet:



- Adult-led – where language and ideas are specifically introduced and developed by the practitioner



- Child-initiated – where learning is child initiated, supported by adaptations to the learning environment and social interaction which promote particular avenues of exploration and discussion

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which practitioners planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

comfortable feelings	uncomfortable feelings	calm
still	relax, relaxed	stand up for yourself
sad	happy	excited
proud	angry	cross

Resources

	Resource	Where to find it
30–50 months	Photocard – excited	Whole-school resource file
40–60+ months	Photocards – happy, proud	Whole-school resource file
	Feelings identikit	CD-ROM
	Feelings detective poster	Whole-school resource file
	Feelings fan	Whole-school resource file

Key points from the assembly or group time

This assembly or group time is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle, she realises that it is 'Good to be me!'.

Key elements:

1. Mouse wants to be special like the other animals.
2. She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.
3. Mouse hides away, feeling useless and unhappy.
4. The animals get caught by hunters. They call for help.
5. At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.
6. When the other animals thank her and offer her anything she wants, she realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.

Suggested whole-school or setting focus for noticing and celebrating achievement

Using the school or setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Doing something we are proud of

Week 2: Responding in an assertive way

Week 3: Helping someone with a worry

Week 4: Stopping and thinking when we are angry

Red set: Early Years Foundation Stage 30–50 months

Circle games and rounds

Pass the present

Stick a small mirror to the bottom of a small and colourful box.



Explain that there is something very important and special in the box and that you want each person to look carefully inside to see what it is.

Pass it round so that each child can look into the box.

Rounds

Tell the children: 'Teddy is feeling excited'.

Pass the teddy to the next child in the circle, saying:

'I think teddy is feeling excited because his granny is coming to see him tonight.'

The children pass the teddy round the circle, with each child trying to think of a reason why teddy is feeling excited.

'I think teddy is feeling excited because ...'

When the teddy gets back to you, 'ask' him why he is feeling excited and then choose one of the ideas from the group.

Remember that all children have a right to pass when using circle rounds, so don't put pressure on a child to respond – it is perfectly acceptable for them to pass on the toy and say nothing. At the end you might give them another opportunity to have a turn if they would like to.



Learning opportunities: my feelings (excited)

Look, Listen and Note 30–50 months

I can tell or show how I feel when I am excited.

I can tell when I am feeling excited.



Introduce the session by using the photocard from the whole-school resource file, or a similar picture, as a stimulus to get the children thinking. Facilitate the children's thinking and encourage them to offer words that describe the way the children are feeling. You might introduce the word 'excited' if the children don't do so themselves. You could use the ideas from the Feelings detective poster in the whole-school resources file to explore the feeling further.

Encourage the children to be excited by planning a special activity (such as a teddy bears' picnic) and talking about the special activity. Explain how you know that you are feeling excited about what is going to happen. Ask the children to explain how they are feeling.

Ask children to say how they think they would feel/have felt in a range of situations, for example:

- knowing it's your birthday party after school/playgroup/nursery that day;
- going to the airport to meet your aunt who is visiting from Pakistan;

We asked parents to bring in a photo of something exciting that their child had done recently and used the photos to support the children's understanding.



- going to a friend's house for tea for the first time;
- having special, favourite food for lunch.

Play 'Getting it wrong'. Model the feeling of excitement by saying, for example, 'I am so excited,' with a deadpan expression and a tired depressed voice. Ask children to say what is wrong. Select children to have a turn at 'Getting it wrong' and others to identify what is wrong (that is, wrong face, wrong body language, wrong voice).

Read the story *Feeling excited* from the resource sheet. Discuss the story using the questions that follow it.



Set up activities that involve anticipation and prediction. For example, boxes with things inside so children have to guess what might be in the box, or lift-the-flap books.

Set up special events for the end of the day or for the next day and tell the children in advance. Talk about how you are feeling and how they are feeling.

Grow cress and wait for it to grow. Choose a different child to report back to the group about how it is growing each day.

Provide materials for the children to play at making a surprise party for a teddy or a special guest.

There are many events that can be used to explore the feeling 'excited'; for example, when one of the children is going on holiday, or when it is their birthday. These events provide an opportunity to revisit the ideas in the theme by talking about how the child feels with the whole group, and exploring how everyone can help the child if they are over-excited and can't wait. Encourage the children to explain how they feel, for example:

- My tummy feels ...
- I can't stop thinking about ...
- I can't wait ...

You can then explore these feelings together and use ways of calming down; for example, thinking about something else, or finding something else to do.

Use the word 'excited' in the course of the day. For example, 'Guess what is happening tomorrow – I am really excited'.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Seek and delight in new experiences
- Have a positive approach to activities and events
- Have a sense of personal identity

We played this game every morning, choosing one child to 'get it wrong'. It worked wonders for a child in my class with autism.



Learning opportunities: calming down

Look, Listen and Note 30–50 months

I can relax with help.

I can stay still and quiet for a short time.



Provide an opportunity for the children to have some quiet time. This might be sitting still and quiet in the circle or listening to some special music; or you could put on relaxing music and provide a pillow or beanbag. The children should lie down and remain still and quiet.

To start with this might need to be for a short time only. You can challenge the children to see if they can stay quiet for increasing lengths of time. Talk about how it feels to be still and quiet.

Refer to the display children may have made in their work on the New beginnings theme on how we can calm ourselves down.

Have the children identify certain times of the day or week when they are expected to be quiet, or can play a noisy game.



Offer a special place in the setting that might be used for quiet activities.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine
- Feel safe and secure and demonstrate a sense of trust

In the setting, we created a quiet area. We painted it pale blue and put in muted lighting. One of the staff had a lava lamp they didn't use. We put our goldfish in the quiet place. Each family group had a time during the day for relaxing. It was open the rest of the time for quiet activities or for parents and carers to relax with their children.



Ongoing activities

Effective strategies for developing an environment that supports the skills identified in this theme include the following.

Organising the day

Time provided for individual play with adult support when needed.

Free choice time, with a balanced range of activities.

Opportunities for children to take responsibility within the setting, being involved in setting routines, and so on.

Involving parents in the life of the setting.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Opportunities for celebrating success.

The environment

Providing an environment that encourages independence.

Setting up the learning environment to introduce the language of feelings through role-play and circle time.

Providing areas for different activities and personal choices: for example, quiet restful areas, areas with mirrors.

The role of adults

Adults involved in children's play, including imaginative play.

Opportunities for children to talk to adults alone or in groups.

Supporting all children to reflect on and identify their own gifts and talents.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

A predictable and calm management style.

The practitioner has many opportunities to explore feelings in the setting by developing work that starts from the children's spontaneous play and experiences, for example:

- being upset or concerned when they get their hands dirty in a compost or gloop tray;
- looking forward to Christmas or a birthday;
- being patient and queuing for a turn on bikes in the playground;
- being anxious about not being able to do a new activity or use the computer;
- becoming angry and frustrated when things go wrong or their model gets broken;
- becoming angry when another child takes their things;
- being excited and surprised when searching for creepy-crawlies hidden in shredded paper;
- feeling anxious about going to the school toilets.

Questions for reflection and enquiry

- How do you feel?
- How do you think . . . feels?
- What makes you feel excited?

Review

- What have you done this week that made you excited?
- How do you calm down when you feel a bit too excited?

Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

Feeling excited

All the children in the nursery class were going out on a bus. Courtenay and Jasmine were very excited. Courtenay was so excited that he had a scared, uncomfortable sort of feeling inside him. He stood very still in the playground holding tight onto his brand new Spiderman lunch box. Jasmine was so excited that she thought she would burst. As soon as she saw Courtenay she ran over to him, shouting: 'We're going on a bus and I'm the driver.' She made loud bus noises and began running round and round. Courtenay moved nearer to the wall. 'Come on my bus, Courtenay,' shouted Jasmine, running closer to him, 'I'm the driver'. Some other children grabbed on to Jasmine and her bus got longer. She was so excited she went faster and faster. She drove the bus very close to Courtenay. 'Get on my bus!' she yelled. But Courtenay was so close to the wall that suddenly Jasmine found she couldn't stop. She crashed right into him and his new lunch box went flying through the air. Then all the other children on Jasmine's bus crashed into each other too. What a muddle it was.

The children's teacher came into the playground. She made sure that no one was really hurt. She picked up Courtenay's lunch box and then she took Jasmine and Courtenay into the classroom.

You might act this out with the children, using one of the children's lunch boxes.



- What do you think the teacher said to Jasmine?
- How do you think that you could have helped Jasmine to calm down?
- Why do you think that Courtenay would not get on Jasmine's bus?
- Courtenay was so excited he felt scared. How could you have helped him to feel better?

Later on, the bus drew up outside school. Jasmine and Courtenay sat together near the front. Courtenay held very tight onto his lunch box and they both made bus noises – VERY QUIETLY.

Red set: Early Years Foundation Stage, Development Matters 40–60+ months

Circle games and rounds

Pass the smile



The leader begins by smiling at the child next to them and they in turn smile to the next, and so on round the circle.

Rounds

Use a soft toy as the speaking object. You will need to model the round, so you might say:

I like (or love) [name of toy] when I cuddle him.

I like (or love) [name of toy] when . . .

I know someone likes (or loves) me when . . .

Learning opportunities: feeling good about myself

Look, Listen and Note 40–60+ months

I can say and show you when I am feeling good and happy.

I can tell you the things I like doing and the things I don't like doing.



During the day make sure that all practitioners talk to each of the children about what they are doing and their achievements. Use the language of feeling good, for example: 'What a lovely picture! It makes me feel good to look at it. I guess it must make you feel very proud.'

Set up a special display board where children can bring in their own special things from home. Work with the children to explain what makes these things special. Encourage them to bring in things that reflect the cultural diversity in the group.

The experiences suggested above support children in achieving the following 40–60+ month Development Matters statements:

- Have an awareness and pride in self as having own identity and abilities
- Be confident about trying new activities, initiating ideas and speaking in a familiar group
- Operate independently within the environment and show confidence in linking up with others for support and guidance
- Have a developing respect for their own cultures and beliefs and those of other people

Jo has cerebral palsy and cannot control her facial expression, so we made a giant smiling mouth that was passed around with the smile.



Remember all children have a right to pass when using circle rounds, so don't put pressure on a child to respond – it is perfectly acceptable for them to pass on the toy and say nothing. At the end you might give them another opportunity to have a turn if they would like to.



We used photos that children could pass round instead, if they wanted to. For some of our children it would be hard to think of special things at home, so we offered them the chance to choose something special from the school.



Learning opportunities: understanding my feelings – happy, proud

Look, Listen and Note 40–60+ months

I can tell or show what feeling proud looks like.

I can say how I feel when I am feeling proud.



Use the photocards 'happy' and 'proud' from the whole-school resource file, or take your own photographs, and use them to initiate talk with the child about what the characters in the pictures are thinking and how they are feeling.

Scaffold the child's thinking with facilitative questions, for example:

- Who do you think the boy is?
- What do you think is happening?
- How do you think he is feeling?
- Why is he feeling . . . ?
- Can you show me how you are feeling?
- How can you tell he is feeling . . . ?
- Can you think of some things that make you feel . . . ?

You can explore these feelings further using ideas from the Feelings detective poster in the whole-school resource file, or the Feelings identikit (from the CD-ROM that accompanies the materials). Children could use the Feelings fans (from the whole-school resource file) throughout the day to show how they are feeling.

Children can draw a picture of something that makes them feel happy and proud like the child in the photograph.

The children's pictures could be made into a class display.



Make smiley tokens with the children's names on them, so that there are several for each child. Explain to the children that these are to show which activities they liked and made them feel good. Place a small box by each activity. The children should place their own tokens in the box to show the activities that they particularly enjoyed. At the end, use the tokens to talk about who enjoyed which activity.



Draw three circles on the floor and label the circles with three feelings – happy, sad, angry (or cross). Illustrate the feelings with facial expressions, for example, those provided on the CD-ROM that accompanies these materials.

The idea is that a child (or pairs if you think they would feel happier) places a soft toy in the circle to show how they feel in a particular situation. Give the children a little thinking time before giving the toy to someone to place in the right circle.

Example situations would be:

Teddy loses his/her favourite toy;

Teddy's friend says that they love him/her;

Teddy's friend goes to live in a new house a long way away;

Teddy falls over and hurts his (or her) knee;

We followed this up with a sorting activity to extend children's problem solving, reasoning and numeracy. The children sorted pictures of events according to how they would make them feel.



Teddy is sitting on the knee of someone he or she loves;
Teddy's teacher says that he or she has done a good piece of work;
Teddy's teacher gives him or her a big smile.

The experiences suggested above contribute to the following learning opportunities from EYFS Development Matters 40–60+ months:

- Express needs and feelings in appropriate ways
- Have an awareness and pride in self as having own identity and abilities
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others

Learning opportunity: standing up for myself

Look, Listen and Note 40–60+ months

I can express my needs.

I can stand up for my own needs and rights without hurting others.



Use puppets or two adults to model playing in the setting – for example, playing in the sand tray.

- One puppet is playing and wants a bucket and takes it.
- The other puppet hits him and grabs it back. What is wrong with this? What should the second puppet do?
- The other puppet starts to cry. What is wrong with this? What should the second puppet do instead?

Encourage the children to stand up for themselves, but not in an angry, cross way.

The experiences suggested above support children in achieving the following 40–60+ month Development Matters statements:

- Express needs and feelings in appropriate ways
- Show confidence and the ability to stand up for their own rights

Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following.

Organising the day

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting, being involved in setting routines and so on.

Involving parents in the life of the setting.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Opportunities for celebrating success.

The environment

Providing an environment that encourages independence.

Setting up the learning environment to introduce the language of feelings through role-play, circle time, etc.

Providing areas for different activities and personal choices, for example quiet restful areas, or areas with mirrors.

The role of adults

Adults involved in children's play, including imaginative play.

Opportunities for children to talk to adults alone or in groups.

Supporting all children to reflect on and identify their own gifts and talents.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

A predictable and calm management style.

The practitioner has many opportunities to explore feelings in the setting by developing work that starts from the children's spontaneous play and experiences, for example:

- being upset or concerned when they get their hands dirty in a compost or gloop tray;
- looking forward to Christmas or a birthday;
- being patient and queuing for a turn on bikes in the playground;
- being anxious about not being able to do a new activity or use the computer;
- becoming angry and frustrated when things go wrong or their model gets broken;
- becoming angry when another child takes their things;
- being excited and surprised when searching for creepy-crawlies hidden in shredded paper;
- feeling anxious about going to the school toilets or into assembly;
- coping with change when having something new and untried in their lunch box.

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Review

- Who can tell about a time when they felt happy and proud?
- How did you show this?
- How did it feel?

Red set

Curriculum and other links/follow-up work

Characters

Core activity: Life-sized stand-up character figures are introduced to the children one at a time. On the first day, 'Lizzie Fixit' is there to welcome them into the classroom. She is introduced to the children, who learn about her and explore her character through stories about where she has come from and how she came to join the class. Over a number of days, a series of other life-sized characters join them in the classroom and are introduced to them in the same way. These can include a range of characters, e.g. 'Daring Dalvir', 'Baby Bo' and 'Chip the Bloodhound'. Narratives about the characters and their lives and experiences are told, and the children are encouraged to create their own narratives. Every day a character poses a challenge or problem for the class to solve. These challenges and problems include moral and social dilemmas, or an exploration of how one of the characters is feeling about something that has happened, and how the class might help them deal with this feeling.

Personal, social and emotional development: The children are given a character to take care of for a day. They are encouraged to share activities and experiences that the character would particularly enjoy.

The children are encouraged to reflect on cultural differences through the characters and how tolerance, care and kindness to others might be offered.

Communication, language and literacy: The children are encouraged to develop and tell their own narratives about the characters. They are also encouraged to share their experiences that are similar to or different from those of the characters. The use of words to explore feelings and emotions is introduced.

Problem solving, reasoning and numeracy: The problems the children are posed involve counting or measuring.

Knowledge and understanding of the world: The children are helped to understand the family history of the characters and to construct their own family histories. They are then encouraged to describe the members of their family and explore their characters.

Physical development: The children are challenged by the characters to develop a particular physical skill, such as balancing, hopping, or tumbling.

Creative development: The children are introduced to music that the characters really like and which has been chosen to reflect emotional states. They are also encouraged to make up their own music for each character as they go through certain emotions; for example, excitement, love, anger.

Red set

Exemplar sequence of work: Communication, Language and Literacy

Theme	Good to be me Early Years Foundation Stage
SEAL objectives	<p>To explore feeling good when safe and loved.</p> <p>To consider how core feelings are expressed.</p> <p>To be able to view a simple situation from the point of view of more than one character.</p>
Links to Early Learning Goals, Communication, Language and Literacy	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To extend their vocabulary, exploring the meanings and sounds of new words.</p> <p>To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</p> <p>To use language to imagine and recreate roles and experiences.</p>
Outcome	Simple recount of own experiences.
Text	<p><i>Tom Rabbit</i> by Martin Waddell (Walker Books ISBN 0744582806).</p> <p>This picture book tells the story of a toy rabbit, Tom, who is taken outside and forgotten. As darkness falls he experiences some trepidation but retains his confidence that his owner Sammy will come back for him. This proves justified and the two are safely tucked up for the night.</p>
Text themes	The main themes are love and security, played out through the imagined reciprocal love felt by a treasured toy. There is also scope to empathise with the toy by discussing its thoughts, given in the text, and the alterations in its facial expression and body language, apparent in the illustrations.
Possible focuses for text	<p>Before reading the book, the teacher or practitioner could ask the children to bring in any precious and special toys that they take to bed at night. Discussion could centre on how the toys make them feel, and although this might be difficult for some children to articulate, words like 'safe', 'warm', 'cuddly', 'snuggly' could be introduced.</p> <p>After a first reading, the teacher or practitioner could encourage the children to imagine and discuss with a talking partner how they would feel if they were Tom Rabbit and were left outside alone in the dark.</p> <p>Having taken some responses, the teacher or practitioner could pose the question: 'What does Tom Rabbit do to make himself feel better when he is alone?'</p> <p>Rereading some of Tom's thoughts over several pages, especially 'Sammy won't be long . . .', 'It's only a rabbit the same as I am', 'I'm not scared one bit . . .', 'Sammy won't go to bed without me . . .' should help the children reflect on ways of managing feelings. The teacher/practitioner should emphasise that, although Tom begins to worry a little, he is positive that Sammy will come for him, because he knows how much Sammy loves him.</p>

	<p>Another session could focus on a close examination of each picture of Tom, encouraging the children to look carefully at him and then talk about how they think he is feeling (and why) on each page. The teacher or practitioner can draw attention to the changes in his expression, encouraging the children to look particularly at his mouth, eyes and paws, and the clues these give about his state of mind. The class could then practise simulating facial expressions and body language for contrasting feelings, as a way to support them in recognising the external signs. This could lead into a discussion of how children can tell when other people are feeling sad, lonely, or left out, and how they can respond.</p>
<p>Suggested related activities</p>	<p>Children could talk about the reaction of the real rabbits in the story to Tom Rabbit, and make up some thought bubbles for them, which the teacher or practitioner could scribe and temporarily add to the book.</p> <p>Children could draw or paint a picture of their special toy, and write a caption for it for a display or class big book.</p> <p>Children could look in other quality picture books for illustrations that clearly depict the characters' feelings (e.g. in <i>Owl Babies</i>, the picture showing the babies' response to their mother's return; in <i>Where the Wild Things Are</i>, the picture showing Max sitting thinking while the wild things sleep; in <i>Peace at Last</i>, the changing facial expressions of Mr Bear, etc.).</p> <p>In the role-play area, children could play out scenes related to special toys and bedtimes.</p> <p>The class could collect and present as a poster ideas for 'Ways we show each other we care'; for example, you could invite someone to join in your game, sit next to you, or share a turn at the computer; you could smile at them; you could spot when they are feeling sad and try to cheer them up.</p>
<p>Alternative and additional texts with themes related to love and security</p>	<p><i>Bunny My Honey</i> by Anita Jeram (Walker Books ISBN 0744575834) <i>Time for Bed</i> by Mem Fox (Hazar Publishing ISBN 1874371504) <i>Can't You Sleep Little Bear?</i> by Martin Waddell (Walker Books ISBN 0744513162) <i>Guess How Much I Love You</i> by Sam McBratney (Walker Books ISBN 074455439X).</p>

Audience: Headteachers, teachers and practitioners in primary schools, nursery schools, middle schools, special schools and early years settings

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