

OBJECTIVE	<p>To know that kindness is important when working as a team.</p> <p>To consider how we can create a kind and supportive environment in our classroom.</p>
RESOURCES NEEDED	<p>Scenarios cut out, about 6 per group of 3/4 children plus some spares.</p>
WARM UP	<p>Counting game: The whole class sits in a circle. The aim is to count as high as you can as a class. Anyone can call out a number. If two people call out a number at the same time, you have to start again. You're not allowed to talk except to count. How high can you get?</p> <p>This game requires everyone to work as a team. After you've played a couple of rounds, you might like to briefly discuss what works eg. watching others, listening, being brave/having a go, being aware of what everyone is doing, noticing people's body language, not getting cross when someone makes a mistake (or when you make a mistake).</p>
INTRODUCTION	<p>Explain that today we are going to be looking at how we can work well in groups and teams.</p> <p>Can you think of any teams or groups you are a part of? [Our class, the school, sports teams, family, scouts/brownies, orchestra, drama groups etc.]</p> <p>Can you think of people whose jobs involve working in a team?</p> <p>Watch <i>Team Work Video</i> which is all about how kindness helps us to work well in a team.</p> <p>As a class, we are a team. What do we do to be kind and support each other?</p>
ACTIVITY	<p>Children to work in small mixed ability groups of 3/4. Each group will have a set of 6 scenarios. The scenarios are things that might happen during the school day. The children are to discuss how they would respond with kindness in each scenario. Encourage them to think about how the person in each scenario might be feeling and what they could do to help. (There is not necessarily a right and wrong answer, this activity is about sharing different ideas).</p>

PLENARY

Share some of the children's responses.

Some key points that you might want to draw out during discussion:

- Being kind involves taking the time to think about how somebody else might be feeling.
- When we are working in groups, we can support each other by listening, asking questions, taking turns and encouraging each other.
- We all learn together. When somebody makes a 'mistake' it is something we can all learn from. Mistakes are useful!
- We celebrate each other's successes.
- Being kind doesn't mean that you have to say 'yes' to everything someone asks you to do. If something doesn't feel right, it's ok to say no. (eg. scenario 11 or 14).
- If you are worried about somebody, you can talk about it with a trusted adult (parent or teacher).
- If someone is stuck with their work, it might not be the best idea to give them the answers or let them copy you. This won't help them to learn. Instead, you could share your method/ suggest a strategy/ give them encouragement / suggest they ask a teacher for extra support.

Explain how all these little things help create a welcoming, happy classroom where everyone feels comfortable and can do their best.

Finish on a positive note by praising how well the children work together and telling them that you appreciate being part of this class! Tell the class, that over the next week you want them to do their best to make this an even more kind and supportive classroom.

FURTHER ACTIVITIES

1. Play team building games whenever you have a spare minute or during PE lessons. Praise good teamwork.
2. Watch parts of this discussion between Prince William and a group of footballers which was filmed by the BBC for mental health week 2019: https://www.youtube.com/watch?v=Yn_shQZz5tw (it can also be found on BBC iplayer). You will need to watch this first to check it is suitable for your class; it is perhaps better for older **KS2** children. At 23.40 - 28.03 mins, Gareth Southgate talks about his approach to managing a team and it is a really good example of how kindness in teams and in leadership gets the best results. He talks about how important it is to create an atmosphere where it's ok to make mistakes and where everyone feels valued. Discuss with children what this example tells us about the qualities of a good leader and how a good team supports and interacts with each other.
3. Celebrate and share 'mistakes' as much as you share 'successes'. If you're working with a child and they make a 'mistake', discuss what they can learn from it then ask them to share it with the class. Model making mistakes and learning from mistakes yourself.