

PSHE Tool kit

For introducing your pupils to circle work and helping them develop good communication skills

These lesson plans were devised by Sue Phillips.

They were inspired by the work of Donna Brandes on student centred learning and Eric Berne on Transactional Analysis

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PSHE Tool kit

K3 Unit on Communication Skills

The purpose of this unit is to teach pupils and staff the fundamental process through which effective PSHE works – **circle work**. Most pupils will be used to using this tool in the classroom at primary school. There they may have used it to talk about personal issues. Many will have been used to passing round or picking up from a central point an object such as a soft toy in order to denote their turn to speak. Their experience of circle time is usually positive.

Using Student Centred Learning

The lessons learned in this unit can be used and referred to through out all PSHE lessons. They also enable Staff to learn and practice student centred learning techniques.

I came across Donna Brandes' "Student centred learning" , "The Student centred school" and her books on Games for personal development in the eighties when I was training to be a counsellor. I was fortunate enough to be able to go on two residential courses with her ..

As a result of this new awareness combined with my newly acquired counselling skills I gradually began to change the way I behaved in the classroom and the way I spoke to pupils. **The student centred teacher is calm, never shouts, waits for and expects silence and cooperation, works through negotiation and cooperation through out all lessons .**

- Pupils respond because this person centred approach makes them feel safe and comfortable,
- **behaviour is managed by the group with the teacher as facilitator.**
- **The class agree on, and maintain, their own ground rules for the classroom.**
- ***The no put down rule is central.***
- It applies to the teacher as well as pupils.
- Should the teacher slip up, the class are encouraged to point it out!

The class learn that it is hard to maintain a student centred classroom , a put down free zone, but that they will continue to aim to do this. **They learn how to deal with upset in the classroom without criticism and judgement**, again the teacher facilitates the settling of issues through an exploration of feelings. Once feelings are shared, pupils usually decide of their own free will to apologise , or adapt their behaviour to the group. **The student centred classroom is a place where pupils receive feedback, not criticism, invitations not orders**

Courtesy and respect are the aim at all time .

The feelings of the individual are always important. Practising this every lesson is a powerful learning tool for life and has an impact on every aspect of pupil's lives. They use it at home, at work and as parents and partners.

Learning how to work like this changes the way teachers behave in the classroom and with their families. Learning how to do it takes time at the beginning of the course , perhaps as long as half a term, but it is the foundation upon which everything is built.

Pupils are aware as they begin to move towards this that the teacher is choosing to give them more and more responsibility but that the teacher can take back that control at any time and impose sanctions or remove a pupil from the group. Where it is successful this is rare.

It is important at the beginning of working with any class to see that everyone in the group knows the name of everyone else. Working with year ten and eleven classes for many years it was interesting to note that many did not know the names of everyone in the class even though they work together several times a week. Many pupils do not talk to or interact with the majority of their classmates in any lesson. We need to ask ourselves what impact that has on the degree of comfort in the classroom and the ability of pupils to join in discussion and take risks.

In RE we use circle work and special circles to break down the barriers so that the class takes on and becomes aware of a group identity and a concern for each other. Some classes have called themselves "Our RE family" . In the majority of classes a high degree of trust is built and the practice of respect for each other is tangible and visible.

This is more of a challenge at Key stage three where classes come as a form group and so bring a large and powerful group identity with them. This is sometimes dysfunctional to a certain degree and there is insufficient time in PSE/ RE to tip the balance and provide effective healing. We may need to compromise with some classes or individuals. There is no "have to" about any of this, but I would like to offer working with process in a student centred way as the ideal to aim for .

Further reading:

Chapter on working with sensitive issues, Circle work,(including dealing with saboteurs)and Communication skills (including TA) from “Theatre of Learning: Making RE Make Sense” by Sue Phillips
Pub SFE www.sfe.co.uk

Lesson one

Using the circle to communicate

Aim:

Learning to use the process of PSHE to improve communication

Lesson Outcome :

- Understanding what process means
- Understanding what damages a safe place in the classroom
- Beginning to create ground rules.

This is what you need:

A3 and A4 plain paper

Felt tips.(These are the main stay of PSHE and it would be useful to have them for each lesson)

This is what you do :

1. Create the circle

- If pupils need to create the circle at the beginning of the lesson teach them a routine so that they can do it quickly and safely. Eg “These desks to the side . These go on top legs in the air. Teacher’s desk moved back.
- It is the responsibility of each pupil to see that their table and two chairs are exactly where they left them at the end of the lesson.
- It is essential that the chairs are close together so that pupils are not too far from each other and full involvement is encouraged
- It is vital that at the beginning of every lesson every pupil checks that they can make eye contact with everyone else, ie that the circle is round
- No one should be allowed to sit outside , the group operates as a whole.
- A useful sanction might be to ask a saboteur to sit outside the circle and once there they cannot join in. Invite them to return after a few minutes.
- Try to avoid sending a pupil out
- Give **saboteurs** lots of smiles, praise and encouragement
- Keep your voice warm and avoid criticism or judgement
- Expect saboteurs to test you out – I know I will get shouted at if I keep going because no one *really* wants me to be part of this

2. Explore why we are working in a circle - how is it different from being in rows behind desks, how is it different from being in a circle of desks?

Pupils are likely to discuss the following points

- It is about equality
- Seeing each other
- Says talking and listening is important
- It is about respect
- What about where the teacher is ?
- In the circle too
- Sitting - not standing
- What is that about ?
- Not dominating or controlling
- Why would that be important in a PSHE lesson ?

Communication is at the heart of everything we do.

- Why ?

3. Look at this list of things you could achieve in life

Money, big house, good job, fame, happy marriage, happy family, big car, brilliant holidays, being a good parent, being the boss, being well liked and respected.

Circle in felt tip the three you would most like and put it on the floor where everyone can see .

Most people have circled happy marriage and family life and being a good parent .

What does that depend on ?

Relationships - what does that depend on ?

4. Collect suggestions from pupils about what good relationships are based on

Eg being a good friend, being a good listener, not putting people down, not saying unpleasant things behind people's backs.

5. Move towards the importance of being able to express feelings.

To do this we need to feel safe and not feel that we will be judged and criticised or laughed at.

It is all about having good communication skills and this is where we will learn to do that. This class is where we will learn to do that.

Explain PSHE is about process, not content, in other words, the way we learn together is as important as what we learn.

Let's begin.

We have seen how the circle is an ideal setting now we need to learn about process

Let us find out what gets in the way of being able to communicate safely and happily in the classroom ?

6. This exercise is called fears in the hat .We will do this whenever we want to find out how the class really feels about something sensitive without people having to be identified.

You will be asked in a minute to answer a question on paper , fold it up and place it in a container in the middle of the room. If you do not want to say anything put in a folded blank piece of paper and no one will know that you did not take part. They will be read out by the teacher so if anyone sabotages the activity, it will not be read out.

Here is the question

What are you most afraid of happening in this class ? - the answer needs to be put so that no individual person is named.

Class write in silence for a moment and place in "hat". Teacher reads them out.

What have we learned from this ? The negative comments like being laughed at etc are what we need to deal with. Everyone dislikes being treated like this.

7. To do this we need to make GROUND RULES to make this a

safe place to work and to build trust.

- Give out two large pieces of paper and felt tips .
- The groups should draw a body shape. Round the parts of the body involved write the negative things that hurt people eg looks, poking, Sneers

Put on floor and walk round so that everyone can see.

Back to seats

- Draw a second body shape .
Write the things that encourage people to talk in a group and make them feel safe and valued. Eg smiles, encouragement

Place on the floor and walk round so everyone can see them.

8. Back to circle to decide what we have learned from this
9. Form class rules

Must get to no put downs.

Ground rules must be obeyed by teacher too !

10.Explore role of teacher

Explain how teacher needs to become facilitator this can only happen as the class takes more responsibility.

Will teach them to do this bit by bit each lesson.

However much responsibility the class takes, the teacher will maintain the **bottom line**

This is my bottom line

Decide on yours.

Eg every person in the room must be treated with respect.

Let's explore what we mean by this .

- Are personal questions and comments to the teacher appropriate ?
- Are personal comments and questions by the teacher appropriate?

No. This is what we call **boundaries** .

Boundaries are important and keep us safe.

Summarise the learning so far

Ask the class how they feel ?

Might get well “its all very fine in theory but can’t believe it will happen”.

11.Read the story of the perfect lesson.

The Perfect Lesson

It was Monday morning and the class were waiting outside the room for the teacher to tell them to come in. The door opened and they were invited in. They all called “hello” to the teacher who was putting the last minute touches to the display. Calming music played in the background . The pupils sat in the circle and looked at the questions on the board. This was what their lesson was going to be about. They began to discuss the questions among themselves. More pupils came into the room greeting the teacher cheerfully. Everyone took off their coats and put them on the back of their chairs . They put their bags behind them so that there would be plenty of space to work if they needed to get up and move around.

The teacher stood up, smiling at everyone. Before she took her place in the circle, she slowly faded the music, gradually, all the conversations stopped and the lesson began.

“How is everyone today ? is there anything anyone wants to share before we begin? “

“My mum had a bad day yesterday “ said a voice

The class knew that the person’s mother was suffering from cancer. There were sympathetic noises from around the circle.

“its okay” said the person. “It goes up and down all the time. Its been better for me since I talked about it in class. I don’t feel as though I have to go through it all alone”.

Suddenly the door opened, a pupil came in late and sat down noisily and angrily on a chair, the person slouched down, arms across their chest and scowled at the group.

“Oh dear “ said the teacher “your day doesn’t seem to be going well. What’s happened ?”

The person sat up and stopped scowling.

“I have just got done for being late.”

And that made you angry?

“Yes, Its not my fault if my mum doesn’t get home in time to get me up.”

“Why don’t you get an alarm?” said another voice

“Yes, just use the one on your phone, that’s what I do “ said another.

“Oh I didn’t think of that “said the person chuckling.

The pupil stood up and took off their coat, put their bag behind them and sat down like the rest of the class.

The teacher introduced the lesson.

“Today we are going to look at trust as it says on the board. Some of you have already been discussing the questions among yourselves.

I think it would be good to share experiences in the circle , how would you like to do this ?

Would you like to do a round or would someone like to start us off ?”

“Actually , I have got a question, said someone in the circle” I would like to add to the ones on the board, it is something I have always wondered about, could we discuss it in groups and feedback to the whole group ?. It would be interesting to find out if we all feel the same” .

The teacher thought that sounded like a good idea.

” How about you all choose a counter , discuss it in the group you chose to work with and then after three minutes I will fade the music and then you can form groups according to the colour of your counter and see if it is the same,

Is that okay with everyone?

The class began to work. After a few minutes there was an angry voice from one of the groups

“You are such an idiot you are .You say such stupid things and don’t give anyone else a chance to talk!”

The teacher faded the music and called the circle together.

“What happened?”

The two pupils gave their version of the incident.

The teacher reminded the group that there were to be no put downs and that the class were to listen without criticising.

The teacher asked each person to say how they were feeling.

Both pupils felt hurt and angry.

“What would you like to happen now ? “ the teacher asked

“Sorry” said the first pupil.”

I am sorry, too “said the second one.

“What have you two learned about good communication, today ?”asked the teacher.

“I should wait my turn to talk to talk and not say stupid things just to get a laugh” said the first one.

“And I shouldn’t have got mad and called you an idiot” said the other one.

“What should this person have done?” the teacher asked the group ”

“was it right to get mad with the other person for hogging the conversation and mucking about ?”

The class agreed it was okay, but not to call him names.

“You should just have just said it was annoying you and given the other person a chance to stop.” They said.

“Are you ready to feedback about the questions you were discussing when this happened or do you need another couple of minutes?”

The class fed back their conclusions and one of the group summarised the points on the board

“What have we learned about trust today?” asked the teacher ?

Everyone in the circle had a chance to make a contribution.

12. Debriefing the story

- Discuss with the class what showed that there was trust in the group
- Discuss the beginning of the lesson
- What was unusual ?
- Did the teacher ask the class to be quiet ?
- Why do they think they were quiet?
- Was it a perfect class?
- Does good communication mean being perfect ?
- What makes it a perfect lesson ?
- Would you like to learn in a group like that why?

What key words and phrases about communication can we get from this story ?

Negotiation, polite, trust , respect, power, anger ,

Can we make each one into a rule ?

Is this the way we would like it to be in our classroom ?

13. Teach the class about positive and negative strokes.

How do you feel when someone says something nice about you

How do you feel when someone says something bad ?

Plenary

List with the class what they have learned today about good communication.

Emphasise the importance of the no put down rule.

Ask how would it be if no one put any one down in school ?

How would it be if no one put anyone down in our families ?

How do we deal with things we don't like ?

THERE IS NO CRITICISM - ONLY FEEDBACK

Lesson Two

Active listening and completing the ground rules.

Aim:

- To understand how to listen actively.

Outcome:

- To experience how it feels to be interrupted and ignored
- To begin putting active listening into practice in school within friendships and at home

1.Starter :

The perfect lesson

Last lesson we began to think about good communication and what that would look like in a lesson. These are some of the words we came up with.

Negotiation: polite: power: trust: anger

- Put the title “the perfect lesson”
- Put each one of these words into a sentence which illustrates the perfect lesson.
- Challenge :you could use each word more than once - see how many examples you can give of *negotiation* taking place, for instance. How do they apply to the teacher as well as pupils?

2.Sharing the work in a round and observing the process

- Return to the circle with the work.
- Recap on last weeks lesson about how to work in a circle reminding everyone of the **no put down rule** and how a round works.
- Remind pupils that PSE is about **process**. We are now going to do a **round** in which we ask each person to say how they are feeling on a **scale of one to ten** or **pass** if they wish and then **read out one of their sentences**. Do not worry if there is repetition there is bound to be some
- This is going to show us what people think good communication in a lesson would look like but while this is happening we are all going to be aware of what we observe about the *process* and then feedback about what we observed and how we felt .
- Conduct a round

De brief the round - what did we observe about the process ?

What did we observe ?

Did everyone speak clearly and confidently ?

Did we observe the no put down rule?

Did everyone *listen*?

On a scale of 0-10 how comfortable do you think people feel in this class to talk at the moment ?

Why do you think this is ?

3. Introduce the active listening exercise

Today I would like us to focus on **listening** .

Is there any one in this class who has ever been told off for not listening in a lesson – and they were ?

Why do you think the teacher thought you weren't listening?

Has anyone rushed up to a parent bursting with exciting news and the parent has been very busy and had their back to them and said "I *am* listening, carry on " How did that feel ? Why ?

We are going to conduct a little **experiment** now which will help you to understand the difference between

- *hearing* and *listening*,
- *listening* and *active listening*.
- In a sense you won't learn anything that you don't already know but you will become *aware* of things
- You will work in pairs taking turns to talk and listen. We will have **four turns** at this .During each turn I will hold up a sign for the *listeners* only to read. They must obey the instruction *subtley* and *naturally* as though this was happening in a real conversation – no overacting or it will be spoiled!

4. Active listening exercise – reading the message

1. Ask pupils to find a partner
2. Decide who is A and who is B - There may need to be one group of three
3. Place chairs opposite each other
4. As all face one end of the classroom. Bs sit opposite them
(During the exercise the teacher will need to stand behind the As so that the Bs cannot see what the teacher is doing .The teacher will then need to stand behind the Bs so that the As cannot see what the teacher is doing so chairs need to be in a line not higgeldy piggeldy)
5. Pupils move to a space in the classroom with their partner and sit down opposite each other.

6. Ask pupils to decide on a topic they can talk about easily, for example what they did at the weekend, or a holiday they had .

As begin talking Bs task is to listen.

7. Once the conversation is established move to stand behind As and quickly hold up a sign that Bs can read it says

Look away.

After a few moments you should find that the speakers get frustrated and upset and are unable to maintain the talking

Debrief the first part

Ask As what they thought Bs were doing.

Ask about how it feels not to be looked at while you are talking.

Swap over for the next one Bs do the talking and As will receive the message Once the conversation is established go to stand behind Bs and hold up another sign which says

Look bored

Wait for it to take effect

De brief the second part

What do Bs think the instruction was

How did it make As feel ?

Swap over for third activity

As talk again Bs listen

Hold up the third sign which says

Interrupt

Wait for the effect

Debrief the third part

What did As think the instruction was ?

How did that feel ?

Swap over for final one

Bs talk and as listen

Hold up a sign which says

Take over the conversation

Wait for the effect

De brief the fourth part

Return to the circle for plenary and full debriefing

What have we learned about listening today ?

- People need eye contact
- People need people to look interested – body language plays a huge part in helping people to talk
- Interrupting stops the flow of ideas makes the person feel you are not really listening. You are only interested in what you can say next and that is what you are thinking about
- It is very frustrating when people take over - “oh yes, that happens to me” .

Let us go back to the question at the beginning - who has been told off for not listening when they were ?

- What do you think is happening that makes the teacher think that ?
- Tapping, fidgeting, not looking at them
- Looking bored
- Slouched in chair.
- How does that make the teacher feel ?
- What happens when an explanation is interrupted .

Think back to our **round** when we were paying attention to the **process** .

- How well did we practice active listening ?
- How does this apply to our circle ? Do we need to add something to our ground rules ? Get to

Look at the person who is talking
Positive body language
Do not interrupt

How does this apply to our own lives ?

Write in homework diaries to practice these three rules in conversation this week and see what happens.
report back next lesson.

Practice a round in which we try to keep all of these everyone watch to see if we keep to them.

We need something to talk about

Can someone come up with a question that we can all give an opinion on

Which of our key words from the starter is that about - **negotiation**.

Eg Should people be vegetarian?

Is school uniform a good thing?

Should smoking be banned in all public places ?

Should pubs be open 24 hours a day?

Debriefing the activity

How well did we do ?

Where were our other key words in the lesson did we see them/

polite

Power

Trust

Did anyone do any putting down

Are we improving our communication skills?

How comfortable did people feel in that exercise on a scale of one to ten?

Turn to your talking and listening partner and give them a warm fuzzy.

Evaluation

On paper provided please comment on how useful or interesting you found today's lesson. and anything you would like to tell me about how it felt. You do not need to put your name and put it in on the teachers' chair as you leave

Lesson Three

Transactional Analysis

Aim:

- To examine closely what happens when people communicate with each other
- To become aware of how important the way something is said governs what happens next

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Outcome :

- Knowledge and understanding of transactional analysis
- The ability to be able to recognise ego states in progress
- To be able to change ego states to avoid a conflict

This is what you need :

Sheets of 30 for discussion statements one for every pupil (overleaf)

One copy on overhead transparency (not essential)

Overhead projector (not essential)

Starter:

What happens next ? sheet

(on next page for easy photocopying in lesson plan continues after that !)

What happens next ?

Hi, how are you ?

You are not going out dressed ,like that !

Clean your room - right now !

Give me that , its mine!

Sit down and be quiet this minute

Hello, how are you ? Have you got a moment?

Stop talking

Don't you look cool ?

Cod and chips, twice, Mate

Like your top

You don't like Busted, do you ?

Be in by ten

This homework is unacceptable

Pick that up

Put that down

Take your hat off

You never have a pen

Why are you such a pain?

You're late

Look at me when I'm talking to you

Got a problem with that, mate?

What are you looking at ?

Are you okay ?

Hello, My name is Shaun can I help you ?

You are new aren't you ?, that must be awful. Come and sit with us.

Baby !

Loser!

Would you like to take the lesson ?

Hello, Jonathan, you look really cold. Come and sit down. Would you like to tell me why you are late ?

Katherine are you really sure that Amy doesn't mind you playing with her hair?

I'm waiting ...I'm still waiting3...2.....1

1. Ask class which of these people they would like to be speaking to and why.

- How many would they like not to be the other half of and why?
- Are all of them clearly peasant or unpleasant ? What does it depend on (tone of voice, body language) .

This is the first half of a **transaction**. A transaction is any type of communication between a person and another person or a group of people.

Today we are going to learn to **analyse** them - **Transactional analysis** because once you begin to understand what happens when people communicate you can actually change what happens when you do !

2. Round - right of reply

How would you reply?

Conduct a round in which the teacher reads each one of the statements and a pupil replies in role ie with the tone of voice that expresses how the person has made them feel.

3. Conduct a second round with the roles swapped over

This one is very hard would they like to have a go ? Invite the class to re phrase each sentence in a way that will get a pleasant response. Please feel free to pass we will keep going until they are all used up.

Debrief

What have we learned about successful communication ?

- Manners and being polite makes all the difference to how we feel but also to getting what we want !
- Who do you think got they wanted the *first* time ?
- Who got what they wanted the *second* time - why was that ?
- Its actually quite hard to be horrid to someone who is asking you really nicely and smiling

Learning about this that is very useful because it enables all of us to *choose* the kind of communication we get involved in .

Lets try another example!

4 Activity: Take off your coat!

In this activity the class is invited to put on their coats and the teacher succeeds in getting them off, or not, according to the way he or she asks .Pupils can then try, too.

In setting up this activity it is important to enable pupils to see that the aim is to *follow their feelings*. If the way they are being asked to remove their coat makes them feel stubborn about it,then don't . If they feel okay about it then remove it .

It is hard in a game because normally they would *have* to remove it if a teacher asked them no matter how ! and because this is a game in class they *could* keep it on, no matter how much they felt okay about taking it off.

- Ask class to put on their coats. Go round persuading them to take them off. Using different styles of language.
- Switch from demanding with impassive face to smiling and laughing warmly.
- Ask for pupil volunteers to see if they can persuade a pupil to take off their coats.

Debrief

- What did we see that reminds us of the things we learned about last lesson ? Put downs. Body language. Politeness . respect . negotiation. Power
- What has power got to do with it ?
- Where is the power in these conversations? If someone behaves as though they have power over the person they are speaking to what does the other person do?

Lesson four : TA continued

What you will need

Sheets of statements as in previous lesson
Overheads or sheets from this lesson plan

Aims as in previous lesson

Starter: Have the words **Parent, Adult** and **Child** on either the board or a piece of paper and ask pupils to put beside each one all the characteristics they associate with behaving like a parent adult or child.

Let's do some Transactional Analysis - TA for short.

First of all what is it ?

A transaction is any form of communication

Stand in front of a child and smile

That's a transaction

Stand in front of another and say hello

So is that

The psychologist who worked all this out is called Eric Berne. he said that whenever we communicate with a person we do so in one of three kinds of people (- you might find it easier to think of them as moods) which he called **ego states** (ego means I)

Here they are (use the following to make OHTs or handouts)

Parent

Adult

Child

What do you think a person would be behaving like if they were in each of these three states ?

Can anyone stand up and show me some body language for Parent and Child so that we could tell just by looking at them how they were feeling ?

Demonstrate child

Could be cross, sulky, vulnerable

Demonstrate parent

Could be cross, hands on hip, wagging finger , comforting

Any one got any other examples ?

Clarify each of these two states pupils might annotate the sheet

What do they say ?

Examples of someone in parent

Examples of someone in child.

Berne says that actually there are *two* states for each of these ego states

Parent

Critical

Nurturing

Child

Free

Adapted

Check class understand vocabulary **critical** and **nurturing**

Get examples of what critical parent might say and then nurturing parent

Look at child and explain **free child** - that is what a very young is like it is totally unself conscious uninhibited and spontaneous. It lives in the moment and doesn't think about the future . It is impulse driven. When the child is very young this attractive and endearing. We all need to protect it because it doesn't think about what might happen next and will walk off the side of the climbing frame and fall into water and throw things and hurt people

What happens if it doesn't progress ?

Disaster !

The child is a very important and valuable part of our personality and it is important that we don't ignore it but as we get older that part of us needs to adapt so that we do think about consequences and control our impulses.

The child is important because it enables us to be warm loving full of fun spontaneous able to enjoy ourselves but if we let out the free child when it is not appropriate rather than the adapted child the free child can get us into trouble!

Look at the situations on the next sheet and decide which is free child and which is adapted child.

Now decide which are one of the parent states and which are adult

John is fourteen and gets blind drunk

Kathy is forty five and depressed because she has just lost her job . She buys four pairs of expensive boots to cheer herself up on her credit card.

Kevin is fifty. He runs into an old friend he hasn't seen for twenty years and decides to call up all their old friends for a party on Saturday

Sally is a receptionist and when her boss comes in late one morning she complains to the computer operator that her boss is setting a bad example

Sally's boss comes into reception and sees that Sally has a bad cold. She makes her a hot drink and arranges for another colleague to cover for Sally so that she can go home.

Jane is four . She has set up a dollie's tea party. She is busy scolding Ken for being late and upsetting Barbie.

Jane's brother is two. He picks up Ken and hits Jane with him. "Not you shout at Ken." He said. "Ken sad " he added and cuddled him

The children's father came into the room. "Hello, you two", he said "time for tea. Can you turn the TV off, please, Jane?"

Later that evening a friend called to see the children's parents .Come in and have a drink they said. Stay for dinner !

During the meal John escaped from his cot .He was very excited to see visitors and showed off in front of them. Everyone laughed.

Jane came down and was shocked at her brother's antics. Come on, John" she said and took him back to bed.

De brief the activity .

By now everyone should be able to recognise each of the states.

Now, what happens when we put them together ?

No state is either good or bad it is just what is appropriate to the situation

What state do you think pops out when a person is in critical parent ?

The free child !

Is it always appropriate to be a nurturing parent ?

Having your parents cuddle you in front of your friends is not good!

When might the adult not be appropriate ?

Possibly if fun was appropriate and the adult was being a bit serious but usually it is the adult who stops us getting into trouble or gets us out of trouble

Pick up the sheets from the previous lesson

Can you recognise the ego state in each comment now ?

Quick round.

Take turns to read the statement and then reply in adult

Or rephrase the statement into adult . How would you reply?

What happened when instead of reacting naturally and instinctively you used Adult ?

Peace !

Plenary /debrief

What have we learned about communication ?

What have we learned about avoiding arguments and confrontation?

Using good manners and thinking about the voice we use is important

Speaking in critical parent will always get an angry response

Using adult will break the cycle of anger and aggression.

If an adult is speaking to you in critical parent . Think about replying in adult and see what happens !

Lesson Five: Body Language

Aim: To become aware of the power of body language in communication

Outcome: More appropriate use of body language in class as well as elsewhere.

93% of our body language is non verbal
Only 7% of our communication is in words

Explore implications of this with pupils starting with only 7% of communication is in words so how are we communicating the rest of the time.

Put up overheads of attached pictures and discuss - what do pupils think people are thinking and feeling

Get in right order

Activity: Body language role play.

Lets explore how powerful this is

- Show me you are fed up and bored
- Show me you are happy
- Show me that you don't believe me

Bring out a box

- Show me you are expecting something nice in this box
- Show me you are expecting something horrible

Give out cards to pairs who will mime in front of the whole class

Role playing cards – volunteers to mime – the class guess what is happening

- One person apologises for something, the other does not accept it
- One comes up to introduce themselves
The other is very wary/scared of them
- A manager welcomes a person for interview, shaking their hand and showing the person to a seat.
The other mimes how the interviewee reacts
- A manager has to tell the person that they have not got the job
The other tries to be brave about it but is really very disappointed.
- One person is a game show host and tells the other that they have won a prize

Body language activity

Body language affects the way we feel – it can also affect the way we behave

As a class

- Smile at each other and be aware of how it is making you feel
- Tense up especially your shoulders and clench your hands
- Look really angry
- Think about how it is making you feel
- End with smiling and relaxing again exhale and smile

Discuss body language in lessons from teachers and pupils

Body language from victims and bullies

How does our body language help us communicate ?

How can we use it to our advantage ?

How can we use it in interviews?

Invite class to act as if nervous

How can we control our nervousness ? - hands in lap

Speaking to people in authority – how does that make us feel ? how does our body language send out messages then ? defiant confident or respectful

Dealing with someone who is angry

Think about our TA – what is the best way to deal with someone who is angry.

Explore with the class the difference between being

Being passive

Being assertive

Being aggressive

How can a class disrupt learning by saying nothing – look at some examples

Plenary

How important is body language in communication?

Can you make someone angry just by your body language ?

Can you make someone sympathise with you by using body language.

How is body language important in the classroom?

How can being aware of it help you in life outside school?

Everyone is reading your body language all the time, just as you are reading theirs so make sure it is saying what you want it to say !

Lesson Six:

Good manners

Aim: To continue the themes of good communication by exploring the role of good manners and what they are

Outcome :

Open with overhead of godfather

Picture and quote

(Could use the beginning of the film if video and film are available)

Discuss the body language shown in the picture – what do the class think he is expressing? what about the person behind?

Show the quote and discuss – what is missing in the good manners!

Introduce aim of the lesson – good manners, courtesy

What does that mean, why are they important?

Activity

Every Friday I sit in the fish and chip shop waiting for my order to be cooked and I watch the people coming up to the counter. Mostly they simply give their order rarely do they look at the person behind the counter. They look at the menu on the wall and read from it. They rarely say please or thank you – does it make a difference? does it matter?

These role plays could be done in front of the whole class or pupils could do them in the pairs facing each other as in the active listening lesson. It will be important to debrief with the whole class. How did it feel to be the person serving? How did it feel to be the customer? Are customers aware of how they are behaving? Do they mean to be rude? What happens when they use good communication skills.

- Role play asking for fish and chips with no please or thank you. Several pupils come up and give their order

How does the person serving feel?

- Go through a shopping list at a counter .
I want some peas
Two reels of cotton a packet of pins
Two kilos of sugar.
Have you got some tea ?
And I will have some milk as well. Three pints

Don't smile or look at the person serving.

- Role play doing the same to a waiter
Give your order without looking at him or her
No please or thank you
- Role play making a complaint at a customer service desk. It is not the persons fault . but there are no pleases or thank yous and the customer gets cross.

Now reverse each one doing it properly

How does everyone feel?

After the **mini plenary** for this activity. Give pupils the following sheet to discuss

Look at this list . Which ones are rude ? Beside the ones you think are rude write a polite alternative.

Excuse me

Thank you

Please

Would you mind?

Cheers, mate

Ta

Oi

Snap fingers

Get off

That's mine

I want

Give it to me

Get out of my way

More

Have you got any ?

I would be grateful if you could

Move

After you

May I help you ?

Get lost

In groups, please form a list of good manners and see if they compare with the teacher's list

Please
Thank you
Excuse me
Offer your seat to the elderly or pregnant
Stand aside for someone older
Open the door for someone
No spitting
Don't push
Don't push in
Don't interrupt
Wait until the person speaking finishes before
interrupting
Knock before entering
Wait to be asked before sitting down when you are a
guest
Look at people when you speak to them or they speak
to you
Smile!

Activity – re writing the story

How do pupils like to be spoken to ?

Read the following scenario

How does it feel to be a member of this class ?

Have a go at rewriting the scenario using what they have learned about TA body language and good manners

“Sit down you lot .I said sit down. Quiet ! Quiet ! I am sick of this every week. Will you shut up! I cant hear myself think !

That’s better

Now where were we ?

John,what page were we on last lesson?

You start

What is the answer to the first one ?”

Sighs heavily

“No ! don’t you ever listen I told you last lesson

None of you ever pay attention.

Who threw that !

Jane who threw that ?

Quiet I said

Every one is staying in until the person who threw that owns up”.

Explore the issues about communication respect and feelings in the passage . when the pupils re wrote it did the behaviour problems disappear ?

Plenary: Everything we have done ads up to respect how would the class define respect ?

What difference do good manners make to communication

What difference would it make if we used good manners in school?

Alternative activity

Do a story on pupil communication and ask pupils to re write

Lesson Seven: Accepting Praise and criticism

The gift for you activity could be a good way to end the whole term work. You might like to leave the whole lesson or just that part to the end of term

Aim: Learning to give and receive criticism

Outcome: awareness of how important the way we do this is.

Explain the aim of the lesson and then ask the pupils to say in a round something that they are bad at . They will do this readily. When you invite them to do the second round about what they are good at they will be hesitant give evasive answers or talk about insignificant things.

Activity

- Round of what we are bad at
- Round of what we are good at

Activity

This activity is one from Donna Brandes book on games it is called “ A gift for you” if it is set up with firm ground rules and you are confident that the class will keep them it is a moving and bonding activity.

Each person in the class is invited to write a nice message or comment about every single person in the room. This can include the teacher who will also write about each person. The message can be anonymous and most of them will be. The name of the person is written on the outside and when everyone is ready all the messages are delivered. It is very important that they are all opened together at the same time in the circle. I remember one class saying it was like Christmas as they contemplated all the messages in their laps. Some

classes kept theirs, they were so touched.

A number of pupils found their confidence boosted after this when a number of pupils commented on their abilities or pleasant attributes.

This is a great opportunity to cause pain and upset so it is important to ask the class if they would like to do it and to discuss how it would feel to get an unpleasant message.

Debrief what was it like to write something nice about each person

What was it like to receive the comments

What was it like that they were anonymous

Not so easy when you have to give people feedback that they might not like

Activity

There is no failure only feedback

Practice giving feedback that isn't good

Be a teacher giving feedback on work

Give feedback to a younger brother or sister or a cousin. Decide first what they have done that you aren't happy with. How are you going to do it so they won't be resentful or defensive.(remember TA)

Give feedback to a parent or boss. Decide what you would like them to change about their behaviour. How do you tell them politely and respectfully.

Activity

Accepting praise – discussion

How does it make us feel to be praised ?

Does public praise make us feel uncomfortable - why ?

Plenary

Why is accepting praise and criticism important?

What have we learned today about how we should deal with praise and criticism?

