

## BLOCK ONE

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## **Block 1 • Session 2**

### **‘Saying Nice Things . . . ’ Teaching Notes**

1. Remind the children again that when ‘in the present (moment)’ they are aware of both what is known through the senses and the fact that they are knowing or experiencing it. (For example, this is looking at something and at that moment knowing that you are seeing. It is making that conscious connection with what is under observation.) Practise the exercise, trying to ‘be in the present’.
2. Remember the story about ‘The Magic of Happiness’ and see what further ideas children can bring to last week’s dialogue. Remember the ‘Thought for the Week’ and ask for further ideas and thoughts about this.
3. Do the activity ‘Saying Nice Things’.
4. Move to the ‘Questions for Thinking’ to support dialogue investigating the children’s feelings in doing the activity.
5. Sum up the important ideas talked about in the dialogue. These may be displayed with the sentences.
6. Discuss the ‘Thought for the Week’.

## ‘SAYING NICE THINGS’ - ACTIVITY

- 1 Explain that today they are going to be working on saying nice things about each other. Ask them to have a look around the class and think about the kinds of nice things they could say about each other. Encourage them to look beyond the physical - for example not ‘Jenny is wearing a nice jumper’, but rather ‘Jenny is very generous to others’. They should think about the particular qualities each person has. Take some examples.
  
2. Activity
  - Put children into working groups of 4-5 - if possible sitting round a table facing each other. You may want to keep together those who will need your support.
  - Everyone should be given a blank piece of A4 paper and coloured pens should be made available.
  - Everyone puts his/her name at the top and passes that paper to the next person in the group.
  - Each child writes a sentence at the bottom of the page saying something nice about the person whose name is at the top. **Each sentence should start with the child’s name and children should be encouraged to give evidence where possible** for example, Jenny is kind and considerate because she shared her crisps with me when I forgot mine.
  - Reassure children that on this occasion you are not particularly worried about spelling and they should use the words they want even if they are not spelled correctly.
  - Some children may need to be reminded that only nice things can be written. Others may need help scribing. This can either be done by the teacher or by another pupil in the group.
  - Each paper is then folded up so that the sentence cannot be seen and passed on to the next person. The next person writes his/her sentence above the first fold and then folds it up and passes it on once more.
  - This is repeated until every member of the group has written a nice sentence about each member of the group. You may like to let each person also write a sentence about him/herself.
  - The papers can then be opened up and read by the person who wrote the first sentence.
  - Papers can later be displayed, word processed or simply given to the child to keep.
  
3. Ask the children first to think about what they noticed about the activity - what they thought, how they felt - and then share this with a partner.

## QUESTIONS FOR THINKING

Encourage the children to provide evidence of what they say where possible i.e. can they give an example from their own experience?

1. What is the effect of people saying nice things about you? How does it make you feel?
2. What is the effect of saying something nice to another person? How does it make them feel or act?
3. Is it possible to say something nice to someone even if you don't feel like saying it?
4. Is it always easy to say nice things about someone else? Why not?
5. How do you feel if someone says something unkind to you or about you?
6. Should you say something nice even when it is not true? Why? Why not?
7. Do you think everybody has some nice qualities? Evidence?
8. What does it mean when people say 'You should be positive'? How was the activity you just did positive?
9. What are the effects from being positive? What are the effects of being negative?
10. How could that activity help our class?

### *Thought for the Week*

*Be aware of what you say about other people, and how you say it. Do you say nice, positive things about them, or do you just criticise? What are the effects?*

## **BLOCK TWO**

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