

# Good to be me

## P4C unit on SEAL Theme 5

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### Introduction for teachers

For the purpose of focussing on one or more of the key ideas from the SEAL unit, the recommended approach is:

1. To present the children (after they have read a story, or after a suitable introduction rather than story) with a **'menu' of these 'big' ideas**. (In KS2, you might say 'juicy concepts'.)
2. To help the class to **vote for the ideas/concepts they would like to explore further**. (For KS1, you might just give them 2 votes each, but for KS2, you could use either the '3/2/1' system – their 3 favourites, prioritised – or the 'Omnivote' system – allowing them to vote for as many ideas as they like.)
3. To use the appropriate **enquiry plan** below to explore/stretch the most favoured idea/concept.
4. To round off with **'last words'** inviting everyone to say how well their brains have been 'stretched' by the enquiry. (In particular, you could invite them to name someone else who gave them a new idea, or perhaps a good example.)

**Note:** the more practised the children become at reflective enquiry, the longer they will stick with one particular idea/concept, to the point where it might well be the focus for the full hour. But if, for example, they seem to exhaust their first enquiry plan with time to spare, then you could naturally move on to the second most favoured idea/concept. Or you might agree with the class from the start simply to divide the hour into two, and devote **half an hour to each of the two most favoured ideas/concepts**.

So, here is the menu of ideas/concepts, followed by the enquiry plans (some of which include questions for enquiry and reflection from the original SEAL materials, marked with asterisks).

- A. Feeling **proud** and being **boastful**
- B. Feeling **relaxed** and being **worried**
- C. Feeling **hopeful** and being **surprised**
- D. Feeling **mixed up** and making **choices**
- E. Being **angry** and **disagreeing**

**Note:** for further advice as to how you might use the enquiry plans, see appendix at the end.

## A. Feeling **proud** and being **boastful**

TPS (Think/Pair/Share): Ask children in pairs to think and talk about one recent occasion when they felt proud, and one when someone else (or perhaps themselves) was boastful. Give two or three children the chance to speak publicly of their 'proud' occasion, and then see if anyone is prepared to tell of an occasion when they themselves were boastful (**not** when someone else was).

1. Firstly, considering the examples of feeling proud, discuss the similarities and differences between the **causes** of the pride, i.e. the 'things' that made the children proud. *(e.g. Were they, for example, 'little' or 'great' achievements? Were they 'private' or 'public' events? Were they 'planned' or 'unexpected'?)*
2. Secondly, considering the **feelings** themselves, where (in the body) do people have the feeling of pride? How is this feeling different from the feeling of, say, love? *(Keep focussed on the actual feelings and not what they are about. Compare how 'comfortable' the feelings are, and how 'powerful' they can be. Explore other feelings, such as hunger, excitement, etc. Are some of these feelings very similar to each other? If so, how can we tell them apart?)*
3. Thirdly, considering the **results** of the feelings, how different were these? *(What different sorts of things did people do? e.g. did they jump for joy, or run to tell someone, or keep it to themselves, etc.?)*
4. Following on from 3, could you end up being boastful about something that makes you feel proud? If so, what is the difference between 'celebrating' something that makes you feel proud, and 'boasting' about it?
5. What exactly would you say boasting is?
6. Why do people boast?\*
7. How does hearing someone boast make other people feel?\* What can, or should, be done if someone boasts a lot?\*
8. How does it make you feel when someone has done something they are proud of?\* *(Can you actually be proud of someone else? If so, why and how?)*
9. Is it good to feel proud?\* Is it ever wrong to feel proud?\* Does pride come before a fall?\*

## B. Feeling **relaxed** and being **worried**

TPS (Think/Pair/Share): Ask children in pairs to think and talk about one recent occasion when they felt relaxed, and another recent occasion when they were worried. Give two or three children the chance to speak publicly of their 'relaxed' occasion. Explain that you may invite them, later, to speak of their 'worried' occasions, but that for the moment you want to concentrate on 'relaxation'.

1. Firstly, considering the examples given by the children, discuss the different **circumstances** in which they felt relaxed. (*e.g. Were they at different times of day? In different sorts of places? Alone or in company?*) This leads to the questions:
2. Can you feel relaxed almost anywhere and any time? But are there times when it is almost impossible to feel relaxed? (*Examples should be given.*)
3. Is relaxation a feeling in your **muscles** or in your **mind**, or both? (*Do you need to have something 'outside' to make you feel relaxed, or can you choose 'inside' to be relaxed? If you can choose, is that something you can – or even should – practise?*)
4. What sorts of things do/can make you relaxed? (*Do these include some foods and drinks? Do they include some things you actually do? If so, how can it be possible to relax when you are using your muscles?*)
5. Can you ever actually 'do' nothing?\* When might 'doing nothing' be okay? When not?
6. Is being calm and relaxed always good?\* (Can you ever be too relaxed?\* If so, give examples, and give reasons.)

Concept line: Either physically on the floor (using a line or rope from one side to the other) or on the whiteboard, discuss as a whole class where to put these feelings in different places on the continuum between 'relaxed' at one end and, say, 'tense' at the other: *wound up, casual, comfortable, stressed, nervous, carefree, lazy, worried, alert, laid back*. (Alternatively, just arrange the 9 ideas into 3 groups of 3: most relaxed; 'in the middle'; most tense.)

If there is time and a sufficiently relaxed (!) mood, the class might examine one or more of the 'worried' occasions, focussing perhaps on the relationship between worry and fear.

7. Can you worry without being afraid? Can you be afraid without worrying? Can you conquer worries better with courage, or with common sense about what to do?

### C. Feeling **hopeful** and being **surprised**

TPS (Think/Pair/Share): Ask children in pairs to think and talk about one recent occasion when they felt hopeful of something, and one when they were surprised by something. Give two or three children the chance to speak publicly of their 'hopeful' occasion, and two or three others the chance to speak about their 'surprised' occasion.

1. Would it be right to say that hoping is always for something in the future, and surprise is always to do with something in the present? (*But could you be surprised at something in the past?*)
2. How long can feelings of surprise last? How different is this from feelings of hope? (*But could you have a feeling of hope that lasts just a short while? If so, give examples.*)
3. People talk about 'pleasant' surprises and 'nasty' surprises. Were most of the examples spoken about (either publicly or in pairs) pleasant, or nasty? Were most of the surprises planned by someone else, or were most of them just 'surprises of life'?
4. How much of life would you say was 'surprising'? Can you imagine a life in which there were no surprises, not even 'little' ones? How would you like to live such a life?
5. Can you imagine a life in which almost everything was a surprise? Would this make a difference to what sort of person you were? Would it be a better life? If not, might you be a better person, though?
6. Can hopes be divided into 'pleasant' and 'nasty' ones? Is it better to divide them into 'big' hopes and 'little' ones? (If so, give examples of each.) Can you think of other ways of dividing hopes?
7. Do you think it is better to have little hopes that are quite likely to come true, or bigger hopes that might be less likely to come true?
8. Do you think most children hope for the same things in life, or that there is a wide range of children's hopes? Is hope more important to some children than to others?

(For Yrs 5/6) TPS and write: In pairs, share your thoughts about the part that hopes play in your lives, and whether you are an 'optimist' (hoping for better) or a 'pessimist' (expecting worse). Then put your thoughts about this into 3 – 5 lines of writing.

#### D. Feeling **mixed up** and making **choices**

(To the teacher) Use the following to explain the idea of 'mixed feelings': *Dan's story came first in the competition. He was to get a computer as a prize and had been invited to read his story at the National Finals. His teacher asked him how he was feeling. He said, 'I don't know, part of me feels proud and happy and part of me feels scared and worried.'* (You could also give an example from your own experience, if you like.)\*

TPS (Think/Pair/Share): Ask children in pairs to think of **situations** in which other feelings might be mixed, e.g. *excitement & fear, pleasure & guilt, doubt & determination*. (They could either **think back** to times when they have had mixed feelings themselves – becoming clear what the different feelings were – or they could **think of any two feelings** and see if they can imagine them coming together. By all means begin this activity with a reminder of many different feelings, using the Feelings Fan, or some other device.)

Snowballing (or Twos into Fours): 'Pair' the pairs, and ask them to share their examples with each other. In particular, they should consider which of the feelings was the **stronger** one in each case, and whether things would have turned out differently if it had been weaker.

1. Based on the snowballing, is anyone able to explain what goes on in someone's mind when they have 'mixed feelings', and whether it is possible to make a choice as to which feeling to feel (or act on) the most? If so, can you prepare yourself for making good choices?

(To the teacher) Introduce the idea of **taking risks**, where a choice is made. Illustrate this with a story of your own, drawing attention to your feelings, say, of fear and ambition. Suggest that all people take risks some of the time. For some people it might be the physical risk of climbing to the top of a climbing frame; for others it might be the social/emotional of putting your hand up when you think you know the answer. Ask the children to thought shower various risks that people might take or even that they themselves have taken.\*

Work with the children to put the ideas they have come up with in order of how **risky** they are. You could order sticky notes, give the children cards to hold and ask them to stand in a line, or number the risks. Then change the criteria for ordering the risks to **worthwhile** and not worthwhile. Have the children re-order the sticky notes, cards or statements accordingly.\*

2. How many of the class have taken a big physical risk and think it was worthwhile? (Explore a few examples.) How many people have taken a risk with their classroom learning and think it was worthwhile? (Explore a few ideas, and consider what helped them take the risk.)

## E. Being **angry** and **disagreeing**

TPS (Think/Pair/Share): Ask children in pairs to think and talk about a recent occasion when they felt angry. Ask them to think, in particular, of **what** (rather than who) exactly made them angry, and whether it was just one thing that made them angry, or whether it was a **combination** of things. Would it even be fair to say that they were already in a bad **mood**?

1. So, what things have made people angry? (Try to find a variety of examples.) *Could these be divided into different **sorts** of things, e.g. physical hurts, etc.?*
2. Do people sometimes get angry with things they should not be angry with? If so, what sorts of things are these, and why should we not be angry with them?

A famous Greek philosopher called Aristotle said the following:  
*“Anybody can become angry, that is easy; but to be angry*

- (i) *with the right person*
- (ii) *to the right degree*
- (iii) *at the right time*
- (iv) *for the right purpose*
- (v) *in the right way,*

*that is not within everybody's power; that is not easy.”*

Small group thinking: Dividing the class into 10 groups, ask two of the groups to imagine and talk about situations in which someone is angry with the **wrong person**; another two about situations in which someone is **too** angry; another two – in which someone is right to express their anger, but chooses the **wrong time** to do so; another two – in which the anger is expressed for the **wrong reason** or purpose; and the last two – in which the anger could have been expressed in **better ways** than it was. Then see if the pairs of groups can share their ideas with each other, and come up with any advice to help someone ‘get their anger right’.

3. Of the five ‘right’ things to do, according to Aristotle, which is the easiest to get right, and which is the most difficult? What advice, in general, can be given to help people ‘get their anger right’?
4. Some people get very angry when others disagree with them. How can you disagree with someone without hurting their feelings? How can you stop yourself getting too angry if someone disagrees with you?