



Book 4

Not on Your Own!

wise up and th!nk
Teacher Resources

Idea Bank 1 Talk about...

- **working together in the story**

Begin by discussing the story:

- How well did the children work together?
- How did they organise themselves?
- What way were decisions made during the story?
- Why did Tony not like being bossed by Eva?
- Were everyone's ideas taken on board?
- Did everyone help out?
- Who would you say took the lead?
- How do you feel if one person takes the lead all of the time?
- Where else do we use our working together skills?

- **what we do**

Discuss these general themes:

- What we do when we can't reach an agreement.
- How to present a point of view clearly.
- How to take turns when talking and listening.
- How to listen to and think about the other person's point of view.
- How to persuade and reach a compromise.
- When to apologise or accept an apology.

Idea Bank 2 Have a go at...

The following group games encourage working co-operatively.

- **mirror games**

In pairs, take turns to mirror each other's movements. Start off slowly.

- **'Zoom Eek'**

Sitting in a circle, holding hands, the children pass the word 'zoom' around the circle by saying it to the person on their left. Encourage eye contact with the person they are speaking to. Now, introduce the word 'eek'; this bounces the 'zoom' in the opposite direction. Play a new game once the zoom has passed all the way round the circle; this ensures that everyone works together and gets a turn.

- **'Blast Off!'**

The children count backwards from the total number of children present. Each child can say only one number. They can call out at random, but they must not call at the same time. If they do, they have to start again. Everyone has to say a number to reach 'one'. When this happens, all call 'Blast Off!'

- **finding the treasure**

One volunteer leaves the room. Hide the treasure. The volunteer re-enters the room, and the rest of the group work together to clap (loud – soft) or smile (narrow – broad) to indicate where the treasure is.

- **Playing ‘Sarah Says’**

This is a non-competitive adaptation of ‘Simon Says’. Begin two games simultaneously, each with a leader. If a child carries out an instruction that has not been preceded by ‘Sarah Says’, that child transfers to the second game and joins in. There is no elimination, only movement back and forward between two parallel games.

Idea Bank 3 Investigate...

- **working together as a team**

Set the scene: *Imagine you are on an island. The tide is coming in fast. You and your team have to get to the other side to reach dry land. You have a number of rocks (paper plates) that you can step on to get across safely to dry land.*

Give each team a number of paper plates (approximately one for every three pupils in the group). The group must figure out how to get the entire group from point A to point B – from one shore to the other. They can pick up and move the rocks, but only one person can be on a rock at a time. You could also set a time limit.

The key to the game is that only part of the team will be able to cross at a time, and one person will need to work their way back across the field to help the rest of the team across.

- **who influences you?**

Set the scene: *Imagine you were on board a ship that was wrecked on a desert island. You have been washed ashore with only five items. What would be the best items to be washed ashore with?*

After the children have each made a decision, ask them to come to a collective decision in small groups. They should discuss pros and cons, and negotiate to agree one list for the group. Then ask them:

- What items would you want to have and why?
- Who and what influenced your final decision?
- Did your list change much from before the small group discussion to the list you are now keeping?
- What did you want to keep before you discussed your belongings?
- Who did you listen to and take notice of, and why?
- Did someone persuade you?
- When you make a decision in real life, who do you listen to and why?

- **achieving a win-win solution**

Stop conflicts by using the following steps:

- **Stop** – Find out the problem. Use ‘I’ statements: ‘I felt ... when you ... because ...’
- **Think** – How is the other person feeling? Attack the problem, not the person.
- **Listen** – Listen to each other’s explanations, if not immediately then arrange a time and a place later.
- **Decide** – Discuss possible solutions and agree one. Remember we are each responsible for what we say and do.

Useful Websites (click on the titles to follow the link)

Some of these links may also be useful for parents and carers.

BBC Schools Northern Ireland Activity

Use Ordnance Survey (OS) map symbols and help Tony find out more about Rathlin Island.

Royal Society for the Protection of Birds (RSPB)

Find out about the RSPB reserve at The West Light on Rathlin. Follow links to view star species (including the fabulous puffins), an island map, special events and seasonal highlights.

North Antrim Coast

Explore more of Rathlin here.

Royal National Lifeboat Institution: Shore Thing

Visit the sections for 'Young People' and 'Adults and Teachers' for useful information about Grace Darling and safety at sea.