

## Welcome!

Welcome to the eleventh newsletter of the SEAL Community. Films and books are great for SEAL lessons and assemblies, so in this and future newsletters we plan to highlight especially good ones and linked classroom activities. Plus we've the usual round up of news, resources and interesting research.

If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity. The third is all about Ofsted/Estyn, the fourth is about SEAL and academic learning, the fifth focuses on SEAL and early years, the sixth on SEAL in secondary schools, the seventh on SEAL developments and the eighth on SEAL in practice. In the ninth is a case study from a brilliant primary school that has thoroughly embedded SEAL into their creative curriculum. The tenth is about assessment.

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## News Update

### Children in England amongst most unhappy, study finds



A new survey has found that eight-year-olds in England are less happy than those in Romania, Poland and Algeria. In a study of 16 countries, children in England were ranked 13 for life satisfaction – with only South Korea, Nepal and Ethiopia faring worse. The findings are the latest to come from the Children's Worlds research project, which asked young people

across the world about their lives and thoughts on their wellbeing. Children surveyed in England also ranked low for their satisfaction with family life. In terms of friends, England came mid-table when young people were asked if they were satisfied with their relationships. See [www.isciweb.org](http://www.isciweb.org) for more details.

### School leaders voice concerns over children's mental health care

A survey has revealed a rising tide of mental health issues among young people and a serious gap in specialist care beyond the school gates. Many school leaders reported increases in the number of students suffering from mental health and wellbeing issues over the past five years. More than half (55 per cent) said there had been a large increase in anxiety or stress, and over 40 per cent reported a big increase in the problem of cyberbullying. Nearly eight out of ten (79 per cent) reported an increase in self harm or suicidal thoughts amongst students.

Most schools reported offering on-site support to students, such as counselling and sessions with educational psychologists, even though a large proportion reported that there was limited funding for these services. However, nearly two-thirds said they have had challenges in obtaining mental health care from local services in their area for students who need more specialist support, and 53% who have made a referral to Child and Adolescent Mental Health Services (CAMHS) rated their effectiveness as poor or very poor.

The survey was conducted by the Association of School and College Leaders (ASCL) and the National Children's Bureau. Download the report: 'Keeping young people in mind' at [file:///C:/Users/tim/AppData/Local/Temp/ascl\\_and\\_ncb\\_mental\\_health\\_survey\\_briefing\\_final\\_foontnotes.pdf](file:///C:/Users/tim/AppData/Local/Temp/ascl_and_ncb_mental_health_survey_briefing_final_foontnotes.pdf)

### **Independent schools more likely to focus on 'character education'**

More than half of private schools are now providing their students with "formal" character education classes, according to the Independent Schools Council latest census. In total, 717 ISC schools offered pupils a character programme of some description in 2016, as they aimed to give them a more rounded education rather than just focusing on academic subjects.

### **Duchess of Cambridge highlights the need to teach children resilience and the language to discuss their feelings**

In a blog on the Huffington Post, Kate Middleton highlighted the need for children to discuss their feelings. "We hope to encourage George and Charlotte to speak about their feelings, and to give them the tools and sensitivity to be supportive peers to their friends as they get older," she wrote.



### **Report for Welsh government recommends that schools teach SEL**

The Minister for Education and Skills asked the Public Policy Institute for Wales to provide expert advice on 'what works' in building the emotional resilience of children in primary schools in Wales and what the Welsh Government might do to support this. The resulting report provides a synthesis of research and policy evaluations relating to school-based strategies to promote emotional health among primary school pupils, and makes evidence-based recommendations for Welsh Government policy regarding a national strategy in this area.

The report concludes that 'Overall, we recommend a carefully planned and well-supported programme of work on social and emotional learning that is rooted in, and reinforced by,



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connections with school systems and all stakeholders, and integration with broader pedagogical approaches to good teaching and learning throughout the revised Welsh curriculum’.

Read the report at <http://ppiwi.org.uk/ppiw-report-publication-promoting-emotional-health-well-being-and-resilience-in-primary-schools/>

### **Disappointment on statutory status of PSHE in England**

Despite intense pressure from MPs from all parties, the government has declined to make PSHE a statutory part of the curriculum.

Writing to the chair of the Education Select Committee, Secretary of State Nicky Morgan said: ‘The vast majority of schools already make provision for PSHE and while the Government agrees that making PSHE statutory would give it equal status with other subjects, the Government is concerned that this would do little to tackle the most pressing problems with the subject, which are to do with the variable quality of its provision, as evidenced by Ofsted’s finding that 40% of PSHE teaching is less than good.

As such, while we will continue to keep the status of PSHE in the curriculum under review, our immediate focus will be on improving the quality of PSHE teaching in our schools. My Department has been working with a group of leading headteachers and practitioners, who are best placed to know what needs to be done within schools to transform and improve PSHE. Over the next few months they will produce an action plan and recommendations for improving PSHE, including publishing a comprehensive PSHE toolkit for schools. This will help schools plan and develop their own PSHE curriculum, help them assess learning and impact and set out how schools can deliver PSHE as part of a broad offer to pupils and parents.

I want PSHE to be at the heart of a whole-school ethos that is about developing the character of young people. I want it to be tailored to the individual needs of the school and for programmes to be based on the best available evidence of what works. I want senior leaders to ensure that it has the time in the curriculum and the status that it deserves within school and I want it to be taught by well-trained and well-supported staff.’

Read the full letter at <http://dmtrk.net/HSS-40YFK-BJ06JO-1Z51S6-1/c.aspx>

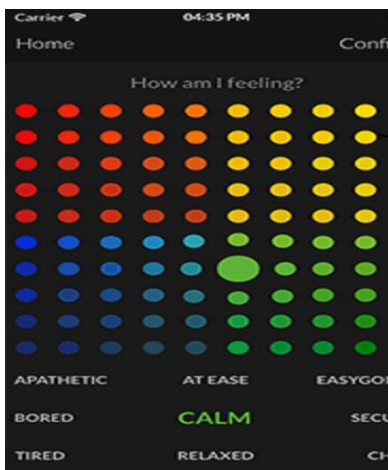
## Resource round-up

### Bereavement, loss and new resources for mental health and wellbeing

About 5% of children will have experienced the death of a parent by the time they are 16, while 92% will lose someone important to them. At any one time, around 70% of schools have a bereaved pupil in their care. So work we do within SEAL on loss and grief is really important, even though it feels difficult. We've posted a compendium of resources, old and new, on the website at <http://www.sealcommunity.org/member-resource/my-grandchildren-lost-their-mother-please-use-our-resources-bereavement-and-loss>

Check out too our recent collection of mental health resources for primary and secondary schools at <http://www.sealcommunity.org/member-resource/collection-mental-health-resources-primary> and <http://www.sealcommunity.org/member-resource/collection-mental-health-resources-secondary-schools>

### Mood Meter app



Try this high-tech version of SEAL's emotional barometer- a Mood Meter app. The app lets children or adults plot their feelings, identify patterns and use strategies to shift from one emotion to another –in the shape of quotes, images, and practical tips. The app, developed at Yale University, has 6 main components:

1. Plot your feeling
2. Describe why you have that feeling
3. Select a strategy to shift your feelings, if desired
4. View personal reports to track your feelings
5. Receive reminders to check-in with yourself.
6. Share our feelings with friends

See it at <http://moodmeterapp.com/>

#### New mindfulness animation



In a previous newsletter we featured a short animation (with cute mice) explaining mindfulness and mediation. Here is another one - *It's a beautiful day!* It's eleven minutes, a bit weird in a Monty Python style, funny and suitable for secondary students. Find it at

<https://www.youtube.com/watch?v=5d46amIJEkl>

#### Help for parents on cyberbullying and online safety

The DfE have published a useful guide to help tackle cyberbullying – it's at <http://www.internetmatters.org/hub/research/new-cyberbullying-guide-for-parents-carers-and-schools/>. Parents will also find lots of practical help and advice on the website <http://parentinfo.org/>, which has a new expert-created site focused on keeping children safe online.

#### Teaching Character through Subjects Resources

The Jubilee Centre for Character and Virtues have launched a *Teaching Character through Subjects* report and teaching resources. This year-long project, funded by the DfE, worked across England with 29 teachers from 28 state funded schools to create an innovative resource for building character within 14 subjects across the secondary school curriculum. The materials are presented as suites of resources for each subject. The free resources are available at

<http://www.jubileecentre.ac.uk/1676/character-education/resources/teaching-character-through-subjects>

## Disrespect NoBody

The PSHE Association has worked with the Home Office and Government Equalities Office to develop a new teaching resource which supports the Government's Disrespect NoBody campaign aimed at preventing abuse in teenage relationships.

The new teaching resource helps young people to understand what a healthy relationship is, to re-think their views of

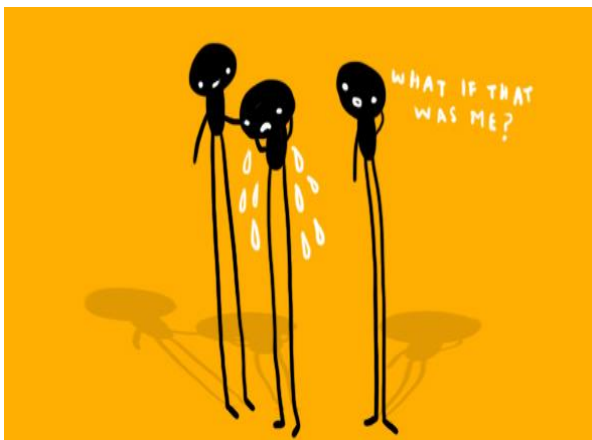
controlling behaviour, violence, abuse and consent and directs them to places to go for help and advice. It aims to help young people to develop key skills and attributes such as empathy, respect, communication and negotiation so that they can enjoy healthy relationships both as they grow up and in adulthood.



Find the session plans at: [https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide?dm\\_i=HSS,433JF,BJ06JO,ET77W,1](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide?dm_i=HSS,433JF,BJ06JO,ET77W,1)

## Interesting new research

### Empathy tests for teachers?



What would you do in the following situation?

As students in your classroom begin a writing task, one of them, Kata, starts throwing paper around and distracting the others. You know from previous incidents that Kata often becomes frustrated when she does not understand how to complete activities; she often displays this by being disruptive.

Would you...

- a) Ask her to leave the class?
- b) Show her how to get started on the task?
- c) Encourage her by telling her that she is capable of completing the task?
- d) Ask a passing teacher to talk to her?

Your answer gives important clues about how you think and operate as a teacher. In future, similar questions could help researchers understand how prospective teachers might interact with students, and enable trainers to recruit people who are best suited to work in schools.

Although there's no perfect response, if you chose "b" you might show adaptability in the classroom. Choose "c" and you probably have a growth mindset and believe that with effort children are capable of improving their attainment. Choosing "a" might show a lack of resilience when facing challenging situations, and "d" might show a lack of self-efficacy to engage all pupils in learning.

Research is showing that these characteristics - adaptability, resilience, growth mindset and self efficacy, along with empathy - are central to being an effective teacher. Academic ability and subject knowledge matter, but non-cognitive attributes – personal characteristics such as empathy and communication – are also essential.

A recent large-scale review of the factors associated with student achievement showed that teacher-student relationships outweighed the contribution of teachers' subject knowledge, teacher training, or home and school effects. In fact, John Hattie's research in Australia shows that teacher characteristics, such as interpersonal skills, are more closely associated with student achievement than curriculum or teaching approach.

In the UK, Professor Robert Klassen and colleagues are taking this this further, examining how we can use scenario questions to identify key teacher characteristics and assess them for entry into teacher training. So far they have shown that the attributes of empathy, resilience and adaptability in the face of challenges are broadly the same across secondary and primary schools, although there are some variations between cultures. In Finland, for example, cooperative skills are particularly desirable because there's a strong tradition of collaboration in schools, where teachers plan and work together.

It is possible to improve some traits – such as communication or organisation – through professional development. But this may not be possible for all non-cognitive attributes. It's harder to build skills





such as empathy, for example. This is why it's essential, according to the researchers, that we pay more attention to personal qualities when recruiting prospective teachers.

### Two more studies show dramatic impact for mindfulness programmes

Schonert-Reichl, K. et al (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52.

Mindfulness exercises help students feel more positive, and a new study has found that it can also boost maths performance.

The authors hypothesized that a social and emotional learning (SEL) program involving mindfulness and caring for others, would enhance cognitive control, reduce stress, promote well-being and prosociality, and produce positive school outcomes. To test this hypothesis, 4 classes of 10-12 year olds were randomly assigned to receive the SEL with mindfulness program versus a regular social responsibility program. Measures assessed executive functions (EFs), stress physiology via salivary cortisol, well-being (self-reports), prosociality and peer acceptance (peer reports), and maths grades. Relative to children in the social responsibility program, children who received the SEL program with mindfulness had 15 percent better maths scores, and (a) improved more in their cognitive control and stress physiology; (b) reported greater empathy, perspective-taking, emotional control, optimism, school self-concept, and mindfulness, (c) showed greater decreases in self-reported symptoms of depression and peer-rated aggression, (d) were rated by peers as more prosocial, and (e) increased in peer acceptance (or sociometric popularity).

Sibinga, E. et al (2016) School-Based Mindfulness Instruction: An RCT. *Pediatrics* Volume 137, Issue 1

This study evaluated a mindfulness-based stress reduction (MBSR) program to ameliorate the negative effects of stress and trauma among low-income, minority ethnic, vulnerable school students in the US.

Participants were students at two Baltimore City Public Schools who were randomly assigned by grade to receive adapted MBSR or health education (Healthy Topics [HT]) programs. Self-report survey data were collected at baseline and post program.

Three hundred fifth- to eighth-grade students (mean 12.0 years) were in MBSR and HT classes and provided survey data. The groups were comparable at baseline. Post program, MBSR students had significantly lower levels of somatization, depression, negative affect, negative coping, rumination, self-hostility, and posttraumatic symptom severity) than HT.

These findings support the hypothesis that mindfulness instruction improves psychological functioning and may ameliorate the negative effects of stress and reduce trauma-associated symptoms among vulnerable urban middle school students.

### Let them fidget

Hartanto, T. et al (2015): A trial by-trial analysis reveals more intense physical activity is associated with better cognitive control performance in attention-deficit/hyperactivity disorder, *Child Neuropsychology*, DOI: 10.1080/09297049.2015.1044511

This study compared children with ADHD with their peers. Participants, who were aged between 10 and 17, wore an actometer on their ankle while performing a routine task that involved ignoring distractions. More intense movement was associated with better performance in the ADHD group but not in the typically developing group. The



ADHD group demonstrated more intense activity than the typically developing group during correct (but not error) trials. Within-group, children with ADHD generated higher intensity movements in their correct trials compared to their error trials, whereas the typically developing group did not demonstrate any within-group differences. These findings suggest that 'excess motor activity associated with ADHD symptoms may reflect compensatory efforts to modulate attention and alertness'. In other words, the children with ADHD used fidgeting to help them pay attention and avoid distractions!



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### Want to improve behaviour and learning? Focusing on social and emotional development works best

Korpershoek, H. et al (2016) A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioural, Emotional, and Motivational Outcomes *Review of Educational Research* January 25, 2016 .

This meta-analysis examined which classroom management strategies and programs enhanced students' academic, behavioural, social-emotional, and motivational outcomes in primary education. Programs were coded for the presence/absence of four categories of strategies: focusing on the teacher, on student behaviour, on students' social-emotional development, and on teacher–student relationships.

The study included 54 classroom management interventions in 47 studies published between 2003 and 2013. It included some interventions that had been evaluated several times (including Promoting Alternative Thinking Strategies (PATHS), the Good Behaviour Game, and Zippy's Friends).

Most interventions were focused on changing students' behaviour (85%), improving students' social-emotional development (74%), or changing teachers' behaviour (54%). Only two interventions were specifically targeted at improving teacher–student relationships.

The analysis found an overall effect size of +0.22 for the interventions, with a slightly higher effect on behaviour (+0.24), and less on social-emotional (+0.21) and academic (+0.17) outcomes. There was no significant effect on motivational outcomes.

The analysis showed that interventions focused on social-emotional development of the students were more effective than those without that component.

### Spend a dollar... save twelve

Belfield, C., et al (2015) The economic value of social and emotional learning. New York, NY: Center for Benefit-Cost Studies in Education.

There's ample research showing the academic benefits of social and emotional learning, but a new study provides an even stronger reason to implement SEL in schools: on average, every dollar invested in SEL programs yields \$11 in long-term benefits, ranging from reduced juvenile crime, higher lifetime earnings, and better mental and physical health.



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The researchers looked at six SEL programmes: 4Rs; Positive Action; Life Skills Training; Second Step; Responsive Classroom; and Social and Emotional Training (Sweden).

These interventions were chosen because they are prominent in the literature and provide diversity in terms of their goals, measures of outcomes, and student populations.

For each intervention the researchers constructed tables of ingredients and their costs; alongside, they created benefit maps to summarize the possible benefits each intervention might confer and calculated the monetary value of the portion of benefits that could be identified and quantified based on the results reported in the impact evaluation. They then computed appropriate economic metrics – benefit-cost ratios and net present values.

### Can developing social and emotional skills prevent depression?

Gomez-Baya, D. et al (2016) Perceived Emotional Intelligence as a predictor of Depressive Symptoms after a one year follow-up during Adolescence *The International Journal of Emotional Education* Special Issue Volume 8, Number 1, April 2016

This study looked at longitudinal relationships between emotional intelligence and depressive symptoms in adolescence. The study was carried out with two waves separated by one year, with a sample of 714 Spanish adolescents. The instruments consisted of self-report measures of depressive symptoms and perceived emotional intelligence.

Perceived emotional intelligence was measured through a scale composed of 12 items measuring emotional attention (how often the person pays attention to own emotions), emotional clarity (how often the person perceives with clarity the emotions he/she feels) and emotional repair (how often the person is able to repair his/her negative emotions). A high score in emotional clarity and emotional repair indicates a greater ability to perceive the emotions clearly and to repair negative emotions, while high attention to own emotions is an indicator of poor emotional intelligence.

Results underlined gender differences in depressive symptoms and emotional intelligence, and indicated that greater emotional intelligence was associated with a lower presence of depressive symptoms after a one year follow-up. Those adolescents who showed lower emotional attention, higher emotional clarity and higher ability to repair negative emotional states at the beginning of the study, presented fewer depressive symptoms at the beginning of the study and one year later.

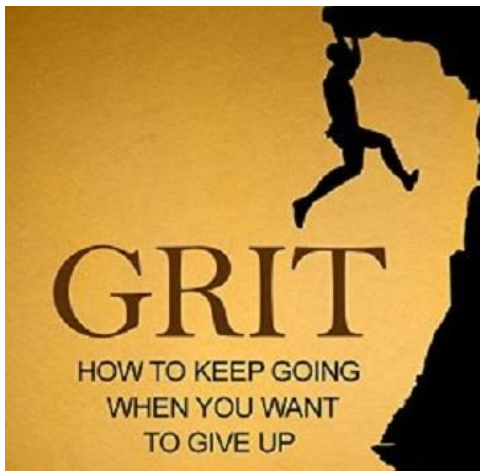
The researchers underline the need to design programs to prevent depression in adolescence through the promotion of emotional intelligence.

### 'Grit' adds little to prediction of academic achievement

Rimfeld, K et al (2016) True Grit and Genetics: Predicting Academic Achievement from Personality *Journal of Personality and Social Psychology* <http://dx.doi.org/10.1037/pspp0000089>

Personality characteristics – especially conscientiousness - have previously been shown to have a significant but moderate influence on academic achievement. However, a new study by researchers at King's College London, suggests that 'grit', defined as perseverance and passion for long-term goals, adds little to the prediction of school achievement.

The study authors point out that previous research, indicating small associations between grit and



academic achievement, has relied on highly selected samples such as spelling competition finalists and teachers, which may have led to stronger associations between grit and achievement in later life.

This new study, which used a sample of 4,500 16-year-old twins, found that aspects of personality (including 'conscientiousness') predict around six per cent of the differences between GCSE results and, after controlling for these characteristics, grit alone only predicted 0.5 per

cent of the differences between GCSE results.

In the study, the 'Grit-S' questionnaire was used to measure perseverance of effort and consistency of interest at the age of 16. Twins rated the extent to which they agreed with statements such as 'Setbacks don't discourage me' (perseverance) and 'I have a difficulty maintaining my focus on projects that take more than a few months to complete' (consistency of interest). The 'Big Five' Personality questionnaire was used to assess personality traits, comprising those highlighted by psychologists as the most important: extraversion, agreeableness, conscientiousness, openness and neuroticism.

In addition to measuring the association between grit and academic achievement, the researchers also analysed the extent to which grit is 'heritable' (i.e. the extent to which genes contribute to differences between people in their levels of grit). Some scientists have previously suggested that

grit may be more malleable than other predictors of academic achievement, such as socioeconomic status and intelligence, which has led to proposals for grit training programmes in schools.

This new study found that grit was about as heritable as other personality traits, with DNA differences explaining around a third of the differences between children in levels of grit.

The study's first author, Kaili Rimfeld from the Institute of Psychiatry, Psychology & Neuroscience (IoPPN) at King's College London, said: 'Until now there has been very little evidence about the origins of differences between children in grit and its influence on academic achievement, despite the fact that it plays an important role in UK and US education policies.

'Our study suggests that grit adds little to the prediction of academic achievement when other personality factors are taken into account. This does not mean that teaching children to be grittier cannot be done or that it is not beneficial. Clearly children will face challenges where qualities of perseverance are likely to be advantageous. However, more research into intervention and training programmes is warranted before concluding that such training increases educational achievement and life outcomes.'

### Supporting migrant pupils

Walsh, S. et al (2016) The Relationship Between Immigrant School Composition, Classmate Support and Involvement in Physical Fighting and Bullying among Adolescent Immigrants and Non-immigrants in 11 Countries. *Journal of Youth and Adolescence* Volume 45, Issue 1

This study examined the relationship between the percentage of immigrant students in a school and the degree of violence between pupils. The researchers found that a higher percentage of immigrant adolescents in a school was related to higher levels of physical fighting and bullying perpetration for both immigrant and non-immigrant adolescents and



lower levels of victimization for immigrants, but that a key factor in reducing this association was how much classmate support was available to pupils. In general, the contribution of immigrant school composition to levels of violence and victimisation was modest in comparison to the contribution of classmate support. The findings emphasize that it is not just the number of immigrants in a class per se, but rather the environment in the classroom which influences levels of

peer violence. The researchers conclude that their 'results highlight a need for school intervention programs encouraging positive relations in schools with immigrant populations'.

## Sharing practice

### Using film for social and emotional learning

Films are great for SEAL lessons and assemblies, so here we highlight especially good ones and linked learning resources.



We're sure you've seen the Pixar film *Inside Out* – a really clever story line explaining emotions and basic neuroscience told through what goes on inside the head of a little girl called Riley. The film depicts how we use the five core emotions - joy, sadness, fear, anger, and disgust- when difficult and happy experiences

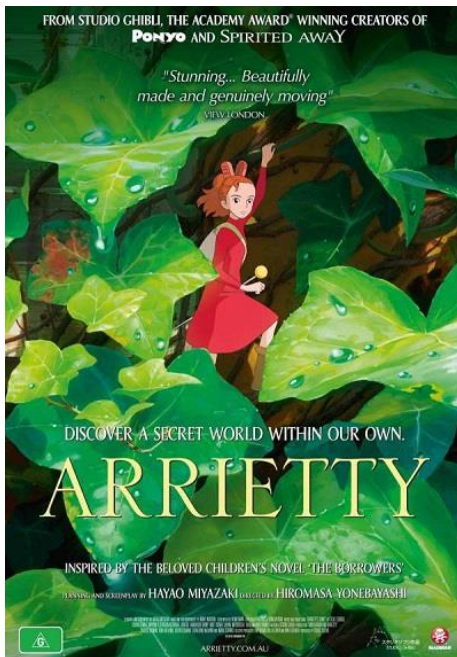
arise, and how we need the negative emotions just as much as the positive. Go to

<http://sealcommunity.org/member-resource/inside-out> for a collection of ideas on how to use the film in the classroom and a guide from the brilliant IntoFilm organisation – it offers discussion questions on the issues raised by the film, and an activity to create a character-based emotion and consider how it would interact with the others. The guide includes a synopsis, questions to ask before and after watching the film, review writing tips and extension activities.

Another excellent resource from IntoFilm - good for the SEAL 'Changes' theme - focuses on primary secondary transition. Suitable for use by either primary or secondary teachers, the assembly/lesson series makes use of film clips including *Harry Potter and the Philosopher's Stone*, *Skateboards and Spandex* and *Akeelah and the Bee* that look at first days at school, potential problems students may come across and how to tackle them . Topics included are negotiating the first days, making new friends, believing in yourself and working together. There is a PowerPoint and accompanying teachers' notes. Find them at <http://sealcommunity.org/member-resource/films-primary-secondary-transition>.

If you are planning work for any age group on moving and being in a new place, on supporting 'movers-in', or on loneliness and friendship, do get hold of a DVD of the 2010 *Arrietty* animation.

Adapted from *The Borrowers* by Mary Norton, this is the story of a family of a race of tiny people who live under the floorboards of an old house. The film explores the tentative friendship between teenage Borrower Arrietty and the sickly boy, Sho, who is staying in the house. To be seen by humans would mean *The Borrowers* would have to abandon their home, so when the housekeeper sets out to trap Arrietty and her family, they must count on Sho's help to avoid detection and capture.



You could ask children to discuss how Arrietty and her family are affected by the actions of humans – can the Borrowers share the world with humans ever again and gain a sense of home and belonging? Would it be difficult to always be on the move like the Borrowers? Could it be in any way exciting? Some students may have their own experiences of moving to a different community. Those who have never moved could explore what it might be like. Though Arrietty and her family ultimately have to move on at the end of the story, Arrietty is clearly more hopeful and excited about this because of her experiences with Sho and her new confident identity. Handled sensitively and/or with more mature students, parallels might be made between

the Borrowers and refugees in the real world.

After discussion, split the children into groups and ask them to act out/film a 'deleted' scene from Arrietty which features the shortest students as humans and the tallest as Borrowers. How will they use props and backgrounds to make people look tiny? Now they have experienced being 'tiny', ask them to think about what challenges Arrietty might face every day? How are these different to their challenges?

Children could write a journal entry or 'hot seat' as Arrietty and discuss that first expedition around the house she goes on with her father. How did Arrietty feel at this point – scared? Excited? Courageous?

The film ends with Arrietty confidently moving to a new place with her family. With her father injured and her mother shaken from being captured, Arrietty is very much the leader of this new venture. The group could story-board or write a sequel, where Arrietty is braver and more confident at venturing. Where will the family end up? What challenges will they face? Will they settle this time? What will the sequel be called?





## Practical tools

### A tech alternative to worry boxes

Have you heard of tootoot? It's a safeguarding app which allows students to safely report any worries and incidents of bullying, cyber bullying, racism, extremism, radicalisation, sexism, mental health and homophobic issues directly to their place of learning. Provides data for schools and local authorities too. See it at <https://tootoot.co.uk/>

## Upcoming newsletters

Upcoming newsletters will focus on favourite children's books to use as starting points for lessons. Please contact us, using the 'Contact us' option on the website or email [jean.gross@btinternet.com](mailto:jean.gross@btinternet.com) directly to tell us about any books or films you've found particularly interesting, and how you used them.