



In Care, In School Primary Booklet

These lessons are aimed at primary aged children in Years 5 and 6. They can be used flexibly but we ask that you read the notes on using this pack carefully before you start teaching.

Foreword



When I was in school I found it very difficult to make new friends and fit in. This was due to being in foster care and moving schools a lot. When starting a new school I always had to make the teachers aware I was in foster care, just in case I had an appointment with my social worker during school time. Having these appointments during school time was the hardest; they made me different and no one else had to leave the class for an hour or so. Then there were always the questions afterwards, "What's so special about her that she gets to skip a lesson?"

Other issues include everyday life such as holidays (Mother's Day, Father's Day, Christmas). I felt like no one understood why it was so hard for me to sit down and make a card "for the best mother in the world".

This impacted on my life. I was being bullied for getting special treatment from teachers and losing friends because they didn't understand. Feeling isolated and alone is the worst feeling in the world; despite being in school with over 200 people I was still alone.

This pack is to help (not tell) teachers and pupils to understand, from a young person's point of view, what it is like being in foster care and having an education. From this pack I hope teachers can take a step back and start thinking about the young person's needs and feelings. I hope pupils will get a better understanding of something they might not fully understand. Overall, I would like my experiences to make a change within the schools, and to make people more aware about people in foster care.

Naina Thomas
Bath and North East Somerset
In Care Council



'Even though we created these scenarios, I still find it hard to watch them – it's my life we're talking about.'
 – In Care Council Member



**Bath & North East
 Somerset Council**



St Marys C of E Primary School



Three Ways School



Corsham Primary School



The Corsham School



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Using 'In Care, In School' Checklist

All children should learn what it means to be in care from lessons that are carefully planned and sensitively taught. These scenarios can be used in any number of lessons such as PSHE, English, Drama or tutorial time. They will have most impact if they are embedded as part of the planned curriculum at your school, for example in teaching about families

and relationships. Teachers can use all of the lessons and scenarios here, or just some of them as appropriate. As with all sensitive subject matter, diligent planning is very important. We have created a checklist to help your planning and preparation at a whole school, teacher and classroom level.

School Level	Aim	Action	Complete?
Whole School	The whole school is committed to improving the experience of children in care and is informed of issues they face in school.	<ul style="list-style-type: none"> • Ensure that a whole school policy on children in care is complete and available to all staff, detailing the support available to pupils who are in care and including information on staff responsibilities and contact details of relevant support services outside school. • Check that the senior leadership in your school is aware of and supportive of your planned programme of study about children in care, lesson plans have been discussed with the school's designated teacher for children in care. 	
Teacher	Teachers are fully informed about their classes and able to prepare any students in care for the topic.	<ul style="list-style-type: none"> • Consult with the designated teacher for children in care to identify relevant children in your class and any specific issues of which you should be aware. • Talk to children in care in your classes before you start teaching. They may want to share their own experiences or they may prefer that nobody knows that they are in care. Let them take the lead on how they respond personally to the lessons and ensure they are never put in a situation they are uncomfortable with. Reassure them that you will respect however they want to proceed. • Contact the foster carers of children in care so they can support the child when the lessons are being taught. Work with carers and the designated teacher to overcome any difficulties in ways that are acceptable for the young person. 	

School Level	Aim	Action	Complete?
Teacher (continued)	The effectiveness of the programme is evaluated	<ul style="list-style-type: none"> Reflect on what aspects of the programme of study went well – why was this, and can these aspects be built on next time? Were there any aspects that were less successful? Why was this and how can the programme be revised for next time? 	
Classroom	A safe learning environment is created	<ul style="list-style-type: none"> Teachers and pupils feel safer and work more effectively if they have agreed some ground rules. This reduces anxiety and embarrassment. It also reduces the risk of unintended personal 'disclosure' from pupil and teachers. You can either ask the children to come up with their own group agreement and use the example below as a guide. 	
	The class is managed appropriately	<ul style="list-style-type: none"> Demonstrate positive attitudes to difference and diversity and respond positively and firmly to expressions of prejudice. Be very clear that prejudice and bullying is always unacceptable. Be aware that some children may manage difficult emotional issues better than others. Differentiating for emotional reasons is just as important as differentiation for academic ones. Circulate round the class taking feedback from small groups, so individuals don't feel forced to respond to the materials in front of the whole class. Have an anonymous question box or Post It Car Park for children to share questions or thoughts. Keep a close eye on the class. If you see a pupil starting to get upset in the lesson you could get them to "do a job" rather than make it seem as though they are getting special attention. Make sure you speak to the child after the lesson or refer to another member of staff. If a disclosure is made at any stage make sure you make a referral to the relevant member of staff in school immediately. 	

Sample group agreement.

- We will be sensitive about other people's feelings
- It is okay for us to disagree with another person point of view but there will be no put downs
- We can pass on answering a question or participating in an activity if it is difficult or embarrassing for us
- We will listen to the other person's point of view and expect to be listened to
- We will not use slang or swear words
- We agree that all questions are valid

Accrediting 'In Care, In School' using ASDAN's Stepping Stones personal development programme

We have developed with ASDAN an accreditation framework for 'In Care, In School', at both primary and secondary levels. This can be accessed on a stand-alone basis, or as part of the ASDAN Stepping Stones personal development programme, which is a 20-30 hour PSHE/ Citizenship-based programme with an accredited outcome, aimed at 7-12 year olds.

The Stepping Stones certificate has a credit-rating into the next ASDAN programme, Key Steps. Full details can be found in the Annex on pages 32-33, which also provides a mapping tool which can be used for other accreditation frameworks.



Lesson 1: Introduction

The aim of this lesson is to help students to:
Explore a wide range of possible family arrangements, to establish a context for understanding what it means to be in care.
(see Lesson 2)

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being in care (Appendix One)
- Pictures and descriptions for Starter 2 (see separate sheet)
- Sugar paper

Actions:

Starter 1: What is a family? How would you define one?

Think (60 seconds): What is a family?

Pair (60 seconds): Exchange thoughts

Share: Discuss as a class

(We are working towards an understanding of a family as people living together and caring for each other.)

In groups of 4. On sugar paper, students draw a mind map to illustrate as many possible family arrangements as they can think of. Tell them to be prepared to present their results to the rest of the class. They will revisit their mind maps at the end of the lesson.

Starter 2: Mix Pics

In groups of 3 or 4, students look at pictures of carers in different family situations. Ask them to match the pictures with the descriptions of the carers. (Answers: 1 – G, 2 – E, 3 – B, 4 – C, 5 – D, 6 – A, 7 – F)

(The purpose of this exercise is for students to realise that it is virtually impossible to distinguish between different kinds of family carers. Therefore any kind of discrimination or judgment about one family grouping being better than another is meaningless.)

Plenary 1: True or False?

Read out the following statements, and in groups of 4 students write F or T.

1. You are not a family unless you have mother, father and 2 children (F)
2. Single parent families are more common now than they used to be (T)
3. More parents are separated now than 50 years ago (T)
4. Same sex parents can be as loving and fun as mixed sex parents (T)
5. Most families go through difficult times as well as good times (T)
6. It is illegal for grandparents to bring up their grandchildren (F)
7. It is possible for a step-parent to be as close to the step-children as a birth-parent (T)
8. In the UK, it is illegal for British people to have children with someone of a different race (F)
9. People who adopt children can love them just as much as people who give birth to their children (T)
10. Children who are looked after by foster parents or who are in care want to be treated the same as everyone else (T)

Plenary 2: What have I learned?

In their groups, ask students to look again at their mind maps. Give them a moment to reflect on and discuss what they have learned. Do they want to add anything to their mind maps?

Lesson objectives:

Understand the wide range of possible family arrangements.

Thought to go: 'Family isn't about whose blood you have. It's about who you care about.'
Trey Parker And Matt Stone · About Family

Pictures and descriptions for Starter 2



1. Birth parents
2. Stepmum and Dad
3. Gay parents
4. Single parents
5. Foster carers
6. Adoptive parents
7. Grandparents

Lesson 2: Being in Care - What's it all about?

The aim of this lesson is to help students to:

- Understand what being in care means
- Discover some facts about day-to-day life in care
- Develop empathy towards their peers who are in care

Introduction for teachers

Up to 67,000 children and young people are 'in care' at any one time in England. This means that it has been decided that it would be better for them, either in the short or long term, not to live with their family. Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family, others may go to live in long-term arrangements with close family members, such as grandparents.

There are children in care in your school, maybe in your classroom. It is vital that teachers and students have an understanding of why some children go into care and what care is really like. For students in particular, this helps build empathy with children whose experience can be very different from their own or, worse, be shrouded in mystery and subject to rumour and gossip.

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being in care (Appendix One)
- A selection of poems from children and young people in care. Select as appropriate from the suggested online sources and at www.incareinschool.com. Three poems are attached
- Flip chart paper and pens
- Fact sheet for students (Appended to this lesson plan)

Actions:

Starter: Remember when ...

In pairs, students ask each other the question:

What does being cared for feel like? Together, they think of three words that sum up that feeling. Share with the whole class.

Activity 1: What's it all about?

The class breaks into groups of 3 or 4. Give each group a FACT SHEET. Ask each group to read the FACT SHEET, then either highlight or write down the three facts they think are most important.

Discuss as a class.

Back in their groups, discuss what else would they like to know about being in care? Write down 3 questions on post-it notes or pieces of paper and put them into a hat or bowl. Pick out issues that the groups have raised. Answer/Unpick any questions/incorrect assumptions.

Thought to go: *"Always be kind, for everyone is fighting a hard battle."* Plato

Activity 2: Learning from Poems

Put the class into pairs. Select three to five poems from the suggested sources and give one of the poems to each pair. Ask the pairs to read the poem aloud to each other, alternating a verse or line each depending on its length.

Ask pairs to:

- suggest the feelings expressed in the poem - anger, happiness, sadness, loss, loneliness, betrayal and so on
- identify what the poem tells us about the writer's experience of being in care.

Pairs join up with another pair who have read a different poem. Each pair introduces and reads their poem, explaining the feelings and content to the other pair.

Whole group question: Why is poetry a good way to help us understand feelings and difficult situations?

(Suggest poetry by Lemn Sissay.)

Activity 3: Be supportive

On their own, students write a short poem or design a poster for children in care in their school. The poem or poster offers support and friendship or shows understanding of their peers' experience of care.

Create a wall display of students' work to remind them of the need to be empathic and supportive.

Plenary: Three Things

In pairs, students write down three things they would like to say to a child in care to help them feel happier in school. Ask two or three pairs to share their ideas.

Suitcases & Muddy Parks

by Lemn Sissay

You say I am a lying child I say I'm not you say
there you go again

You say I am a rebellious child I say no I'm not you
say there you go again

Quite frankly mum I've never seen a rebellious child
before and when my mates said jump in that
puddle and race you through the park (y'know, the
muddy one) I didn't think about the mud.

When you said why you are dirty! I could feel the
anger in your voice I still don't know why.

I said I raced my mates through the park. You said it
was deliberate.

I said I didn't I mean I did but it wasn't. You said I
was lying, I said no I am not. You said there you go
again.

Later in the dawn of adolescence it was time for my
leave I with my suitcase, social worker, you with
your husband, walked our sliced ways.

Sometimes I run back to you like a child through a
muddy park, adult achievements tucked under each
arm, I explain them with a child-like twinkle,
thinking any mother would be proud...

Your eyes, desperately trying hard to be wise and
unrevealing, reveal all. Still you fall back into the
heart of the same rocking chair saying There you go
again.

And I did.

And I have.

Link: www.lemnssissay.com

For audio clip of Lemn reading the poem:

<http://www.lemnssissay.com/writing-2/pttt/>



Untitled by Sarah

When I think about my life
I feel confusion
But when I try to explain myself
I always get frustration
So consequently
I'm left in isolation
I can feel the vibration
Of my power of creation
I can feel words dancing to the rhythm
Of my imagination
My language is all about
Tears and lamentation
And understanding is often
A difficult operation
Why is all of this so?
What is the explanation?
It's because all my life I've been
Faced with confrontation
And I've never really known where I belong
Where is my life station
Now it's time for me to realize
I need a bit of patience
And some simple communication
I've come to the realisation
That I need to make a declaration
That I'm ME!

Link: From the website of A National Voice
www.anationalvoice.org/contributions/poems/poem8.htm

A poem by a foster carer called myrainbowfamily86

To me they come
confused and broken
their pasts so sad
so much unspoken

And when the time comes
to say goodbye
its a thousand tears
my heart will cry

I wish and hope
when you walk through their door
you parents will care for you
so much better than before

After the love and tears
and seeing your spirits grow
its the memories i hold close
when our separate ways we go

Link: www.bubhub.com.au/community/forums/showthread.php?364297-A-poem-for-all-the-special-children-in-foster-care

More poems are available at www.incareinschool.com

Lesson 2: Fact sheet

Being in Care - What's it all about?

Up to 67,000 children and young people are 'in care' at any one time in England. This means that it has been decided that it would be better for them, either in the short or long term, not to live with their family. Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family, others may go to live in long-term arrangements with close family members, such as grandparents.

Q & A

Q: How many children are usually 'in care' at any one time?

A: Up to 67,000 children and young people are 'in care' at any one time.

Q: Why do children go into care?

A: Because it has been decided that it would be better for them, either in the short or long term, not to live with their family

Q: How long do children spend in care?

A: Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family; others may go to live in long-term arrangements with close family members, such as grandparents.

Q: How would I know if a child is in care?

A: You probably wouldn't know. There are children in care in your school, maybe in your classroom

Q: Why is it good for people to understand what being in care is all about?

A: For teachers and students, this helps to understand children whose experience can be very different from their own or, worse, be shrouded in mystery and subject to rumour and gossip.





Rumours

Lesson 3: Rumours

The children are all eating lunch at school and start talking about Max. They share their different ideas about what has been going on in his life. Max overhears and shouts at them explaining that none of those things are true and that he is no different to them; it's just that he had to move in with a foster carer for a while because things were difficult at home.

The aim of this lesson is to help students to appreciate:

- Gossip is harmful.
- We all want to be treated with respect.

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- For Starter 1: approximately 15 pictures from magazines and paper for drawing
- The 'In Care, In School' CD-Rom
- For Activity 2: One copy of the script for each group
- Blank storyboard sheets (see template overleaf).

Actions:

Starter 1: Back to back

Students sit in pairs back to back, with the chairs touching so students can hear each other. They decide who is A and who is B. A is given a picture from a magazine which no one else sees. B has a plain piece of paper and a pencil. A describes the picture to B, while B draws it, aiming to make a perfect replica. B can ask questions, and A's job is to answer helpfully.

When time is up, partners compare the original with the copy. Discuss as a class: what skills did they use? How did asking questions and really listening to the answers help?

Explain we are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on the damage caused by speculation and gossip, or what can happen when people do not ask questions and really listen to each other.

Watch the scenario. Briefly discuss what happens and their responses.

Thought to go: "You should respect each other and refrain from disputes; you should not, like water and oil, repel each other, but should, like milk and water, mingle together." Buddha

Starter 2: Rumours

Divide the class into 3 groups. Each group stands in a line or sits in a circle. Emphasise the importance of whispering quietly so that no one else hears what is said. Give the first person this sentence:

'The golden rule is: treat others as you would like to be treated yourself.'

When everyone has finished, the last person in each group speaks what they have heard.

Compare similarities and differences in the final sentences of each group. Finally, link the changes in the sentences to the gossip in the video. Why do people invent answers instead of finding out the truth? (Because they want to look as if they know the answers; because they want to make themselves more exciting; they want to look as if they're 'in the know' - so they seem to have special knowledge.)

Activity 1: Rewrite the script

Watch the scenario again. Discuss as a class what goes wrong in the scenario. How could there be a positive outcome where the boy feels supported and understood? Remember, in the scenario he hears every word being said about him. See if students can spot two positive aspects of his response. (He doesn't lose his temper; he is articulate about his situation.)

EITHER: In groups of 5 or 7, within the same setting, students create a drama where the outcome is a positive one for everyone. Each group presents their results.

OR: In groups of 5 or 7, each group reads the script of the scenario, and rewrites it with a positive outcome. Create a storyboard with a picture for each shot and the spoken words written underneath. (See extension below: groups can create a film using the revised script.)

Activity 2: Disapproval / approval

Highlight for the students: The boy in the video explains at the end that he is just the same as everyone else. We all want to be part of the group. When the other children talk about him he feels like an outsider.

Play a game to help everyone feel part of the group. Each student chooses an alliterative adjective to preface his or her name; it should be a positive one e.g. Friendly Fiona / Freddy. Ask for volunteers to begin the game so that more confident volunteers show the others what to do. Each student introduces him or herself with an accompanying symbolic gesture e.g. Joyful John might open his arms and jump for joy. The others then say his name in the same tone of voice and copy his gesture.

Plenary: Stand up / sit down

Tell the students: 'Anyone here who believes that gossip is harmful, please stand up.' Now ask them to sit down and anyone who has remained seated stand up and explain the reasons for their choice. Discuss the issue as a class.

Repeat the process until you have the whole class standing.

Use the same exercise with the statement: 'We all want to be treated with respect.'

Extension:

Having rewritten the script as a storyboard with a positive outcome, film an alternative version of the video.

Learning Objectives:

Practice focused speaking and listening.

Understand the destructive nature of gossip.

Explore how to treat everyone with respect.

Work constructively in a group.

Express self-approval.

Use this grid to create your storyboard:



Mother's Day

Lesson 4: Mother's Day

Everyone in the class is expected to draw a Mother's Day card. Ella doesn't really want to, but in the end she does make a card. Leticha is horrible to her about her mum. Ella nearly rips up the card but then decides to keep it.

The aim of this lesson is to help students to:

- Understand the effects of bullying.
- Widen our emotional vocabulary to help empathy and communication.

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Starter 2: Individual whiteboards or paper
- Activity 1: You may need sugar paper
- For Activity 2 and 3: Computers – enough to enable you to have one computer per group of 2 - 3 children.

Actions:

Starter 1: What is bullying?

Ask students, either individually or in pairs, to make a list of what they consider to be bullying activities. Save the list for discussion in Activity 1 after watching the video.

Explain you are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care.

During the short video suggest they focus on how Ella and Leticha are feeling.

Watch the scenario. Briefly discuss what happens and their responses.

Starter 2: How do they feel?

In pairs, using individual white boards or similar, ask students to make a list of all the feelings they think were felt by Ella. (embarrassment, discomfort, not fitting in, willingness to have a go, anger, hurt, misery, longing, hope ...)

In pairs, using individual white boards or similar, ask students to make a list of all the feelings they think were felt by Leticha. (jealousy, insecurity, wanting to be powerful, hate, self-importance ...)

Feedback as a class. Keep the lists if you are going to do Activity 3.

Thought to go: "Be nice to everyone you meet, they are fighting a battle you know nothing about." **Anonymous**

Activity 1: What is bullying?

As a class, using the notes from Starter 1 if appropriate, discuss what they think constitutes bullying behaviours. EITHER write the list on the board, OR in groups, using sugar paper, brainstorm a list of bullying behaviours.

Next, compare the class list with the list below from the Bullying UK website. Bullying includes:

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you
- Posting insulting messages on the internet or by IM (cyberbullying)
- Spreading rumours
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you offensive phone texts
- Bullies can also frighten you so that you don't want to go to school, so that you pretend to be ill to avoid them

Compare and contrast the lists.

(Some students think that unpleasant behaviour towards others doesn't become bullying unless it's repeated a number of times. It is a good idea to clarify that any of these behaviours constitutes bullying even if it's only done once.)

Activity 2: Make a poster

With enough computers so that one computer can be shared between two or three students, ask students to research anti-bullying advice so that they can make a poster that can be displayed in school.

Some helpful websites are:

www.bullying.co.uk

www.childline.org.uk

www.kidpower.org

www.kidscape.org.uk

Activity 3:

You will need access to a computer and the list of feelings students made in Starter 2.

Go to www.howitis.org.uk Click on Subject browse at the top of the green bar on the left of the page. This will take you to a list of Descriptive Phrases, and the first sub group is Feelings.

In this group there are different categories for different groups of feelings. Each category has pictures that are designed to help young people to put a name to a feeling. Explore as many as you can with them.

Using the list they made in Starter 2, ask students to create a chart or booklet with suitable pictures or icons to represent Ella's and Leticha's feelings in the video.

Plenary: True or false?

Ask students, which of the following statements is TRUE or FALSE. Why? Allow time for discussion.

- Bullying is bullying, whether it happens once or a thousand times.
- Children go into care when a family needs some help; not because parents don't want their children.
- It is always easy for people to say exactly how they are feeling.

Extension:

Use the research from Activity 2 to create a short video offering advice for Leticha and Ella.

Learning Objectives:

Define bullying activities.

Understand the effects of bullying.

Research anti-bullying advice and presenting results.

Explore emotional vocabulary and apply to a situation.



School Photograph

Lesson 5: School Photograph

The children are having their pictures taken for the newsletter in their brilliant costumes. Then the head privately tells the teacher that Ruby can't have her picture taken. The teacher tries to get different pictures taken so that Ruby isn't in the picture but Ruby questions this then realises it is because of her.

The aim of this lesson is to help students to:

- Celebrate achievement
- Practice empathy
- Find solutions
- Ask, 'Am I responsible for the feelings of others?'

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Activity 1: Paper for writing
- Activity 2: access to computers (optional) or paper to write on

Actions:

Starter 1. Think pair share

Ask students to think of a time when they have done something well. It may be something they did at home or at school or somewhere else; how was it celebrated? (Maybe they were verbally congratulated. Maybe they were given a prize; a hug; a certificate. Maybe they had something displayed on the wall or in the school newsletter or in the newspaper.) Think (1 min) Pair (1 min) Share (take contributions from the class).

Explain you are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the two-minute video suggest they focus on how Ruby is feeling.

Watch the scenario. Briefly discuss what happens and their responses.

Starter 1 continued:

Discuss what has happened in the video. Make sure students understand that Ruby is not allowed to have her photo made public and this is affecting the whole class. Students think about their own achievement from Think / Pair / Share session and imagine how it would be if they had not had their achievements acknowledged. How does Ruby feel knowing that not only will she be denied acknowledgement but her classmates will too?

Starter 2:

Discuss as a class how Ruby feels when she realises that not only will she be denied acknowledgement of her lovely work but that her classmates will too. She must feel the odd one out.

In pairs, students have a conversation. One of them is Ruby and the second is one of her classmates. They are sitting together in a quiet corner and Ruby is explaining to the classmate how she feels about the situation. Her classmate responds in role to Ruby.

As a class, feed back how the conversation went. What different responses were there to Ruby?

Activity 1:

Although the class doesn't blame Ruby, she feels she has let them down. If you were in her class what would you say to her? Discuss.

In pairs, write Ruby a letter that will cheer her up, explaining that you understand and do not hold her responsible for the class disappointment. Make the letter full, cheerful, colourful and friendly.

Share letters and vote for the best letter. Display if you want. Prizes for the winner!

Activity 2:

The teacher made a mistake when she forgot that she wouldn't be able to put Ruby's photo in the newspaper. Consequently, the whole class was excited about the publicity and then disappointed. How could the school make sure this doesn't happen again?

If possible, using computers to lend an air of authority, in twos or threes, write a piece for the school policy giving clear, polite guidelines to students and staff about how to treat children in care in the school. Compare and display.

Plenary: Agree, not sure, disagree

Agree (Green) – not sure (Orange) – disagree (Red).

Tell students you are going to make a statement and you would like them to show you whether they agree with the statement, disagree with it or are not sure. Prearrange how they will show you (Red, Orange, Green pages; various hand levels; whatever suits you) and say they are to show all together, at a signal from you. When everyone is ready, make the statement "Ruby is responsible for the feelings of others."

Encourage those who feel Ruby is responsible for the feelings of others to say why and maybe others in the class could help them to see that this is not the case.

Point out, however, that there are times when we are responsible for the feelings of others. (E.g. - Negative: If we are intentionally cruel, if we thoughtlessly hurt someone.

Positive: if we give everyone a smile, or a sweet.)

Learning Objectives:

Practice focused speaking and listening.

Practice empathy.

Apply letter-writing skills.

Policy writing.



Thought to go "We must accept finite disappointment, but never lose infinite hope." **Martin Luther King, Jr**





Sleepover

Lesson 6: Sleepover

Chloe is invited to Alesha's sleepover but doesn't know how to ask her new foster carers.

Alesha doesn't really understand why Chloe might not be able to come.

The aim of this lesson is to help students to:

- Be sensitive to the needs of others; children in care may feel less confident about apparently normal family arrangements as their family situation has changed.
- Experiment with making choices and see that all choices have consequences.

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Starter 1: Sugar paper for each group
- Starter 2: Save the Options written on the board for use in both Activity 1 and Activity 2
- Activity 1: To move the furniture in the room
- Activity 2: A copy of the cartoon strip template for each student
- Activity 3: Paper for writing

Action:

Explain you are going to watch a real-life scenario about a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on the needs of both students. What are they?

Watch the scenario. Briefly discuss what happens and their responses.

Starter 1: Naming feelings

Having watched the video, ask students how they are feeling now. Ask them to write the feeling down; keep it for the end of the lesson.

Divide the class into groups of 3 to 4 and give each group a piece of sugar paper. Ask groups to brainstorm the feelings they have just witnessed. Encourage them to write down as many as they can (embarrassed, friendly, hopeful, puzzled etc.).

Starter 2: Choosing options and consequences

Divide the class into groups of 3 or 4. Ask them to consider all the possible options open to Alisha and her friend. A scribe in each group makes a note of each option (e.g. The friend tells Alisha what is worrying her; Alisha asks her mum to phone her friend's foster parents). Once each option is written down, the group discusses and writes down the consequences of these options.

As a class, make a list on the board of all the possible options that have been suggested. Save the list for Activity 1.

EITHER: discuss as a class

OR: go to Activity 1 – Carousel

Activity 1: Carousel

Clear the desks. Create two concentric circles of chairs or simply have the students standing, with the inner circle facing outwards and the outer circle facing in. In other words everyone is facing a partner.

Choose one of the Starter 2 Options from the list on the board e.g. Alisha decides that her friend can't come to the party because she's being too slow to respond. Explain to the group that the students in the inner circle are going to talk to their partner about the consequences of this action for one minute. The people in the outer circle then respond for one minute, saying whether or not they agree or disagree with their partner and why. Allow a little time for discussion.

When the time is up, the outer circle stands and moves round to the left until the teacher says stop. Students now sit or stand facing a new random partner.

Repeat the above using another Starter 2 Option on the board. Repeat as often as is useful. Discuss as a class if time allows and if you think it is going to be helpful.

Activity 2: Cartoon strip

Having explored the Options and their Consequences, students choose one they would like to illustrate as a cartoon strip. Either use the template overleaf or they can create their own. Emphasise the importance of the combination of both words and pictures. Encourage neatness and use of colour. They could make a great display and discussion point.

Thought to go:

"It is our choices that show what we truly are, far more than our abilities." J.K. Rowling

Activity 3: Which way?

Either on their own or in pairs (depends on the nature of your class) students choose and write down a goal in their life at present; for example Alisha and her friend both wanted the friend to go to the sleepover. Underneath the goal, students choose an Option they may have for reaching that goal. Now consider the potential Consequences of pursuing that Option. This is good practice in thinking something through before embarking on it.

Plenary: How do you feel?

Ask students to look again at the feeling they wrote down after watching the video. How are they feeling now? Compare the first feeling with their feeling right now. Has it changed? If so, why? Take random examples and discuss if appropriate.

Extension:

Repeat Activity 3, looking at goals in various parts of their lives: school, friendship, leisure, health.

Learning objectives:

Be sensitive to the needs of others.

Understanding that all actions have consequences.

Goal setting.



Comic Strip Template:



What did you do at the weekend?

Lesson 7: What did you do at the weekend?

Every Monday morning the teacher asks, 'What did you do at the weekend?'

Ben always goes to the zoo. Marcus doesn't believe him.

The aim of this lesson is to help students to:

- Understand that we all want to fit in.
- Learn to be tolerant. Being right in a discussion isn't always best; being right can trigger a bullying situation.
- Find solutions to resolve conflict or avoid conflict.

Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Activity 3: The list of words for Activity 3 and paper to write on

Action:

Explain we are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest students focus on what happens, so they can tell the story.

Watch the scenario. Briefly discuss what happens and their responses.

Starter 1: Storytelling

Ask students in groups of 3-4 to talk for 2 minutes about the story they have just seen. One student is chosen to start telling the story; he/she will need a talking prop to pass around (e.g. a pencil case). As soon as the student runs out of things to say or begins to pause, he/she passes the pencil case to another student to continue. Anyone in the group can offer to take the 'prop' and continue talking when they feel someone is drying up.

Discuss as a class: what did students learn about storytelling, or about listening? Did anyone interrupt? If so, why? How did it feel to be the interrupter, or the one who was interrupted? (Emphasise the importance of listening; when we interrupt we are making ourselves more important than anyone else.)

Activity 1: Why and what for?

If we want to understand another person's behaviour, we need to ask why they are doing what they do. Now ask students to consider 3 questions:

Why does Ben answer like this? What does he want? What is he trying to prove?

- Think (60 seconds)
- Pair (talk with a partner for 60 seconds)
- Share in the group. (Ben wants to fit in. He wants to be noticed. He pretends everything's great. Other?)

Why does Marcus show Ben up? What does he want? What is he trying to prove?

- Think (60 seconds)
- Pair (talk with a partner for 60 seconds)
- Share in the group. (Marcus wants the truth. He wants to be right. He's trying to understand the situation. Other?)

Why is the teacher repeating the situation? What does she want?

- Think (60 seconds)
- Pair (talk with a partner for 60 seconds)
- Share in the group. (She knows Ben is making it up but is playing along with it. She doesn't know how to handle it. Other?)

Activity 2: Bringing it home

Ask the students: Have you ever been in a situation like Ben's, when you lied to fit in with a group? (As the teacher, kick off with an example either from your own life or otherwise.)

Ask students to discuss in groups of 3, taking turns to tell each other about an incident involving themselves, an anonymous friend, or a character in a book or film, when someone really wants to fit in with a group even if it means not telling the truth, or doing something out of character.

In their groups, students pick one scenario and construct a role-play depicting the scene. At the end, each student in the scenario briefly describes how his or her character feels about the situation.

EITHER ask each group to show the scenario OR pick a couple of groups.

Discuss as a class. What wish is it that all the people share? (The wish to fit in with the group. This motivation can lead to positive or negative actions such as excluding others, dictating the rules of the group, or any behaviour which is not democratic and inclusive.)

Activity 3: Tolerance

Ask students to brainstorm or Google a definition of the word TOLERANCE (Dictionary.com - a fair, objective, and permissive attitude toward opinions and practices that differ from one's own).

Which character in the video did not have TOLERANCE? We call this INTOLERANCE.

On a piece of paper or in their books, students create two columns, one headed TOLERANCE and the other INTOLERANCE. Write these words on the whiteboard and students allocate each word to one column or the other. (Bigotry, bullying, kindness, understanding, stigma, discrimination, fair, unfair, prejudice, racism, accepting, appreciative, injustice, justice and any others you wish.)

Plenary: Top tips

In pairs or threes, come up with:

- 3 tips to help the teacher
- 3 tips to help Ben
- 3 tips to help Marcus
- 3 tips to help the rest of the class.

or divide the class into 4 and give each quarter one of the above. Share feedback.

Extension: Elements of storytelling

A good story has four elements: characters, motivation, conflict and resolution. Write and illustrate a story similar to that of Ben and Marcus, with a positive resolution.

Lesson objectives:

Retell a story.

Practice listening skills.

Understand that we all want to fit in.

Learn to be tolerant. Being right in a discussion isn't always best; being right can trigger a bullying situation.

Find solutions to resolve conflict or avoid conflict



Thought to go:

"Most important in a friendship? Tolerance and loyalty." J K Rowling



Accrediting 'In Care, In School' using ASDAN's Stepping Stones personal development programme

Stepping Stones is a 20-30 hour PSHE/ Citizenship-based programme with an accredited outcome, aimed at 7-12 year olds. Children develop their skills through a series of challenges.

The Stepping Stones certificate has a credit-rating into the next ASDAN programme, Key Steps.

Stepping Stones is linked to:

- SEAL
- Every Child Matters
- QCDA Schemes of Work
- PSHE and Citizenship curriculum
- Enrichment
- PLTS
- Personal skill development.



It can be run in schools – KS2/Transition/KS3; with youth groups and interest groups; on residential courses; in training settings – anywhere!

How to achieve Stepping Stones

The main focus of Stepping Stones is the development of skills through activities (challenges).

A wide scope of activities can be used towards the award, which makes it very versatile. Any work or activities carried out in Citizenship, PSHE, Personal Wellbeing, Enterprise, Personal Finance, Environment (both natural and built), International Links, Trips and Visits and all other projects can be accredited with a Stepping Stones Award certificate.

Evidence gathered during challenges is collected in a portfolio, while skills achievements are recorded by the child in their personal skills book, using Stepping Stones stickers.

To complete the programme, young people have to:

- Complete their Skills Book and use a file or folder for their portfolio of evidence
- Carry out challenges over 20-30 hours
- Put evidence in their portfolio to show the activities they've done
- Keep a list in the Skills Book of all the challenges they've done
- Use Stepping Stones stickers to record the skills they have developed and used during the challenges
- Hand in their books and portfolios to the teacher
- Receive their certificates!

The Stepping Stones skills: Communicating; Investigating; Presenting; Using Multimedia; Researching; Independence; Working With Others; Solving Problems; Perseverance; Confidence; Respecting Others; Collecting Evidence; Planning and Reviewing; Looking After Yourself; Budgeting; Leadership.



The topic areas for the challenges: Active Citizen; Community Spirit; Identity; Personal Wellbeing; Money Matters; Around the Globe; Environment; Valuing Each Other; Different Cultures; Health; Enterprise; Trips and Visits.

Progression routes:

- When completed, Stepping Stones has a value of one ASDAN curriculum credit, which can be carried forward to ASDAN's Key Steps
- Progression to further ASDAN Programmes and Qualifications is possible, through KS3 and KS4 right up to Post-16

'In Care, In School' LESSON ACTIVITIES	Communicating	Investigating	Presenting	Using Multimedia	Researching	Independence	Working With Others	Solving Problems	Perseverance	Confidence	Respecting Others	Collecting Evidence	Planning and Reviewing	Looking After Yourself	Budgeting	Leadership
LESSON 2 What's it all about?																
Activity 3 Be Supportive	✓		✓								✓					
LESSON 3 Rumour																
Activity 1 Rewrite the Script + extension	✓		✓	✓			✓			✓	✓					
Activity 2 Disapproval / Approval							✓			✓	✓					
LESSON 4 Mother's Day																
Activity 1 & 2 What is Bullying? + extension	✓		✓	✓												
Activity 3 Exploring Feelings		✓	✓		✓							✓				
LESSON 5 School Photograph																
Activity 1 and 2	✓						✓									
LESSON 6 Sleepover																
Activity 1	✓									✓	✓					
Activity 2 Cartoon Strip	✓			✓				✓								
Activity 3 Which Way? + extension													✓	✓		
LESSON 7 What did you do at the weekend?																
Activity 1 Why and what for?	✓										✓					
Activity 2 Bringing it home	✓		✓				✓				✓					
Activity 3 Tolerance	✓							✓			✓					

It must be noted that similar opportunities can be seized and mapped if a school has adopted other personal skills development programmes such as "Building Learning Power."

Appendix 1: Information about being in care

Statutory Duties

"Local authorities have a duty to safeguard and to promote the welfare of the children they look after. They also have a particular duty to promote the educational achievement of the children they look after, regardless of where they live."

Local authorities are subject to 'Promoting the educational achievement of looked after children' (DfE 2010), which supports the implementation of all local authority duties and the Children and Young Persons Act 2008 in relation to educational attainment.

All maintained schools must have a Designated Teacher who is responsible for the educational attainment of the looked after children in their school. This duty is included in the Children and Young Persons Act 2008. Around the same time the role of the Virtual School Head Teacher for children in care was introduced. This is a person employed by the local authority to have strategic responsibility for the education of looked-after children ('looked after' is the legal term for being in care). They will be able to provide support, advice and training for schools. This role is not required by law, but is considered to be good practice as a means by which local authorities can improve the educational attainment of children in care.

Being in Care (adapted from materials provided by The Who Cares? Trust)

A child under the age of 18 years is 'in care' if their parents have agreed to shared parental responsibility with the local authority or if a court has ordered that the local authority should have full parental responsibility. After the age of 16, a young person is described as a 'care leaver' and the support they receive from the local authority is engineered to assist them in making the transition to adulthood and independence, even if they are still under 18 and legally 'in care'. This support can continue beyond the age of 21 if the young person is in education.

Care status

Around 67,000 children and young people are in care or care leavers. There are five main groups of children in care. The group defines a child's care status:

- Children who are accommodated through a voluntary agreement with their parents.
- Children who are taken into care after legal proceedings to remove them from their parents (a Care Order).
- Children who are the subject of emergency orders for their protection, where immediate action is needed.
- Children who are compulsorily accommodated through the criminal courts. This includes children remanded to Children's Services or subject to a criminal justice supervision order with a residence requirement.
- Unaccompanied asylum seeking children (UASC) are children under the age of 18 who arrive in the country without a parent or a guardian. Many of these children will enter the care of Children's Services on a voluntary basis.

Parental responsibility

Local authorities share parental responsibility with the birth parents for children in care under a Care Order. A child's birth parent(s) retain(s) parental responsibility for those accommodated under a voluntary arrangement. Foster carers do not hold parental responsibility but can make decisions or appeal decisions made about education. Unlike family law, education law gives rights to those who have care of a child as well as birth parents and those with parental responsibility.



Why do children come into care?

- Some children in care are there because their family cannot provide them with adequate care, for example because of: poverty, family breakdown, disability or other complex needs
- Some children will be in care because they have been affected by abuse or neglect
- A very small minority of children are in care because of offences they have committed

The Office of National Statistics publishes data relating to children in care and care leavers each spring. The data shows the reasons children and young people come into care, what types of placement they have, how long they have spent in care and other information relating to their care journey. This information is available to download from www.education.gov.uk.

Where children in care live

The majority of children in care live in foster homes. Foster care is provided by the local authority or by Independent Fostering Agencies, commissioned by the local authority.

Some children are placed with family members or friends in "kinship" arrangements.

Children in care may also live in children's homes (around one in ten), but these tend to be older children (14+).

Professionals involved with children and young people in care

A child or young person in care will have an allocated social worker who is responsible for their care plan, a foster carer, an Independent Reviewing Officer (who chairs review meetings and monitors their case), any number of specific support staff to meet their needs, an annual health check from the Looked After doctor, an annual dental check and a designated teacher who oversees their Personal Education Plan. If they are 16, they might also have a Leaving Care worker.

It's not surprising then that, as most of these professionals work during office hours, that sometimes the young person's school day is disrupted to meet them. It is best to avoid this wherever possible.

A common complaint from young people in care is that they have to deal with too many professionals and that those adults spend a lot of time asking the young people the same questions because they fail to share information.

Experiences Before and in Care

Children who are or have been in the care system will be affected by their experiences, before and during care, in different ways. Some children in care show high levels of resilience and self-reliance caused by the difficulties they have had to overcome. On the other hand, that apparent resilience and self-reliance can often mask low self-esteem, low aspirations and difficulty in managing feelings and relationships.

Attachment

Attachment disorder is common in children and young people in care and can often flare up significantly in adolescence. It can manifest in challenging behaviour and an inability to manage feelings and relationships. When care is interrupted or not forthcoming, children may be affected socially, behaviourally or emotionally. A child in care is likely to have experienced some form of neglect, family breakdown, poor parenting, but most importantly, separation from their main care giver.

Once a child is in care, attachment difficulties can continue if they experience placement moves and changes of school, for example. Such disruptions make it hard for a child to form attachments and to trust those around them; or they may try too hard to please people as they try to make friends.

Moving around in care

There is a recognition by the government that placement stability is one of the most important factors that enhances the welfare and emotional well-being of children in care. However, one of the factors which impacts on children in care is that they can experience many changes of placement. Children in care are unlikely to stay in the same placement throughout their time in care. Placement moves can be very disruptive, particularly to educational achievement and relationships.

What works?

Successful journeys through care happen where a child or young person experiences a strong and long-term attachment with a carer, in a stable home with a regular school to attend. For those that don't manage to tick all these boxes, the difference can be the one relationship they develop with a trusted adult. Sometimes in the midst of what can feel like chaos, small things can make the biggest difference.

Appendix 2: Useful Contacts, Organisations and Resources

For further information and resources relating to 'In Care, In School', including links to Ofsted criteria and for current curriculum and PSHE links, visit: www.incareinschool.com

The Who Cares? Trust

Provides information for young people in care and also publishes a magazine for young people in care. Develops tools for those working with children in care.
www.thewhocarestrust.org.uk

ASDAN Education

ASDAN's programmes and qualifications offer flexible ways to accredit skills for learning, skills for employment and skills for life.
www.asdan.org.uk

National Care Advisory Service

NCAS works with local authorities to improve services to care leavers.
www.leavingcare.org

VisionWorks

Develops programmes that teach students self-awareness and empathy and to recognise how their behaviour is driven by their emotions.
www.vision-works.net

PSHE Association

www.pshe-association.org.uk

British Association for Adoption and Fostering

www.baaf.org.uk

Fostering Network

Promotes high standards in foster care and provides training, advice, support and information.
www.fostering.net

The Citizenship Foundation

www.citizenfoundation.org.uk

Voice

A children's advocacy organisation for children living away from home or in need that provides a national helpline.
www.voiceyp.org

TACT

Fostering and adoption charity
www.tactcare.org.uk

Ofsted

www.ofsted.gov.uk

Department for Education

www.education.gov.uk

Teacher Support Network

Teacher Support Network is the only national charity providing all teachers and their families with support, coaching, counselling, money management, grants, information, signposting and online tools.

If you've been affected by issues relating to the 'In Care In School' pack, Teacher Support Network can help. Support is available 24 hours a day, 7 days a week, every day of the year.

Get support:

Support lines: 08000 562 561,
08000 855 088 (Wales)

Text support: 07909 341229

Get involved:

www.teachersupport.info

Resources

Promoting the Educational Achievement of Looked After Children

DfE: www.education.gov.uk/publications/eOrderingDownload/DCSF-00342-2010.pdf

The Role and Responsibilities of the Designated Teacher

DfE: www.education.gov.uk/publications/eOrderingDownload/01046-2009BKT-EN.PDF

In Loco Parentis, Demos, 2010

www.demos.co.uk/publications/inlocoparentis

After Care, Young People's Views of Leaving Care

www.ofsted.gov.uk/resources/after-care

Improving the mental health of looked after young people (includes messages for schools)

www.youngminds.org.uk/assets/0000/1440/6544_ART_FINAL_SPREADS.pdf

Open Doors, Open Minds - Is the care system helping young people progress to further and higher education?

www.thewhocarestrust.org.uk/data/files/Open_Doors_Open_Minds_small.pdf



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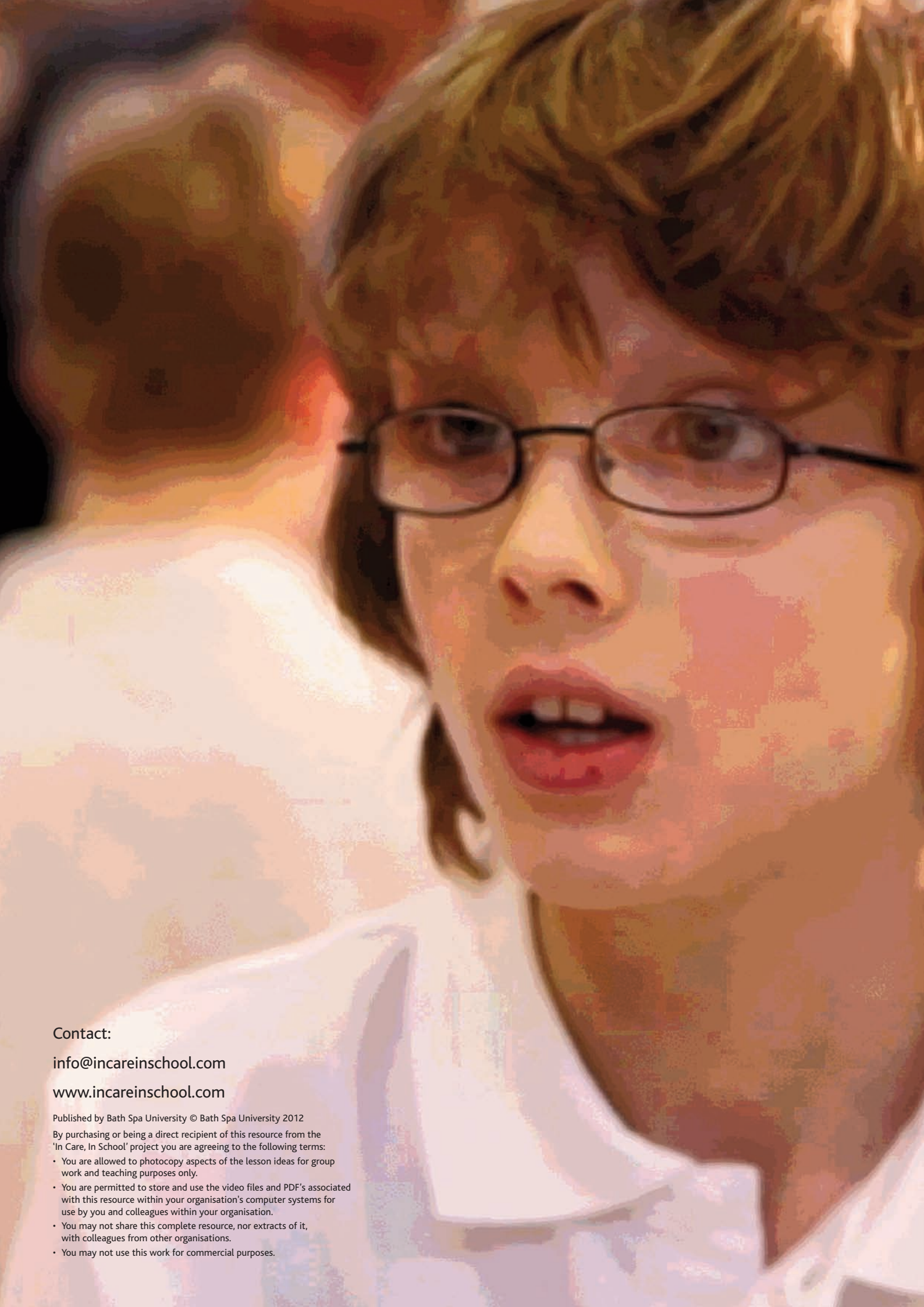
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