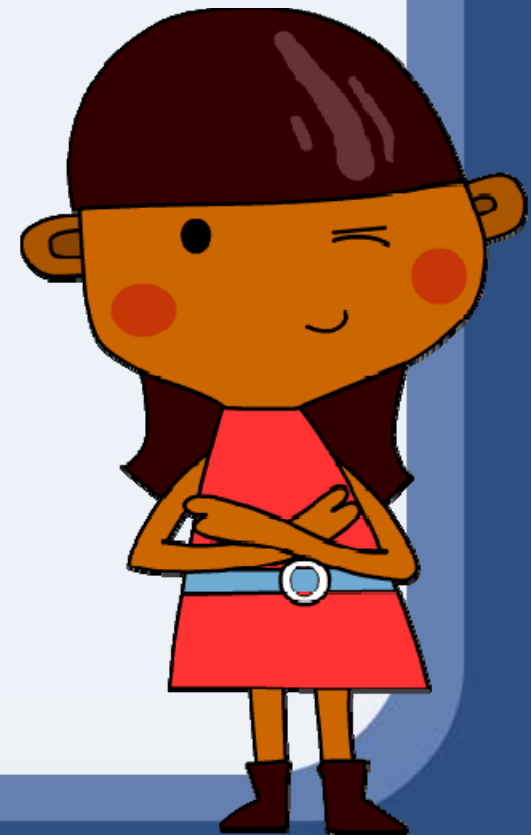


Using 'Cards for Little Lives'

'Cards for Little Lives' is a resource for adults to use with primary children to discuss familiar dilemmas and moral questions in a safe and creative way.

Having access to these materials will help children work towards achieving the principles proposed in 'Every Child Matters' that have been identified as key elements to well-being and emotional resilience in childhood and later life.



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Supporting emotional and social development

For children to be emotionally resilient they need to interact and communicate effectively with others, be confident and be aware of their own identity, capabilities and talents. They need to know and understand the need for rules and regulations in communal settings and to consider their own values and beliefs in relation to those of others. They need safe and creative opportunities where this can happen so that they develop the ability to function well and be happy, now and in the future.



For effective emotional and social development, regular planned provision is very important and needs to consider three important elements -

- children need to be able to access information that is relevant to their lives, experiences and levels of maturity
- children need to explore and develop attitudes and values that support self-esteem and are positive to health and well-being
- children need to develop personal and social skills to enable emotional development and interaction with others so they can make positive health choices and participate actively in society.

'Cards for Little Lives' is a resource addresses these three elements and can offer valuable support in this provision

About the cards

Each card has a scenario based on real-life dilemmas and moral questions for children to explore and talk about and a set of questions designed to help guide and extend discussion. The scenarios are grouped into five themes based on outcomes that were identified by children and young people as 'key to well-being in childhood and later life' and shaped the core of 'Every Child Matters'.

The themes are -

- 1 Be healthy (the red cards)
- 2 Stay safe (the blue cards)
- 3 Enjoy and achieve (the green cards)
- 4 Make a positive contribution (the yellow cards)
- 5 Achieve economic well-being (the purple cards)

The format allows for children and adults to create their own scenarios about issues they think are important to examine and discuss.

where to use the cards

They can be used in
Primary schools - classrooms, after-school clubs and
school journeys
Pupil referral units
Residential care settings
At home

How to use the cards

The cards can be used with whole classes, in small groups or in one-to-one sessions with individuals. They can support programmes of Personal, Social, Health Education and Citizenship (PSHE&C) and/or Social and Emotional Aspects of Learning (SEAL) in the primary classroom.



It is recommended that only one or two scenarios are introduced in a session. It is better to explore a few in depth rather than looking at several superficially. Before using the cards it is advised that teachers and other adults should be familiar with them all as some issues cross over between the different sections and some will be more suitable than others.

Whatever the size of the whole group the cards are best used with the children working in twos, threes or fours. You can print the cards from the website to give each group the same one for discussion or you might like to choose one or two related scenarios for comparison. Ask each group to read the scenario and discuss the issues using the questions as a guide. (The questions can be written on a flip chart or whiteboard.) The children might like to record some of the main points to remind them when reporting back. After a set period - this may vary according to the ages and skills of the group, but say 10 minutes as a rough guide - collect the ideas from the groups. This can be done by...

- asking each group to present a summary of their discussion to the whole group
- addressing the whole group by considering each question at a time and publicly recording the ideas from each group in turn.

The cards could also be used to trigger group discussion as the basis for a role-play or as an introduction to exploring the issues through other activities, for example, writing or drawing.

Some of the scenarios lend themselves for discussion once a topic has already been introduced and explored, for example Red scenarios 1 and 2. Here, the scenarios may extend the learning by introducing a new idea or offering a different point of view.

Many scenarios offer opportunities to discuss more than one issue so that the same situation can be used for different sessions. For example, Purple Scenario 1 offers opportunities to discuss advertising and stealing.

Follow-up activities

Using follow-up activities are useful to consolidate and extend the learning gained from the initial discussions. These can be carried out in pairs, small groups or individually - whatever is most appropriate.

Not all the ideas listed here will be appropriate for every scenario and the list is by no means exhaustive. The resource is designed so that new ideas can be shared. Please add any that have been particularly successful to the website for others to try. Go to [xxxxxx](#) for instructions.

- 1 Write, direct and perform in a play based on a scenario
- 2 Write a story or draw pictures on a story-board about what might happen next (groups or individual)

- 3 Think about and record alternative endings
- there may be several.
- 4 Design a poster that promotes certain attitudes or
elements of citizenship.
- 5 Decide upon, invite and host a visitor from the
community who could talk to you about themselves
and their job and develop ideas about some of the
issues that have been discussed.



Things to think about before using the cards

- Many of the issues that can be explored in the cards are sensitive. The idea that raw feelings or disclosures might surface could deter adults from working with them. However, it must be accepted that many children's lives are complicated and studying issues and situations introduced by the cards do provide children with opportunities to learn about real-life situations and maybe find strategies while still maintaining privacy and dignity. Exploring possible solutions to problems experienced by characters in fictitious settings offers opportunities to a deeper understanding of one's own, along with the possibility of developing strategies for coping. From discussions with others there are possibilities to develop awareness and understanding that can develop confidence and stronger emotional resilience.

- The children need to feel they are in a safe environment where the level of trust is high, both between themselves and the adult and with each other. They must feel confident that their ideas and opinions will be heard and taken seriously.
- Active learning methods are recommended so that children work at their own level and pace with the adult acting as facilitator. Working in this way allows the children to practice and demonstrate their emotional and social skills while they are engaged in the task. The adult's role as facilitator is to conduct the process by keeping time, observing the children closely in order to know when to move them on and to encourage deeper thinking through targeted questioning, reflecting back and summarising at regular intervals.

Confidentiality and child protection

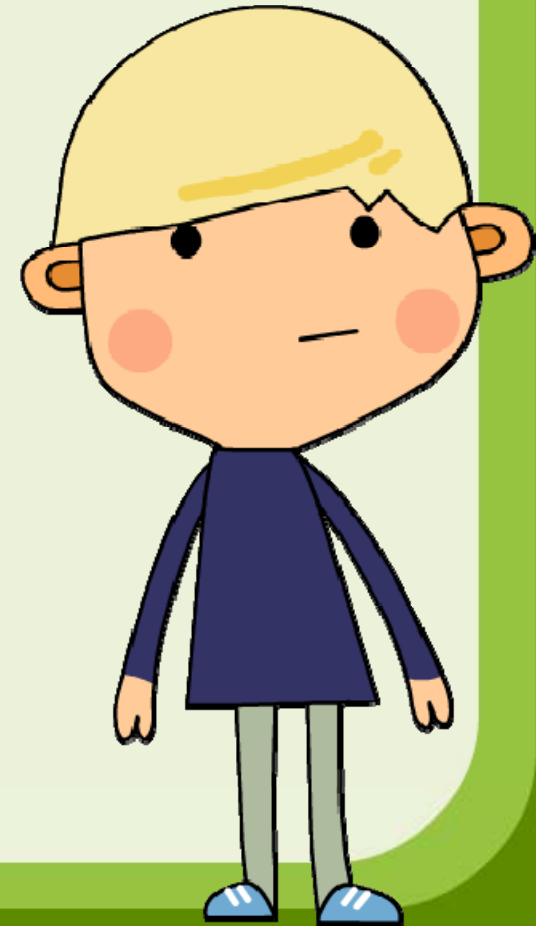
Adults need to be aware of their organisation's policies in regard to confidentiality, disclosure and child protection. If a child does disclose abuse or harm the adult needs to feel confident that they can follow the correct procedures.



Cards for Little Lives

The red cards focus on 'being healthy'

- Changing bodies and personal hygiene
- More than friends?
- Someone to talk to
- Please stop smoking
- Just vegetables
- Healthy eating 1
- Healthy eating 2
- Alcohol dare



The blue cards focus on 'staying safe'

- Responding to dares
- Responding to an emergency
- Violence and video games
- Bully brother
- Being teased
- Standing up for yourself
- Being called gay
- Being in a gang

The green cards focus on 'enjoying and achieving'

- Anxiety over tests
- Out of school activity
- A new life 1
- A new life 2
- Coping with a disability
- Being yourself
- Managing time
- Home tuition

The yellow cards focus on 'making a positive contribution'

- Coping with jealousy
- Pride in the community
- Being responsible
- Better than you?
- School council
- Sharing a room
- Sharing chores
- New teacher

The orange cards focus on 'economic well-being'

- Advertising
- Valuing things
- Stealing?
- Stealing
- Balancing life and work
- Saving, spending and lending
- Saving and lending
- Wasting time

The blank template is for the creation
and sharing of new scenarios.