



Promoting Emotional Resilience

Promoting Emotional Resilience group: September 2009 to March 2010

Improving the outcomes for young people with sensory impairment in education and employment through promoting their emotional resilience.

Acknowledgements

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'Promoting Emotional Resilience in Children and Young People with Sensory
Impairment'

Alison Aason

Senior Advisory Teacher, Sensory Needs Service: Brighton and Hove

Andrew Burgess

Head of Sensory Service: London Borough of Greenwich

David Couch

Chair, Head of Service: Service for Children with Sensory Needs: East Sussex

Jane Peters

Senior Advisory Teacher, Sensory Consortium Service: Royal Borough of Windsor and
Maidenhead

Lindsey Rousseau

NATSIP Facilitator

Joyce Sewell-Rutter

Ewing Foundation

Jude Thompson

Director of Children and Young People's Services: Royal London Society for the Blind

Helen Womack

SENSS Area Co-ordinator (North) Senior Manager, Hearing Support Service: Oxfordshire

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Introduction

Promoting Emotional Resilience in Children and Young People (CYP) with Sensory Impairment.

The workstream 'Promoting Emotional Resilience in CYP with Sensory Impairment' was established at the NATSIP launch on 24th September 2009. The challenges inherent in promoting emotional wellbeing and resilience is highly topical with recent publications such as DCSF/DOH 'Keeping Children and Young People in Mind' – the government's response to the independent CAMHS review (2010) and projects such as NDCS 'Healthy Minds' (2008) and Guide Dogs' planned pilot study relating to emotional wellbeing for VI CYP (2010) at the forefront.

It is well documented that the prevalence of mental health and emotional resilience problems in the sensory impaired population is, depending on the measurement criteria used, at least as high as in the hearing population and possibly even higher. Often quoted is the statistic used by the DOH in 2004 that 40% of deaf CYP, compared with 25% of the hearing population, will have a mental health problem at some point in their lives.

Research carried out by Guide Dogs for the Blind Association (GD) in 2008 confirmed that the high numbers of blind and partially sighted people not in work had more to do with their lack of confidence and emotional wellbeing than their potential to achieve academic and career success.

It was agreed that the remit of the NatSIP working group would not centre on crisis events which can lead to referrals to CAMHS or to specialist centres. The primary focus would be to investigate the strategies and practices utilised in Children's Services nationally to promote emotional resilience and wellbeing. This was recognised in the informal definition of sensory service teams as first tier 'CAMHS' workers. It is important that sensory services recognise their responsibility to deliver a robust baseline of provision so emotional resilience is developed in CYP and their families and that referrals for higher level intervention – indicative of a breakdown in resilience – are less likely to be required.

Three main areas of provision were identified:–

- **provision to children and young people**
- **provision to parents, carers and families**
- **strategic provision and processes.**

In autumn 2009, a national survey of children's services to collect data on established practice within the three key areas was commenced. At a further NATSIP meeting in January 2010, focus groups for each area were established. Through discussion of the outcomes of the survey, a baseline of common expectations for provision and key examples of good and even aspirational practice were identified. Further exemplars were also provided by representatives from voluntary and other related organisations.

The intended outcome of the workstream is for this document to be a pragmatic and positive resource for sensory services within local authorities. It describes a wide range of common expectations and, using case studies, it signposts more strategic developments that have been achieved by some providers and are potentially achievable on a wider scale. Services could use these as a process to challenge for change in their own authorities – if they believe necessary or even desirable elements of provision are absent. Services should then indeed be able to aspire to deliver the quality of provision needed to better ensure the emotional resilience of the CYP within their care.

Common Expectations

Through both NatSIP meetings and responses to surveys around the work being done with parents/carers and children and young people (CYP) a number of LA Sensory Impairment providers have shared the many and varied ways in which they promote Emotional Resilience. We are grateful to everyone for their willingness to share their good practice.

The common themes arising from the responses are listed below.

- Pre-school support groups for parents – topics identified by parents; workshops run jointly with colleagues in partner and voluntary agencies (Cornwall, Derbyshire, Oxfordshire, Berkshire, Norfolk, Greenwich)
- Parent meetings, for example, around transition, how to support in primary, dads and granddads (Surrey, Devon, Oxfordshire, Berkshire)
- Linking with and accessing local and national specialist parent support group activities (eg DCS, LOOK, SENSE) (Kent, Herefordshire, Oxfordshire, Berkshire)
- Accessing local SEN groups (which may be run in Children’s Centres) which help support emotional resilience as well as travel issues; it can also provide access to local initiatives and funding streams (Berkshire, Oxfordshire)
- Use of specialist trained staff to support via individuals and programmes eg Mobility, Guide/Communicator, Family partnership training, empowering CYP to explain needs to peers, Healthy Minds, SEAL (Kent, Surrey, Herefordshire, Devon, West of England School, Cornwall, Derbyshire, Oxfordshire, Berkshire, Norfolk, Bedford, - Greenwich)
- Focused days to bring together CYP for fun (confidence building confidence – skating, abseiling, paint-balling) and information eg around environmental aids to support independence, Aiming High Careers Day (input from Social Care and Connexions) and transition (Kent, Oxfordshire, Berkshire, Norfolk)
- Use of or access to deaf/VI role models (Herefordshire, Oxfordshire, Berkshire)

- Views of CYP and parents being actively obtained and reflected in planning for individual support and transition (Oxfordshire, Berkshire, Greenwich)
- Training, whether to peers or staff, is routinely delivered by all; involving families and CYP either in receiving or delivering the training is being explored by some (Kent, Surrey).

There were further individual examples of initiatives from all of the areas reflecting responding to needs identified locally.

It was very apparent that all were committed to empowering parents/carers and CYP through a strong ethos of inclusion and equality of information and opportunity. Strong and effective multi-agency working from skilled, trained staff were also seen as important in underpinning the promotion of emotional resilience and emotional wellbeing.

Case Studies

London Borough of Greenwich: CAMHS Joint Working with Children's Services Sensory Service

Consultant Family Therapist
& Clinical Team Manager
Greenwich CAMHS

Meetings Twice Termly With

Head of Sensory Service
Senior Advisory Teacher HI Senior Advisory Teacher VI

CAMHS in school provision

Onsite CAMHS practitioner available for 1:1 support to pupils in Designated Support Provisions for Deafness and Vision Impairment: as part of whole school support.

The current provision of services by CAMHS is derived from a cluster organisation of schools and services in both Health and Education within Greenwich borough and an agreement by Children's Services to commission CAMHS service to work in the new school clusters.

The model has worked very effectively in one DSP for deafness which served as a blueprint for establishing a similar model in other DSPs. The CAMHS therapist would work with individual deaf children, preferably with parents/carers present, alongside the Head of DSP who facilitated language access and provided disability specialist input utilising longstanding knowledge of the deaf pupils' overall functioning.

Joint meetings between Services in Health, Education and Social Care led to the establishment of the twice termly meetings between CAMHS and the managers of the Sensory Service. The agenda for the meetings covers the following:

- Discussion of discrete Service-specific organisation issues which impacts on joint working
- Discussion of fundamental concepts within each field/disability to ensure understanding of aspects that underpin Service rationale: the challenges for professionals (and for the CYP and their families) and the outcomes that each Service would aim to achieve in Service delivery. This has led to sharing of books/texts to enable further independent research
- Discussion of training needs/practical arrangements for delivering the training by CAMHS to discrete groups in the Sensory Service
- The anonymous discussion – without formal referral – of CYP where significant concerns exist, that the Sensory Service aims to manage and resolve before formal referral is considered. The discussions can also concern CYP in Greenwich provisions who reside in a neighbouring borough. The overriding aim is to provide the Sensory Service with insight, strategies and tools to support the CYP and families in a more effective manner ie for Service personnel to be confident first tier 'CAMHS workers'
- Considering emotional resilience of staff working with CYP and the maintenance of effective provision to those CYP
- The meetings are recorded so that over time the provision made can be tracked to outcomes.

Case Studies

'LIFE & DEAF'

Greenwich Speech and Language Therapy and Sensory Services: Life and Deaf Team

The original 'Life & Deaf' was a Speech and Language Therapy project, which aimed to develop deaf children's self-esteem and communication in signed, spoken and written languages. The children explored their feelings about their Deaf identity. They created mindmaps, discussed poetry about identity in different cultures, developed their vocabulary of emotions and wrote their own unique poetry.

'Life & Deaf' was recognised at a local and national level for supporting the vision for every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The Chief Executive of Greenwich Teaching PCT fed back "The poetry was truly amazing and got across the Deaf identities of the teenagers more securely than a million formal papers would have done".

'LIFE & DEAF II'

After circulating the 'Life & Deaf II' workbook across the UK, poets from far and wide have contributed to a unique collection of poetry displayed on the 'Life & Deaf' website.

Kirsty (Year 8) writes:

Being silent, without sound
Hearing nothing all around.
Batteries dead, "I HATE THIS!"
"They just don't get it!"

Emma (Year 10) celebrates:

Being deaf is lucky.
Deaf people are the luckiest guys in the world!
Being deaf is wonderful
Like being a wonderful person.
Being deaf means hearing aids come in handy.
Being Deaf! Being Deaf! It's just so great!

Ruky (Year 13) reflects

I look up to the star and moon
And I say to God
How do I make a wish?
I scream out to God I want to hear
Let me see the wish
I hope God make my wish
And a little fairy fly
Very beautiful
Said don't cry

If you'd like to see more, visit: www.lifeanddeaf.co.uk

We're planning to bring some of these young deaf poets together later in 2010. There will be a selection panel comprising deaf and hearing adults and young people. The chosen poets will be invited to join us for a whole day in Greenwich. Workshops will include:

- a poetry translation workshop
- images to illustrate their poetry
- a 'make up' and hair workshop
- a photography workshop - portraits which celebrate deafness
- a 'film shoot' in which each child can perform his/her poem.

The day will be filmed and brought into being by Deaf and hearing professionals and young people, who will work together, providing positive role models for children across a range of careers.

Young deaf students in Greenwich will work together to edit a short film used, we hope, to launch a celebratory showing at a cinema or theatre in Greenwich, with a reception. The film will then be distributed on DVD to all participants and will be available for a wider audience to raise deaf awareness and to encourage more children to get creative!

Case Studies

Social inclusion of deaf post-secondary age pupils in Oxfordshire – A study

This small scale study was undertaken in spring 2009 and involved 9 profoundly deaf young people who had completed their secondary education in a single resourced provision within an 11-18 comprehensive school in Oxfordshire. All participants had at least met and in most cases exceeded the target academic grades demonstrating very good “added value” but the author believed this to be only one side of the inclusion picture and wanted to ascertain how well the young people had been included socially and whether lessons could be learned to inform future practice in supporting such YP. In existing literature, effective social inclusion seemed best summed up by a feeling of belonging and questionnaires and discussion with 9 YP therefore sought to answer the question “Did you feel that you truly belonged at school?” by looking at various aspects of school life in a social context (See questionnaire attached).

Outcomes:

YP identified many existing practices as beneficial in promoting a sense of belonging.

Areas for further consideration include:

1. improved deaf awareness for hearing students but also “hearing awareness” for deaf students who sometimes perceived hearing YP to be very different from themselves.
2. equipping deaf YP with the strategies for communicating difficulties to their subject teachers themselves, not relying so much on ToDs.
3. where support staff sit in relation to YP in class to best promote social inclusion.
4. opportunities for deaf YP to link with other deaf YP both in school and across schools “We have the same things in common; we understand each other more; we have the same difficulty and it is easier to speak to each other; deaf students need to socialise with other deaf students...”
5. assemblies. All deaf YP cited assemblies as the one place they felt most isolated; often being left out of jokes etc. “The most difficult was in assembly and whilst I sat there, I do not have a clue what was happening and no one told me anything until the last.”

Best practice is achieved if the school and ToDs work collaboratively and seek actively to include socially as well as academically.

Case Studies

Use of an intervention programme in a primary unit: Promoting Alternative Thinking Strategies (PATHS)

Sellincourt Primary School in Tooting, South London. A two form entry school, with nursery provision, for 450 children from diverse cultural backgrounds.

The Unit at Sellincourt forms part of the provision for hearing impaired children and their families in Wandsworth.

Pupils' social and emotional development begins in the nursery and from Year One pupils may be offered the structured curriculum provided by PATHS (Promoting Alternative Thinking Strategies).

PATHS is an intervention program devised in America in 1981 with the version that we use in Wandsworth published in 1994. It is a curriculum developed for educators and counsellors designed to;

'facilitate the development of self control, positive self esteem, emotional awareness and interpersonal problem-solving skills.'

The curriculum consists of 119 lessons and was developed for use with children aged 5 - 11 years. There is an optional Readiness and Self-Control Unit which contains an additional 12 lessons.

The purposes of the PATHS curriculum are;

'to enhance social and emotional competence and understanding in children, as well as to develop a caring, prosocial context that facilitates educational processes in the classroom'.

We feel that the PATHS programme is one that can be of great benefit to most of our Deaf pupils. We noticed our pupils were only using a limited range of vocabulary to describe their emotions; usually happy, sad, angry and scared. More subtle emotions and degrees of feelings were difficult for them to describe.

Problem-solving and independent thinking were two other areas we were keen to develop.

PATHS also gives us the opportunity to work with a group of children who are hearing impaired and their hearing peers. These children have a range of social and emotional abilities therefore provide some excellent language models for the sessions.

The PATHS manuals and resources are clear and easy to follow - if you wish you can read directly from the lesson plans. The children all like the resources - posters, photographs and feelings faces as well as the opportunities to talk, take part in role play and have special status when it is their turn to be 'PATHS helper'. Parental involvement is essential and proves invaluable when discussing the work at home. Optional weekly homework asks family members to share their feelings and life experiences when appropriate.

PATHS teaches that all feelings are ok - they are not bad or good, rather described as comfortable or uncomfortable. However, not all behaviours are ok, and as new feelings are taught week by week, behaviours are also explored. These give opportunities to develop strategies for the children to use if they are in situations where behaviour is an issue and choices have to be made!

Initially when the PATHS groups were set up we found that it was useful to;

- Set up a short list of rules for behaviour.
- Discuss confidentiality
- Take a group photograph
- Set up a PATHS display board

It is also essential to meet regularly, preferably once a week for about 30 minutes - assembly time became the best time slot. The structure of a typical session would be;

- How are you feeling today (using a range of feelings faces) and why?
- Introduction of new feelings eg. proud and ashamed.
- Use of resources - photographs, cartoons, picture stories
- How do you know how people are feeling from the resources used
 - Body language, facial expression.
- Group members describe own experiences if possible eg. talk about a time when you have felt proud or ashamed.
- Role play scenarios
- Give out follow up work to be completed at home.

Success of the PATHS curriculum can be measured by;

- Children's motivation to attend sessions
- Work produced at home
- Half termly review sessions
- Observations of behaviour in class and at play time
- Increased confidence and ability to express their feelings
- Increased emotional vocabulary
- Increased ability to empathise with characters in stories.

Parental feedback was very helpful for example;

- 100% of parents felt their children benefited from the PATHS work.
- 75% felt their child used new vocabulary to describe how they felt.
- 'He is now able to explain how he is feeling more accurately. He uses the new words quite often and also asks me how I am feeling using these words'.

We enjoy leading the PATHS groups at Sellincourt Hearing Impaired Unit and are happy to share the resources and techniques in more detail with any interested colleagues.

Contact info@wandsworthhis.org.uk

This article has been adapted by the authors Sian Uzzell and Sheila Powderly and first appeared in the BATOD Association Magazine Mental health and well-being November 2009.

Case Studies

Oxfordshire Hearing Support Service: Activity days for secondary aged hearing aid wearers

For the past seven years the Hearing Support Service has organised an activity day in the summer term for secondary aged hearing aid wearers. The aim is for students (including those with milder losses, who may be the only hearing aid wearers in their school) to meet, interact and share experiences with other hearing-impaired students.

To date, local activities have included punting, ice-skating and bowling and we have generally organised team building activities for half of the day. For example, students have worked in teams to build balloon towers, transform each other into mummies and compete in celebrity quizzes. One year, the Oxfordshire Sensory Impairment Team talked to the group about assistive listening devices, such as vibrating alarm clocks, and on another occasion beauticians from No7 organised a make-over session for the girls while the boys participated in team sports with 6th form students at a local school. In 2008 we went to an outdoor activity centre in Minehead where students worked together in more challenging environments, such as up a 40 foot ladder!

At the end of each activity day we ask students to complete a feedback form. Feedback has always been positive: one student went as far as to say it was the 'best day of her life!'. We also collate a list of students' mobile numbers and emails to facilitate any future correspondence between students. Students seem to really appreciate the chance to meet other hearing aid wearers. There has been a high level of social interaction during the day and every year friendship links have developed from these get-togethers.

Case Studies

Promoting Emotional Resilience in Children and Young People with Visual Impairment in East Sussex

Emotional Resilience refers to how people adapt to situations which they perceive as being stressful. More resilient people adapt to these situations more easily than less resilient people, who find it more difficult to deal with life's challenges.

It is not surprising that some CYP with sensory impairment are vulnerable to mental health issues, lack of emotional resilience and low self-esteem.

Working with Parents

Parents play a critical role in fostering emotional intelligence. Developing a close, warm bond is key to attachment and the ability to form lasting relationships. Good parenting is a balance between unconditional love, boundary setting and age-appropriate independence and the parents of CYP with sensory impairments may find this last one a particular challenge.

With this in mind SCSN aims to become involved with the families as early as possible – and also to stay involved. Many families say much support ends when the CYP goes in to school. We maintain our contact and offer support to families, CYP and schools – until the CYP leaves full-time education.

In East Sussex we have an ITMO – Independence, Travel and Mobility Officer attached to SCSN, who works with parents and CYP, aiming to increase the confidence of both. We also have meetings, workshops and Transition Days – to which CYP, parents/carers and school staff are invited. Social and emotional issues are addressed at these meetings and sessions may be led by colleagues from other agencies, such as the Anti-bullying team.

Eastbourne Sports Club

This deserves a special mention as it has received accolades from parents such as 'It has turned my son's life around'. Alan Weatherly from British Blind Sports set up this club with some help from SCSN. It meets once a month and Alan introduces a variety of activities that CYP with VI can succeed at and have fun in an informal setting. They make friends and parents get a chance to talk to each other or just have some time to themselves. Siblings and friends are welcome.

This club has just received funding from Aim Higher and Blatchington Court Trust to continue for another year.

Role Models

Access to role models is important for promoting emotional resilience.

Pupils are invited to meet older VI CYP in various situations such as Activity Days and Theatre Trips and older VI people e.g. workers at Blind in Business, Blatchington Court Trust, etc.

SCSN employs 2 teachers who have visual impairment.

Providing a Listening Ear

SCSN commissions counsellors and therapists as and when required and has members of staff who have counselling skills and qualifications. This empowers staff to handle situations and support CYP with sensory needs to develop coping strategies.

Self-determination

CYP with Sensory Needs are encouraged to make choices and decisions for themselves. They are asked at each visit what they would like us to note on our record of visit forms and are often invited to review meetings. They are encouraged to solve their own problems and set their own goals.

Thoughts for the Future

- Increased direct intervention work with CYP.
- Train more professionals (EPs, teachers, mobility officers, Specialist Teaching assistants) to intervene appropriately according to the implications of sight or hearing loss for the CYP concerned.
- Increased use of Peer mentoring.
- Increased use of SEAL and PSHE to encourage awareness of the implications of having a visual impairment.
- Easier access for CYP and their families to counselling.
- More opportunities for mixing in informal situations.
- More opportunities for choice-making, decision-making, problem-solving and goal setting.

Case Studies

Berkshire Sensory Consortium Service (SCS) Family Workshops

The SCS provide a number of workshops for families as part of the support they offer to all children and young people on their caseload.

Outcomes

The workshops aim to promote positive wellbeing for families by:

- Empowering parents with practical knowledge on a variety of topics.
- Providing opportunities for families to meet other families and positive deaf and visually impaired role models.
- Social and training events for the young people to reduce isolation and provide peer support for example – transition days, career events, bowling.

Impact

The opportunity to share experiences, to provide mutual support especially following diagnosis and as the children move from one setting to another, enables families to feel more resilient about their child's disability. In a non threatening environment families are able to:

- share their concerns
- celebrate progress their children are making together
- meet other children with a hearing or visual impairment.

This has had a positive effect on how they view their child's visual or hearing loss feeling more positive and empowered which in turn affects how the children see themselves.

"Chatting to another mum put it all in perspective – my daughter is still the same person even though she is blind – I feel ready to just get on with it and am definitely more positive. I still feel sad but all the information I have received means I know more about the future and what I can do to help" (Pre-school Mum)

Organisation

Workshops are held throughout the year and information is sent out via the teachers. This is going to be made available on the website in the future.

Over the year they are run:

- as part of our Pre-school group during the day with a crèche facility
- in the evenings for the whole family
- specifically for dads and grandads
- at weekends, in some cases.

Attendance can vary dramatically and some workshops have only 4 or 5 parents and others 25 parents!

Workshop provision is recorded on the pupil's annual visit planner as part of their core provision regardless of whether they attend or not and attendance at events is recorded in their running records. A maximum of nine visits per year are recorded although there may be more workshops than nine. This enables us to run a variety and number of workshops and to allocate the appropriate staffing. Some workshops are run in partnership with other agencies and this can provide additional funding and resources as well as joined up working which again is more helpful for parents.

The events are staffed by the SCS team - teachers, educational audiologists, mobility officers and specialist teaching assistants depending on the event. Staff who are delivering are given time in lieu which they can take in line with the Service policy.

"I went to the workshop because I wanted to find out about radio aids but I ended up talking to the other dads about how they felt about the deafness. For the first time I was able to cry and not have to hold it together for my wife! I feel I can get more involved in knowing how to support my son"

– (Dad of a nursery child).

Case Studies

Sky's the limit: Education Leeds

This article originally appeared in Insight magazine, Issue 25. Insight is the magazine for professionals and parents supporting children with sight problems
www.nib.org.uk/insightmagazine

When the VI Team at Education Leeds began to feel they were struggling to reach children who needed help with some aspects of their social and emotional development, they created their own "personalised VI curriculum". Eve McLeish writes.

Why is a "personalised VI curriculum" needed?

All children deserve a chance to improve their skills in social interaction and coping with emotion. However, large classes and huge pressures on teaching time means that some children with severe sight problems can have trouble in this area of learning. They can become a bit "lost" and miss out on opportunities for improving their social skills. We felt that that their best chance to develop was away from school, with targeted support focused on their particular needs.

We developed our "personalised VI curriculum" in response to this. This "curriculum" is not designed to replace any aspect of formal education, but is a list of key skills and resources that every blind and partially sighted child should be able to access. Our biggest aims were improving confidence, and building social interaction skills. The core elements of the curriculum are:

- 1. Compensatory skills**
- 2. Orientation and mobility**
- 3. Social interaction skills**
- 4. Independent living skills**
- 5. Recreation and leisure skills**
- 6. Careers education**
- 7. Use of assistive technology**
- 8. Visual efficiency skills**

After creating the curriculum, we went about consulting learners and designing the "No Limits" programme, which would introduce the curriculum to children in a personalised way.

Launching No Limits

No Limits events take place, during the school day, in the evening and weekends. Children with sight problems get a chance to come together with peers and try new experiences.

The first event in the No Limits programme was a sports day, closely followed by a series of outdoor education days. We wanted to extend our offer to more children and to broaden the range of activities, and were delighted to be awarded an innovation grant of £47,000 to fund our ambitious plans.

We organised an evening social in September 2008 at the local bowling alley and asked the children what other activities they would like to do. Their suggestions became the basis of our planning for the rest of the year.

Over the year we organised 10 monthly evening socials, including a heptathlon event, open air ice skating, a Christmas party and a trip on a steam train. The latter two events were for families and much enjoyed. In addition we held a pampering evening, when trainees in beauty and hair care at a local school provided glamorous makeovers for the girls. The girls loved the attention and went into school with a real buzz the next day. Unfortunately, they were soon brought down to earth when asked to remove their nail polish.

We also organised day events at a local activity centre, outdoor education days such as sailing at a local lake and a three day residential. Initially, we had a target group in mind but as the year progressed we realised that we had sufficient money from the grant to fund other projects such as specially tailored museum trips, gamelan music workshop and resonance board workshops.

Lessons learned from No Limits

- The children improved their social skills dramatically, learning to sense moods and emotions and when their team mates needed support.
- Money was not always the issue; we found that we were able to do a lot more than we had planned with the grant that we were awarded.
- Some parents were unwilling or unable to help their children to participate. It can be very hard for parents to understand or accept what their child can do.
- Photographs proved to be a great way of showing a child's achievements and they acted as a springboard for discussion.
- Confidence is the key: we can show that self-esteem and locus of control scores have increased.
- Children respond well to the opportunity to meet role models with sight problems.

More details can be found in the No Limits brochure - details at the end of this article.

How many children did we reach?

For the pilot we targeted 40 children from Years 5 - 8 who were receiving the highest level of funding for inclusion. In time we widened the target groups to include different ages and levels of support. Since Sept 2009 the No Limits curriculum has been part of our core offer for all the children that we support. It complements the Big Picture curriculum, especially the 'learning outside the classroom' strand.

Zahra

If you had asked her a year ago what she'd like to do when she leaves school, Zahra would have said "I'd love to be a singer. I'll never be able to do it though". At 14 Zahra just didn't have the confidence in her own singing abilities to stand up in front of an audience.

Zahra participated in the No Limits project, choosing activities some would see as frightening such as climbing. But in fact, it's on the climbing wall that she feels free from the constraints of every day life. Her mum is a big supporter of No Limits after seeing the immediate changes in her daughter. She actively works to persuade other parents to let go of their understandable anxiety and allow their children to attend events.

It's easy to see the difference that No Limits has made to Zahra in just one year. She recently sang a duet with her friend in her school talent competition, and has since recorded a CD. She is studying music GCSE and has been invited to join a select group of talented singers who will be entering local and national competitions.

Max

Suzy Snowden says: My youngest son, Max, is 11 and has been able to take part in the recent No Limits activities.

We have seen such a difference in Max's confidence since he started taking part in "No Limits" events. He now has another group of friends with whom he can share adventures, they also happen to have a visual impairment.

Max has been able to take part in a whole host of activities that he may not have otherwise tried out, such as climbing, orienteering, canoeing, skating and skiing.

Sometimes in school the focus can be on what a visually impaired child can't do, because their needs just get overlooked or they don't get chosen for things.

Max used to be quite shy and have negative feelings about his abilities in all sorts of things from sporting activities to making friends to school work. Max now knows that being visually impaired does not need to stop him from doing anything he wants.

This school year he was confident enough to nominate himself and get elected on to the school council and go for a part in the end of year production. He also did really well in his SATs. He is mature and independent and keen to try new things.

Max made a comment to me a month or so ago that the No Limits days out sometimes make him feel lucky to have an eyesight problem.

Eve McLeish, Advisory teacher for children with visual impairment, Education Leeds Visually Impaired Team

To receive a copy of the No Limits brochure please email:

mcleise01@leedslearning.net

Case Studies

Brighton and Hove Children and Young People's Children's Services

Sensory Needs Service

Heversham House

Boundary Road

Hove BN3 4EF

Tel: 01273 293610

Fax: 01273 29361119

Playground Games for Children with a Visual Impairment

Introduction

An important aspect of developing self-esteem and therefore positive social and emotional well-being is the ability to form and maintain successful peer relationships. However, even if social inclusion may appear to be taking place within the classroom setting, it can be a different matter during 'free play' sessions, in particular in the playground, as the inability to take part in games alongside peers may lead to social isolation and affect the development of a positive self-image for a child with a visual impairment. Common, important factors which may need to be addressed if social inclusion is to be achieved may include the following:

- The severity and type of visual impairment.
- The child's personality.
- The suitability of play equipment available.
- Inappropriate playground support.
- Lack of awareness of the social skills necessary to form successful friendships.

It is also important that advice from the Visiting Teacher of the Visually Impaired is sought, particularly concerning possible modifications to the playground environment and equipment with regards to issues of safety and accessibility. Whilst the above factors must be addressed, a key element to successful playground inclusion is the participation of playground supervisors in any strategy which is to be implemented. Their role will possibly involve teaching appropriate games to staff/pupils and then monitoring them, if the child is to have positive playground experiences. In order to do this effectively playground supervisors must be given training in the following:

- The implications of the child's visual impairment with regards to playground activities.
- Sensitive, appropriate support in order that the child is able to participate in an appropriate range of activities alongside peers.
- Ways in which support should be given ('scaffolded' where possible, in order that the child is not over-reliant on adult intervention, thereby isolating him/her further).
- Ensuring that children with a visual impairment have easy access to appropriate play equipment.
- Training in the initial teaching of games and then 'stepping' back, allowing the children to take the lead.
- Setting up and implementing 'ground rules' to ensure that cheating and rough play is dealt with quickly and fairly.

When you have received further training and advice from the Visiting Teacher, these games may help you/the playground to become a more socially inclusive environment not only for children with a visual impairment, but also for others who may benefit from the help of a structured 'way in' to playground activities.

For advice on adapting existing equipment, please discuss with the Visiting Teacher who can also provide a list of items which may also make playtime a more enjoyable experience for a child with a visual impairment. This equipment may also be useful in aiding inclusion in PE lessons and is available from Davies Sports, contact details are as follows:

Davies Sports
Hyde
Cheshire
SK14 4LL

Tel: 0845 120 4515 Fax: 0800 138 3788 Email: enquiries@daviessports.co.uk

Website: www.daviessports.co.uk

Details of the games are given in Appendix A

Case Studies

Bradford Service: Accessible playground games for children who are visually impaired, sighted, or blind.

Elaine Pinkney, Rehabilitation Officer. Bradford. Nov. 2008. Amended Feb 2010

This list of games I either collected through searches on the internet or made up. I have adapted all of the games to make them more inclusive.

A risk assessment should be completed for all games prior to introduction.

If games are to be played in the playground, a playground supervisor may be able to act as play facilitator to teach the games in the first instance and thereafter to suggest a game.

Apart from game no.18 none of the games requires equipment (other than maybe a coat/hat/glove) and all are intended for children to play independently after initial instruction. It would be beneficial to the VI child if he/she is taught separately initially so that he/she can then help to teach the others the game afterwards.

It is helpful if all participants can call out their name at the start of a game so that the VI child knows exactly who is playing, the child should also be informed when each child is out and who the winner is.

Please email suggestions for additional games or amendments to me at:
elainepinkney@dsl.pipex.com

Details of the games are given in Appendix B

Appendix A

Playground Games for use with Children and Young People with Vision Impairment: Brighton and Hove

Primary Schools



The implementation of strategies to foster playground inclusion should be adopted before issues arise, rather than as a reaction to problems which may have developed due to social isolation. Therefore primary schools play a key role in the establishment of the successful social inclusion of children with a visual impairment. This will greatly assist in the development of their self-esteem and ability to make successful friendships. The following advice may help to ensure that potential problems are avoided:

In Primary Schools children need:

- staff and lunchtime supervisors to be informed of their visual needs and strategies that should be implemented to facilitate playground inclusion
- to be able to find a familiar adult if there are problems
- play leaders (buddies) to play games with younger children and help facilitate social interaction if necessary
- separate play areas for different activities.

- a friendship bench where they can go and find someone to play with or talk to – it is a good idea if this is also used by adult supervisors where possible then it is not seen as a 'stigmatised' area!
- a quiet, shaded seating area
- and finally, but most importantly, to be asked what games they would like to play and given the chance to do so.

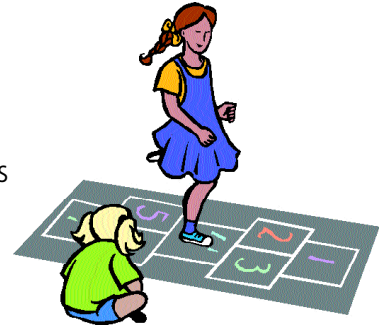
Think about having a 'game of the week or month' (which is accessible/adaptable for the child with a visual impairment); this will encourage the development of playground games for all children.

The following games may be enjoyed by primary age children with a visual impairment. These strategies may ensure that they are successful in aiding playground inclusion.

- Don't forget to demarcate an area for games to take place in (using colourful cones or markers if necessary). It is important that children are free from the fear of being jostled or trampled by other children who may be dashing about playing boisterous games.
- If the games are very popular with many children, it may be necessary to set up more than one area or restrict/rotate numbers.
- When the children are confident with the rules of the game, practical adult support should be withdrawn but a discreet eye kept on the proceedings to ensure fair play. This is particularly important where adapted or 'special' equipment is involved, to ensure that it is shared fairly and that the child with a visual impairment is able to have access to it!
- A rota of responsible, older children may prove useful with regards to the collection and return of equipment, if playground supervisors are at a premium.

Inclusive Playground Activities for Children with a Visual Impairment

- Colourful skipping ropes, possibly with bells attached.
- Fluorescent sashes for games of 'tig', with bells attached.
- Bright bibs with velcro on the back, to which a bright, contrasting sponge ball can be attached, to indicate who is 'on'.
- Parachute games.
- Specialised equipment (see list of items available from Davies Sport), which can be tailored to the child's needs.
- Jumbo foam dice to go with playground painted board games such as snakes and ladders or hopscotch.
- Careful use of playground markings to help the child with a visual impairment feel confident knowing where they are in the playground.
- Bright coloured cones to demarcate areas of play/goals etc.
- Activities that other children pick up from observation which may have to be taught one to one initially.
- 'Circle' games, due to the proximity of other children involved.
- Games which may need to be adapted to involve 'buddies' – eg 'Hide and Seek'
- Suitable activities available for wet play, such as 'Four in a Row', large playing cards, dominoes, large print wordsearches.



'Circle' and chanting games are generally accessible as they limit the area to be covered visually, and even children with very low vision should be able to take part in many. Even children who have very little sight may take part with a sensible 'buddy' to accompany them. Games may need initial teaching input by a playground supervisor if the children are unfamiliar with them. Words are included if memories need refreshing (although many variations of certain games exist – you may wish to 'go with the flow' of your playground's version!) These include popular early favourites such as 'Oranges and Lemons' and 'Here We Go Round the Mulberry Bush'.

The following games may prove popular in a primary playground:

- **'Skip to my Lou'**

- **No equipment necessary – just several pairs of children and one extra.**

How to play

Players form a circle in pairs but one child stands in the middle. During the first verse the player in the circle chooses someone's partner and skips around the edge of the circle with her. They then rejoin the circle and the person who had been left alone skips around during the second verse. During the third verse this child chooses a new partner from the circle and they skip around together. The last child to be chosen then chooses a new partner whilst the other rejoins the circle, and so the game continues until everyone has had a turn.

Song:

Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Skip to my Lou my darlin'

Lost my partner what shall I do?
Lost my partner what shall I do?
Lost my partner what shall I do?
Skip to my Lou my darlin'

Find another one, just like you,
Find another one, just like you,
Find another one, just like you,
Skip to my Lou my darlin'.



- **'Ring-a-Ring O' Roses' - No equipment necessary (minimum 2 players)**

Ring-a-Ring O' roses,

A pocket full of posies, (Children hold hands in a circle and walk round whilst singing these words)

A-tishoo, a-tishoo, (Children stand still and pretend to sneeze)

We all fall down. (Remind them to fall down gently!)



- **In and Out the Dusty Bluebells – No equipment necessary (12+ players)**

How to play

The children form a circle holding hands, with their arms spread to the side to form a gap between them; one child is chosen to be the leader. During the 1st verse the leader weaves in and out of the circle – the 'bluebells' – while everyone sings. On reaching the word 'partner', the leader goes to stand behind the child she has stopped at. During the second verse the leader now puts his/her arms on the shoulders of the child he/she is standing behind and gently taps him/her while singing the second verse. At the end of this verse the 'tapped' child comes out of the circle, stands behind the leader and puts his/her arms on his/her shoulder. Now the first verse is sung again and the two children weave through the bluebells together in a line of two. As the game goes on the line gets longer and longer, until there is only one arch left – at which point the two children making the arch choose a child to 'capture' and he or she becomes the new leader.

1st verse

In and out the dusty bluebells,
In and out the dusty bluebells
In and out the dusty bluebells
Who shall be my partner?

2nd verse

Tippy, tippy tappy on your shoulder,
Tippy, tippy tappy on your shoulder,
Tippy, tippy tappy on your shoulder,
You shall be my partner.

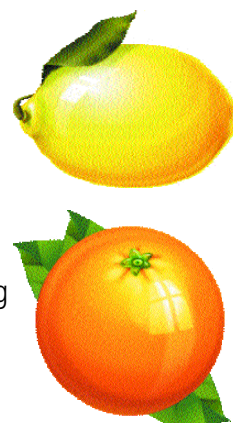


Oranges and Lemons – No equipment necessary

How to play

Choose two tall children (or adult helpers) to hold hands and make an arch. Privately, they agree who will be 'oranges' and who will be 'lemons'.

All the other children line up in front of the arch. As the song is sung they skip underneath, go back to the end of the line and then continue under the arch again until the final word OUT! is sung, the 'arches' lower their hands to 'catch' the person who is going underneath at that point. The child who has been caught whispers their choice of 'oranges' or 'lemons' to the arch makers. They are then told to go and stand behind the appropriate person. This continues until there are no more children to skip under the arch, the winners being the ones with the longest line of 'fruit'.



*For those who prefer it the traditional ending of - 'Here comes a chopper to chop off your head, chop, chop, chop, chop!' can be used if children are made aware of the need to behave sensibly and not be too rough!

"Oranges and lemons" say the Bells of St. Clement's.

"You owe me five farthings" say the Bells of St. Martin's.

"When will you pay me?" say the Bells of Old Bailey.

"When I grow rich" say the Bells of Shoreditch.

"When will that be?" say the Bells of Stepney.

"I do not know" says the Great Bell of Bow.

"Here comes a Candle to light you to Bed.

*"Here comes a Giant with stomping tread, stomp, stomp, stomp – you're out!"



- **Looby Lou – No equipment necessary**

How to play

Children form a circle and sing, whilst performing the actions at the appropriate time in the song. The main chorus is repeated as each different body part is involved.

Chorus

Here we go Looby Lou, here we go Looby Light
Here we go Looby Lou, all on a Saturday night
Put your left arm in, put your left arm out
Shake it a little a little and turn yourself about
Here we go Looby Lou, here we go Looby Light
Here we go Looby Lou, all on a Saturday night.
Put your right arm in etc
Put your left leg in etc
Put your right leg in etc
Put your whole self in etc



- **'Bingo' – No equipment necessary (any number of players)**

A good chanting game which can be 'themed' as desired – names, months, pop groups, food etc

How to play

The children stand in a circle and the song starts like this:

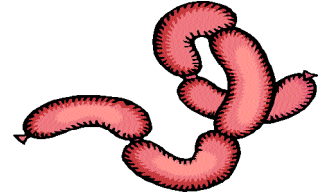
"I knew a boy/girl who had a dog and Bingo was his name.
B.I.N.G.O, B.I.N.G.O, B.I.N.G.O,
And B.I.N.G.O was his name – O!"

The next time round, the first letter of bingo is missed out and replaced with a clap instead. This continues until everyone just claps the name.

- **'Sausages' – No equipment necessary (between 8 and 20 players)**

How to play

1. Everyone stands or sits in a circle and one person is chosen to stand in the middle.
2. The children in the circle take it in turn to ask questions of the player in the middle. Questions should begin with 'what' or 'where', e.g. 'Where do you live?' 'What's your brother's name?' 'What do you clean your teeth with?'
3. The player in the middle must always answer 'sausages' (or another single word) without laughing.
4. If they laugh, they must change places with the child whose question made them laugh, and the game begins again.



- **Treasure Keeper** – equipment needed – scarf or blindfold, chair or seat, bells or a tambourine or rain maker, bunch of old keys or jingle ball (any number of players).

How to play

1. Children sit in a circle. The treasure is placed near the chair.
2. Choose one child to be the 'keeper'. They sit on the chair with their eyes covered.
3. One child from the circle sneaks up to the treasure, takes it and tries to return to their place without the keeper knowing which direction they have gone in.
4. If the keeper hears and points accurately in the direction of the treasure seeker, the treasure must be returned and another child must try to steal it away.
5. If the 'sneaker' is successful and the 'keeper' does not hear/point in the correct direction, then they become the 'keeper'.

Pass the Bean Bag – Equipment needed, a bean bag (between 6 and 16 players).

This can be made trickier by using bells or keys!

How to play

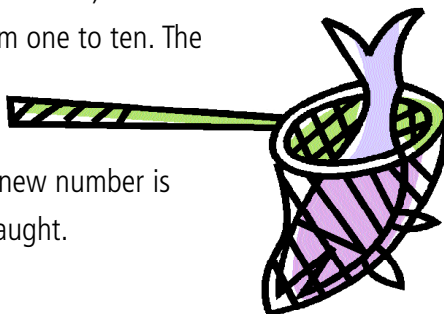
1. The children stand or sit in a circle with their hands behind their backs. The children need to be as close together as possible.
2. One child stands in the middle of the circle with their eyes closed or covered.
3. Give the bean bag to one child, who goes around the outside of the circle and places the bean bag in the hands of another child.
4. They then return to their place in the circle and the child in the middle opens/uncovers their eyes. They have three guesses to discover who has the bean bag.
5. The other children must try to pass the bean bag around behind their backs without the player in the middle spotting it moving.
6. If they guess who has the bean bag, they change places and the game is repeated.



- **Fishes in the Net – No equipment needed (10 or more players)**

How to play

1. Three or four children are the net. They hold hands and quietly choose a number between one and ten, making sure the other children (the 'fish') do not hear.
2. They hold their arms up in the air whilst counting from one to ten. The 'fish' walk in and out, underneath their arms. When the 'net' group reaches the number they chose, they bring their hands down. Any fish caught must join the net. A new number is chosen and the game continues until all the 'fish' are caught.



- **Twister – No equipment needed (4 – 6 players)**

How to play

1. One person is 'it'. They cover their ears whilst the others number themselves.
2. The children who have secret numbers then form a tight shape.
3. When they are ready, the child who is 'it' calls out a number between 1 and 3 (or 4/5).
4. The group call out the name of the person whose number it is.
The group's job is to twist and turn to protect their numbered friend.
5. A player can only be touched on the back, reaching from one side to the other of the shape is not allowed.
6. Once the child has eventually been touched, they change places with the person who was 'it' and the game begins again.

- **Lift Off – No equipment needed but best played on grass (2+ players)**

How to play

1. The players sit on the grass, opposite each other, feet touching (sole to sole) and holding hands. On the count of three they start pulling, the winner is the one who stays seated. If more than one pair is playing, winners can swop with other winners etc and continue the game.



- **Jingling.** Equipment - thick blindfolds and a set of bells or a jingly object
(4-8 players) NB – ADULT SUPERVISION IN A SAFE AREA IS REQUIRED

How to play

All players except one are blindfolded except one who moves among them occasionally jingling bells quietly. The players have to try to catch the jingler. The person who catches them changes places with the jingler.



- **Pat Ball.** Equipment - an appropriate ball for the child with a visual impairment (seek advice from your Visiting Teacher if you are unsure what would be best for the child concerned), a brick wall not near windows!
(players 1 – 4).

This game is good for developing the skills necessary to take part in racquet sports

How to play

1. Players stand a little way from the wall and have to use their hand to pat ball and make it bounce against the wall. The child can practise before playing with a small group of peers.
2. The game can then be made more difficult as extra players join in. The first player has to let the ball bounce, then pat it again to make it bounce against the wall. The next player has to let it bounce, then pat it again so that it hits the wall. Play continues along the team until one of the players either fails to hit the ball or hits the ball before it bounces. If this happens, the player is out. The game continues until only one player is left.

- **Ball against a Wall.** Equipment - an appropriate bouncy ball for the child with a visual impairment (seek advice from the Visiting Teacher if you are unsure what would be best for the child concerned); a brick wall not near windows!

(players 1 – 4)

This game can be good fun and help to develop the child's ball skills in a play situation. It can be played alongside peers if desired; each group can have different 'challenges' if appropriate. The following are only suggestions. Some of the softer sponge balls move more slowly and therefore give the child more time to achieve their challenges.

How to play

Throw the ball against the wall, completing challenges. Distance from the wall as appropriate to the child's capabilities. Try to repeat each activity a certain number of times before moving on.

Throw the ball at the wall, let it bounce once and catch it.

Throw the ball at the wall, let it bounce once, clap once and catch it.

Throw the ball at the wall, let it bounce once, clap twice and catch it.

Throw the ball at the wall, under the leg, let it bounce once and catch it.

Throw the ball at the wall with the better hand and catch it.

Throw the ball at the wall with the other hand and catch it.

Throw the ball at the wall, spin round and catch it.



- **Skipping.** Equipment - a skipping rope (a brightly coloured one, or one with bells attached may make this much easier).

Skipping is an enjoyable activity which can be mastered by a child with a visual impairment, with patient teaching and time to practise. This may need to be practised in a quiet spot so that the child can be encouraged to listen for cues (movement of the rope).

How to play

1. Get the child to practise jumping on the spot.
2. Ask the child to hold the rope in a loop behind him/her, standing straight and with arms outstretched. The rope should just skim the ground behind them – if it's too long, wind around the child's hands until it is the right length.
3. Explain that he/she needs to swing the rope over his/her head and jump over it with a small jump, both feet off the ground. Encourage practice until a steady rhythm can be maintained.



Secondary Schools

Even if care has been taken to ensure playground inclusion has been achieved at primary school, the transition to secondary school and the development of new friendships can be a sensitive issue which needs careful, discreet monitoring. Games such as football tend to dominate playtimes and the issue of inclusion can be more a question of establishing secure friendships. For children with a visual impairment, problems can be caused through lack of confidence moving around a large, unfamiliar environment in order to try and find friends and also fear of bullying by older children who they may find it difficult to identify and report.

In Secondary Schools children need:

- opportunities to develop friendships with peers before starting. This can be addressed at transition days and where possible, links can be encouraged through the summer holidays
- regular liaison between other key staff e.g. SENCo, TVI, and form tutor to ensure that any social inclusion issues are addressed quickly and effectively
- a sympathetic staff mentor who is fully aware of social inclusion issues and any potential problems which may arise
- discreet playground observation to ensure that the child is not isolated or bullied. Any issues should be dealt with swiftly and firmly
- a nominated person whom the child is familiar with to be located in a designated point of contact e.g. library/office (in case they want to find a club on site or need a place to do homework)
- a nominated safe place to meet friends.

Appendix B

Playground Games for use with Children and Young People with Vision Impairment:

Bradford

- 1 **Back Tapper**
- 2 **Big Chief**
- 3 **Button, Button, Who's Got the Button?**
- 4 **Cat & Mouse**
- 5 **Chicken's got the Measles**
- 6 **Chinese Whispers**
- 7 **Dog and Bone**
- 8 **Elves, Wizards, Giants**
- 9 **Farmer in the Dell**
- 10 **Going Hunting**
- 11 **Guess Who**
- 12 **Ha Ha**
- 13 **I Hear with my Little Ear**
- 14 **London Bridge is Falling Down**
- 15 **Memory Game**
- 16 **Mother / Father May I**
- 17 **Name That Tune in 3**
- 18 **Party Ark**
- 19 **Radio**
- 20 **Red Letter**
- 21 **Scarecrows**
- 22 **Shoe Shuffle**
- 23 **Squeak Piggy Squeak**
- 24 **123 Dragon**

1 **Back Tapper**

The goal is for each guesser to correctly state the person who tapped his/her back. To start the game, choose someone to be 'it'. 'It' breaks the group into 2 halves – the 'tappers' and the 'guessers'. 'It' then instructs the 'guessers' to face the wall, place both hands in front touching the wall and stamp their feet until they feel the hand of a tapper on their back, on feeling the 'tapper's' hand on his back the guesser shouts out

his/her own name. The 'tapper' taps out the number of letters in his/her own first name on to the back of the guesser. The 'tappers' then return to the line (make sure you don't all stand opposite the person whose back you tapped). 'It' then calls for the guessers by name to turn around and each in turn names the person they think tapped their back. If they are correct, the 'tapper' stands by the wall, taking the place of the child who guessed his identity. The game then starts again.

2 Big Chief

The group (at least 10 children) chooses one person to be 'It' and one person to be the chief. All players then stand in a circle, standing as far away as they can from each other but holding hands. The 'It' is to sit in the middle of the circle with head in lap so he/she cannot see the others. The chief who has also joined the circle with those that are holding hands then makes 3 sounds. Examples are stamping feet 3 times or whistling 3 times etc. All other players must then in a clockwise direction from the chief do what the Chief has done. When they have finished the round 'It' stands up, turns a full circle on the spot and then walks to whoever he thinks is chief in the wider circle. If 'It' guesses correctly then he gets to be 'It' again but the chief is changed. If 'It' guesses incorrectly the chief gets to be 'It' next and a new chief is chosen.

3 Button, Button, Who's Got the Button?

The children all stand (or sit) in a circle with their hands cupped. One child, who is 'it' takes a button or equivalent sized object and goes around the circle, pretending to put the button in everybody's hands one by one, each child saying their name as 'it' touches their hands. In one person's hands 'it' actually drops the button, though 'it' continues to put his/her hands in the others' so that no one knows where the button is except for the giver and receiver. Each time 'it' has pretended to put the button in a child's hands the child must 'close the cup' and hold it that way as if they are really cupping the button.

'It' then joins in the circle and each child starting from the one on 'it's' left has a guess at who has the button. Before each child has a guess 'it' says "Button, button, who's got the button?" The child guessing replies with his/her choice eg: "Billy has the button!"

When it comes to the turn of the child who has the button to guess who has the button he/she says another child's name.

Once the child with the button is finally guessed, the child that has guessed correctly gets to be 'it' for the next round.

4 Cat & Mouse

Children sit in a circle with two different shaped/textured objects (could be a hat and a glove) that can be called 'cat' and 'mouse'. Before the start of the game the child with a visual impairment is given the cat and the mouse to feel so that he/she can determine which is which. The 'mouse' is then passed around the circle and when halfway round the 'cat' is sent around to catch the 'mouse'. The 'cat' can also change direction (announce 'cat changing direction'), in which case the 'mouse' could also change direction to avoid the 'cat'. Each child should meow when he/she is past the 'cat' and squeak when he/she is past the 'mouse'. Whoever is holding the 'mouse' when the 'cat' catches it is out.

5 Chicken's got the Measles

Children stand in a circle with their legs apart and sing the following rhyme: "Chicken's got the measles, the measles, the measles. Chicken's got the measles, inside out." The children jump from legs apart to legs crossed along with the rhyme, those with their legs uncrossed at the end of the rhyme are out and the song starts again until there is one child remaining.

6 Chinese Whispers

At least 10 children line up holding hands with arms stretched out so that they can whisper to their immediate neighbour but not be heard by any players further away. The player at the beginning of the line thinks of a phrase, and leaning to his neighbour whispers it as quietly as possible. The neighbour then passes on the message to the next player. The passing continues in this fashion until it reaches the player at the end of the line who calls out the message he or she received. If the game has been 'successful', the final message will bear little or no resemblance to the original because of the cumulative effect of mistakes along the line.

7 Dog and Bone

One person is chosen to be 'It' (who remains outside the circle) and one person is chosen to be the 'dog'. The other players stand in a circle around the 'dog' and in a clockwise direction say their names. The 'dog' then covers his/her eyes (or puts a coat over his/her head) and stands with legs apart. 'It' then places a 'bone' (pencil/ball etc) on the floor under the 'dog's' legs and then stands outside the circle again. Whilst guarding the bone the 'dog' has to periodically growl. 'It' who is outside the circle taps the back of one child in the circle to tell him/her to go and try get the 'bone'. The child then sneaks up takes the 'bone' and returns to the circle with the 'bone'. Everyone in the circle then puts their hands behind their backs. 'It' then declares that the 'bone' has been taken. If the 'dog' cannot guess who has taken his/her 'bone', then the person who took the 'bone' is the new 'dog'. If the 'dog' guesses correctly he/she gets to be the 'dog' again. In any case a new 'It' is chosen.

8 Elves, Wizards, Giants

Two children hold hands, the children squeeze hands together 3 times - on the 3rd squeeze each child immediately makes a noise like an elf, wizard or giant. Be sure to demonstrate what each one sounds like (see below) before you begin.

The giant beats the elf, the wizard beats the giant, the elf beats the wizard.

Elf - Make "Eeking" sound.

Wizard - say Alakazam

Giant - Make growling/roaring sounds.

9 Farmer's in the Dell

Children stand in circle holding hands. A 'farmer' is chosen to stand in middle. The circle then goes around whilst singing "the farmer's in the dell, the farmer's in the dell, hi ho the dairy-o-the farmer's in the dell". The farmer wants a wife the farmer wants a wife, hi ho the dairy-o the farmer wants a wife'. The 'farmer' then chooses a child from the circle to be the 'wife'. The song continues substituting 'wife' for 'farmer'. Wife wants a child. ('Wife' chooses child from circle), child wants a nurse (child chooses 'nurse' from circle), nurse wants a dog etc. Whilst patting the 'dog's' back the children sing "We all pat the dog, we all pat the dog, hi ho the dairy-o, we all pat the dog".

10 Going Hunting

All children stand in a circle. One person in the circle will start the game off by saying, "I'm going shopping and I'm going to buy an apple". The next person will have to repeat what the person next to him said and then add something new from the next letter in the alphabet - e.g. "I'm going shopping and I'm going to buy an apple and a ball". You keep this going around the circle until one person cannot remember what he is buying. That person is out and you see if the next person can complete the phrase. You don't necessarily have to choose the topic to be something that you would buy whilst shopping – it could be anything eg "I'm going to school and I'm going to learn about ants, buildings", etc, etc.

11 Guess Who

This game is for six or more players.

Every one holds hands and stands in a circle around 'it' who stands in the middle.

'It' covers his eyes.

'It' turns around five times and then has to walk to a person in the circle and guess who it is by feeling their hair

If 'it' is guessed correctly then 'it' stays in the middle for another go, otherwise the person who was not guessed correctly gets to be 'it'.

12 Ha Ha

Children lay down side by side on the ground (children can remain standing in a line but they are not usually as ticklish if stood up). The first person lays the back of his hand on to the next person's stomach and that person lays the back of his hand on the stomach of the next to him and so on. The first person in line is to laugh one HA. The next person in line is to laugh HA HA (two times). The third person is HA HA HA and so on. Any person that forgets how many HA HA's he should be laughing is out of the game and must get up, the space is filled in. The last one left in wins.

13 I Hear with my Little Ear

'It' starts by listening for the sound of something that everyone will be able to hear and says "I hear with my little ear, something beginning with and chooses the first letter of what he can hear – lets say B for example. The other players listen and suggest things it might be: "bike" (no), "bus" (no), "baby" (no), "bird" - yes. The person who guesses correctly gets to choose the next sound.

If all guesses have been exhausted then 'it' tells what the sound actually is and he has another go. If the guesser guesses the sound correctly he can be 'it' for the next game. Each person has a limit of being 'it' three times in a row.

14 London Bridge is Falling Down

Two children form an arch with their outstretched arms/fingers and a line of children (each with one hand on the shoulder of the child in front) process underneath it and round in a circle as they sing the rhyme. "London Bridge is falling down, falling down, London bridge is falling down, my fair lady. Here comes the candle to light you to bed, here comes the chopper to chop off your head with a chip chop chip chop last man's head".

When it gets to "chip chop chip chop" the two bring their arms down over the children's heads as they pass underneath until the last one is trapped in them on "last man's head" – this child is out. The winner is the last person in the line to still be 'in'.

15 Memory Game

'It' collects approx. 8 recognisable things found in the playground (leaf, stone, twig, snack wrapper, pocket toy) etc and lays them on a wall/the floor/in a line or on a tray for all participants to see or feel. Once all participants have identified all of the items they walk 5 paces away from the wall to form a line and 'it' places a coat over the items so that the participants can no longer see them. When their name is called out by 'it' they have to walk the 5 steps forward again to 'it' who is by the wall/line of

items and the participant then has to say what was included, in the correct order. The participant that lists the most objects in order is the winner. You can break ties by asking the participants to list the items in reverse order.

16 Mother/Father May I

A child is chosen to be Mother or Father. The object of the game is for the children to try to get to the Mother/Father. The Mother/Father stands facing a wall so that they cannot see the other children, all other children stand in a line at least 6 metres away. The 1st child in the line shouts 'Mother May I' and the leader says 'yes do a' and chooses 1 of these moves for the child to do - a tomato/a rabbit/a giant step/a baby step/a train/a kangaroo, the child then has to 'do' that move and when he/she has done it the next child in line shouts 'Mother May I'. The winner is the child that first reaches the line that the Mother/Father is on.

Tomato (1 step backwards)

Rabbit (1 hop)

Giant step (1 big step)

Baby step (1 small step)

Train (child steps forwards and says choo choo until leader says stop)

Kangaroo (1 jump forwards)

17 Name that Tune in 3

One child ('it') starts by thinking of a tune and then lets the other participants know the genre (not the actual tune) – pop song, film, advertisement, cartoon etc. 'it' then hums whistles or taps out the tune, the other participants get up to 3 guesses each and if it is not guessed correctly after everyone has had 3 guesses 'it' gets to choose another tune. If the tune is guessed by one of the participants then he is the next one to be 'it'. Each child has a limit of performing 3 tunes in a row.

18 Party Ark

This game requires some preparation.

Prepare some cards with the name of an animal (using Braille and large print if needed). There should be two cards for each animal. Choose someone to be the leader. The leader puts the animal cards in a hat. The leader asks each child to pick out a card, but to keep the name of their animal a secret - the children walk around the room/playground making animal noises, until they meet their 'partner' (who should be making the same animal noise).

19 Radio

At least 6 children sit or stand in a circle. A leader is selected who must choose two numbers that will be repeated twice and start the game. If the leader chooses 2 and 9, then the leader must start the game by saying 2-2-9-9 (said two, two, nine, nine). Then the person to the left of the leader will repeat the second number for his/her first number and pick his or her number (9-9-4-4) The next player will then pick his/her number (4-4-7-7) and pass the combination on to the next player. A player is "out" when the player forgets the last number of the player before him or her.

20 Red Letter

Choose one person in the group to be the 'letter-picker' - this person will shout out all the letters. The letter-picker stands near a wall. The others gather in a horizontal line opposite and at least 6 metres away.

The letter-picker chooses one letter of the alphabet to be the Red Letter, also telling the other children what it is.

After asking if everyone is ready, the 'letter-picker' calls out a letter of the alphabet. This can be any letter, including the Red Letter. If the letter is not the Red Letter, the participants (not the letter-picker) take x number of paces forward, depending on the number of that letter in their full name. For example if the letter called out was 'E', and one person had four 'E's in their name, that person would take four paces forward. On the other hand, if the Red Letter chosen was 'E' and a person starts to move forward, they have to return to the beginning. Therefore, the objective is to get to the letter-picker first, and to remember not to move on when the Red Letter is called.

The first person to get to the same end as the letter-picker gets the honour of being the letter-picker in the next game.

Other twists on the game may include:

Doing a forfeit if you move forward when the Red Letter is called.

Instead of stepping forward, hop, skip, or jump.

Barring middle or surnames from the game.

Having the Red Letter as a letter that is in nobody's name, or is not likely to be called out.

21 Scarecrow

One person is chosen to be the 'crow' – he/she stands away from the rest of the group whilst they choose another child to be 'the lion' – the 'crow' must not find out who has been chosen to be 'the lion'. All of the other children are 'scarecrows'.

The 'scarecrows' and the 'lion' stand in a line against the wall. The 'crow' then walks

along the line and taps each person on the shoulder saying either "you are a scarecrow" or "you are the lion". If the child is correct i.e. he/she says "you are a scarecrow" and the child is indeed a 'scarecrow' then the 'scarecrow' is out. If the 'crow' taps the 'lion' and says "you are a scarecrow" then the 'lion' makes a loud roaring sound and the 'crow' is out. In this case the 'lion' becomes the next crow. If the 'crow' guesses correctly who 'the lion' is, he/she gets another turn at being the 'crow'. In any case a new 'lion' must be chosen.

22 Shoe Shuffle

This game is for between 4 and 8 children, one child needs to be 'it'. Each child sits on the floor in a backwards circle and must not at any point look behind him/her into the circle. Each child then takes off one of their shoes and puts it into the pile in the middle of the circle. The shoes are then jumbled up by everyone putting their hands behind them into the circle of shoes. When the shoes have been jumbled up the signal is given by 'it' to go. If a child collects the wrong shoe from the circle he/she must put it back into the circle without looking and search again for his/her own shoe. The first person to find his/her shoes by touch and put them on is the winner.

23 Squeak Piggy Squeak.

To play the game, one player is chosen to be the 'farmer' and the others are the 'piggies'. The 'farmer' sits in the middle of the circle with his/her head in his/her lap so he/she cannot see the others. The piggies then sit in a tight circle around the 'farmer'. (All players could stand instead but then the 'farmer' must cover his/her eyes or put a coat/jumper over his/her head).

One child puts a hand on the 'farmer's' head or shoulder and the 'farmer' says "squeak piggy squeak". The 'piggy' then squeaks and the 'farmer' must guess the name of the player who squeaked. If the 'farmer' guesses correctly then the 'farmer' remains and the next child (going clockwise) gets to put the hand on the 'farmer'. If the 'farmer' guesses incorrectly the piggy becomes the 'farmer' and the circle reforms (so that they are not all sat in the same place).

24 123 Dragon

Everyone makes a line with each player holding the shoulders of the person in front of them. This line of children is the 'dragon'. The person in the front is the 'head'. The person at the back of the line is the 'tail'. To start the game the 'tail' shouts "1,2,3 dragon". Then the 'head' leads the line round to try and catch the 'tail' but the line must stay joined together the whole time.

If the 'dragon' breaks, the 'dragon' dies and the 'head' moves to the end of the line and becomes the 'tail'. The second person in line now becomes the 'head'. The 'head' is more likely to catch the 'tail' if he/she keeps the line moving at a walking rather than running pace and weaves the 'dragon' to confuse the 'tail'.

If the 'head' catches the 'tail' (the person at the end of the line) that person is out.

Games were collected and adapted from the following web sites:

BBC h2G2: <http://www.bbc.co.uk/dna/h2g2/A1148104>

Funnaticc.com http://www.funattic.com/game_list.htm

RNIB Curriculum Bitesize:

http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_curicbsizeice.hcsp

Teacher's Pets: <http://homepage.eircom.net/~seaghan/play/games.htm>

Wikipedia: http://en.wikipedia.org/wiki/Children's_games



**Promoting Emotional Resilience group:
September 2009 to March 2010.**

For downloads see website: www.natsip.org.uk

