



The Connect Relationship Building Toolkit has been developed to help adults establish positive relationships and strong connections with children and young people as a means to promoting and supporting emotional learning and wellbeing.

The profiles, conversation tools, worksheets and suggested activities in the toolkit focus on gathering and sharing information about two common 'Getting to Know You' learning topics.



Likes & Dislikes



People & Relationships

These topics are recommended for 2 important reasons...

- **Conversation Topics for Relationship Building**

First, they are topics that are typically explored when we're getting to know another person. The mutual sharing of this kind of information assists with the relationship building process. It helps us to identify the things we have in common with another person, and it helps us to find out what our differences are. It therefore means that we feel familiarity towards another person and it makes their behaviour more predictable. **Familiarity and predictability** help us to feel at ease in another person's company, which increases the likelihood of bonding and establishing a positive relationship with them.

- **Information Gathering for Social-Emotional Learning**

Second, finding out about a child's likes and dislikes on a wide range of topics, and knowing about their relationships with others provides you with a wealth of information that can be used as you plan and engage in emotional learning experiences using Emotion Works.

Knowing about a child's **likes** helps you to identify things that bring about positive emotions such as feeling happy, calm, relaxed, safe, excited, interested, proud etc.

Knowing about a child's **dislikes** helps you to identify things that bring about negative emotions such as feeling sad, frightened, angry, bored, disgusted, frustrated etc.

Knowing about the different **people & relationships** in a child's life will help you take into account the social context in which he or she operates, and be more aware of the benefits or challenges this may bring to emotional learning and wellbeing. Also, finding out who is particularly important and significant from the child's point of view will provide opportunities to engage in learning about meaningful social situations and related emotions when teaching about Emotion Works.

GUIDE SUMMARY

This guide refers to the 'Getting to Know You' Tools provided as part of the Connect Relationship Building Toolkit. Tool previews, guidance and practice suggestions are provided below for the

- **Profiling and Recording tools (and a note regarding**
- **Likes & Dislikes topic tools**
- **People & Relationships topic tools**

PROFILING AND RECORDING TOOLS

The **Getting to Know You Profile** provides a useful grid for information gathering around the Connect topics. Once completed you will have a reference booklet full of personalised information about your pupils regarding...

- their likes and dislikes on a wide range of subjects
- any particular triggers for positive and negative emotions
- the people and relationships that are significant to them

The image shows four versions of the 'Getting to Know You' profile grid. The first is a blank template with a central circle and surrounding circles. The second and third are filled-in examples showing various likes and dislikes. The fourth is a more detailed version with additional sections for 'People I know' and 'People I don't like'.

In addition, as you work towards gathering the information required to complete the profiles for each of your pupils, you will naturally be engaging with them in conversations and activities that support relationship building, connection and bonding.

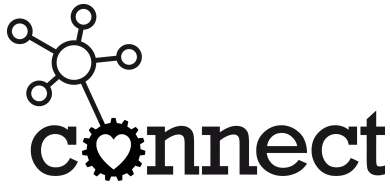
Depending on the ages and abilities of the children you are working with, and whether you're working with them on a 1:1 basis, as a smaller group or as a whole class, you may decide to share the profile with your pupils as a recording and reference sheet over a period of time linked to a series of activities. Alternatively you may decide to compile a profile per child for your own records only, based on observations arising from the 'Getting to Know You' activities you organise. You might also feel it would be helpful to send a profile home for parents to complete, or to ask a previous teacher to provide information if they know a pupil particularly well.

Rather than sharing the black and white worksheet profile with pupils directly, you may prefer to have each child create and decorate a personalised jotter or fill in an alternative booklet containing the relevant information. You could then transfer the most useful information into the profile for your records. Other ideas to help pupils present and share information about themselves is to create classroom displays of posters, word clouds, artwork or similar.

Whichever method of consultation and information sharing you choose, an important part of the Emotion Works approach involves encouraging teachers and other adults to be comfortable about sharing information with pupils about themselves too. Completing your own profile, creating a personalised jotter or displaying a piece of work about yourself will be of real interest to pupils and will contribute greatly to the relationship building process.

Please also see these alternative format recording sheets, provided in the A4 LANDSCAPE TOOLS download.

The image shows three alternative format recording sheets. The first is a landscape-oriented grid with sections for 'I like it', 'I don't like it', and 'I like to'. The second is a landscape-oriented grid with sections for 'Things I like that make me feel...' and 'Things I don't like that make me feel...'. The third is a landscape-oriented grid with sections for 'At school', 'In my family/at home', and 'In the community'.



GETTING TO KNOW YOU LEARNING TOPICS –

Why are they helpful as a starting point for Emotion Works?



Likes & Dislikes



People & Relationships

- Knowing likes → gives you information to help explore and learn about positive emotions
- Knowing dislikes → gives you information to help explore and learn about negative emotions
- Knowing likes/positive emotions → can help you identify helpful regulation strategies, motivators
- Knowing dislikes/negative emotions → can help you anticipate and manage negative responses
- Knowing about the people and relationships in a child's life → will help you understand the social world of the child, who takes care of them, who is a source of support or challenge for them
- Knowing about a child's social life → will provide motivating topics of conversation that can be useful for emotion works teaching

2 CAUTIONARY NOTES ABOUT SEEKING & SHARING PERSONAL INFORMATION

The rationale and goals of using the Connect toolkit and related activities are:

1. to help build positive adult-child relationships at school
2. to provide teachers with useful information to help make emotional learning relevant and engaging for the pupils they work with

The information gathered is very similar to the kind of information commonly gathered and shared in best practice transition support, in 'All about me' booklets, in personal writing accounts or in pupil consultation activities.

School & Local Authority Policy - before using the Connect tools and activities please make sure you are aware of school and LA policy and guidance for the recording, storing and sharing of pupil information. It's particularly important to check if there any pupils in your group for whom sharing information with parents, carers, other members of the school community or other professionals may require an extra level of permission.


Child protection - as you work through the information gathering and relationship building process with your pupils you will find that the conversations that take place while using the Connect Tools will feel very natural and will cover topics that typically arise when discussing normal childhood events and experiences. However, should any topics crop up in conversations with pupils that you feel concerned or uncomfortable about, you should always engage in sensitive child protection practice. In the event of a disclosure, then child protection protocols should most certainly be followed. If you are unsure about what to do, please share your concerns with a trusted colleague and inform your line manager of the situation who will be able to advise and act in accordance with child protection protocols.

LIKES & DISLIKES TOPIC TOOLS

Likes & Dislikes Conversation Topics - Text and Symbol Prompt Sheets

Colours Names Light/Dark Bright/Dull Fluorescent Natural	Eating Snacks Meals Breakfast Healthy Treats Flavours Tastes	Drinking Water Juices Fizzy Flavours Hot Alcoholic	Clothes Colours Styles Shoes Accessories Comfy Smart School uniform	School activities Subjects Activities Jobs Work Play	Home activities Hobbies Games Chores Relaxation Mealtimes	Looking at Colours Nature Pictures Sensory Contrasts Out the window
Sounds Noises Music Songs Instruments Contrasts Recordings	Smells Cooking Nature Perfumes Science Contrasts Unpleasant	Touch Feel Hold Contrasts Temperature Pressure Massage	Objects Collections Precious Found Tactile Everyday	Toys Wheels Dolls Creative Construction Small world Electronic Ride-on	Sports Football Basketball Athletics Netball Teams Training Playing, Watching	Clubs and activities Hobbies Clubs Sports Play areas Swimming Cinema
Indoor Places Rooms Spaces Houses Other buildings	Outside Places Parks Walks Woods Beach Street Garden Shops	Holidays Camping Hotels Beach Overseas Weather Transport	Games Playground Imaginary Floor/Table Sports Party Electronic	Computers and Gadgets Nintendo DS Wii, Xbox, PS3 Laptop, Desktop Mobile phone Tablets iPhone, iPad	Books Pictures Fiction Poetry Information Interactive Electronic	Characters Books Movies TV Promotional Cartoon
TV Programmes Fun Information Younger Older Cartoons When I was little	Movies Animated Children's Themes Scary Funny Factual	Famous People Pop stars Sports Royalty TV/Film Local	Music Styles Artists Tracks, Albums Live Instruments Songs	Movement and Motion Ways of moving Dance Rhythm Vehicles Heights Fast, Slow	Animals, Pets Zoo Farm Birds Water/Sea Pets Insects	What I look like Hair Face Height Build Anything unusual

13 Getting to Know You Topic Cards ©2013, Emotion Works Ltd



©emotionworks


These sheets provide a number of topics and sub-topics that might be covered during Likes & Dislikes conversations with children. Use as full prompt sheets or cut into cards and use to stimulate and structure 'Getting to Know You' conversations with children or alongside the other Likes & Dislikes worksheets and conversation tools.

Some ideas...

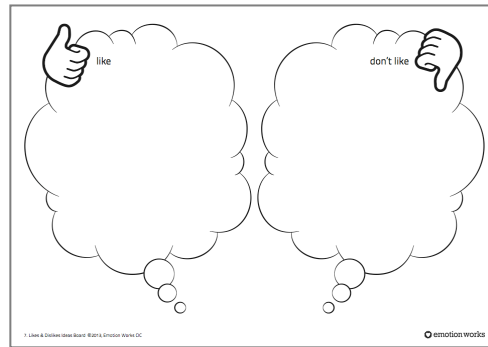
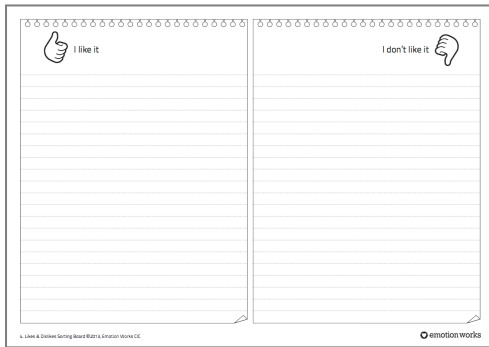
- Each person takes a turn to turn over a card/pull a card out of a bag. Can they say something they like about the topic and something they don't like about it?
- Choose a topic. Tell the other person what the topic is. Act out something you like about the topic and something you don't like about it ('charades'-style). Can the other person guess what each thing is?
- As above, but instead of miming, draw a picture showing something you like, and something you don't like about the topic ('Pictionary' style). Can the other person guess what it is?
- Talk about a topic card to find out 2 things that you have in common with another person, and 2 things that are different about you
- Choose a single card each session to explore feelings about 1 topic in detail. Use the sub-topics to help you think of things to talk about before sorting into likes and dislikes

Extension ideas...

- Make use of the topic ideas to develop a book or chart of likes and dislikes
- Carry out some survey work / information handling relating to likes and dislikes
- Make a set of cards for topic ideas to talk about likes and dislikes of people at home
- Identify emotions and feelings that they like and dislike

 Remember to record any information you find out about your pupils expressed likes, dislikes and different emotions in the *Getting to Know You Profile*, or using your alternative method of individual profiling

Likes and Dislikes Note & Ideas Sheets



Both of these sheets can be used to support discussions and 'brainstorming' activities about likes and dislikes. Enlarge and laminate for displays or groupwork or use as a worksheet for follow-up activities. The spaces provided on the boards are for making notes, drawing pictures, sorting symbols, grouping photos or placing objects that relate to the different topics you are discussing.

Some ideas...

- Use the Getting to Know You Topic Cards to generate a like and a dislike for as many different topics as you can. See how many things you can fit onto the notepad space.
- Provide a list of words, or a set of photos, pictures or objects relating to a particular topic ready to sort. For example - pictures of different foods, a list of popstars/bands, photos of TV characters, or a collection of gem stones or toy dinosaurs
- Make an enlarged version of the tool to sort larger items – use a larger sheet of paper, mat or table surface.
- Work with a partner and compare eachothers likes and dislikes on a range of topics
- Sort different emotion words into the like and dislike spaces. Use the Emotion Symbol Cut-ups. Add other emotions the child knows.
- Sort possibilities for regulation strategies that different children would like to try.
- As you move forward with Emotion Works activities – you could also use these sheets to sort likes and dislikes in terms of body sensations and different emotion behaviours

Extension ideas...

- Try taking different people's perspectives. Can you identify the likes and dislikes for another person? - a friend, a teacher, someone in the news, a character in a book, a parent, a super-hero, a police officer, a younger child
- Use as a template to help a child formulate and communicate a request to another person.
Eg: 'Please call me Steph' / 'I don't like to be called Stephanie'...or
'I like to have a 'walkabout' break every 10 minutes' / 'I find it hard to sit and work for half an hour or more'.



Remember to record any information you find out about your pupils expressed likes, dislikes and different emotions in the *Getting to Know You Profile*, or using your alternative method of individual profiling

Likes and Dislikes Topics Tool

This tool provides a list of common 'Getting to Know You' conversation topics. The note pad space and post-it spaces are for making notes directly onto the sheet or you could laminate a copy of the sheet and use real post-it notes instead.

How to use this tool

To get started...

- Pre-select a topic, or
- Invite a child to choose a topic (perhaps from 2 or 3 you have pre-selected), or
- Randomly choose one by asking someone to close their eyes and seeing where their finger lands, or
- Turn over a Getting to Know You Topic Card from a set face down, or pull one from a bag.

Tick the topic selected on the list on the left hand side of the board, or mark it in some other way.

Start with the Ideas note space. This is a space for writing, drawing or sorting out things that belong to the topic. For example you might say...

- 'Let's see how many different colours we can think of'
- 'Which movies have you watched recently?'
- 'Let's write a list of all the different activities we do at school?'

From the ideas generated, ask the child to identify particular likes and dislikes from the list, or share your own. Add them to the 'I like' or 'I don't like' post-it note boxes. For example...

- Which 3 things on the list are your best things to do at school? / Which are your 3 worst things?
- Shall we each choose our most favourite colour and our least favourite colour?

Some other ideas...

- Take a photo or a photocopy of a finished board to refer back to for 1:1 work
- If you use post-it notes you could transfer the information on to a larger display you are compiling of an individual child's likes and dislikes. Or a larger display of a group's likes and dislikes on a single topic.
- Transfer the information into a book of likes and dislikes using a personalised jotter/work-book.
- For class groups you could allocate 1 topic to each child in the class to make a class book or display of likes and dislikes.



Remember to record any information you find out about your pupils expressed likes, dislikes and different emotions in the *Getting to Know You Profile*, or using your alternative method of individual profiling

Positive and Negative Emotion Tools

It's very likely that talking about likes and dislikes will lead to discussions about positive emotions linked to likes, and negative emotions linked to dislikes.

The Getting to Know You Profile includes 5 emotions that can explain why we feel positively towards things, and 5 emotions that can explain why we feel negatively about things.

The image shows two emotion tools side-by-side. The left tool is the 'Positive Emotion Tool' and the right is the 'Negative Emotion Tool'. Both tools have a notepad space on the left for writing likes or dislikes, and a grid of six emotion characters on the right for linking feelings to specific items. The positive tool features happy, excited, relaxed, interested, and proud emotions. The negative tool features sad, frightened, angry, bored, and sick emotions. Each tool also has a small icon representing the emotion (e.g., a thumbs up for happy, a thumbs down for sad).

These tools provide a visual for the positive and negative emotions from the Getting to Know you Profile with an extra space to add another emotion linked to liking or disliking things too.

How to use this tool - the Positive Emotion Tool

- Use the notepad space to write a list of some likes you have already identified in other activities (or use a collection of symbols, drawings or notes written on small post-its)
For example - Clothes: trainers, Colour: red, Weather: snow etc
- Take each item in turn and explore whether it can be linked to feeling one of the emotions on the sheet. Add extra prompting and speculation if required...
Eg: 'Why do you like wearing trainers?'...('Coz they're comfy')...'Comfy? So you feel relaxed in them?...' ('yeah, and happy')
Eg: 'How does the colour red make you feel?' – add extra prompts as needed...eg. 'Do you think it's a happy colour?... Or exciting?... Or relaxing maybe?...' etc...
- Make a note underneath the relevant emotion character about the thing that causes the feeling, or transfer the symbol or sticky note into one of the spaces.

Follow the same approach for the Negative Emotion Tool

- Look at the list or collection of dislikes in turn and explore whether it can be linked to feeling one of the emotions on the sheet.
Eg: 'You don't you like maths?'... (shrugs) 'Is it boring for you? Or is it hard maybe?' ('it's hard'). 'Does it make you feel frustrated? Or sad maybe'... (points to sad and says 'I'm sad... coz I can't do it')

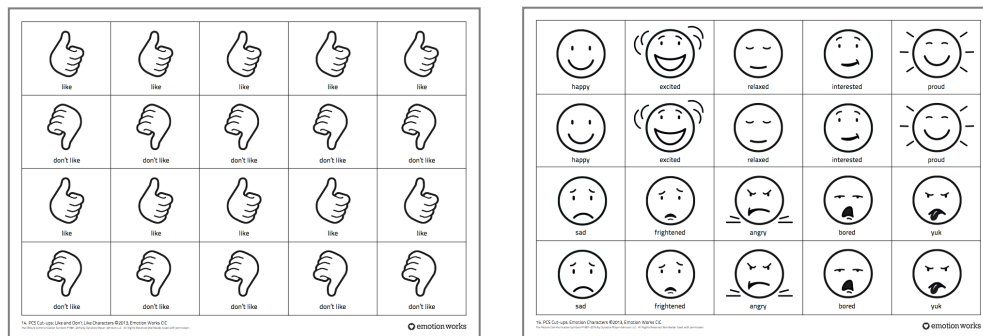
Some other ideas...

- You could also use the emotion boards side by side to explore likes and dislikes on the same topic and explore possible emotions behind them. For example, on the topic of pets, try to identify a reason for liking cats but not liking dogs.
- Another approach to using these tools is to start with the emotion and ask directly about it...
Eg: 'Can you think of something that makes you feel happy? / excited? / frightened? / angry? etc....'
- Extend and develop emotion vocabulary – how many words can you list that are similar to the emotions displayed? How many other positive or negative emotion words relating to different kinds of feelings can you list in the extra space?



Remember to record any information you find out about your pupils expressed likes, dislikes and different emotions in the *Getting to Know You Profile*, or using your alternative method of individual profiling

Like, don't like and emotion character cut-ups



These sheets are provided for copying and cutting up to use as labels and prompts in a variety of Getting to Know You activities. The 10 emotions are the same ones that feature in the Getting to Know You profile.

Some ideas...

- Use to label pages in a scrap book of likes and dislikes, or a book of 'my emotions'
- Use on collages, charts and displays
- Use to make your own conversation boards or games
- Use as flashcards for children to give their feedback on activities as they participate or afterwards
- Sort into positive and negative emotions using one of the likes and dislikes tools

Extension Ideas...

- Can you draw emotion faces for other emotions
- Match these emotion faces to a collection of different emojis
- Use the thumbs to create pictograms to display results of surveys exploring likes and dislikes



Remember to record any information you find out about your pupils expressed likes, dislikes and different emotions in the *Getting to Know You Profile*, or using your alternative method of individual profiling



PEOPLE & RELATIONSHIPS TOPIC TOOLS

People I Know Discussion & Drawing Tool (and symbol prompt sheet)

People I Know

People at school

☐ Teachers

☐ Helpers

☐ Other adults

☐ Friends

☐ Other children

☐ Visitors

People in my family/at home

☐ Parents

☐ Brothers and sisters

☐ Carers

☐ Grandparents

☐ Aunts and uncles

☐ Cousins

☐ Friends

☐ Neighbours

☐ Visitors

People in the community

☐ At clubs

☐ At the shops

☐ Medical people

☐ Religious people

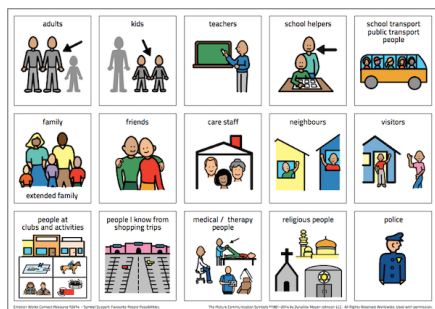
☐ Police

☐ Transport people

☐ Other people

☐ People I used to know but don't see anymore

☐ People who have died



When we get to know another person, it is usual for us to ask after the other people in their life and to make general conversation about people we both know. This tool helps stimulate conversations and activities to help find out about the different people who are in a child's life. Telling the child about people in your own life is also helpful for relationship building.

The categories down the left hand side of the tool make suggestions for groups of people a child is likely to know. You can work through these systematically, or select from the list at random. You might also want to make up your own categories such as 'my special people', 'people I know with brown hair', 'people I see every day' etc.

Some ideas...

- The large notepad space is for drawing, note-making, sticking on names, figures or faces, arranging photos, placing small world characters on etc.
- Use the space to draw and talk about one person at a time, or...
- Create a group representation such as a family tree type diagram, stick figures and names, a mind map, or another arrangement.
- Invite the child to create the representation, or involve them in creating it as much as possible.
- Concentric circles are sometimes used for this kind of work, with the child represented at the center and other people they know placed at different distances from the center.
- Take a photo or a photocopy of a finished board for the child to take away or share with others.
- Transfer the information on to a larger display you are compiling.
- Or create a book or file of 'People I Know', depending on how in-depth you want the topic to be.

Extension ideas...

- Some children may be able to compare profiles and draw conclusions about similarities and differences – eg differences between their profiles for relationships at school and at home, or similarities between their own relationship profiles and those of other people.



Remember to record any information you find out about your pupils' significant people and relationships in the *Getting to Know You Profile*, or using your alternative method of individual profiling.

Favourite People Discussion and Drawing Tool (and symbol prompt sheets)

Favourite People at School
Teachers
Helpers
Friends
Other children
Other adults

Favourite People at Home
Immediate family
Extended family
Carers
Friends
Neighbours
Visitors

Favourite People in my Community
Clubs
Shopping trips
Medical
Religious
Police
Transport

Favourite Famous People
Sports
Music
Actors
Characters
Artists
TV personalities
Scientists
Royalty
Religion
Politics
Historical

Someone I feel happy with
Someone I like a lot
Someone I find interesting

Someone I feel safe with
Someone I love
Someone who is clever

Someone I can relax with
Someone who looks nice
Someone I trust

Someone I can laugh with
Someone who helps me
Someone who has lots in common with

Someone I feel close to
Someone who cares for me
Someone I admire

© Favourite People Board ©2015, Emotion Works CIC

Symbol Prompt Sheets:

- athletes, footballers, other sports people, pop groups, singers
- TV characters, TV presenters, children's TV characters, actors, artists
- scientists, royalty, politicians, religious people, historical
- someone I feel happy with, someone I feel safe with, someone I can relax with, someone who looks nice, someone I trust
- someone I like a lot, someone I love, someone who helps me, someone who has lots in common with, someone I feel close to
- someone who cares for me, someone I admire

This tool can help a child to talk about people they particularly like and why they like them. The photo frame effect captures the sentiment of having special feelings towards certain people.

NB. Some of the 'Someone I...' phrases contain concepts that are more complex than others, so choose the prompts that will have most meaning for the child you are working with. You might need to take time to explore or develop a child's understanding of some of the concepts before including them in your discussions about favourite people (eg. the difference between liking and loving someone, or what it means to trust, appreciate or admire someone).

Some ideas...

- Invite the child to think of a favourite person they know in each category.
- Write the person's name or draw a picture of them directly onto the board or onto a sticky note. Add more than 1 person per category if required.
- Go through the 'Someone I...' phrases and see if the child can match their favourite people to any of the descriptions.
- Do the phrases make them think of other people they know? If so, add them to the spaces.
- Each frame on the board is the size of a larger sticky note, and the white area to the right of the text fits one of the more common square sticky notes easily. So you could add and remove notes as needed.
- For more space, for a nice art activity, or to work in a bigger group, decorate a larger sheet of paper with a photo frame effect to use instead of the dry-wipe tool.

Extension ideas...

- Talk about the people-qualities that are important to them.
- Which relationships would you expect certain qualities to be present?
- Explore the concepts of feeling safe, feeling liked/loved/cared for, appearances, intelligence and ability, similarities and differences etc.
- Talk about whether we always have a good relationship with our favourite people.



Remember to record any information you find out about your pupils' significant people and relationships in the *Getting to Know You Profile*, or using your alternative method of individual profiling.

Same and Different Discussion and Drawing Tool

The worksheet is divided into four quadrants. The top two quadrants are labeled 'same' and 'both of us' and are empty. The bottom two quadrants are labeled 'different' and are divided by a diagonal line. The left side of each bottom quadrant is labeled 'you' and the right side is labeled 'me'. The bottom right quadrant has a small 'emotion works' logo.

As you work through the ideas and activities in this Tool Pack with a pupil you will find out lots of information about them, and you will share lots of information about yourself too. This process in itself will result in many positive interactions and will help to establish and maintain a positive relationship between yourself and the pupils you have taken the time to get to know.

This tool provides a framework for you to revisit the information you have found out about each other within the context of your own unique relationship. This should help to strengthen the bonding process and develop a sense of mutual understanding, acceptance and respect between you both.

Some ideas...

- Draw or write 2 things that are the same about you in the top note boxes, and write or draw something on each side of the line to show a difference you have identified in the bottom boxes. The underlying theme for this tool is 'it's ok to be different'.
- Favourites...use the tool initially to talk about favourites (eg: colour, animal, chocolate bar etc.) to try and identify 2 things that you have in common with each other, and 2 things that are different about you.
- As you then work through likes and dislikes activities, you can use the tool to further explore things that are the same and different about you.
- As you move on to talking about emotions it will be interesting to compare similarities and differences in how you sense, express and regulate different emotions, and also the particular things that make you feel an emotion eg. do you have a phobia in common, such as fear of spiders, heights etc.?
- In relation to the People and Relationships topic you might compare how many brothers and sisters you both have, how often you see your grandparents, how friendly you are with your neighbours etc.

Extension ideas...

- Explore some of the bigger concepts relating to this theme such as differences, discrimination, prejudice, bullying, acceptance, inclusion etc.

If working in a group, this tool could also be used to compare similarities and differences between pupils*

*NB. although not developed as a resource to support peer-to-peer friendships and relationships, there has been interesting feedback about the Getting to Know You topic tools being useful for this purpose. Please feel free to use in this way if helpful.



Remember to record any information you find out about your pupils' significant people and relationships in the *Getting to Know You Profile*, or using your alternative method of individual profiling.