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STARTERS

SUMO Lesson Objectives and Outcomes (T)
Introduce lesson objectives and learning outcomes from the ‘Remember the Beachball’ PowerPoint (CD-ROM).

Explain to the children that while the first three principles helped children reflect on the issues in their lives, ‘Remember the Beachball’ helps them to start moving on.

The Beachball Game (A)
Ask the children to get into pairs and form two lines facing their partners. Ask them to pass the beachball along the lines and ask each pair to say the colours from the beachball that they see as it passes by. Continue until all the children have had a go, stating which colours they have seen. Point out to the children that the colours they saw depended on where they were looking from.

The activity can be repeated but this time instead of stating which colour they see children could shout out their favourite chocolate. Again, point out that all their answers were different and none were more right than any other.

This activity can be repeated in maths lessons with a variety of data handling surveys being undertaken.

Visual Perspectives (A)
Ask the children to look at the various visual illusion slides on the PowerPoint. Discuss with them how we see different things depending on how we look. We all see things from different perspectives.
SUMO Opinion (A)

Using SUMO Opinion ask children to move to designated locations in the classroom depending on whether they agree or disagree with the following statements.

- Sometimes life is rubbish.
- Showing your emotions is a sign of weakness.
- When things aren’t going well, it isn’t always helpful when someone says ‘just get over it’.
- No feeling is wrong, it’s what we do with it that counts.
- Showing your emotions embarrasses others.
- Things don’t always work out the way we would like them to.
- Emotions are part of what makes us human.

SUMO Patchwork Hippo (A) – KS1

Read children Elmer by David McKee. In the story Elmer is not happy and tries to change his appearance. Discuss with the children the different emotions that the characters have in the story. Explain that ‘Hippo Time is OK’ is about changing our emotions. Ask children to design their own Elmer style Hippos.
MAIN ACTIVITIES

SUMO DVD Fruity Thinking part 1 (T, D)
Select the *Fruity Thinking* film from the DVD menu in which Paul McGee explains the TEAR process and examines four types of limited thinking which can hinder our success in school and life.

PART ONE – Reflecting on the power of your thinking

The Learning Journey (A)
Through SUMO Partner Talk ask children to consider the differences and similarities between learning and going on a journey. Review responses, eg. Learning is moving from one place to another and going on a journey is moving from one place to another.

The TEAR Process (T)
Use the PowerPoint to explain the TEAR process.

Thinking → Emotions → Actions → Results

The way we think about things impacts the way we do things. If you *think* you do not like maths lessons for example you will *feel* discouraged and down when it is time to do maths. This may lead to you trying to avoid *doing* any work in maths which will *result* in you not moving on in your learning. Ask the children to work through the process in pairs but consider how a different thought could change the result.

Now ask children to complete the TEAR work sheet in groups of 4 by thinking of a negative TEAR process and a positive TEAR process. Take feedback from each group. (For KS 1 children you may decide to provide a starting point.)
PART TWO – Moving on to the ‘best’ you.

Toy Story Video (T, A, D)
You will need to source this film yourself.
Clip: Woody has been Andy’s favourite toy until, that is, the arrival of Buzz Lightyear. Following a less than warm welcome Woody accidently causes Buzz to fall out of Andy’s bedroom window. The children can explore a number of issues relating to responsibility and choices through engaging in role play activities including:-

- **Hot seating** – children take on the role of different characters and explore the motives for the choices they make by asking interview style questions about what has happened in the story.
- **Role on the wall** – children write thoughts, questions and statements about a character in a story around a picture of the character.
- **Conscience ally** – One member of the class assumes the role of a character in the story whilst the rest of the class form two lines facing each other. The child in role then walks between the two lines with children from the lines asking questions or verbalising thoughts of the character.

Discuss with the children if they think Woody had a choice in how he responded? How could his response have been different? What else could he have done? How did his feelings affect what he did?

**E + R = O (T, A, D)**
Remind the children of how we are different from Pavlov’s dog in that we can make different choices and that our actions are not determined by the event itself.

Using SUMO Partner Talk, ask the children to explain what they understand by the phrase Event + Response = Outcome. Remind them that for every event in our lives we are ultimately responsible for how we respond which determines the outcomes we experience. We can either respond whilst wearing a victim t-shirt or decide to wear a SUMO t-shirt and take more responsibility over our lives.
PLENARY

Learn Latin Poster (A)
In table groups children design a poster showing what they have learnt through exploring the principle. Using SUMO Visual Tour the posters could be displayed and children share what they have done.

Life Without Hope (D)
Remind the children of *Carpe Diem* from ‘the Dead Poets Society’. As a circle time activity, ask the children to discuss the question ‘What would life be like without hope?’ They may want to formulate their own responses and share them with their neighbour before sharing them with the whole group. Children should be encouraged to respond to each other’s ideas affirming those which they agree with and asking questions to further the discussion.

Seize the Day (D)
Encourage the children to share with the class what they have decided to seize the day on. They could say what they are going to do tomorrow, next week, next month and next year as a result of what they have learnt.

Success Criteria Sheets (A)
Ask the children to complete the self assessment Learn Latin success criteria sheets and identify what the next step in their learning is

Show the SUMO summary slide on the PowerPoint.
SUMO Research (A)
Ask the children to research a famous character from history. This could be a politician or ruler, a sports star or actor or actress. Encourage the children to carry out research into that person’s life story and write a short biography about that person. Possible people include:

- Martin Luther King
- John Lennon
- Florence Nightingale
- David Beckham

SUMO Continuum (A)
Using Sumo Continuum in small groups, ask the children to order the following achievements in order of which they think is most important. Encourage each group to think of the reasons why they have ordered things as they have.

- Earn £1,000,000
- Become a famous doctor
- Have a hit record
- Write a bestselling book
- Be a good parent
- Be a good friend
- Make a difference to someone’s life in another country
- Get a world record at the Olympics
- Climb Mount Everest
- Be happy
- Make someone else happy
- Own an Aston Martin
- Have a big house

What have you done today to make you feel proud? (A)
Play the M People song Proud. Ask the children to keep a proud diary where they record something they do each day which makes them feel proud.
RELIGIOUS EDUCATION CROSS CURRICULAR PROJECT
JOSEPH AND HIS MULTICOLOURED COAT

The story of Joseph from the Old Testament provides a wealth of opportunities for developing the SUMO 4 Schools principles. These can be linked directly to an RE unit on Jewish Stories, or Characters from the Old Testament.

As well as specific learning objectives linked to the SUMO4Primary learning objectives, children will also have the opportunity to recall stories from The Torah, recognise how God communicates with people, know that God works through all people and to relate what they have learned to their own experiences.

The story of Joseph can be found in The Bible in Genesis chapters 37 – 46. The musical version of the story and an animated version of the story entitled Joseph King of Dreams Dreamworks (2000) are available on DVD.

LINKS TO THE PRINCIPLES

Change your T-Shirt

The idea of the ‘Victim T-Shirt’ can be explored throughout the story from a variety of perspectives. These include the brothers’ perspective on Joseph and his dreams, Joseph’s perspective on being sold by his brothers and his false imprisonment by Potiphar, the experiences of the cupbearer, Pharaoh and his dreams and the accusations laid against Benjamin. Children can explore these characters through hot-seating where a pupil takes on the role of the character and other children interview them; role-on-the-wall where children draw a large character portrait and then write feelings, thoughts and questions around the picture and conscience alley where the class form two lines facing one another and one child takes on the role of a character at a given point on the story, that child then walks down the alley formed by the class who verbalise thoughts that the character may have. Children should be encouraged to discuss the E+R=O idea and the various choices made by characters throughout the story. Children could map out an emotional timeline in response to the story.