

# TALKABOUT for CHILDREN

SERIES

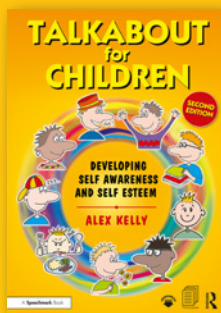
FREE  
TOOLKIT

 **Routledge**  
Taylor & Francis Group

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Alex Kelly's *Talkabout for Children* books are practical, stand-alone resources to help teachers or therapists to develop self awareness and self esteem, social skills, and friendship skills in children. There are three resources in this series, all aimed specially at younger children (aged 4-11) or children with special needs (aged 5-16).

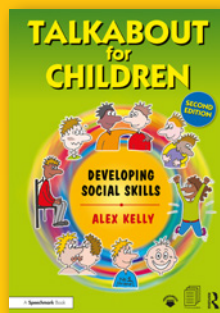
Each resource uses the TALKABOUT hierarchical approach to teaching skills. This means that basic skills are taught first and more complex skills last; the books in the series reflect the hierarchy: self awareness and self esteem is developed first, social skills are taught second and friendship skills last.



**TALKABOUT FOR CHILDREN**  
**Developing Self Awareness and Self Esteem**

*2nd Edition*

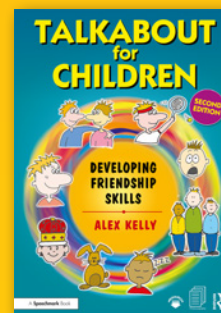
Contains a year's worth of activities to develop self awareness and self esteem. It has 40 activities to make up and play with children, and it has been successfully piloted in the UK and Australia.



**TALKABOUT FOR CHILDREN**  
**Developing Social Skills**

*2nd Edition*

Contains two years' worth of activities to develop social skills. It has 60 activities to make up and play with children, and it has been successfully piloted in the UK and Australia.



**TALKABOUT FOR CHILDREN**  
**Developing Friendship Skills**

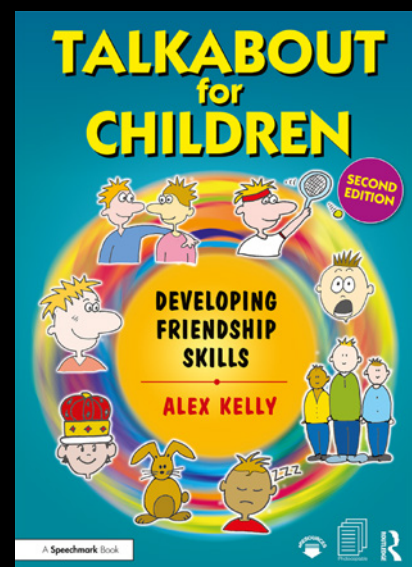
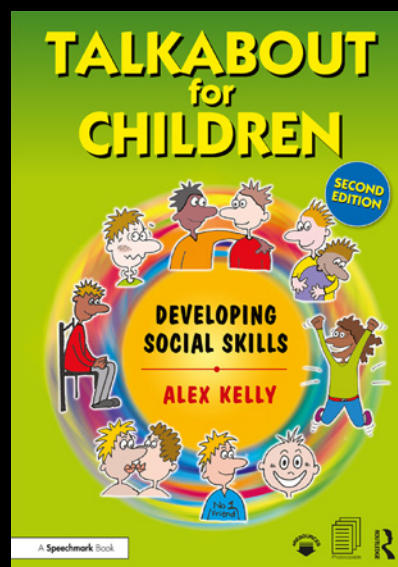
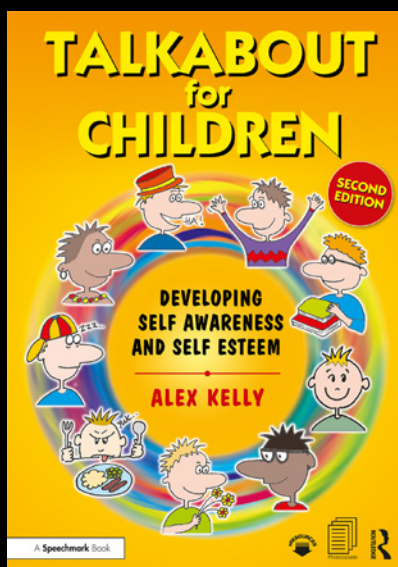
*2nd Edition*

Contains a year's worth of activities to develop friendship skills. It has 40 activities to make up and play with children, and it has been successfully piloted in the UK and Australia. Many of the activities can also be used with adults with a learning disability.

In this **free toolkit**, we've included the **initial assessments** found at the beginning of each *Talkabout for Children* resource. Be sure to pick up your copy of each resource in the series for the full array of activities to implement in your classroom or office!

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If you enjoy this free toolkit,  
check out the full books for more!



Visit our website [www.routledge.com/education](http://www.routledge.com/education)  
to browse our full range of books.

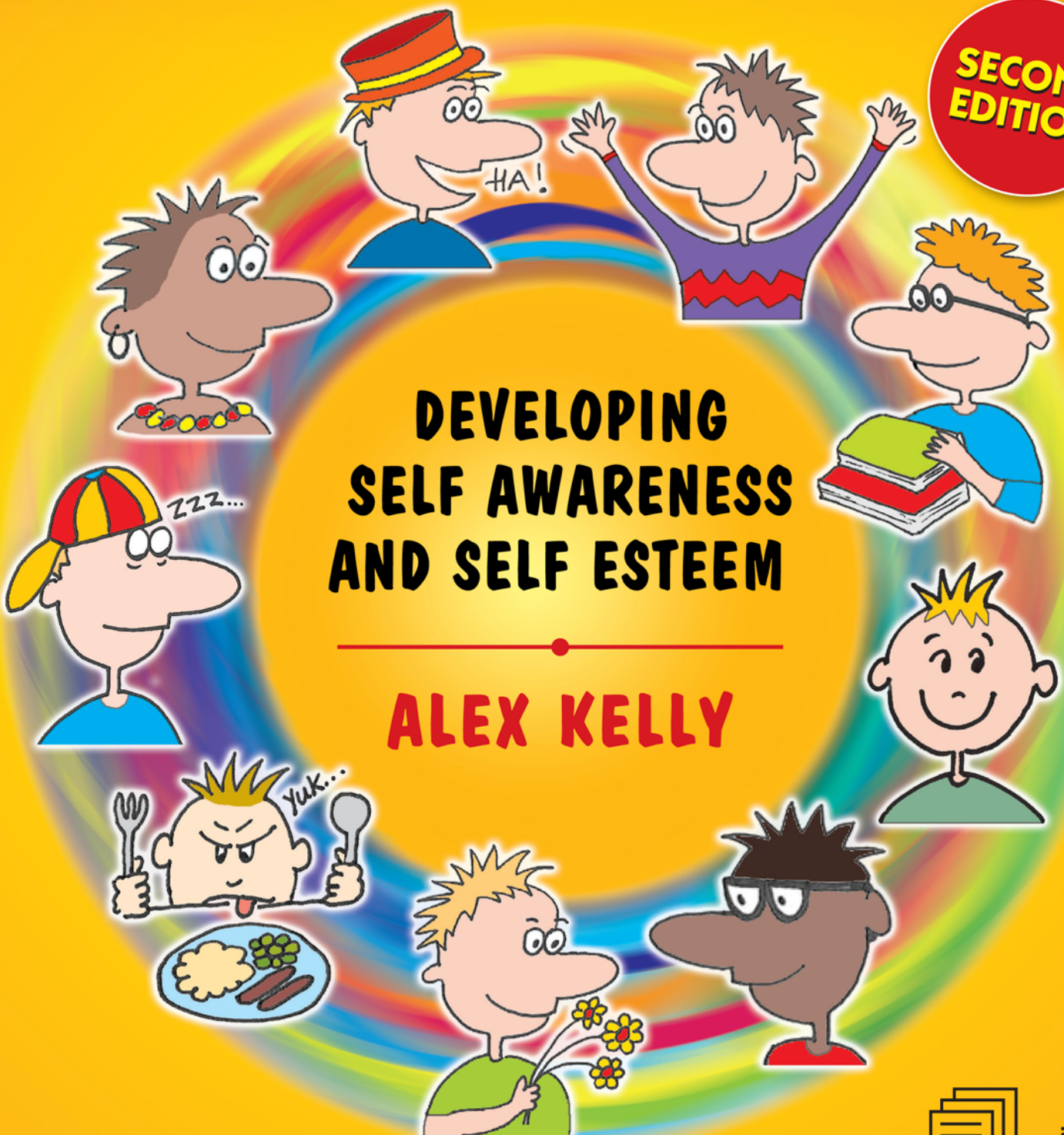


# TALKABOUT for CHILDREN

SECOND  
EDITION

DEVELOPING  
SELF AWARENESS  
AND SELF ESTEEM

ALEX KELLY



A Speechmark Book





## Contents

## Page

<b>Preface</b>		<b>vii</b>
<b>Introduction</b>	<i>This section includes a brief introduction to the book and the key points behind setting up and running groups.</i>	<b>3</b>
<b>Initial assessment</b>	<i>This section includes a brief assessment to determine whether the child needs work on self and other awareness and self esteem and to provide a baseline assessment.</i>	<b>13</b>
<b>TALKABOUT ME</b>	<i>This includes eight topics of work from basic self and other awareness through to skills required to promote a healthy self esteem.</i>	<b>17</b>
<b>Topic 1 This is me!</b>	<i>The aim of this level is to introduce self and other awareness through likes and dislikes. This topic also introduces three activities that may be used throughout the rest of the intervention.</i>	<b>19</b>
<b>Topic 2 People in my life</b>	<i>This topic continues to improve self and other awareness and self-identity by sharing who is important in their lives.</i>	<b>44</b>
<b>Topic 3 The way I look</b>	<i>This topic continues to develop self-identity by exploring what other people look like and then what we look like.</i>	<b>51</b>
<b>Topic 4 What am I like?</b>	<i>This topic leads onto awareness of different personalities and continues to improve self-identity by exploring how they would describe themselves.</i>	<b>71</b>
<b>Topic 5 My qualities and strengths</b>	<i>This topic moves from self-identity to introducing awareness into individual qualities and strengths.</i>	<b>98</b>
<b>Topic 6 Things that make me feel good</b>	<i>This topic is an introduction to developing problem solving skills and an ability to cope with difficult feelings. It increases awareness into what makes them feel good and what can make them feel bad.</i>	<b>115</b>



## Contents

<b>Topic 7 The way I feel</b>	This topic continues to improve their awareness of different emotions and the link between feelings and what their body is telling them. It continues to develop problem solving skills by considering how to cope with difficult feelings.	<b>137</b>
<b>Topic 8 I am great</b>	This topic summarises what the children have learnt by getting them to consider the things that make them special and great.	<b>157</b>
<b>Group cohesion activities</b>	This section provides 25 suggestions for effective group cohesion activities to use at the beginning and end of sessions.	<b>171</b>
<b>Plan of intervention</b>	This section provides you with a suggested plan of intervention over three school terms.	<b>199</b>
<b>Forms</b>	This section includes some forms that can be used for session planning and evaluation.	<b>209</b>
<b>Index</b>	An index of topics and activities.	<b>217</b>



## Initial assessment

**Introduction:** An initial assessment is useful to determine whether the child needs work in this area and also to provide a baseline assessment from which you can evaluate the effectiveness of the work. You may choose to talk to the child on a 1:1 basis or you could ask the teacher questions regarding their self and other awareness and self esteem.

**Objective:** To provide a baseline assessment.

**Materials:** Self awareness and self esteem interview.

**Timing:** The timing of the assessment will depend on how well you know the child. If you do not know the child well, then you will need to talk to a number of people and gain their opinions on the child's self awareness and self esteem.



## **Assessment of self awareness and self esteem**

Name..... DOB.....

Class..... Date.....

Use the questions below to help find out whether the child has good self awareness and self esteem. You could use pictures and other props to elicit answers if appropriate.

### **1. Tell me about your best friend**

Why do you like them? What do they look like? What are they like?  
(Other awareness)

### **2. Why do you think your friend likes you?**

(Qualities and self esteem)

### **3. Tell me about you. What do you like doing?**

Do you have a favourite game or activity? (Likes)

### **4. Anything you really don't like doing?**

(Dislikes)

### **5. What do you think you are good at?**

Can you think of something at school or home that you are good at?  
(Strengths and self esteem)

### **6. Can you think of something that you find difficult?**

Can you think of something at school or home that you are not so good at?  
(Needs and self esteem)





**7. How would you describe the way you look?**

Can you tell me three things about the way you look? (Personal appearance and self esteem)

**8. What kind of person do you think you are?**

Can you think of 3 words to describe what kind of boy / girl you are? (Qualities and self esteem)

**9. Can you think of one good thing about being you?**

Something that makes you special or really happy? (Qualities and self esteem)

**10. Do you like talking to people?**

Do you find it easy or difficult to talk to people? (Strengths and self esteem)

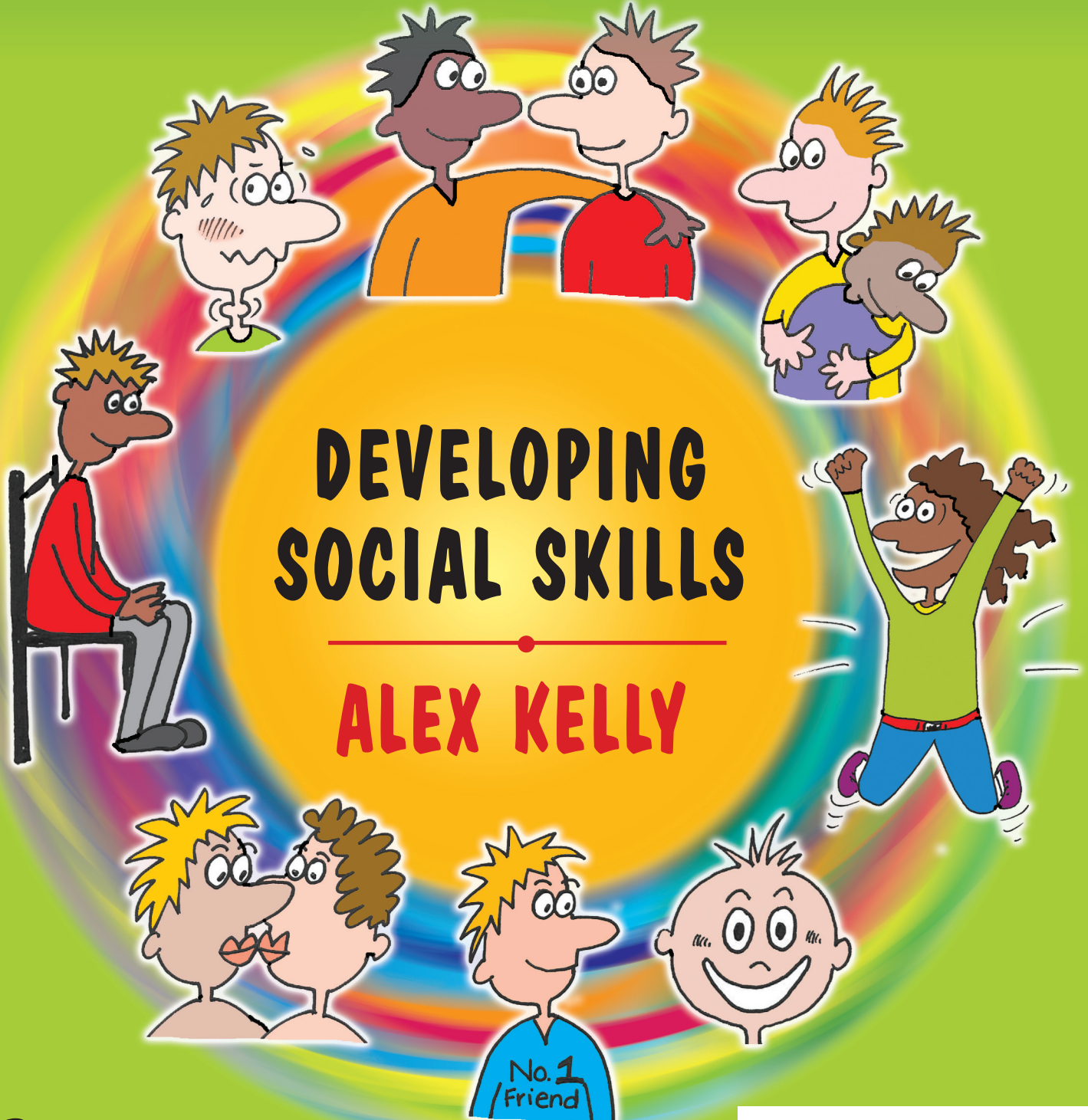
**Summary**

1. Able to tell you what they look like? (Personal appearance)	<b>YES</b>	<b>NO</b>
2. Able to describe a friend or another person? (Other awareness)	<b>YES</b>	<b>NO</b>
3. Able to say what they like and dislike? (Likes, dislikes)	<b>YES</b>	<b>NO</b>
4. Able to give you a couple of qualities about self? (Strengths, needs, qualities)	<b>YES</b>	<b>NO</b>
5. Appears to have good self esteem? (Self esteem)	<b>YES</b>	<b>NO</b>

**Comments**

Completed by..... Date.....

# TALKABOUT for CHILDREN



**DEVELOPING  
SOCIAL SKILLS**

**ALEX KELLY**

No. 1  
Friend



## Contents

## Page

<b>Introduction</b>	This section includes a brief introduction to the book and the key points behind setting up and running groups.	<b>3</b>
<b>Initial assessment</b>	This section includes an assessment of social skills with a visual assessment summary and a sheet to determine where to start work.	<b>13</b>
<b>Level 1 TALKABOUT Body Language</b>	The aim of this level is to increase awareness of body language and to improve skills in using body language effectively. It includes 26 activities which can be taught over a period of 2 academic terms or 25 sessions.	<b>21</b>
<b>Level 2 TALKABOUT Talking</b>	The aim of this level is to increase awareness of conversational skills and to improve skills in using speaking and listening in conversations effectively. It includes 23 activities which can be taught over a period of 2 academic terms or 25 sessions.	<b>91</b>
<b>Level 3 TALKABOUT Assertiveness</b>	The aim of this level is to increase awareness of assertiveness skills and to improve skills in using effective body language and speaking skills when being assertive. It includes 21 activities which can be taught over a period of 2 academic terms or 23 sessions.	<b>155</b>
<b>Group cohesion activities</b>	This section provides 25 suggestions for effective group cohesion activities to use at the beginning and end of sessions.	<b>247</b>
<b>A plan of intervention</b>	This section provides you with a suggested plan of intervention over 3 school terms.	<b>249</b>
<b>Forms</b>	This section includes some forms that can be used for session planning and evaluation.	<b>263</b>
<b>Index</b>	An index of topics and activities.	<b>271</b>



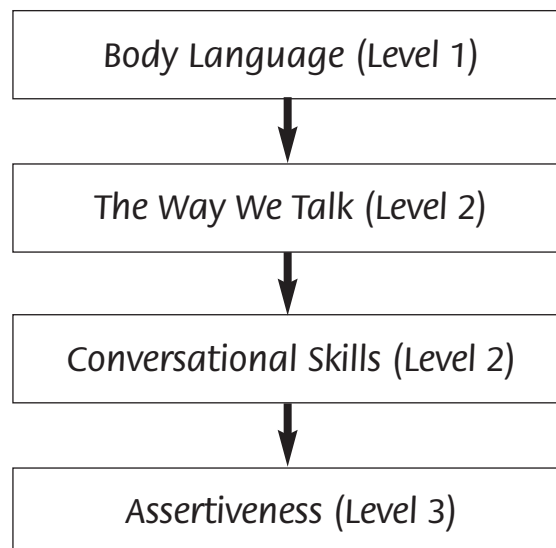
## Introduction to Assessment

- Objectives**      *To provide a baseline assessment*  
*To plan where to start intervention*
- Materials**      1. Social skills assessment  
2. Planning intervention sheet
- Timing**      *The timing of the assessment will depend on how well you know the child. If you do not know the child well, then you will need to talk to a number of people for their opinions on the child's social skills. If you know the child well, then the assessment should only take 20 minutes.*



## Introduction to Assessment

Activity	Teacher notes
<b>Social skills assessment</b>	<p>This is a full assessment of the child's social skills.</p> <p>Complete the assessment using a consensus of opinions from other people who know the child well. You can involve the child in the process if appropriate, i.e. if the child is able to understand the activity.</p> <p>Transfer the assessment to the assessment summary pie chart.</p> <p>This assessment is also available to buy on CD rom.</p>
<b>Planning intervention</b>	<p>Use the information from the 1:1 interview and social skills assessment to plan where to start, using the hierarchy.</p>







**Social Skills Assessment**

Name.....

DOB.....

Class.....

Date.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Never Good</b>	<b>Not Very Good</b>	<b>Quite Good</b>	<b>Very Good</b>

Complete the assessment using a consensus of opinions from other people who know the child well.

Involve the child in the process if appropriate.

Transfer the assessment to the assessment

<b>Body Language</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Eye Contact</b> Never Good - avoids eye contact at all times during conversations or continuously stares					Very good - effective and appropriate use of eye contact in all situations
<b>Facial Expression</b> Never Good - inappropriate to situation. May include scowling, grinning, blank expression etc.					Very good - effective use of a range of facial expressions, changing according to the situation, e.g. expresses own moods and feelings through facial expressions
<b>Gestures</b> Never Good - uses inappropriate hand gestures excessively, or no use of hand gestures					Very good - uses hand gestures effectively, e.g. for emphasis or substitution of speech
<b>Distance</b> Never Good - inappropriate distance when communicating causing discomfort to others					Very good - adapts distance appropriately and effectively, i.e. according to relationships and social situations
<b>Touch</b> Never Good - excessive use or avoidance of touch which causes embarrassment or anger in others					Very good - effective and appropriate use of touch, i.e. a degree of touch which is acceptable to others and/or the situation
<b>Fidgeting</b> Never Good - excessive fidgeting that is distracting and causes a barrier to communication					Very good - rarely fidgets
<b>Posture</b> Never Good - usually inappropriate to situation, e.g. inappropriately rigid or relaxed					Very good - normal posture and gait, appropriate to all situations
<b>Personal Appearance</b> Never Good - habitually unkempt appearance and/or inappropriate clothing to season or situation					Very good - maintains and adapts appearance to different situations, seasons and age. Uses appearance to create different impressions



# ASSESSMENT

The Way We Talk					
	1	2	3	4	
<b>Volume</b> Never Good - Mostly uses inappropriate volume, e.g. voice too loud or quiet for the situation					Very good - uses and adapts volume appropriately in all situations
<b>Rate</b> Never Good - consistently inappropriate rate, e.g. too fast, slow, fluctuating between two extremes					Very good - rate of speech is appropriate and adapted effectively, e.g. increasing rate when there is a sense of urgency
<b>Clarity</b> Never Good - habitual use of indistinct speech, e.g. mumbling					Very good - speech is consistently clear and easily understood
<b>Intonation</b> Never Good - consistently inappropriate, e.g. monotonous or exaggerated					Very good - intonation is used effectively and appropriately, i.e. adapted to situation and content of speech
<b>Fluency</b> Never Good - consistently dysfluent, e.g. severe hesitations in speech, excessive use of 'um' and 'er'					Very good - fluent speech

Conversational Skills					
	1	2	3	4	
<b>Listening</b> Never Good - difficulty in listening and lack of non verbal reinforcement, e.g. eye contact, nodding					Very good - a good listener showing effective and appropriate use of non verbal reinforces
<b>Starting a Conversation</b> Never Good - rarely initiates a conversation or inappropriate to situation, e.g. habitual subject matter					Very good - effective and appropriate use of conversation starters
<b>Taking Turns</b> Never Good - monopolises conversations with minimal listening or makes few contributions					Very good - uses good turn taking skills and effectively responds to cues, e.g. natural breaks, eye contact, questioning
<b>Asking Questions</b> Never Good - does not ask questions during conversations or seek further information when needed					Very good - asks questions with appropriate frequency especially when gaining information to maintain a conversation
<b>Answering Questions</b> Never Good - does not answer questions during conversations or uses minimal utterances, e.g. yes, no					Very good - responds to questions effectively and appropriately to maintain a conversation
<b>Being Relevant</b> Never Good - has difficulty in following a topic of conversation, e.g. introduces unrelated ideas					Very good - can maintain and develop a topic effectively and appropriately
<b>Repairing</b> Never Good - does not seek clarification or further information when a misunderstanding occurs					Very good - seeks clarification and further information effectively and appropriately
<b>Ending a Conversation</b> Never Good - has great difficulty in ending conversations or walks off without adequate closure					Very good - consistently ends conversations effectively and appropriately with appropriate non verbal and verbal behaviour



<b>Assertiveness</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Expressing Feelings</b> Never Good - does not express feelings or needs effectively or appropriately. May appear passive or aggressive in their ability to tell you					Very good - effective and appropriate expression of feelings or needs, i.e. expresses feelings with appropriate body language and vocabulary
<b>Standing Up For Yourself</b> Never Good - does not stand up for self or rights and may appear passive or aggressive or will stand up for self inappropriately					Very good - stands up for self or rights effectively and appropriately, i.e. can represent own views and feelings in an assertive way
<b>Making Suggestions</b> Never Good - does not make suggestions, may appear passive, easily led; or continuously making suggestions, not listening to others					Very good - makes suggestions or gives opinions effectively and appropriately and in the correct context
<b>Refusing</b> Never Good - will always comply with requests even when against their will or will refuse aggressively, inappropriately or continuously					Very good - intonation is used effectively and appropriately, i.e. adapted to situation and content of speech
<b>Disagreeing</b> Never Good - does not disagree with opinions and may appear passive or easily influenced or will disagree aggressively or continuously					Very good - has well developed skills in refusal which are used effectively and appropriately, i.e. uses appropriate non verbal and verbal behaviour
<b>Complaining</b> Never Good - does not complain when appropriate or may communicate dissatisfaction inappropriately and complain continuously					Very good - complains effectively and appropriately to the situation by stating reasons clearly and assertively
<b>Apologising</b> Never Good - does not apologise when appropriate or expected, may be defensive or aggressive or continuously apologises inappropriately					Very good - apologises effectively and appropriately using appropriate verbal and non verbal behaviour
<b>Requesting Explanations</b> Never Good - does not question requests or decisions and may respond inappropriately to them or continuously requests inappropriately					Very good - shows effective skills in requesting further explanations when necessary

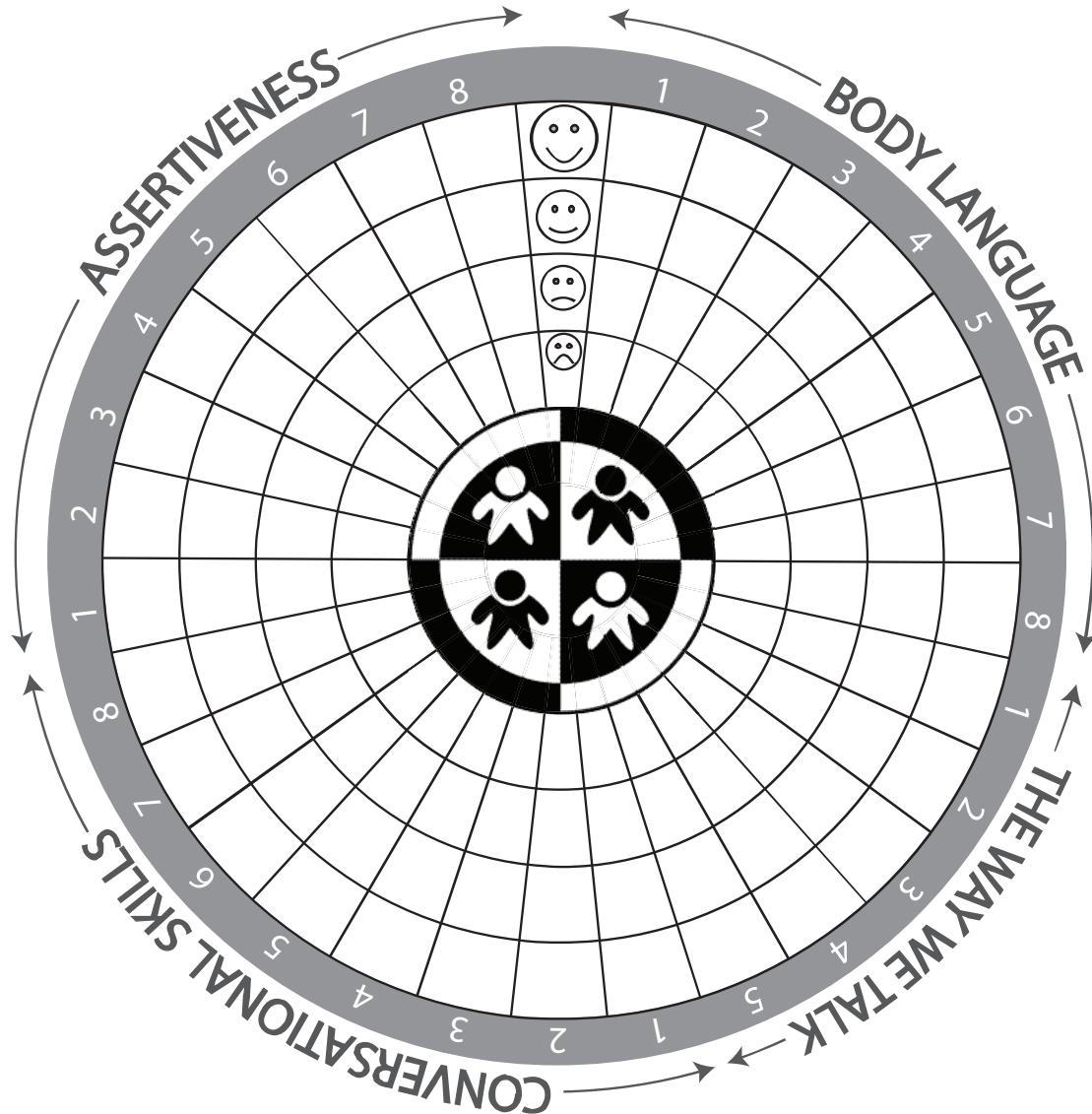
## Comments

Completed by ..... Date .....



**Social Skills Assessment Summary**

Name .....



BODY LANGUAGE	THE WAY WE TALK	CONVERSATIONAL SKILLS	ASSERTIVENESS
<ol style="list-style-type: none"> <li>1. Eye contact</li> <li>2. Facial expression</li> <li>3. Gestures</li> <li>4. Distance</li> <li>5. Touch</li> <li>6. Fidgeting</li> <li>7. Posture</li> <li>8. Personal appearance</li> </ol>	<ol style="list-style-type: none"> <li>1. Volume</li> <li>2. Rate</li> <li>3. Clarity</li> <li>4. Intonation</li> <li>5. Fluency</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Starting a conversation</li> <li>3. Taking turns</li> <li>4. Asking questions</li> <li>5. Answering questions</li> <li>6. Being relevant</li> <li>7. Repairing</li> <li>8. Ending a conversation</li> </ol>	<ol style="list-style-type: none"> <li>1. Expressing feelings</li> <li>2. Standing up for yourself</li> <li>3. Making suggestions</li> <li>4. Refusing</li> <li>5. Disagreeing</li> <li>6. Complaining</li> <li>7. Apologising</li> <li>8. Requesting explanations</li> </ol>



**Planning Intervention**

Name..... DOB.....

Class..... Date.....

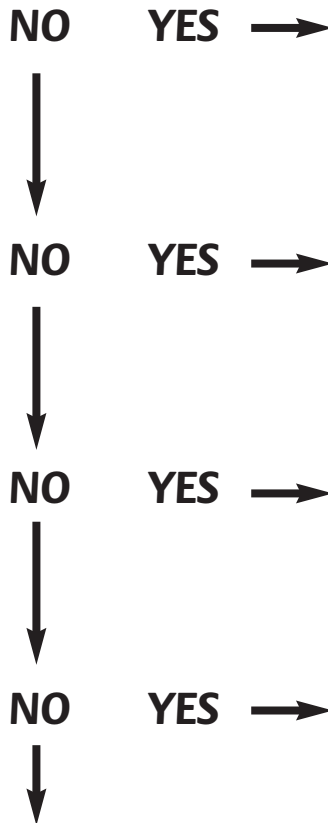
Social skills	Needs work?	Start here
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**Body Language...**  
Refer to social skills assessment

**The Way We Talk...**  
Refer to social skills assessment

**Conversational Skills...**  
Refer to social skills assessment

**Assertiveness Skills...**  
Refer to social skills assessment



**Level 1**  
Talkabout Body Language

**Level 2**  
(Topics 1 & 2)  
Talkabout Talking

**Level 2**  
(Topics 1, 3-6)  
Talkabout Talking

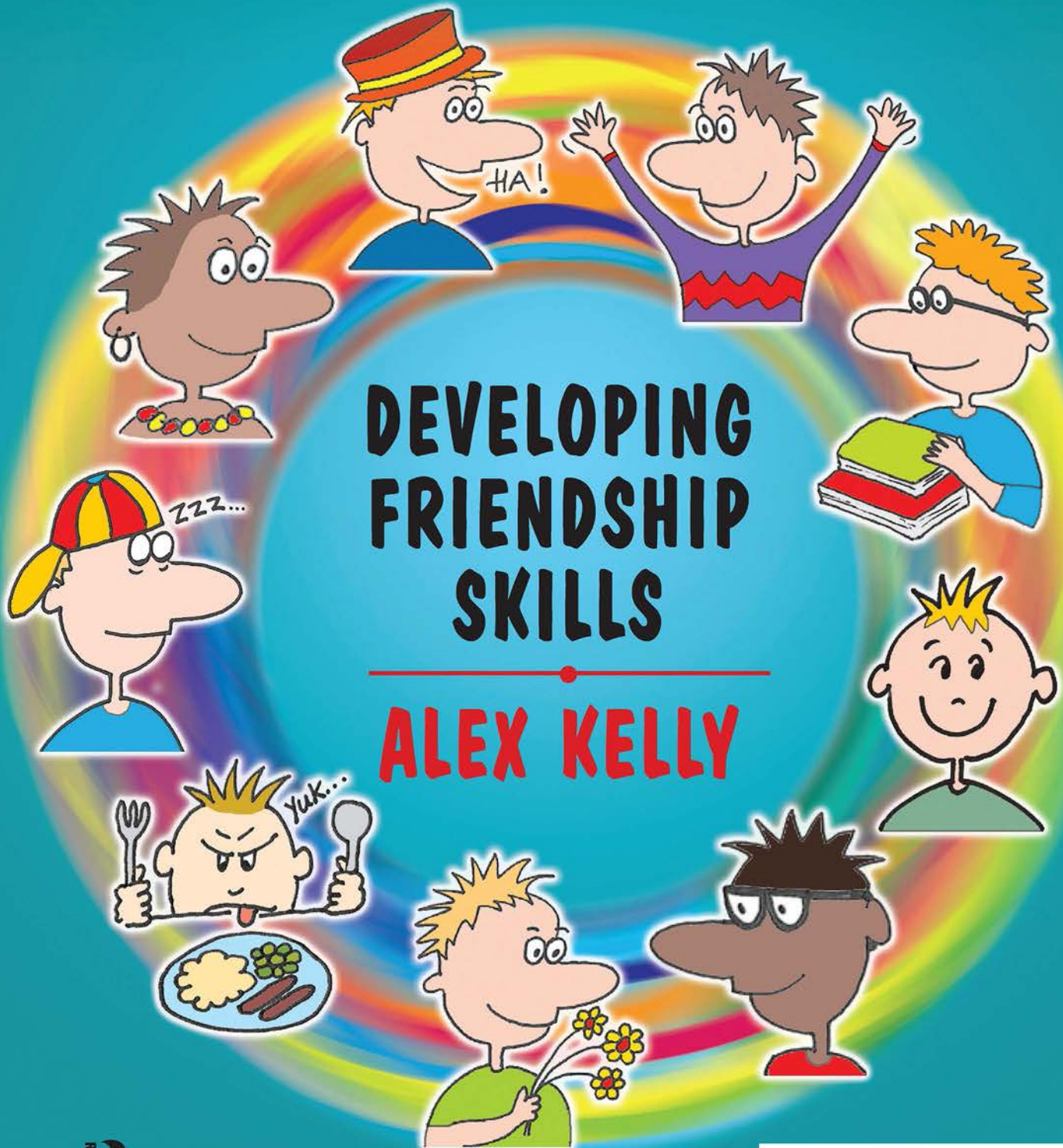
**Level 3**  
Talkabout Assertiveness

**Additional Comments**

Completed by ..... Date .....



# TALKABOUT for CHILDREN



## DEVELOPING FRIENDSHIP SKILLS

ALEX KELLY



## Contents

## Page

<b>Introduction</b>	<i>This section includes a brief introduction to the book and the key points behind setting up and running groups.</i>	<b>1</b>
<b>Initial assessment</b>	<i>This section includes a child interview and an assessment of friendship skills, with a visual assessment summary and a sheet to determine where to start work.</i>	<b>9</b>
<b>Topic 1 What is a friend?</b>	<i>This topic introduces what we mean by a friend as opposed to a member of our family or other kind of relationship. It includes three activities and should take up to four sessions.</i>	<b>19</b>
<b>Topic 2 Friendly behaviours</b>	<i>This topic introduces the idea of the qualities of a friend and which ones we value most. It includes six activities and should take up to five sessions to complete.</i>	<b>32</b>
<b>Topic 3 Choosing a friend</b>	<i>This topic covers how we should choose our friends. It includes six activities and should take up to six sessions.</i>	<b>53</b>
<b>Topic 4 Starting out</b>	<i>This topic covers how to start up a friendship. It includes seven activities and should take up to six sessions.</i>	<b>89</b>
<b>Topic 5 Being a good friend</b>	<i>This topic introduces the four key friendship skills. It includes ten activities and should take nine sessions to complete.</i>	<b>111</b>
<b>Topic 6 Coping with problems</b>	<i>This topic covers the main reasons why friendships experience problems and introduces what can be done about them. It includes eight activities and should take seven sessions to complete.</i>	<b>159</b>
<b>Plan of intervention</b>	<i>This section provides you with a suggested plan of intervention over three school terms.</i>	<b>201</b>



# TALKABOUT for CHILDREN

<b>Forms</b>	This section includes forms that can be used for session planning and evaluation.	<b>209</b>
<b>Index</b>		<b>215</b>



## Initial assessment

**Objective:** To provide a baseline assessment

**Materials:**

1. Child interview
2. Friendship rating scale
3. Planning sheet

**Timing:** The timing of the assessment will depend on how well you know the child. If you do not know them well, then you will need to talk to a number of people and gain their opinions on the child's strengths and needs.



## Activity

## Teacher notes

### 1. Child interview

Use the questions to help you find out whether the child is able to talk about their difficulties with you. This will help you gain understanding of whether they have underlying self esteem or social skills difficulties as well as finding out what the child thinks about their friendships. At the end you may also want to comment on how the child presented in terms of their social skills and self esteem.

### 2. Friendship skills assessment

This is a rating assessment of a child's friendship skills. It includes nine questions that refer back to the child's self esteem and social skills. It also includes 11 questions on friendship skills. The first nine questions may indicate a need to complete a full social skills assessment, for example the Talkabout wheel in TALKABOUT for Children: developing social skills.

### 3. Planning intervention

Use the information to complete the planning intervention sheet. This refers back to the previous TALKABOUT for Children books, as if there are lots of difficulties in self esteem or social skills, these may need to be addressed prior to working on friendship skills.





## Child interview

Name..... DOB.....

Class..... Date.....

Use the questions below to help find out whether the child has difficulties in making and maintaining friends. Make sure they feel relaxed and explain to them that you would like to ask them a few questions so that you can get to know them a bit better before you start working with them.

### 1. Tell me about school

What do you like about it? What don't you like about it?

### 2. Tell me about your best friend?

Do you have someone who is your best friend? What are they like? Why do you like them?

### 3. Tell me about you. What do you like doing? What don't you like doing?

Do you have a favourite game or activity?

### 4. What do you think you are good at?

Can you think of something at school or home that you are good at?



## ASSESSMENT

**5. Can you tell me something that is good about being you?**

What do you like about yourself? What makes you happy?

**6. Can you tell me something that is not good about being you?**

What would you like to change?

**7. Can you tell me about the things you find difficult when making friends?**

E.g. Is it difficult to start up a conversation?

**8. What do you think other people think of you?**

Do you think they like you? How would they describe you?

**9. Can you tell me about one thing that makes you feel unhappy?**

Or sad or worried?

**10. Do you like talking to people?**

Is it easy or difficult?

**Comments**

Completed by..... Date .....



**Friendship skills assessment**

Name..... DOB.....





Consider the statements on the chart and then rate them on the following scale:

1. Never good - Skill not present
2. Not very good - Skill emerging
3. Quite good - Skill present but not consistent
4. Very good - Skill consistent

<b>FRIENDSHIP SKILLS Assessment</b>						<b>Comments</b>
<b>Self esteem</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1	Appears to have good self esteem					
2	Appears to be happy with who they are					
3	Has an awareness of their strengths and qualities					
<b>Body language</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
4	Is able to behave appropriately with peers					
5	Is able to use appropriate body language with peers					
6	Is able to use good eye contact with peers					
<b>Conversation skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
7	Is able to interact appropriately with peers					
8	Is able to listen to others appropriately					
9	Is able to talk and join in conversations appropriately					



# ASSESSMENT

<b>FRIENDSHIP SKILLS Assessment</b>					<b>Comments</b>
<b>Friendship skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
10 Appears confident in forming new friendships					
11 Has a number of different friendships					
12 Is good at sharing					
13 Is able to cope with peer pressure appropriately					
14 Is able to deal with conflict appropriately					
15 Is able to disagree with others appropriately					
16 Is able to tell others how they feel / what they think					
17 Is able to show respect within a friendship					
18 Appears to value friendships through their behaviour					
19 Knows the effect their behaviour has on others					
20 Has an awareness of other people's feelings					

## Comments

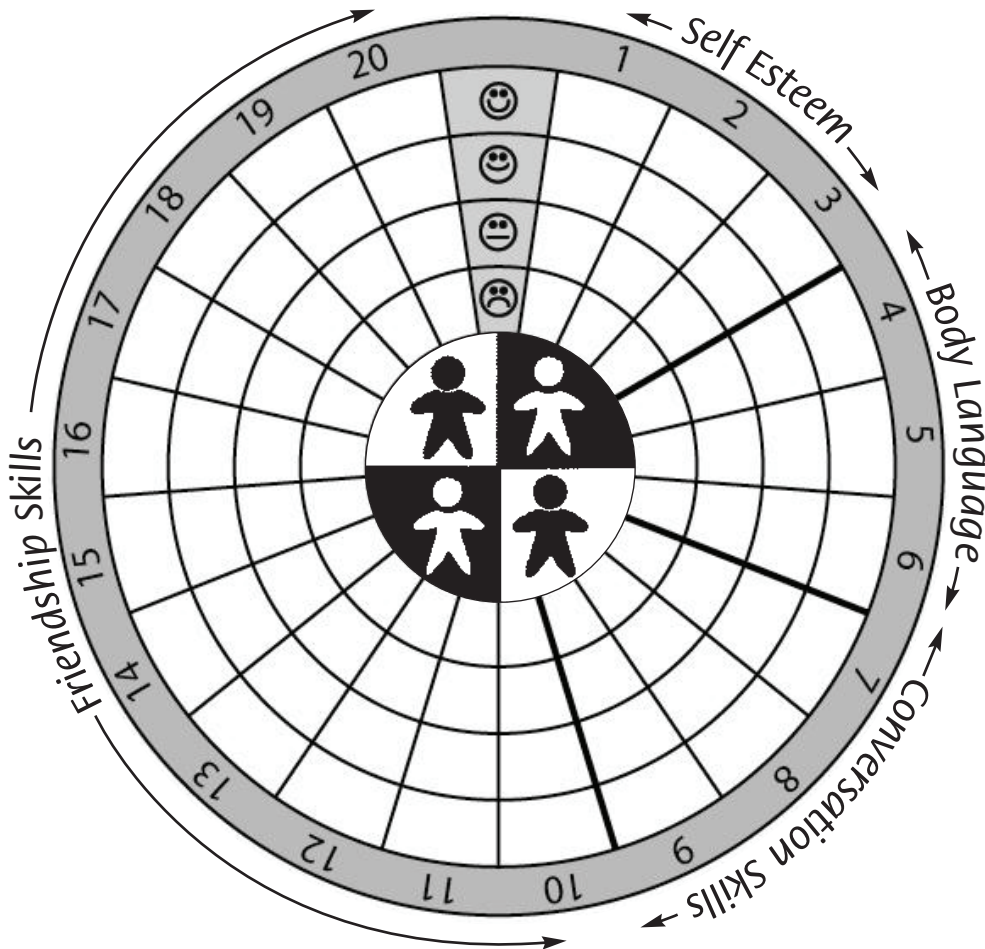
TOTAL ..... / 80      Percentage .....

Completed by..... Date .....



**Friendship skills assessment summary**

Name..... DOB.....



Self esteem		Friendship skills	
1	Appears to have good self esteem	10	Confident in forming new friendships
2	Happy with who they are	11	Has a number of friendships
3	Aware of qualities and strengths	12	Is good at sharing
Body language		13	Able to cope with peer pressure appropriately
4	Able to behave appropriately with peers	14	Able to deal with conflict appropriately
5	Uses appropriate body language with peers	15	Able to disagree with others appropriately
6	Uses good eye contact	16	Able to say what they think / how they feel
Conversation skills		17	Shows respect within a friendship
7	Able to interact appropriately with peers	18	Appears to value friendships through behaviour
8	Listens to others appropriately	19	Knows the effect their behaviour has on others
9	Joins in conversations appropriately	20	Has an awareness of others' feelings

Completed by..... Date .....



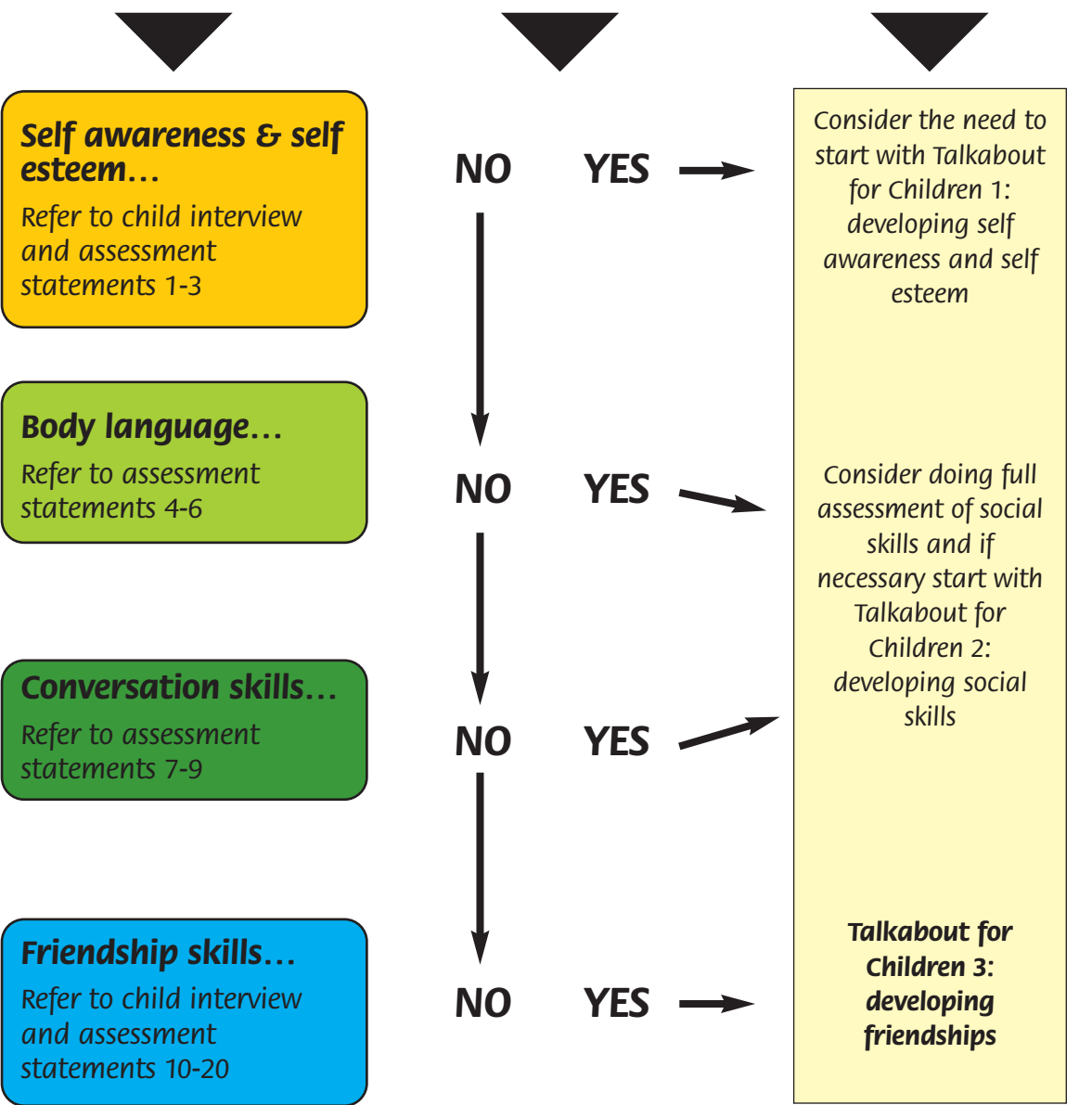


## Planning intervention

Name.....

DOB.....

Area of need	Needs work?	Start here
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Completed by.....

Date .....