

<p><b>Learning Objective:</b></p>		<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To know how to make friends and be a good friend</li> <li>• To know what I can do when I'm lonely</li> <li>• To know how to resolve arguments</li> <li>• To know how actions can affect others feelings</li> <li>• To understand what is meant by personal space</li> <li>• To know what bullying is</li> <li>• To recognise why someone needs help and what you can do</li> </ul>	
<p><b>Vocabulary:</b>  lonely  behaviour  loyal  honest  resolve  arguments  actions  thoughts  contact  teasing  bullying  excluding  situations  hurtful  harmful  online  secret  personal space  Friends</p>		<p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Show that they are actively listening and responding</li> <li>• Suggest what might happen if...</li> <li>• Demonstrate how to build on others' ideas</li> <li>• Be an effective member in small group tasks</li> <li>• Suggest different possibilities/ideas</li> </ul>	
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>	
<p><b>Recap of prior learning:</b></p>			
<p><b>1</b></p>	<p>Year One</p> <ul style="list-style-type: none"> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me and other people special</li> <li>• To explore similarities and differences</li> <li>• To know about different community groups I am a part of</li> <li>• To recognise how different people care for me</li> </ul>	<p>L.O. To know how to make friends and be a good friend</p> <p>Skills Focus: Be an effective member in small group tasks and suggest what might happen if...</p> <p>Ask the children to think about who their friends are. What friends do you have from school? Do you have friends from other places? How did you meet them?</p> <p>What do all your friends have in common? Why are you friends with them? How do they may you feel? How do they treat you?</p> <p>Make a note of the different responses from the children, highlighting the key vocabulary from the children and creating a bank of different words that could be used to explain what makes a good friend.</p> <p>What makes a good friend? Are you a good friend? Why?  Challenge - Have there ever been times when you haven't been a good friend? What did you do differently?</p> <p>Activity – Scenarios. Create a range of different drama scenarios where a child has to make a choice between being a good friend or not. Provide the children with the two choices that they can act out. E.g. You are out in the playground and a new group of children</p>	

		<p>want you to stop playing with your friend and play with them.</p> <p>A) Ignore your old friend and go play with the new children                  B) Explain to the other group that you won't stop playing with your old friend and would like them to join in too.</p> <p>Refer back to the key words, noted down on the flip chart and encourage the children to use this vocabulary when create their drama.</p>
<p><b>2</b></p>	<p>Year One</p> <ul style="list-style-type: none"> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me and other people special</li> <li>• To explore similarities and differences</li> <li>• To know about different community groups I am a part of</li> <li>• To recognise how different people care for me</li> </ul>	<p>L.O. To know what I can do when I'm lonely</p> <p>Skills Focus: Suggest different possibilities/ideas</p> <p>(Refer to any school policies you have that refer to building friendships/relationships. You may want to adapt the lesson to include these elements e.g. Play leaders or buddies)</p> <p>Start the session by discussing the word lonely. What does this word mean to you? Have you ever been lonely? How did it feel? Are there times when people feel lonely even if they're surrounded by people?</p> <p>Show the children the below video (Too Timid to Talk by Lisa Regan and Anne Shuttlewood)  <a href="https://www.youtube.com/watch?v=r5oKrXs0eTY">https://www.youtube.com/watch?v=r5oKrXs0eTY</a></p> <p>Throughout the video, ask the children how the Hedgehog is feeling at the different parts. Why do you think they are feeling lonely? (behaving in a timid way) How did the animals know she was lonely? What did they do to help her?</p> <p>Can you think of any other characters that are lonely? (example could be the rainbow fish – use this as a plenary to demonstrate that there can be other reasons for feeling lonely)</p> <p>Activity – Explain to the children that some schools have a friendship station where you can go if you're feeling lonely. Ask the children what they would like to do in their class to help people who are feeling lonely. The children then create a poster to promote people in the class to use the friendship station.</p>
<p><b>3</b></p>	<p>Year One</p> <ul style="list-style-type: none"> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me and other people special</li> <li>• To explore similarities and differences</li> <li>• To know about different community groups I am a part of</li> <li>• To recognise how different people care for me</li> </ul>	<p>L.O. To know how to resolve arguments                  To know how actions can affect others feelings</p> <p>Skills Focus: Show that they are actively listening and responding</p> <p>Start the session by asking the children about the word argument. What does it mean when you have an argument? How does it make you feel? Does it solve the problem?</p> <p>Explain that there are different things we can do to help resolve a problem.</p> <p>Read through the book found here  <a href="http://myyoungchild.org/stories-listen-alongs/ramon-learns-resolve-conflict/">http://myyoungchild.org/stories-listen-alongs/ramon-learns-resolve-conflict/</a></p>

		<p>Once you have finished ask the children what helped in this situation. Would an argument have made it better? Did it help to talk about their feelings? When we understand how others feel it helps us to solve any problems we might have.</p> <p>Next, show the children the story that can be found here <a href="http://myyoungchild.org/stories-listen-alongs/rosa-learns-forgiveness/">http://myyoungchild.org/stories-listen-alongs/rosa-learns-forgiveness/</a></p> <p>Explain to the children that in this story the two bunnies resolved their issues by forgiving one another. They both felt much better afterwards.</p> <p>Activity – Provide the children with a range of different scenarios where there may be a conflict. Ask the children to try talking about their feelings and then forgiving one another.</p> <p>Make the steps clear to the children</p> <ol style="list-style-type: none"> <li>1. Tell the other person how you feel</li> <li>2. Forgive the person for what they have done</li> <li>3. If you can't resolve the problem on your own then ask for an adult's help</li> </ol> <p>The above steps could be included as part of a class poster that could be referred to throughout the year</p>
<p style="text-align: center;"><b>4</b></p>	<p>Year One</p> <ul style="list-style-type: none"> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me and other people special</li> <li>• To recognise how different people care for me</li> </ul>	<p>L.O. To understand what is meant by personal space</p> <p>Skills Focus: Be an effective member in small group tasks</p> <p>Start the session by recapping the previous lesson. Why do some people have arguments? Could one of the reasons be that they are not giving you space? Explain that personal space is the space around us where we feel comfortable and sometimes when people get to close it can make us frustrated.</p> <p>Next, take the children outside and play the Cat and Mouse game. This game involves all the children having a bib tucked into their t-shirt or shorts and then the other children have to try to collect as many bibs as possible.</p> <p>Bring the children together after the game ask the children how much space you would need to have around you to protect the bib. What could you do to prevent people from getting to close? In real life, does this apply? How much space do you need to have around you? If someone in the class was getting to close, what could you ask them to do?</p> <p>Challenge – Is personal space different for different people you know. Is there anyone in your family who you get close to compared to someone you don't know well in the class?</p>

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<p>6</p>	<p>Year One</p> <ul style="list-style-type: none"> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me and other people special</li> <li>• To explore similarities and differences</li> <li>• To recognise how different people care for me</li> </ul>	<p>L.O. To recognise why someone needs help and what you can do</p> <p>Skills Focus: Show that they are actively listening and responding</p> <p>Show the children the below video (reading of the book Something Else by Katheryn Cave and Chris Riddle)  <a href="https://www.youtube.com/watch?v=aFOhsJydjNE">https://www.youtube.com/watch?v=aFOhsJydjNE</a></p> <p>Talk about how the character is being excluded by the other characters. How would they feel? What would you do to help them?</p> <p>Stop the video at 2:34 and ask why do you think that he is being unkind to the other character? (sometimes some people might be unkind because the other characters were being unkind to him)</p> <p>What would you do to help Someone else be kind? Do you think if you were kind to them, they might do that instead? What part of</p>

		<p>this could you take in your own life? What would you do if you saw a situation on the playground?</p> <p>Continue the video and emphasise that being kind to others can sometimes prevent bullying, as people will see that being kind to others is the right thing to do.</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• Know how to make friends and recognise when they feel lonely and what they could do about it</li> <li>• Know what friendly behaviour friendly is and what makes you a good friend</li> <li>• Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy</li> <li>• How their actions can affect people's feelings</li> <li>• How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• Why calling others names, teasing, bullying and excluding children deliberately is unacceptable and how to respond if this happens in different situations</li> <li>• How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>
<p><b>Resources needed for project:</b></p>		<p>Books or video links Bibs Scenario cards</p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p>In class support and scaffolds</p>