

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	As a rule	<ul style="list-style-type: none"> • Explain why we have rules. • Explore why rules are different for different age groups, in particular for internet-based activities. • Suggest appropriate rules for a range of settings. • Consider the possible consequences of breaking the rules. 	<p>Discuss-</p> <ul style="list-style-type: none"> • What are our class rules? • What are our school rules? • Why do we have class / schools rules? • What should happen if someone breaks the rules? • What would happen if people didn't keep to the rules? • Is it ever OK to break a rule? <p>Activity- Discuss different situations and what rules the children have come across. Talk about what would be sensible rules to have for particular locations, e.g. a train station, and what would not (common sense).</p> <p>Talk about rules that apply to different ages, e.g. PG films, computer game restrictions, social media site age restrictions.</p> <p>In pairs, children to think about different situations and decide what they think are the three most important rules. Compare with others. Choose one scenario and agree on the most important rules. Explain that in Britain, this is similar to how we decide rules and laws for the country.</p>	Rules Safety
2	My special pet	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them. • Understand that these feelings are normal and a way of dealing with the situation. 	<p>Briefly recall a childhood memory related to a pet or friend's pet.</p> <p>Around the circle, children complete the sentence "My ideal pet would be...". Discuss why people like having pets (company, affections, etc.) Discuss what might put someone off of having a pet (vet bills, cleaning, etc.)</p> <p>Read the story about Saima to the class. Ask questions about the responsibility of having a new pet.</p> <p>Read the story about Ben with the children.</p>	Responsibility Care Loss Feelings

			<p>Discuss how Ben felt when he lost his pet.</p> <p>Activity – Children draw a pet they would like and explain why. Share with others. Discuss that we have special people who we care about around us and sometimes pets, too. When we lose a pet or a person that we love, it is natural and OK to cry and feel upset. Talking about the things that made them special to us is a lovely way to remember them.</p>	
3	Looking after our special people	<ul style="list-style-type: none"> Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people. 	<p>Children call out the special people/relationships that they have in their lives e.g. friends, parents, carers, siblings, family members etc. Discuss why their special person makes them feel good, what do they do to make them happy, how do we feel if we fall out with them, what do we do to make up. With a partner tell them about a special person.</p> <p>What strategies can be used to make up if there are disagreements (including compromise, taking in turns, agreeing to disagree).</p> <p>Activity – Being reporters. Children interview a friend and note down the answers then use them to write a short paragraph about their relationship, in the way that a journalist or reporter might.</p> <p>Discuss what a good friend is.</p>	Responsibility Care Loss Feelings
4	How can we solve this problem?	<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. 	<p>Discuss the following scenario – A member of your (or a close friend's) family has a big birthday celebration coming up in a couple of weeks. You have been invited to the party and said you will go. However, at the same time another family member (or friend) has arranged to go away to the seaside for that same weekend and has asked lots of people who were going to go to the party to go with him/her. Neither of them knew that the other person was arranging an event for that weekend and yesterday got into a terrible argument about it and ended up shouting at each other and then storming off. Now they're not speaking to each other.</p>	Conflict Point of view

			<p>Discuss the scenario – how do they think each party feels? Why were they angry at each other? Did the argument help the situation? How can this be resolved?</p> <p>Talk about possible strategies to help resolve the situation.</p> <p>Activity – split into groups. Give each group a copy of the '<i>How can we solve this problem</i>'? Allocate a scenario to each group and children to act out. Groups to show their drama (1 to 2 minutes long) to the rest of the class. Discuss different scenarios.</p>	
5	Dan's dare	<ul style="list-style-type: none"> • Explain what a dare is. • Understand that no-one has the right to force them to do a dare . • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<p>Introduce the idea of a 'dare' by asking the children the following questions:</p> <ul style="list-style-type: none"> • What <i>is</i> a dare? (Together, come up with an agreed definition) • Who might dare us to do something? • Are dares good or bad? • Can you think of any dares that are ok? • Can you think of any dares that aren't ok? <p>Activity – teacher to take on role of Dan and tell the story of 'Dan's Dare'. Discuss the story and if the dares were ok, how the dares made Dan feel, how could he have stood up for himself and who he could have asked for help. Then discuss what could Dan have done differently.</p> <p>Reiterate what a 'dare' is, that some dares are ok and some are not ok and what someone can do if they are dared to do something they find uncomfortable.</p>	<p>Dare</p> <p>Persuade</p> <p>Feelings</p>

6	Thunks	<ul style="list-style-type: none"> Express opinions and listen to those of others. Consider others' points of view. Practise explaining the thinking behind their ideas and opinions. 	<p>Put up the terms 'agree', 'disagree' and 'neither agree or disagree'. Give the children different statements and children to stand by the term they agree with. Statements to include such topics as:</p> <ul style="list-style-type: none"> All children should be made to eat five portions of fruit and vegetables every day. Children should not be allowed to have televisions in their bedrooms. There should be more PE in schools. The government should ban selling fizzy drinks to children. <p>Discuss why the children chose their answers. What is an opinion? Can opinions be right or wrong? What if we don't agree with an opinion?</p> <p>Activity - Explain that you are going to try some 'thunks' – which are questions that have no right or wrong answer but will require children to think and express their opinions, possibly challenging other opinions, remembering to be respectful and courteous as they do so. E.g. is black a colour? Can you feel happy and sad at the same time? If I read a comic in a shop without paying is that stealing? Is it ok to ever cheat?</p> <p>Now try and find a statement that everyone agrees with. Choose a statement, beginning with 'I think that...'. The next child in the circle agrees or disagrees. If disagrees, they come up with a new statement, until hopefully a statement is found that everyone agrees with. Reinforce that it's ok to have different opinions.</p>	Continuum Opinions Respectful Courteous Challenging
7	Friends are special	<ul style="list-style-type: none"> Identify qualities of friendship. Suggest reasons why friends sometimes fall out. 	<p>Introduce the children to the characters of Harold the Giraffe and his friends Kiki the Kangaroo and Derek the Penguin, explaining that the three of them are best of friends. Watch the character videos and then discuss the following:</p> <ul style="list-style-type: none"> What do we mean by a best friend? Can you have more than one best friend? 	Strategies Point of view Calm Apologise Listen Making up

		<ul style="list-style-type: none"> Rehearse and use, now or in the future, skills for making up again. 	<ul style="list-style-type: none"> If we saw Harold, Kiki and Derek in the playground how would we know that they were best friends? What would they be doing? What would they be saying to each other? Do you think Harold and his friends ever fall out? If so, what sort of things might they fall out about? If they fell out, what could do they do to try and make up again? <p>Activity - Think about friendship qualities. Ask the children to pass an object round the circle. Whilst holding the object each child is asked to complete the sentence, '<i>My friend is special because...</i>' or '<i>I like my friend because...</i>'. Encourage the children not to mention anyone's name so that no-one is embarrassed or feels left out.</p> <p>Select a group of children to act out the given scenario about children playing football, someone joining in and taking over the whole game, then accidentally kicking the ball at a window which leads to football getting banned, all the children turn on Derek and call him stupid and other names, he then stomps off.</p> <p>Discuss:</p> <ul style="list-style-type: none"> Why do you think Derek was showing off? How does Derek feel now? Why do you think Kiki called Derek names? How does Kiki feel? Are Kiki and Derek showing the qualities of friendship discussed in the circle time activity? How can the relationship be resolved? <p>As a class, make a list of strategies for making up with a friend.</p>	
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