

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Collaboration challenge	<ul style="list-style-type: none"> Explain what collaboration means. Give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively. 	<p>Each group has a challenge: what is the tallest tower you can build from 6 sheets of newspaper and sticky tape?</p> <p>Tell the pupils that as well as an 'award' for the tallest tower, there will also be an 'award' for the best teamwork.</p>	<p>Collaboration</p> <p>Team work</p> <p>Challenge</p>
2	Give and take	<ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise. Describe strategies for resolving difficult issues or situations. 	<p>In groups each group has a conflict and resolution sheet. Discuss conflicts and possible outcomes. Consider the consequences of that response.</p> <p>Activity- Children record their ideas on the <i>Conflict and resolution</i> to help them prepare for the feedback activity that follows. As a class go through each conflict and actions allowing everyone to discuss the impact of that action. Acknowledge that there is not a 'right' thing to do, it depends on the individual situation.</p>	<p>Conflict</p> <p>Strategy</p> <p>Negotiation</p> <p>Consequence</p> <p>Resolution</p>
3	How good a friend are you	<ul style="list-style-type: none"> Demonstrate how to respond to a wide range of feelings in others. Give examples of some key qualities of friendship. Reflect on their own friendship qualities. 	<p>Activity 1- Ask the class to pair up and act out a situation from the Feelings role-play scenario sheet. Child A uses the scenario sheet to tell Child B how they're feeling. Child B responds twice: firstly, in an unhelpful or insensitive way and then in a more helpful, sensitive manner. Ask Child A to think about how they feel after each response. Give the children a couple of minutes to act out the situations and then ask them to swap roles and role-play again, using a different situation from the Feelings role-play scenario sheet.</p> <p>Activity 2 'How good a friend are you?' Quiz. Individually, children complete the quiz.</p>	<p>Insensitive</p> <p>Sensitive</p>

			Discuss responses and allow children to reflect on whether they are a good friend. Afterwards, invite the class to share their results - was anyone a good friend?	
4	Relationship cake recipe	<ul style="list-style-type: none"> Identify what things make a relationship unhealthy. Identify who they could talk to if they needed help. 	<p>Activity - recipe for a healthy relationship</p> <p>Class to use <i>Relationship cake recipe</i> - Activity sheet to help them with this activity.</p> <p>Have an example of a cake recipe displayed on the whiteboard. Point out the list of ingredients needed to make the cake. Highlight that there are different types of measurements in the recipe. e.g. grams, cups, teaspoons, pinch of, handful. This is followed by the baking process which is set out step by step - this is sometimes called the method.</p> <p>Activity- Children start by making their own list of all the ingredients that are needed to make a healthy positive relationship.</p> <p>Using the view of the cake from above, divide the cake into slices and label each slice with an ingredient (a bit like a pie chart). Slices can vary in size, according to how important the ingredient is, e.g. if a child thinks that laughter is very important, then this could be a big slice.</p> <p>Underneath the picture write the recipe's method - the things that need to happen to help make a positive healthy relationship. (E.g. First mix together some laughter and smiles, etc.)</p>	Healthy Unhealthy
5	Being assertive	<ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills. 	Working in pairs children act out the scripts for a few minutes. Discuss as a class how it felt to be Chris. Chris was having to be assertive with Sam. Explain that when someone is being assertive they are standing firm but doing it in a friendly and respectful way so as not to annoy the other person. Display this definition on your IWB (see Resources needed area). Ask children to look through the script and pick out all the ways that Chris was being assertive. Make a list in your whiteboard or a flipchart e.g:	Assertive Aggressive Passive

			<ul style="list-style-type: none"> • Repeating the point • Smiling and being friendly • Getting eye contact • Making an excuse • Suggesting an alternative <p>Activity- Ask if any pair would like to come up to the front of the class and act out the script. Ask the class to look out for how well the pair are showing the strategies you have listed. Also ask the class to look out for the manner in which Chris is responding in an assertive manner.</p>	
6	Our emotional Needs	<ul style="list-style-type: none"> • Recognise basic emotional needs, understand that they change according to circumstance. • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	<p>Children work in pairs to create their own character who is the same age as them. They will need to decide the following for their character:</p> <ul style="list-style-type: none"> • Is it a boy or a girl? • What does s/he look like? • Three words that their class mates would use to describe the imaginary character • Three strengths and three weaknesses • How this person feels about themselves? • How this person gets on with others his/her age? <p>Activity- Discuss emotional needs from sheet. Consider;</p> <ul style="list-style-type: none"> • I need to feel that I am good at some things • I need to have friends • I need to feel part of a group • I need to try new things • I need to have some choice over what I do • I need to give and receive attention • I need some time on my own • I need to feel safe and secure 	Emotional needs Risks/Factors Scenarios

			<p>Children consider each of the statements in turn and decide how their imaginary character gets their needs met.</p> <p>Explain that when we are facing a situation that we don't find easy we need coping strategies to help deal with that situation in a positive way. Examples of positive coping strategies might be: speaking to somebody about how you're feeling; writing down your worries if they're on your mind a lot of the time - some people find this helpful as a way of deciding what to do about their worries, or simply as a way of being clear about what's worrying them. Ask children to suggest their own positive coping strategies.</p> <p>Next, explain that you are going to give their characters a scenario that they will have to face. These scenarios might be positive or negative and this might depend on the character they have created.</p> <p>Ask the children to consider the scenario and decide which needs are being met or not being met. If children identify needs which are not being met, ask them to consider coping strategies for their character, to help him/her deal with the situation in the best way.</p>	
7	Communication	<ul style="list-style-type: none"> Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p>Children have a nonsense conversation using only numbers, but need to use expression to show how the conversation is going. Explain that when we communicate online it is difficult for this expression to be read.</p> <p>Activity- show examples of messages received. How would this make you feel? Is it different if said by a friend, sibling, parent etc. What happens if it is given a context, can this change the way a person feels? Look at it with punctuation and context.</p> <p>Explain that punctuation, hearing expression and seeing body language can change the way in which a message is received.</p>	<p>Non-verbal</p> <p>Body language</p> <p>Tone of voice</p> <p>Face-to-face</p>