

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Same or Different?	<ul style="list-style-type: none"> Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these. 	<p>Show the picture of Harrold the healthy giraffe, with his friends Kiki the kangaroo and Derek the penguin.</p> <p>Discuss as a class.</p> <p>What are the things that make them different?</p> <p>What are the things that make them the same?</p> <p>Discuss how we can see physical differences and similarities, but we can also have other things that make us different to each other.</p> <p>Watch the Harold, Kiki and Derek 'Special Talents' video.</p> <p>What are the things that make them different to each other?</p> <p>Activity – Standing in the middle of the circle you say, 'The sun shines on those who...' and choose something that is true about yourself e.g. 'The sun shines on everyone who has brown hair'. Everybody who has brown hair then must stand up and swap places with someone else.</p> <p>Afterwards ask if everybody stood up and swapped places every time. Why not?</p> <p>Which thing did most people swap places for? Which thing did least people swap places for?</p> <p>Ask the children if being different to someone else means that that person is better or worse in some way e.g. if someone is good at art and someone else is good at maths does that mean that one is better than the other? No, they are different but equal.</p> <p>We have special talents which may be different to those of others. It's important that we respect and celebrate the ways in which we are all different.</p>	Same Different Difference Respect

2	Unkind, tease or bully?	<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. 	<p>Teacher and TA to take it in turns to say aloud things that make them the same. Children to repeat the above activity with their partner. Repeat but this time highlighting differences.</p> <p>Ask the children ‘What is a good friend like?’ and they take it in turns to reply, ‘A good friend is’</p> <p>Discuss as a class how sometimes friends are not always kind and caring. As a class decide together what it means to be unkind, to tease, or to bully. Share definitions of each of the words.</p> <p>Activity – Give the children 3 cards with the words, unkind, tease or bully. Teacher to read different situations. Using the cards, children need to hold up the word which they think the situation shows.</p> <p>Remind them that if they know that someone is being bullied, or they are being bullied themselves then it is important to get help from someone. Children share who they could get help from.</p>	Unkind Unkindness Tease Teasing Bully Bullying Behaviour
3	Harold’s school rules	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe. 	<p>Introduce the idea of rules with some key questions:</p> <ul style="list-style-type: none"> -What rules do we have in school? -Who makes those rules? -Why do we have those rules? -What happens if someone breaks those rules? -Why is it important that everyone sticks to those rules? -Are there ever any times when someone might need to break the rules? [e.g. running in the corridor to get help for someone who has been hurt] <p>Activity - Harold and the School Council are looking at their school rules and helping the teachers to decide if these rules are OK or if they need changing. Children to discuss Harold’s school rules and decide which ones are OK and which need changing. During discussions, ask them to think about the following:</p> <ul style="list-style-type: none"> -Which rules do they think needed changing and why? -Which rules were OK to stay and why? -Are there any rules that they think Harold's school council should add to the list - and if so, why? <p>Ask the pairs/groups to draw or write some rules that they think would be good to add to the list.</p> <p>Reiterate why we need rules in school.</p>	Rules Safe Fair

4	Who are our special people?	<ul style="list-style-type: none"> Identify some of the people who are special to them. Recognise and name some of the qualities that make a person special to them. 	<p>Discuss as a class how we are all special and that we all have 'special people' in our lives.</p> <p>Ask the children who are the special people in their lives. Ask the children to explain why they are special to them using the sentence '..... is special because'.</p> <p>Discuss if we always get on with our special people?</p> <p>With the children in pairs, they can tell each other how they felt when a special person made them feel happy/angry etc.</p> <p>Activity – Children to make a card for their special person.</p> <p>Children take it in turns to say 'It is good to have special people because...'</p>	Special people Qualities Feelings
5	It's not fair!	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind, and unkind. Suggest ways they can show kindness to others. 	<p>In a circle ask the children if they have or have ever heard someone say, 'It's not fair!'</p> <p>Discuss as a class why someone might say this. Ask children what we mean by being fair. Take ideas and agree a class definition e.g. 'Being fair is when everyone is treated the same'.</p> <p>Ask children what we mean by being kind. Take ideas and agree a class definition e.g. 'Being kind is doing something that is thoughtful and generous to someone else'.</p> <p>Activity - Read the 'It's not fair!' story. Pause at the parts marked in the story to ask the children to comment on whether the characters' actions were fair or unfair, kind, or unkind.</p> <p>Children take turns to suggest kind things they could say to someone.</p>	Kind Sharing Rules Friendship

6	Meet the needs of the class/ review lesson.			
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