

| Lesson No. | Lesson Title | Learning Outcomes | Content | Key Vocabulary |
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| 1 | Can you sort it? | <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'. Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. | <p>Explain that the lesson focus is finding solutions to situations where people don't agree. By the end of the lesson children will have knowledge of some strategies and skills which can be applied when in a similar situation.</p> <p>Read the 'Kiki Sorts It Out' story and follow it up using the prompt questions shown in italics in the story.</p> <p>Following on from the story, explain that sometimes it is important for a person to negotiate a compromise with someone else, so that they are both happy with the result, even if it's not exactly what either of them wanted. This means they work together to come to an agreement.</p> <p>Activity- Look at some scenarios that require negotiation and compromise; is there a compromise that means that everyone is OK with the outcome? Children to work out a compromise to solve the problem. Children share their ideas.</p> <p>Which of the scenarios were easiest to sort out and which were the hardest? Why?</p> <p>Produce a list of tips for sorting out differences, for example:</p> <ul style="list-style-type: none"> -Take turns fairly -Be kind or flexible and go with someone else's idea -Find something else you all want to do -Mix your ideas together -Listen to the other person's ideas -Other suggestions. | Negotiation Compromise |
| 2 | Islands | <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when | <p>Play the 'Islands game' – either in the hall or clear a space in the classroom.</p> <p>Activity- During circle time discuss the various stages of the game and the feelings shown as the Islands became more crowded. Acknowledge that this was a game, and there was a competitive element and lots of laughter. Some might have felt OK with such close contact, others less so.</p> <p>Explain/discuss the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us.</p> <p>Show the photographs on the IWB (provided) and consider the following questions in relation to the people in the pictures:</p> | Body space Invade |

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| | | <p>people are close to their body space.</p> <ul style="list-style-type: none"> Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. | <p>-How do you think this person is feeling?</p> <p>-How does our body or mind warn us when someone gets too close?</p> <p>-How do other people react when someone gets too close?</p> <p>-How can we tell that they don't feel comfortable? [facial expressions or body language]</p> <p>-What could they do if someone is touching them in ways they don't like, or making them feel uncomfortable in any way?</p> <p>In pairs, 'A's all stand in a line facing the 'B's, about 2 metres apart. 'B's start to take steps forward, pausing in between each step. 'A's should try to communicate how they are feeling by their facial expressions and body language, starting off smiling and getting less comfortable as 'B's gets closer. Tell 'B's to look out for clues and to stop or move back to a distance 'A' is comfortable with.</p> <p>Discuss the signals that the 'A's gave. How easy were they to read? Did all 'B's end up the same distance away from their partner?</p> <p>What should we do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way? (Tell a safe adult about it. If the safe adult is busy or not listening properly, keep trying and don't give up - or find another safe adult.)</p> | |
| 3 | Friend or acquaintance | <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared. | <p>Introduce the focus for the session – to consider the different types of relationships we can have with other people.</p> <p>Share the 'Umar helps Henry' story. Within the story there are different characters mentioned. Ask:</p> <p>-Who would you say is an acquaintance of Henry's?</p> <p>-Why aren't they a 'friend'?</p> <p>-Are any of Henry's relatives caving with him?</p> <p>-What makes you say no?</p> <p>-What does Umar do in the story that demonstrates he is a very good friend to Henry?</p> <p>Try to encourage identifying the different ways Umar helped Henry.</p> <p>-What else might Umar have done to help Henry on the caving trip?</p> <p>-The two boys are friends but are different. How do they differ?</p> <p>-Why might we choose people for friends who are different from ourselves?</p> <p>-What would the world be like if everyone looked the same and had the same opinions and interests?</p> | Sharing Acquaintances |

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| | | | <p>We have different types of relationships and these affect the way we are with people and what kinds of conversations we have.</p> <p>In pairs, act out the conversation Henry might have with different people.</p> <p>Consider if it is a close relationship? Do they know Henry well?</p> <p>Summarise that all the people we know and meet have important roles in our lives but that we might share more with our families and friends than acquaintances.</p> | |
| 4 | What would I do? | <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively. | <p>In groups of about 10, silently form a line in order of birthday dates in a calendar year with those closest to Jan 1st at one end and those closest to 31st Dec at the other. Check each line has succeeded. What signs can they use to help?</p> <ul style="list-style-type: none"> Did anyone share the same birthday? If so, how did they deal with that within the task? <p>Explain that our birthday date can be something that makes us different from those around us. Explain that the session today is going to include consideration of ways in which people <i>differ</i>.</p> <p>Activity-Circle time, children say 'We are all similar because...' then 'A way in which people can be different is....'</p> <p>One way in which people might differ is the friendships they have. Does everyone have the same number of friends? Discuss the following questions:</p> <ul style="list-style-type: none"> -Can people have friends that are older? -Can people have friends that look very different from them? -Can people have friends that come from different types of home? -What affects how many friends a person has? <p>Discuss in pairs then share. Draw out that there are many things affecting the number of friends a person has, for example, whether they live close to many people, if they are new to the area they live in, if they share the same language as those around them, if they have a friendly disposition.</p> <p>What is a friendly disposition? Clarify, that a person with a friendly disposition is someone that is easy to get along with and who behaves in a friendly manner. If someone behaves in such a way, how would this affect their friendships?</p> <p>What kind of behaviour might have the opposite effect and cause a person to struggle to make and keep friends, use think, pair and share?</p> <p>What kinds of aggressive behaviour might someone show?</p> | Aggressive Apologise |

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| | | | <p>Emphasise the fact that people are not aggressive in themselves but may <i>show</i> aggression. It is a behaviour. Discuss why someone might behave in an aggressive way.</p> <p>In groups of 5 or 6 decide on an aggressive behaviour to focus upon. Someone is showing aggression; someone is the 'victim' of the aggression and a witness. Convey the emotions of the different individuals by facial expression and body position.</p> <p>Explain that hopefully such aggression is hardly ever seen. Is there anything the witnesses could do to de-escalate of the situation? Ideas might include:</p> <ul style="list-style-type: none"> -Avoid joining in or laughing -Walk away if the person behaving like this – report to an adult/get help if required (active bystander behaviour) -Tell them to stop (active bystander behaviour) -Support the victim (active bystander behaviour) <p>If someone has behaved in an aggressive way, there can be a number of reasons. These don't excuse the behaviour but might help others understand why it happened.</p> <p>In pairs/threes read the <i>Aggressive Behaviour: Apology cards</i> and write down words that might help the aggressive person to apologise and explain their behaviour to their friends/teacher/parents.</p> <p>Emphasise that most of the time people behave well towards one another. Reiterate that friendships are stronger if people can be consistently positive with one another. They are also more likely to last.</p> | |
| 5 | The people we share our world with | <ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals). Define the word <i>respect</i> and demonstrate ways of | <p>Working in pairs, discuss three things that make people look different from each other and three differences which cannot be seen. Share ideas with the class. Explain that in this lesson we are going to look at people from a range of different cultures living in this country and think about how important it is to respect everybody, even if their beliefs and practices are different from our own.</p> <p>Activity- Each child has a copy of '<i>The people we share our world with</i>'. The people on the sheet are all children who live in the same town and on the same street. Read through them and make a list of:</p> <ol style="list-style-type: none"> 1. The things that these people have in common 2. The things that make them different | Similarities Differences Respect |

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| | | showing respect to others' differences. | <p>Discuss these two things. What understanding is there of the different religions mentioned on the sheet? What religious celebrations/festivals are mentioned? What other religious festivals are there?</p> <p>Complete a Fact File, using the same headings. Share and compare the outcomes of the Fact Files. How might people feel about having things which are similar or different to others? What would the world be like if everyone was the same or very similar?</p> <p>What do we mean by the word 'respect'? Discuss possible definitions and summarise with an agreed definition e.g.</p> <p><i>'When we show respect to other people this means that we accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of these differences.'</i></p> | |
| 6 | That is such a stereotype! | <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. | <p>Children imagine:</p> <ol style="list-style-type: none"> 1. A child climbing a tree. What is their gender? (Or ask 'Are they a boy or a girl?') 2. Someone modelling clothes. What is their gender? 3. A doctor. What is their gender? 4. A new-born baby boy. What colour clothes is he wearing? <p>Invite initial assumptions about each of these questions. If many of them responded in a way that reinforces a stereotype, ask the following:</p> <ul style="list-style-type: none"> • Why did we think these things? • Where do we see or hear them? (Family, friends, the media: TV, radio, adverts, social media, magazines, films etc.) <p>These are called stereotypes. A stereotype is when we think one way of being fits all situations, e.g. boys always wear blue.</p> <p>Share a clip with the class where boy and girls are given specific toys depending on their gender e.g. a child in a dress is given dolls, a child in trousers and shirt given a robot. Stereotypes can affect our choices.</p> <p>Think of the story of Snow White and name the stereotypes in that story.</p> <p>Now think of the Disney film Frozen. How does it change the stereotypes? – 2 female lead characters, strong, clever, the love in the film is about sisters, a weak male character who doesn't save everyone.</p> <p>Activity- In pairs, using the 'Headlines' worksheet, cut a piece of A4 paper in half. Draw the stereotype suggested by the headline and then draw the opposite of the stereotype. Put the two halves back together again and stick the headline across the top.</p> | Stereotype Gender |

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| | | | Look through newspapers or use the internet to find evidence of stereotypes and cut out some found examples. Add words or phrases to show the opposite stereotype. | |
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