

Theme: Relationships

Term: Summer

Year group: 2

Whole school launch event:

- Whole school launch assembly based on being a good friend.
- Discussing what it means to be a good friend and what qualities good friends have.
- Children go back to class and set themselves a goal 'Be the friend you want to have.'
- Children to draw/write about what qualities and skills they will need to be a great friend to someone.
- Create a whole school display.

Whole school end event:

- Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms.
- Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly.
- Whole school to come together at the end of the theme to discuss good friends and good friendships

Overall objectives

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

Key words:

- Differences
- Male
- Female
- Penis and vagina
- Udder and teats
- Nipples
- Pride
- Achievements
- Friendship
- Qualities
- Good friendship
- Conflict
- Resolution

External links and links to themed weeks:

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- NSPCC
- Diversity role models deliver LGBT workshops

Outstanding grade descriptors (Solely linked to Personal Development)

- They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites

Assembly ideas:

- Positive relationships
- Recap of Anti Bullying policy
- Being a good friend
- Keeping Safe (NSPCC link)
- Red Cross assembly
- Oxfam link

Lesson:	Learning Objective:		Ideas for further development/circle time
1	To identify the qualities of a good friend	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ After launch assembly all children to return to their class. ◦ Teacher to recap message from assembly with the class ◦ What does it mean to be a good friend? What is a good friend? How can we be a good friend? <p>Main:</p> <ul style="list-style-type: none"> ◦ Hand the friend template to each child. ◦ Explain to the class that you would like the children to write what a good friend is to them. ◦ What does a good friend say? What does a good friend do? What does a good friend mean to you? What do you look for in a friend? What is important to you? ◦ All children to complete the template in one colour. Keep as baseline assessment evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Class to come together and share what they write about a good friend. ◦ Is your ideal friend similar to anyone else's? How is it similar? How is it different? What do you write? Why? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ I like you ◦ I'd like to say well done
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Good friend template 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story about friendships ◦ Links to story writing
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
2	<p>To understand and learn the PANTS rules</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Video link ◦ Art materials ◦ PANTS outline ◦ Human puzzle <hr/> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ NSPCC PANTS rule 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Introduce the ROCK rules to the class. ◦ Explain to the class that over the next 2 lessons we will be learning how to keep ourselves safe. ◦ Introduce the PANTS rules to the class using the PowerPoint. ◦ Then show the Pantosaurus video to the class. https://www.youtube.com/watch?v=fn6AVSZk008 This song covers the main points of PANTS and is a good way to introduce the topic. <p>Main:</p> <ul style="list-style-type: none"> ◦ Show children the PANTS acrostic to explain the main messages. Take each sentence in turn and explain what each letter of PANTS stands for. ◦ Check that the children understand each phrase. Encourage them to say it out loud as a chant. ◦ Explain to the class that they are going to designing their own PANTS. ◦ Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints. ◦ In pairs/small groups ask children to design and make their own pants using the pants templates. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display ◦ When the children are finished display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rules. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants (use the pants from main for this). Use human outline resources for this section. ◦ As a class discuss what areas are private and what areas are covered by PANTS. Why do we need to know our private parts? ◦ Ask the children to help you label each part of the body. And use this activity to lead on to discussing the appropriate language we may use to describe parts of our body, as per the agreed list ◦ Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Stand up and turn around ◦ Kind deed ◦ Hello, how are you? <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Art and design

Lesson:	Learning Objective:		Ideas for further development/circle time
3	<p>To understand that they have the right to say “no” to unwanted touch</p> <p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint Who can I trust sheet <p>External resources used:</p> <ul style="list-style-type: none"> NSPCC PANTS rule 	<p>Introduction:</p> <ul style="list-style-type: none"> Introduce ROCK rules. Recap learning from last week’s lesson. As a class discuss the difference between appropriate/‘good’ touch, and inappropriate/‘bad’ touch. Explain that touch can be good, bad or unwanted. What is good touch? Can you give me an example? What is bad/unwanted touch? Can you give me an example? Move on to a teacher-led discussion about positive and negative feelings linked to ‘good’ touch/‘bad’ touch. Say that ‘good’ touch should make you feel positive. Talk about why people might touch you: to show affection (hugs, kisses, cuddles) to keep you safe (holding your hand when you cross the road) if you’re ill or hurt (doctors and nurses). <p>Main:</p> <ul style="list-style-type: none"> Then talk about touch which maybe doesn’t feel good but is necessary such as grabbing you to stop you running into a busy road, or other danger, examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example: A parent’s friend comes into your room and gives you a hug and a kiss, and then they tell you it’s a secret and you shouldn’t tell anyone. Explain to pupils that if they are being asked to keep secrets by people and don’t understand why, they should talk to someone they trust about them. Finally explain ‘bad touch’. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust. Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend’s parent, a teacher, a police officer etc. Who do you trust? As a class write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child then creates their own individual list using template. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust. Encourage the children to keep their list somewhere safe. <p>Plenary:</p> <ul style="list-style-type: none"> Review and reinforce the PANTS acrostic. See if the children can remember it. Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, e.g.: ‘private’, ‘your body’, ‘no’, ‘secrets’, ‘help’. Encourage the children to use the pants they designed earlier to consolidate their understanding. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> What am I? All lit up <p>Curriculum links:</p> <ul style="list-style-type: none"> Art and design

Lesson:	Learning Objective:		Ideas for further development/circle time
4	<p>To identify differences between males and females</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ 2 large PE hoops ◦ Boy/Girl/Both labels ◦ Pictures of objects and clothing ◦ Clothed Babies picture cards ◦ Pictures of new-born babies ◦ PowerPoint ◦ Assessment sheet <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Hand each child boy and girl assessment sheet. Ask the children to draw on the outlines the ways boys and girls are different using one colour only. Keep as assessment evidence ◦ Explain that the lesson will be about differences between boys and girls and refer to the learning outcome on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different. Keep as evidence <p>Main:</p> <ul style="list-style-type: none"> ◦ In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs ask the children to discuss what the differences are between boys and girls. ◦ Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true. ◦ Using the PE hoops make a Venn diagram and label the spaces BOY, GIRL and BOTH. One by one invite the children to select an object from the bag of objects and clothing and place it in the BOY, GIRL or BOTH space. Take pictures as evidence. Ask them to explain their choice using the sentence stem: I put it there because... Accept the children's decisions for the time being. ◦ When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: Is it always true that only boys wear trousers? Does anyone know any males with long hair? Ask whether anyone would like to move any of the objects and why. ◦ Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls. ◦ Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Check that the children understand that a boy is male and a girl is female. ◦ In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born. Give each table a Clothed Babies picture card. Ask the pairs to decide if they can tell if their baby is male or female and how they know. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Display the Clothed Babies on PowerPoint. Feedback ideas with the whole class about whether the baby in the picture is a boy/male or girl/female. Reinforce that we cannot always tell who is a boy or girl by what they wear, like or do. ◦ Ask the class how a doctor or midwife would know whether a new-born baby is male or female. Accept any terms the children use such as "private parts" or other familiar names. Explain that in a future lesson they will learn the scientific names for these parts of the body. Use the Pictures of new-born babies to support the discussion 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Keeping healthy ◦ Guessing health <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Link to KS1 Science curriculum ◦ Stories that explore gender stereotypes ◦ Maths sorting

Lesson:	Learning Objective:		Ideas for further development/circle time
5	To explore some of the differences between males and females and to understand how this is part of the lifecycle	<p>Introduction:</p> <ul style="list-style-type: none"> Ask the class what they remember from the last lesson. Remind them that they talked about some of the fixed ideas people have about boys and girls and about how to tell the differences between male and female babies. Refer to the learning outcomes for this lesson and explain that they are going to learn about some of the differences between male and female animals and why they are different. Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: My name is ... and my favourite animal is ...because ... <p>Main:</p> <ul style="list-style-type: none"> On the whiteboard show a selection of the pictures of male and female animals. Ask pupils if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body. Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words teats and udder and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart. Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word teats and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this. At tables, give each child a copy of the Cats and Kittens worksheet. Ensure the children understand the meaning of the following words: male, female, kitten, teats and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that we always need a male and a female to make a baby. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> Review learning and explain that in the next lesson they will be finding out more about the differences between boys and girls. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> Guessing health Favourite food Pass it on
	<p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint Cat worksheet Talking object 		<p>Curriculum links:</p> <ul style="list-style-type: none"> KS1 science curriculum Stories about animals giving birth Maths sorting
	<p>External resources used:</p> <ul style="list-style-type: none"> Christopher Wintour 3rd Edition 		

Lesson:	Learning Objective:		Ideas for further development/circle time
6	<p>To focus on difference and name body parts</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ 2 large PE Hoops ◦ Hoop labels ◦ Body Parts picture cards ◦ Female x-ray picture ◦ Body Parts worksheet <hr/> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ As a whole class use a ‘Simon Says’ format to review the learning about males and females; e.g. all the males put your hands on your head or all the females point at the ceiling. Catch the children out by giving a command without identifying the sex e.g. put your hand up. <p>Main:</p> <ul style="list-style-type: none"> ◦ Ask the class what they remember from the last two lessons. Prompt them using questions e.g. what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born? Remind the class that there are some important differences between male and female bodies and refer to the learning outcomes for this lesson. ◦ Create a Venn diagram on the floor using two PE hoops. Use the Hoop labels to designate one side of the Venn diagram ‘male’, one side ‘female’ and the centre ‘both’. Give a Body Parts picture card to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. Keep as evidence using photographs ◦ When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different. Use the Female x-ray picture at your discretion to explain that the vagina is inside the body. ◦ At tables, ask children to individually complete the Body Parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both. Keep as evidence ◦ Remind the class that most parts of our bodies are the same. Sing and perform the song Heads, Shoulders, Knees and Toes. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask the class to summarise what they have learnt. ◦ Hand each child assessment sheet from lesson 4. Ask the children to add differences to the outlines using a different colour. Keep as assessment evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Keeping healthy ◦ What am I? <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Key Stage 1 Science Curriculum

Lesson:	Learning Objective:		Ideas for further development/circle time
7	To understand pride	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 59 for the children. ◦ Ask the children what the word proud means? Have the children discuss the meaning of proud/pride. ◦ Explain to the class that over the next few lessons we will be focusing on being proud and what makes us proud. <p>Main:</p> <ul style="list-style-type: none"> ◦ Display Slide 60 for the children. Ask the children to think of words to describe the feeling of being proud. Why is pride important? What makes you feel proud? ◦ Take feedback from the class and note down words on large sugar paper to display in the classroom. ◦ Display slide 61 for the children. Then ask the children to think of things they are proud of. ◦ Explain that you can be proud of many things: <ul style="list-style-type: none"> - Your achievements - Things you have done - How you treat others - Parts of your personality - A way you handled a situation - Doing the right thing ◦ You may choose to display these suggestions for the class (Slide 62). ◦ Allow the children time to discuss things that make them proud. Take feedback as a class. ◦ Explain to the children that we are going to be creating a 'Proud Wall' in the classroom. ◦ Explain to the class that they will be given a proud sheet and they must draw one thing they are proud of on the sheet. ◦ Explain that they can draw anything they are proud of. ◦ As a class discuss possible drawings before asking the children to begin. ◦ Children to have 10 – 15 minutes to draw one thing they are proud of on their Proud Sheet. ◦ Teacher to walk around the classroom listening to and responding to drawings. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Children to sit in a circle, invite the children to share their drawings with the rest of the class, explaining what makes them proud ◦ Display all Proud Sheet in the classroom, labelling it Our Proud Wall. Keep as evidence or take photographs as evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Candle meditation ◦ For my birthday ◦ Greetings
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Proud card 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story writing ◦ Looking at people in history who felt proud 	
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
8	To recognise how it feels to be proud of someone else.	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap work done on feeling proud in the last lesson. ◦ Explain to the class that another way you might feel pride, is when you are proud of someone else. <p>Main:</p> <ul style="list-style-type: none"> ◦ Ask the children to discuss in talk partners how it feels to be proud of someone else. Why might you feel proud of someone else? What causes pride in someone else? How does it feel to be proud of someone else? ◦ Take feedback and write on sugar paper for display in the classroom. Keep as evidence ◦ Then ask the children to discuss reasons why you might feel proud of someone else. Remind the children that this does not need to focus on achievements alone. Again take feedback and note on sugar paper for display in the classroom. Keep as evidence ◦ In pairs have the children discuss times when they felt proud of someone else. ◦ Ask the children to discuss: <ul style="list-style-type: none"> - How being proud of someone else felt - Why they were proud - Who this person was - Did they tell the person they were proud ◦ Prompts on Slide 71 ◦ Explain to the class that if we are a good friend we are able to recognise what our friend has done well and recognise that we are proud of them. Why is it important to be proud of our friends? What would happen if we didn't feel proud of our friends? ◦ Sit the children in a circle and ask them to finish the sentence One time I have felt proud of a friend is.... And when I feel proud of a friend it makes me feel.... 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ I like you ◦ Helping my friend ◦ Making up
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story writing ◦ Links to books about pride
	<p>External resources used:</p> <p>NA</p>	<p>Plenary:</p> <ul style="list-style-type: none"> ◦ Children to sit in a circle. Invite the children to share some of the things that made them proud of someone else. ◦ Use prompt questions from slide 71 to discuss being proud of someone else. ◦ Teacher to note down some of these reasons and display on large sugar paper in the classroom. 	

Lesson:	Learning Objective:		Ideas for further development/circle time
9	<p>To explain why you are proud of someone else.</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Proud postcard <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap work covered in last week's lesson based on feeling proud of someone else and why you might feel proud of someone else. ◦ Allow children a few minutes to discuss this with their talk partner. ◦ Explain to the class that today we are going to write Proud Postcards. ◦ Explain that this means we will be writing a postcard to someone else telling them we are proud of them and explaining why we are proud. How would it feel to get this postcard? Why is it good to send this postcard? Would a good friend send a postcard like this? Why? <p>Main:</p> <ul style="list-style-type: none"> ◦ Using Slide 78 show the children what a proud postcard looks like. ◦ As a class discuss who we plan on sending the postcard to. Explain that it can be someone inside or outside the classroom. Who will you send it to? Why? Do you think they will be surprised? How will they feel? How will you feel? ◦ Teacher to model writing a Proud Postcard to someone. ◦ Allow the children 10-15 minutes to complete their proud postcards. ◦ Teacher to walk around the classroom discussing Proud Postcards with the class. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Allow the children sometime to share their Proud Postcards with the rest of the class. ◦ Display proud postcards in the classroom. Keep as evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Kind deed ◦ Mirrors ◦ Tangles <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Letter writing ◦ Stories about pride

Lesson:	Learning Objective:		Ideas for further development/circle time
10	<p>To understand what makes a good friend</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Gingerbread template ◦ Recipe template <hr/> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ http://www.opeliaproject.org/teaching/LetsBeFriends.pdf 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 85 for the class. Ask them to think about what a friend is. Allow children time to think about this and then take feedback as a class. ◦ Split children into small groups. Each group to receive Gingerbread man template. Explain to the class that they must imagine that they are making a good friend. What qualities would this good friend have? What strengths would they have? ◦ Allow children some time to do this then take feedback as a class. Teacher to display gingerbread man on large paper and as a class decide what qualities we would like this friend to have. Keep as evidence <p>Main:</p> <ul style="list-style-type: none"> ◦ Introduce the “A Recipe for Friendship” on PowerPoint. What is a recipe? Why do people use recipes? ◦ Discuss how a recipe can be used to make something special. ◦ Again split the class into small groups, explain that together they must create a friendship recipe, including ingredients and directions. ◦ Be sure that students include both visible and invisible qualities. What ingredients would you need for a good friend? What is important? What inside qualities do we need to include? What outside qualities do we need to include? ◦ Students use the recipe template to create their own recipe ingredients. This may be written or illustrated. Keep as evidence ◦ Bring class back together. As a class create a class recipe for friendship. Display in classroom. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask students think back to the original statement A friend is ... ◦ Do you think any differently about this now after the lesson? What has changed? What makes a good friend? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Helping my friend ◦ Making up <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Recipe writing in English ◦ Looking at stories about friendship

Lesson:	Learning Objective:		Ideas for further development/circle time
11	<p>Identify ways to be a friend to someone else</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Scenarios ◦ ABCs of problem solving <hr/> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ http://www.opheliaproject.org/teaching/LetsBeFriends.pdf 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 94 to the class. Ask the children to think about how they are a good friend to others. Allow the children time to think about this and then have them share as a class. Teacher to note down what the children say on flipchart paper. Keep as evidence. ◦ Explain to the class that today we will be doing (or watching) several role play situations. We will explore examples of how friends can hurt each other. We will then brainstorm ways to change this hurtful behaviour into something more positive. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class that most conflicts require some kind of problem solving skill in order to resolve them. ◦ Display the ABC's of Problem Solving chart on PowerPoint: Ask, "What is the problem?" Brainstorm some solutions Choose the best one Do it Evaluate the solution ◦ Break the class up into groups of three or four and assign students various scenarios to act out. Distribute story cards (one scenario per group) and allow approximately ten minutes for the groups to review and practice the role play. ◦ Ask the first group to perform its scenario for the class. Explain that the students are an audience and are watching this all happen as a third party. They are bystanders. Encourage them to think about how it makes them feel to watch these situations happen to some of their classmates. What did you notice? What was the role play about? What do you think/feel after watching it? Can you describe what happened? How did you feel watching the aggressor behave that way toward the target? Have you ever seen something like this happen before? ◦ Then ask the children who were acting in the role play; what were you thinking during the role play? How did you feel? Describe what was done to you (e.g., left out). Questions for the aggressor: What were you thinking about in this situation? Why did you act this way (e.g., kept her from joining the game)? How and what were you feeling? ◦ Take videos of role plays for evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask the class to work through the "ABC's of Problem Solving" chart and begin to brainstorm new, more positive and constructive behaviours in each role play situation. ◦ What could the target do differently? What could the child in the middle do? ◦ Emphasise the importance of the child in the middle or the target doing something to improve the situation. Encourage positive change from both perspectives. ◦ Select the best solution for chosen situations and have the group perform the role play again, this time with the new solution. Afterward, ask for feedback from the group. ◦ Return to the original question: How am I a good friend to others? Ask students to share their answers based on what they have learned. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Kind deed ◦ Here it comes ◦ Relax <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Drama – role play ◦ Story writing

Lesson:	Learning Objective:		Ideas for further development/circle time
12	<p>To recap what a good friend is.</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Friend template from lesson 1 <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ After end assembly discuss content of assembly in class. ◦ What have you learned about being a good friend? What is a good friend? How can you be a good friend? Who would you talk to if you were worried about a friendship? <p>Main:</p> <ul style="list-style-type: none"> ◦ As a class, recap what we have learned about being a good friend <ul style="list-style-type: none"> - Feel proud of us - Feels proud of themselves - Kind - Generous - Sticks up for us - Resolves conflict positively ◦ Ask the children to think about friends who demonstrate these things. Share as a class. Use this as an opportunity to celebrate positive friendships and good friends within the class. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Hand the children their initial assessment sheet from lesson 1. ◦ Explain to the class that you would them to add to their good friend drawing in a different colour. Is there anything you will add? Why? Is there anything you will remove? Why? ◦ Keep as end assessment evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Meditating on the present ◦ Something kind ◦ I'd like to say well done <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories linked to friendship