

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Why we have classroom rules?	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe.</li> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul>	<p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>What jobs/responsibilities does our teacher have in the classroom?</li> <li>How can we help our teacher?</li> <li>What are our jobs/responsibilities in the classroom?</li> <li>How can we help each other?</li> <li>Does our behaviour help people in the classroom? How does it do this?</li> </ul> <p>Read ‘Miss Nelson is Missing!’ by Harry Allard and James Marshall. Conclude that a class is happier, safer and works better when everyone works <b>together</b>. Rules help us to know how we can help.</p> <p>Prepare a list of class rules to share with the class to discuss. Activity-Children to complete Classroom Rules activity sheet.</p>	<p>Rules Safe Responsibility Work together</p>
2	Thinking about feelings	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions.</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>	<p>Use flipchart or IWB to make a list of different feelings people have. Try to get ten or more. Start with sentence stem and then invite the class to join in. Emphasise that it is ok and natural to have any feeling: “Today I feel..... because .....”</p> <p>Emphasise that we have different feelings in different places. Play feelings charades in small groups. Activity- Children to draw around their hand and wrist and write the name of each person that they trust.</p>	<p>Feelings Body language Emotions Safe Support</p>

3	Our feelings	<ul style="list-style-type: none"> <li>• Identify a range of feelings. Identify how feelings might make us behave.</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	<p>Set up a circle time and play 'pass the teddy'. Each child tells the teddy how they are feeling. Feedback on class feelings in a positive way. Make a class list of as many feeling words as possible. Choose some of the feelings from the board and ask the children to try to show those feelings and freeze. e.g. happy, sad, angry, scared, worried. Activity- Show feelings photos on the IWB and in groups discuss ways in which the children can help people feel better depending on their feelings.</p>	Feelings Behaviour
4	Feelings and bodies	<ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt.</li> </ul>	<p>Discuss the following:</p> <ul style="list-style-type: none"> <li>• When was the last time you hurt yourself?</li> <li>• What happened?</li> <li>• How did you feel?</li> <li>• Is it just our bodies that get hurt? [feelings can be hurt]</li> <li>• Think of a time when your feelings were hurt. How did this make you feel?</li> </ul> <p>Emphasise that it is important to keep telling/ talking until someone takes notice and acts.</p> <p>Activity- Child to choose a card from the activity pack and discuss how they would deal with the situation at hand.</p>	Hurt Help Feelings Heal

5	Our special people balloons	<ul style="list-style-type: none"> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> </ul>	<p>Read <i>The Great Big Book of Families</i> by Mary Hoffman. Conclude that families come in many different forms. Families are made up of people who are special to us. Consider:</p> <ul style="list-style-type: none"> <li>• Who are our special people?</li> <li>• What do our special people do to make us feel special?</li> <li>• Are our special people always part of our family?</li> </ul>	Family Special people
			<ul style="list-style-type: none"> <li>• What groups do we belong to (friendship groups, place of worship etc.)</li> </ul> <p>Activity- Complete the <i>Special people balloon Activity sheet</i> and discuss. Stress that it doesn't matter how many special people you have, we will all have different numbers.</p>	
6	Good friends	<ul style="list-style-type: none"> <li>• Identify simple qualities of friendship.</li> <li>• Suggest simple strategies for making up.</li> </ul>	<p>Discuss key questions about being a good friend.</p> <ul style="list-style-type: none"> <li>• What do we mean by 'being friends'?</li> <li>• Think of a friend you have. Don't say their name out loud but put your hand up if you can tell us something that makes you want to be friends with that person?</li> </ul> <p>Watch the 3 videos from the SCARF website and consider the special qualities that the friends have. Activity- Discuss a recipe for making a good friend. What can you do if you have not been a good friend? Play 'pass on a smile'.</p>	Friendship Making up Listening

7	How are you listening?	<ul style="list-style-type: none"> <li>• Demonstrate attentive listening skills.</li> <li>• Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<p>Discuss what makes a good listener and role play with children good and bad listening skills. How does it make the children feel?</p> <p>Children to work in talk partners showing each other good listening skills.</p> <p>Activity- Display school playground rules and children to think of rules that they can add to help solve issues with friends on the playground.</p>	<p>Caring Cooperation Teamwork Tolerance</p>
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