

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	What makes us who we are?	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. 	<p>Discuss some things that are similar and different to each other. Discuss things they have in common and things they don't. Share what is similar and different and explain that everyone is special as no one is exactly the same as them and that they are all unique.</p> <p>Activity- Draw a picture and include key information, e.g. favourite food, toy, favourite physical activity and a physical feature, a club or group they belong to. Share with each other to find similarities and differences.</p> <p>Circle time- Children say something which makes them special, the following person shares a positive response to this and then says what makes them special.</p> <p>Key question: Is it ok to have something different to somebody else? Introduce the word respect and emphasis that accepting differences is respectful.</p>	Unique Respect
2	My special people	<p>Identify people who are special to them.</p> <ul style="list-style-type: none"> Explain some of the ways those people are special to them 	<p>Discuss:</p> <ul style="list-style-type: none"> -Who are our special people? (Family, friends, people at school, faith groups). - Where do our special people come from? -How can special people help us? -What can you do to help the special people in your life? <p>Activity – Draw a poster of themselves and the special people in their lives. Write why they are special, where they are from, how they help them and how they can help their special person.</p> <p>Think about what kind words the children could say to their special person when they next see them.</p>	Special people Help

3	How do we make others feel?	<ul style="list-style-type: none"> □ Recognise and explain how a person's behaviour can affect other people. 	<p>Discuss:</p> <ul style="list-style-type: none"> -What makes you feel good about yourself? -How do children behave when they feel good about themselves? -What can affect their behaviour in positive / negative ways? -How might someone behave when they don't feel good about themselves? <p>Emphasise that we can be affected by other people's behaviour on the outside and on the inside.</p> <p>Activity – In groups of 5, read the script provided and act it out. Discuss how each child behaved and why they may have said what they did. Remind children that staying calm can help everyone in a difficult situation.</p>	<p>Feelings Behaviour Calm Aggressive Solve</p>
4	When someone is feeling left out	<ul style="list-style-type: none"> □ Explain how it feels to be part of a group. □ Explain how it feels to be left out from a group. □ Identify groups they are part of. □ Suggest and use strategies for helping someone who is feeling left out. 	<p>Play 'stuck in the mud' outside. Stop and discuss:</p> <ul style="list-style-type: none"> -How did you cooperate when you were playing the game? -Why did you need to cooperate? -How did it feel when you were 'caught'? -How did you manage those feelings? -How did it feel to be freed? -Did anyone feel left out? -How did that feel? (Or, if nobody felt left out, how might it feel?) <p>Conclude that it feels good to be part of a team or group and that it can feel upsetting to be left out. Emphasis we should try to find ways to include everyone.</p> <p>Play Class Bingo. Read statements and find others who are like them, e.g. attends after school club, has a pet dog. How does it feel to find someone like you? Was anyone on their own? Discuss this as a class.</p> <p>Activity- Complete the activity sheet 'If someone is being left out, I can..'</p> <p>Share ideas with the class.</p>	<p>Feelings Cooperate</p>

5	An act of kindness	<ul style="list-style-type: none"> □ Recognise and describe acts of kindness and unkindness. □ Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others. □ Show acts of kindness to others in school. 	<p>Discuss:</p> <ul style="list-style-type: none"> -What do we mean by being kind? Give examples. -What do we mean by being unkind? Give examples. -What was the last kind thing that someone said to you or did for you? -What was the last kind thing you said to someone or did for someone? <p>Read the story "An Act of Kindness".</p> <p>Brainstorm a list of ideas that are kind to say to someone else. Practise saying kind things to others. What actions can show kindness?</p> <p>Activity- In a circle, children pass the teddy on to the next person and says something kind to the person on their right. That person says "thank you" and says something kind to the next person.</p> <p>Discuss how it feels to hear someone say something kind about you and also how it feels to say something kind to someone else.</p> <p>Explain that over the week children will be acknowledged for their 'acts of kindness'.</p>	Kind Kindness Unkind Feelings
6	Solve the problem.	<ul style="list-style-type: none"> □ Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted). □ Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Say out loud some sentences with random words in, e.g. "What time is it bananas right now?"</p> <p>In pairs, come up with sentences containing a random word to be spotted by listening carefully.</p> <p>Discuss key listening skills. Demonstrate good listening skills and then not good listening skills. Explain that problems can arise if people don't listen and we can fall out with our friends. Listening well can help solve issues.</p> <p>Activity – In groups, children are given different scenarios which could occur in the playground. Children discuss how these can be resolved and practise acting it out.</p> <p>Children then share their scenario, act it out and present to the class. Those watching summarise the strategies used to resolve the problem.</p>	Listening Being listened to Listen Problem