

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Working together	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this</li> </ul>	<p>Everyone sits in a circle. Teacher chooses someone to become number one and they say 'one' – the aim is for the group to count up to 20 with people randomly calling the numbers out. If two people say a number at the same time the group must go back to number 1.</p> <p>Ways to ensure this game is inclusive - particularly in relation to neurodivergent children - and challenging include small variations to the rules. For example:</p> <ul style="list-style-type: none"> <li>• Lower or increase the target number</li> <li>• Allocate a specific number that a specific pupil is responsible for</li> <li>• Set a time limit</li> <li>• Change the nature of the challenge from one that requires listening, to one that calls for movement - e.g. stand up one at a time until the whole group is standing.</li> </ul> <p>Discuss what strategies they employed to make that work. This is working collaboratively. They're going to need to do that in the next challenge.</p> <p>Note re progression: children may have encountered a similar challenge as part of the Y5/P6 SCARF lesson, <i>Collaboration Challenge!</i> If so, refer to this and use the opportunity to evidence progression relating to skills for teamwork and negotiation</p>	Co-operation teamwork

2	Let's negotiate	<ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'negotiation' and 'compromise'.</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>	<p>Ask pupils to think of situations when negotiation might be important and share their ideas.</p> <ul style="list-style-type: none"> <li>• Can they think of any times when they have had to negotiate and perhaps compromise, maybe at home or school?</li> <li>• What strategies did they use?</li> <li>• How do negotiation and compromise make situations better?</li> </ul> <p>Ask pupils to think about their recent group task.</p> <p>Explain that we are not going to judge or criticise, we are going to review the task and think about how well they negotiated and if they could have improved their negotiation. Encourage them to 'de-personalise' as much as possible e.g. "Some people talked over others." Rather than, "Jack talked over others."</p>	Negotiation Compromise
3	Solve the friendship problem	<ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships.</li> <li>• Suggest strategies for dealing with such challenges. demonstrating the need for respect and an assertive approach.</li> </ul>	<p>Look at some friendship problems and think about what advice to give. For each problem we need to think about</p> <ol style="list-style-type: none"> <li>1. Does this sound like a positive, healthy friendship?</li> <li>2. Does it sound like a balanced friendship?</li> <li>3. What advice can we give that is respectful and assertive?</li> </ol> <p>Discuss what each question means.</p> <p>In groups give children the '<i>Solve the friendship problem</i>' activity sheet. Ask them to choose 2 or 3 to discuss, considering the three questions on</p>	Balanced Friendship Respectful Assertive

			<p>the IWB slide. Then they must write their advice and present it as if they were on the radio. Demonstrate how this might sound e.g.</p> <p>“We’ve had an e-mail from Sam in Leeds who says.....”</p> <p>“So, what advice would you give Sam?”</p> <p>“Sam, thank you for writing in.....”</p> <p>Ask for some groups to share their radio role-plays with the class.</p> <p>If any of the ‘problems’ haven’t been addressed through the role-plays, discuss them with the group.</p> <p>Ask the groups to write their own problems (made up or real) that can be put into an ‘Ask-it Basket’</p>	
4	<p>Dans Day</p> <p><i>Optional</i></p>	<p>Describe the consequences of reacting to others in a positive or negative way.</p> <p>Suggest ways that people can respond more positively to others.</p>	<p>Read the story of ‘Dan’s Difficult Day’. Discuss;</p> <ul style="list-style-type: none"> <li>• How did Dan react to the situations in the story?</li> <li>• Were his reactions affected by the mood he was in?</li> <li>• How did he react towards other people in the story? His dad, his mum, his sister and his friend, Zak?</li> </ul> <p>How could he have been more sensitive to their feelings?</p> <ul style="list-style-type: none"> <li>• How could / should he have reacted differently?</li> </ul> <p>Activity- Rewrite the story to be ‘Dan’s Delightful Day’. Consider what external and internal changes could be made to improve the day. Discuss why the day is now better.</p>	<p>Sensitive Thoughtful Response</p>

5	Behave yourself	<p>Recognise and empathise with patterns of behaviour in peer group dynamics.                  Recognise basic emotional needs and understand that they change according to circumstance.                  Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>	<p>In small groups children to read the script aloud and then discuss the questions after each section. As a class, discuss each character and decide which roles each of them were taking on;</p> <ul style="list-style-type: none"> <li>- Being picked on</li> <li>- Controlling and sometimes picks on people Reinforcer – reinforces (i.e. repeats and backs up)</li> <li>- Defender – sticks up for someone</li> <li>- Bystanders – when they are just watching and not doing anything</li> </ul> <p>Can the class think up a resolution where the boys all remain friends but nobody is made to climb the fence and they all stay in the park together?</p> <p>Using their ideas they can re-write part 3 of the script.</p> <ol style="list-style-type: none"> <li>1. Stand firm</li> <li>2. Speak clearly</li> <li>3. Be friendly and polite</li> <li>4. Stay calm</li> <li>5. Look confident</li> <li>6. Negotiate</li> <li>7. Repeat your ideas (the ‘stuck CD’ technique)</li> <li>8. Relaxed body language</li> <li>9. Give eye contact as you speak</li> </ol> <p>Choose six pupils to come out and act out their final scene to the rest of the class. The performance must show how the situation is resolved so that the six characters end up not arguing, they find something else to do and they are clearly all still friends.</p>	Assertive Resolution
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6	Assertive skills	<ul style="list-style-type: none"> <li>List some assertive behaviours; Recognise peer influence and pressure.</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul>	<p>Divide the class into as many groups as you have assertive behaviours.</p> <p>Activity- Make an eye-catching poster to illustrate their given assertive strategy. The illustration should have a title that states the assertive behaviour (e.g. Be friendly and polite).</p> <p>Explain to the children that their pictures will be displayed around the school, to encourage them to produce work of a high standard.</p>	Assertive Peer pressure
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7	Don't force me	<ul style="list-style-type: none"> <li>Describe ways in which people show their commitment to each other.</li> <li>Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>Understand that everyone has the right to be free to choose who and whether to marry.</li> </ul>	<p>When people love each other they often make a public declaration.</p> <p>How might they choose to do this? [Get married/enter in to a civil partnership.]</p> <p>Why might people choose to do this, rather than just living together? [Ensure that mention is made that some marry for religious reasons.]</p> <ul style="list-style-type: none"> <li>Who can get married/enter in to a civil partnership? [Heterosexual couple and same-sex couples can marry or have a civil partnership.]</li> <li>Does everyone in a loving and committed relationship want to get married or have a civil partnership? [No]</li> <li>In this case, what can they do instead? [Live together.]</li> <li>How old does someone have to be before they can get married in the UK? [16 with parental consent, 18 without parental consent but in Scotland it's 16 - with or without parental consent.]</li> </ul> <p>Explain that some people have their marriage arranged for them.</p> <p>Activity 1- Match each marriage term with it's definition.</p> <p>Activity 2- Discuss why parents may want to force a marriage. .</p>	<p>Marriage</p> <p>Civil partnership</p> <p>Forced marriage</p> <p>Illegal</p> <p>Heterosexual</p> <p>Same sex</p>
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8	Acting appropriate	<ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.</li> </ul>	<p>Explain that each person is going to receive a <i>How would I feel?</i> Activity sheet that has a range of sentences on it which they have to complete by putting an emotion/feeling in the spaces provided.</p> <p>Ask some of the children to choose one of their statements and read it out. Ask the class to identify whether it is a <b>positive</b>, <b>negative</b> or <b>neutral</b> feeling/emotion.</p> <p>Activity 1 – Appropriate, inappropriate, illegal?</p> <p>In groups, give children the scenarios worksheet and ask them to decide if the touch that has taken place is <b>appropriate</b> or <b>inappropriate</b>, or in some cases <b>illegal</b>. Explain that appropriate means <i>acceptable</i> - that it is the right or OK thing to do in that situation. Inappropriate means <i>unacceptable</i>, and therefore the wrong thing to do. Finally, explain that <i>illegal</i> means against the law (breaking the law), if they are unsure of this).</p>	<p>Touch Appropriate Inappropriate Illegal Privacy settings Identity theft Secure</p>
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