

Learning Outcomes What do you expect the children to learn? What are your targets for the class? Refer to NC Levels.	Activities What will the children be doing?	Teaching Outline teaching style/approach. Differentiation and groupings.	Resources Key resources used. Chapter/page references. Resource shortfalls.	Assessment Indicate any assessment related to planned activities and any formal assessment due to take place.
<p><i>To increase children's personal feelings of power.</i></p> <p><i>To increase the children's ability to identify and respond with judgements appropriate to social, economic and physical developmental issues.</i></p> <p><i>NC guidelines.</i> <i>1a,b,c,d,e,</i> <i>2a,b,c,d,e,f,h, 3a</i></p>	<p><i>Children offer suggestions of what they would have as 'super power' and why.</i></p> <p><i>Children talk about what anger means and what makes them angry.</i></p> <p><i>Children show an angry face. Children discuss how they manage anger in positive and negative ways. Children express their anger through angry dances, hit a pillow, write an angry letter then throw it away etc.</i></p>	<p><i>Greet the ch in the circle and go round asking each child if they could have a super power what would they do with it? Why?Talk about what makes them angry.Say what makes you angry. Get the ch to make an angry face and an angry noise.Discuss how they would handle certain situations.Talk about positive ways of expressing anger and negative ways. Get ch to role model situations. Finish with hand squeeze.</i></p>	<p><i>Toy to pass round the group.</i></p>	<p><i>Are all the children taking part in the discussion? How well can the children give examples of things that make them angry? Can they identify more positive ways of expressing their anger?</i></p>

Class teacher *Kim Littlechild*

Phase leader *Rachel Morewood*

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<p><i>* To enable children to express thoughts and feelings.</i></p> <p><i>*To encourage infiltration of friendship groups by children who have poor social skills.</i></p> <p><i>*To increase children's understanding of choices and consequences.</i></p> <p><i>*To reinforce the concept that children make choices through personal power</i></p> <p>NC guidelines. 1a,b,c,d,e, 2a,b,c,d,e,f,h, 3a</p>	<p><i>Children play the 'change places if...' game.</i></p> <p><i>Children offer suggestions of a choice and consequence.. They comment on what would be desired or undesired consequences for certain situations.</i></p>	<p><i>Assemble the ch in a circle and welcome them. Explain that if the children agree to what is said they change places. (eg if they like the colour blue)</i></p> <p><i>Introduce the idea of choices and consequences. Explain what a choice is and that there is always a consequence - sometimes good and sometimes bad. Ch try and give eg's of choices and consequence.</i></p> <p><i>Suggest the scenarios on attached sheet.</i></p> <p><i>What might the consequences be?</i></p>	<p><i>Toy to pass round the group.</i></p>	<p><i>How well do the children take part in the 'changing places' game?</i></p> <p><i>How well do they understand the concept of choices and consequences?</i></p> <p><i>Can they tell you appropriate consequences for certain situations?</i></p>

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Choices and Consequences

Scenarios to give the children

To steal or not to steal someones pencil.

To drink alcohol as a child.

To hit or not hit someone when you're angry.

To smoke cigarettes.

To disobey mum/dad or to obey them.

To look both ways when crossing the road or to run across without looking.

To get into a car with a stranger.

Learning Outcomes	Activities	Teaching	Resources	Assessment
<p>What do you expect the children to learn? What are your targets for the class? Refer to NC Levels.</p> <p><i>To help children appreciate that feelings can be expressed non verbally.</i></p> <p><i>To reinforce children's awareness of hurting touch and gentle touch.</i></p> <p><i>NC guidelines. 1a,b,c,d,e, 2a,b,c,d,e,f,h, 3a</i></p>	<p>What will the children be doing?</p> <p><i>One child starts the circle time. He/she makes a face expressing a particular feeling. It is passed around the circle without being distorted. Repeat with other children starting. Children discuss any times when they experienced a hurting touch. Ch talk about when they have experienced a gentle touch.</i></p>	<p>Outline teaching style/approach. Differentiation and groupings.</p> <p><i>Say that we are going to discuss a special kind of touch. There are two types of touch - hurting and gentle. Hurting touch is when we hit, push, kick, slap or grab ourselves or someone else. Has anyone ever had a hurting touch? How did you feel? Have you ever given anyone a hurting touch? How do you think the other person feels? When people do a hurting touch how are they using their personal power? Repeat for gentle touch. Role play some hurting and gentle touch situations with the cuddly toys. Ch identify these touches.</i></p>	<p>Key resources used. Chapter/page references. Resource shortfalls.</p> <p><i>Toy to pass round the group. Big teddy and little teddy.</i></p>	<p>Indicate any assessment related to planned activities and any formal assessment due to take place.</p> <p><i>Can the children keep the same expression going round the circle?</i></p> <p><i>How well do they identify hurting touches and gentle touches?</i></p>

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<p><i>To enable children to sit next to those they would not normally choose to sit next to.</i></p> <p><i>To increase the children's ability to identify and respond with judgements appropriate to social, emotional and physical developmental issues.</i></p> <p>NC guidelines. 1a,b,c,d,e, 2a,b,c,d,e,f,h, 3a</p>	<p><i>One child stands in the middle of the circle and says 'The sun shines on anyone who is wearing blue/ has a brother etc.' All children that this applies to change places and the child in the middle has to find a space. The last person to find a space takes their place.Repeat. Children offer suggestions of when is a good time to tell a secret and when there's a time to keep a secret (eg birthdays etc).</i></p>	<p><i>Explain the rules of 'the sun shines on...' game. Explain that today we are going to talk about telling others your problems and keeping secrets. Relate the attached scenario's to the children. Ask them what they would do. Then discuss when would be a good time to keep a secret.</i></p> <p><i>NB Raise the issue that hurting touches are touches we don't like. They might feel gentle, but if we are being touched where we don't like then it is a hurting touch.</i></p>	<p><i>None</i></p>	<p><i>How well do the children play the game? Do they sit next to people they wouldn't normally sit next to or do they engineer it so they are next to their friends? Can the children tell the difference between a hurting touch and a gentle touch? Do they recognize a hurting touch is simply a touch they don't like, whether it leaves a mark or not?</i></p>

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Telling others / keeping secrets.

Your best friend has just broken her leg and you feel really sad. She is your best friend and you can't see her for several days and you can't play together for three weeks. You're sad and your mum asks you what's wrong. You say loudly 'NOTHING!'. What would be better to say?

There is someone you know who is a bully. Does everyone know what a bully is? This bully likes to hit other children and threaten them. He picks on you every day and says he is going to beat you up. The bully is bigger and older than you and he scares you. What should you do?

Has anyone had a problem they did tell someone?

You are walking home from your friends or school and a car pulls up next to the kerb. The man driving the car says your mum has sent him to pick you up. You don't know him. What should you do?

You are playing with your friend when an adult comes up to you and says they have some sweets for you and wants you to follow him. What should you do?

You are having fun at the playground when a grown up asks if they can play with you. As he/she pushes you on the swing he/she says she would like to go for a walk with you. What should you do?

Has anyone ever been frightened by a stranger?

Has anyone ever been helped by a stranger?

Should we ever ask for help from strangers? (Yes, from police, teachers, doctors etc)

Has anyone ever had someone hug or touch them in a way you didn't like?

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<p><i>To communicate by non verbal gesture with individuals as a group.</i></p> <p><i>To help children appreciate themselves more.</i></p> <p><i>To help children identify their strengths.</i></p> <p><i>To reinforce children's self concept and self esteem.</i></p> <p><i>NC guidelines.</i> <i>1a,b,c,d,e,</i> <i>2a,b,c,d,e,f,h, 3a</i></p>	<p><i>Children turn and smile at the person next to them. The smile is passed round the circle.</i></p> <p><i>Children say something good about themselves - give themselves a pat on the back.</i></p>	<p><i>Initiate the circle time. Provide hands for each child. As they say something good about themselves, write it on the hand. Stick the hand to the children. Talk about how it is important to like things about ourselves. Everyone has got something good about themselves.</i></p>	<p><i>Cut out hands.</i></p>	<p><i>How well do the children pass the smile round the group?</i></p> <p><i>Can the children say something nice about themselves?</i></p> <p><i>Are they able to identify their strengths?</i></p>

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<p><i>To increase children's awareness of self.</i></p> <p><i>To increase children's awareness of others.</i></p> <p><i>To address equal opportunity issues.</i></p> <p><i>To help children appreciate that despite differences we all share basic needs.</i></p> <p><i>NC guidelines.</i> 1a,b,c,d,e, 2a,b,c,d,e,f,h, 3a</p>	<p><i>I Spy - Children play I spy, but 'spy' characteristics of one of the children in the room. Other children have to guess who they are describing.</i></p> <p><i>Children sort a variety of pictures of people into categories. What is different about them. /What is the same?</i></p> <p><i>Identify that people have the same needs..</i></p>	<p><i>Demonstrate the I Spy game a couple of times before getting the children involved.</i></p> <p><i>As a class sort the pictures of people into the following categories; young, old, men, women, balck, white, short, tall, disabled etc.</i></p> <p><i>Discuss how these people can overlap into different categories, how they are different but also the same (ie they all need food, love, friendship etc). What can the children do that someone else can't?</i></p>	<p><i>Pictures of a variety of people.</i></p>	<p><i>Are the children able to play I spy appropriately?</i></p> <p><i>Are they aware of the differences between themselves and other people?</i></p> <p><i>Can they appreciate that everyone has basic needs that are far more important than how they look ,or what they have?</i></p>

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<p>What do you expect the children to learn? What are your targets for the class? Refer to NC Levels.</p> <p><i>To reinforce the importance of other peoples names.</i></p> <p><i>To help children learn sociable behaviour in order to be accepted by their peers.</i></p> <p><i>To help children appreciate feelings associated with praise and Criticism.</i></p> <p><i>To encourage children's ability to give praise and criticism.</i></p> <p><i>NC guidelines.</i> <i>1a,b,c,d,e,</i> <i>2a,b,c,d,e,f,h, 3a</i></p>	<p>What will the children be doing?</p> <p><i>Children say 'Hello _____, how are you today?' The child replies. Repeat around the circle.</i></p> <p><i>Children identify warm fuzzy feelings and cold prickly feelings. Discuss which they would rather get. Why? How do you feel when you make someone happy? When you make someone sad?</i></p>	<p>Outline teaching style/approach. Differentiation and groupings.</p> <p><i>Welcome the children to the group. Pass 'Hello _____, how are you?' round the circle. Encourage each child to answer, but don't make them.</i></p> <p><i>Produce something warm and fluffy for the children to hold (cotton wool) and produce something cold and prickly (cactus?). Explain that these represent their feelings. Warm Fuzzy feelings are when we feel nice and cold prickly feelings are when we feel horrible.</i></p> <p><i>Ask the children to relate their own experiences of these feelings and to suggest ways they can make other children feel nice.</i></p>	<p>Key resources used. Chapter/page references. Resource shortfalls.</p> <p><i>Warm Fuzzy object.</i> <i>Cold prickly object.</i></p>	<p>Indicate any assessment related to planned activities and any formal assessment due to take place.</p> <p><i>How well do the children say 'hello' to each other? Are they being respectful?</i></p> <p><i>Can they identify warm fuzzy feelings and cold prickly feelings?</i></p> <p><i>Are they able to recognize their actions can have a consequence on how someone else is feeling?</i></p>

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<p><i>To greet each adult and child by name.</i></p> <p><i>To help children recognize their feelings and the feelings of others.</i></p> <p><i>To increase children's understanding of the concept of loneliness.</i></p> <p><i>To increase children's ability of effectively managing loneliness.</i></p> <p><i>NC guidelines.</i> 1a,b,c,d,e, 2a,b,c,d,e,f,h, 3a</p>	<p><i>Children take turns saying 'Hello' to everyone individually in either a loud or soft voice. When it is a child's turn, they choose how they want other children to say their name.</i></p> <p><i>Children identify what loneliness means and say if they have ever been lonely. They identify set situations and say if these times make you feel lonely.</i></p> <p><i>Children identify ways they can stop their loneliness.</i></p>	<p><i>Play the 'Loud and soft' game. Discuss what loneliness means. Who Has ever been lonely? Read the attached situations and ask if any of them make the children feel lonely. Discuss with them a way they can stop being lonely.</i></p> <p><i>NB Children often confuse rejection with being lonely. Watch for distortion during conversations.</i></p>	<p><i>None</i></p>	<p><i>Are the children able to be sensitive to each other's requests in the loud and soft game?</i></p> <p><i>Are they able to identify what loneliness is?</i></p> <p><i>How well do they make suggestions about managing loneliness?</i></p>

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Loneliness Situations.

How do you feel in the following situations? What can you do about them?

At home alone (invite someone over, go visit a friend)

Talking to your mother. (tell her she is not listening)

When someone you love dies (Remember the person, cry)

When you feel scared (hold a friend)

Talking to your father (tell him he is not listening)

A friend moving away or leaving school (write to them, talk about them with someone else who knew them)