

## **Me, I Am Unique**

### **Aim**

To enable children to name body parts and recognise their individuality.

### **Links**

McCabe Statements

- Awareness of the way bodies grow and change.
- Uniqueness of their body.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 1-15a, 1-47b.

### **Learning Objectives**

Learners should be able to...

- Name their body parts using correct terminology.
- Explain what makes them unique in relation to their features.

### **Resources**

- Pupil Sheet 1 – We are all unique – Worksheet.
- Pupil Sheet 2a-b – Diagrams of boy and girl – front and rear (also on Smartboard file).
- Resource Sheet 1 – Labels for parts of the body (also available on CD as large, coloured flashcards).
- Pupil Sheet 3 – Pupil Evaluation Sheet (for all four lessons).

## **Me, I Am Unique**

### **Activities**

1. Children complete the Pupil Sheet 1 to analyse their uniqueness. (15 mins)
2. Highlight to children that although we have lots of individual features that make us unique we also have similar body parts.

Show diagrams of the body of a girl and boy (Pupil Sheet 2), front and rear view, and get the children to label the body parts (Resource Sheet 1) that they know. (*Use Interactive Smartboard if preferred.*)

Tell the children the **names** of parts of their body, including penis and vulva, and ensure the children know which is male and which is female. *Explain to children that certain parts are private and children have the right to say no to being touched.*

(20 mins)

### **Key Messages**

- We are all unique. We have lots of different things that make us unique.
- Boys and girls bodies have lots of similarities but there are also some differences.
- Some of our body parts are private and we have the right to say no to being touched.

### **Reflect and Review**

Play songs or action games to reinforce the names of the body parts. (5 mins)

### **Pupil Evaluation of Lesson**

Complete Pupil Sheet 3 for Lesson 1. (5 mins)

### **Follow Up Activities**

- Physical Education links can be made to reinforce learning on body awareness.
- Structured play opportunities – The doctor’s surgery.
- Link to Science **Ourselves** – discuss orally with the children the things that make them different from others. Height, weight, eye colour, skin colour, colour of hair, shoe size, fingerprints. Create a collage of each of the things that make them unique and mount on A3 paper. The children could draw their picture in the centre, then add on a fingerprint, draw round and cut out shoe size, colour in an eye to indicate eye colour, etc.

**Pupil Sheet 1 - We Are All Unique**

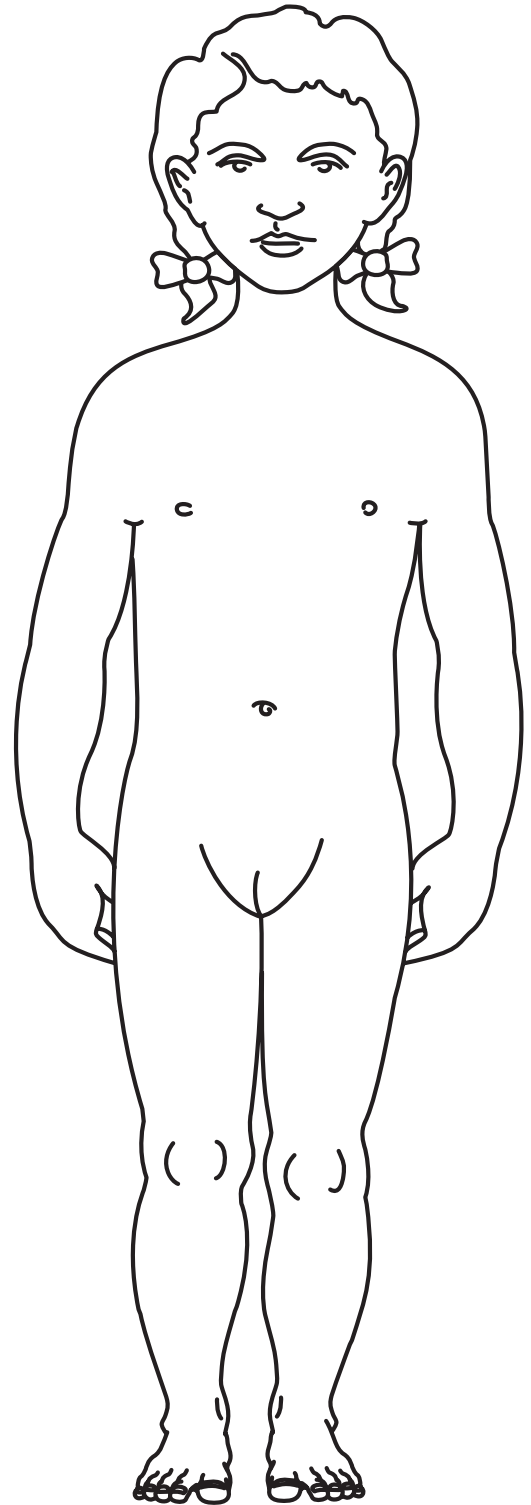
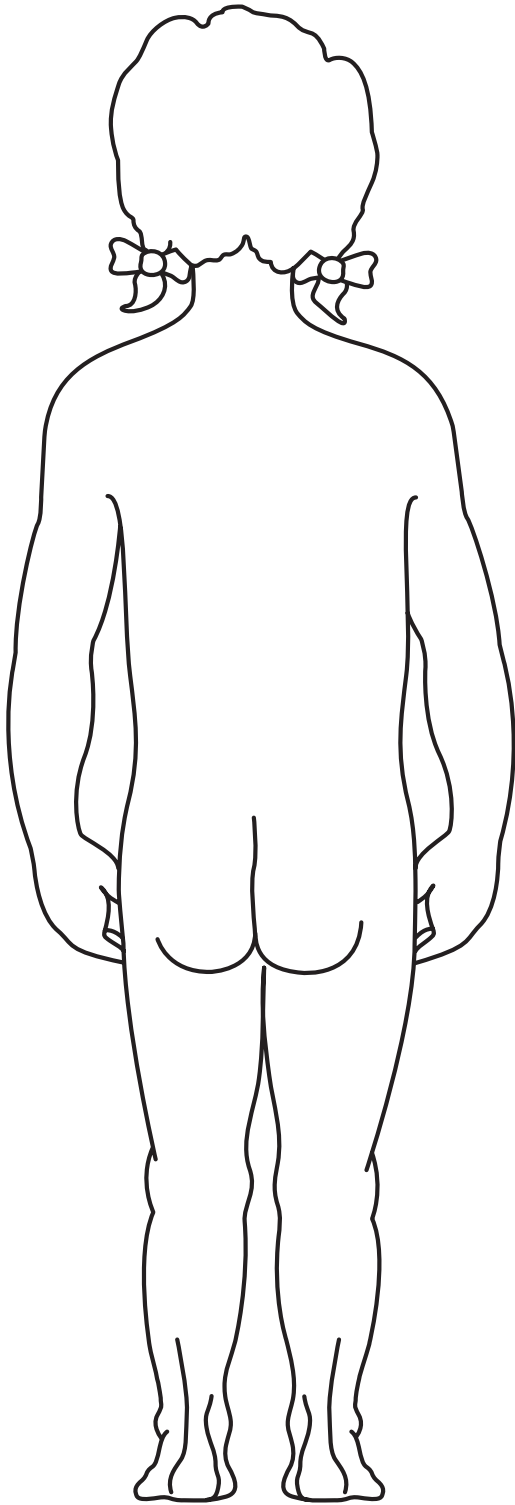
If I were an animal I would be a...

If I were a colour I would be...

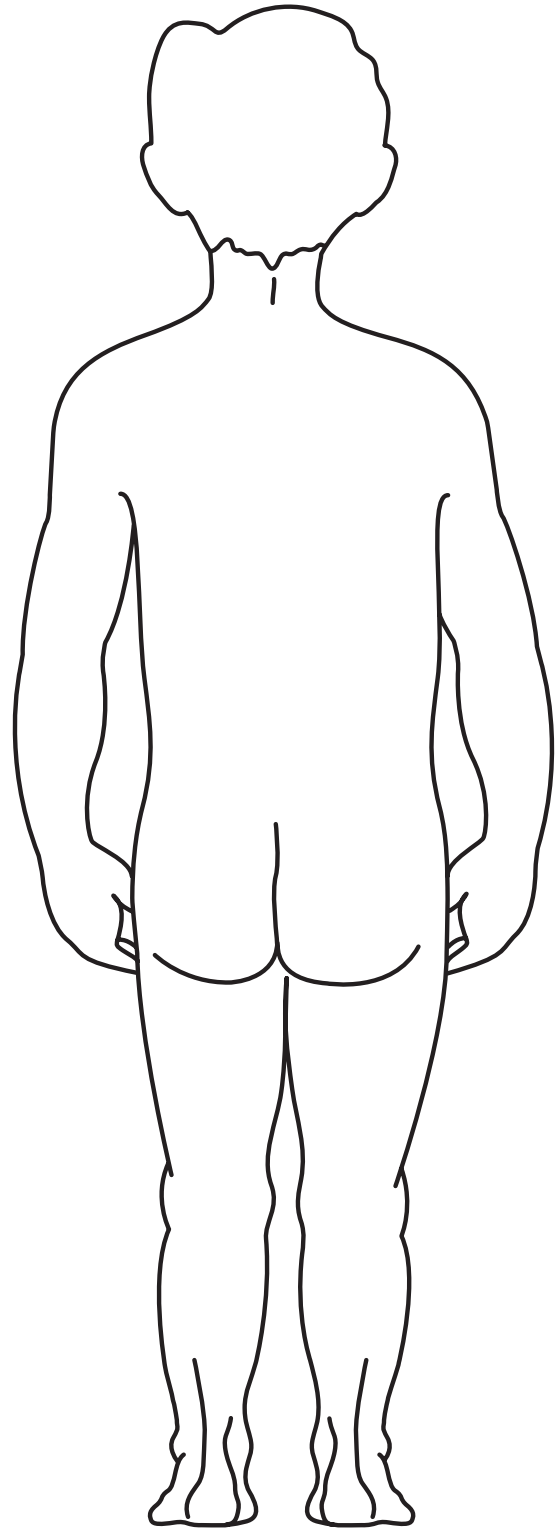
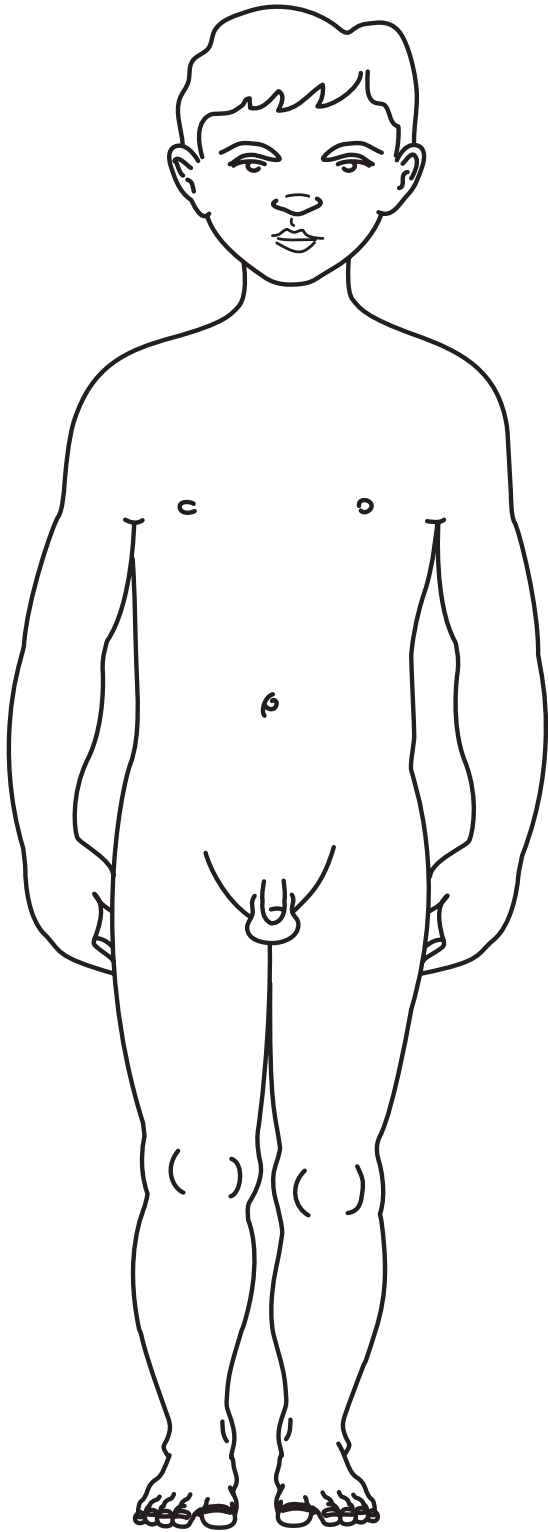
If I were a musical instrument I would be a...

If I were a toy I would be a...

**Pupil Sheet 2a – Me, I Am Unique – Girl Diagram**



**Pupil Sheet 2b – Me, I Am Unique – Boy Diagram**



**Resource Sheet 1: Me, I Am Unique: Body Diagram: List of labels**

head	eye
arm	nose
hand	mouth
leg	ear
foot	hair
skin	nipple
penis	vulva
back	bottom

**Pupil Sheet 3: Me, I Am Unique: Pupil Evaluation Sheet**

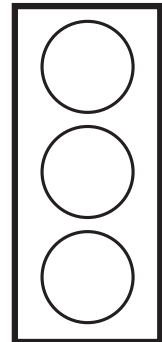
Colour in the correct traffic light

**Lesson 1: Me, I am unique**

**RED:** I learned very little about the parts of my body.

**YELLOW:** I learned quite a lot about the parts of my body.

**GREEN:** I learned a lot about the parts of my body.

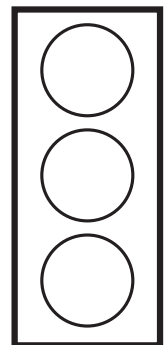


**Lesson 2: Feelings, this is how I feel**

**RED:** I learned very little about my feelings.

**YELLOW:** I learned quite a lot about my feelings.

**GREEN:** I learned a lot about my feelings.

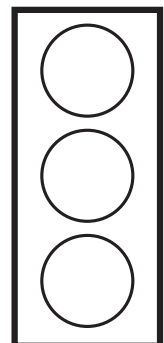


**Lesson 3: Stranger Danger, Keep Safe**

**RED:** I learned very little about keeping safe from strangers.

**YELLOW:** I learned quite a lot about keeping safe from strangers.

**GREEN:** I learned a lot about keeping safe from strangers.

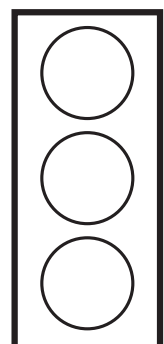


**Lesson 4: My life, my special people**

**RED:** I learned very little about people who are special to me.

**YELLOW:** I learned quite a lot about people who are special to me.

**GREEN:** I learned a lot about people who are special to me.



## **Feelings, this is how I feel**

### **Aim**

To enable children to name feelings and discuss ways in which they can express feelings around people in their lives.

### **Links**

McCabe Statements

- Recognising and expressing feelings.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 1-01a, 1-03a.

### **Learning Objectives**

Learners should be able to...

- State a variety of feelings that they know.
- Role play a variety of feelings and the situations in which they might feel these.
- Suggest people they can talk to about their feelings.

### **Resources**

- Pupil Sheet 4 – Who to talk to: Worksheet.
- Pupil Sheet 3 – Lesson 2 Evaluation (in Lesson 1 materials).



## **Feelings, this is how I feel**

### **Activities**

1. Children work in pairs and they have to choose a feeling and act out the feeling they have chosen, the other children will try to guess the feeling they are role-playing. (20 mins)
2. Discuss with the children the people they talk to about how they are feeling. Make a word bank on the wall for children to refer to. Children complete Pupil Sheet 5 to show who they talk to when they feel a certain way, and draw this in the box. (20 mins)

### **Key Messages**

- We have lots of different feelings.
- We can talk to our family, friends, teachers and classmates about our feelings.

### **Reflect and Review**

Children discuss how they are feeling today. (5 mins)

### **Pupil Evaluation of Lesson**

Complete the Pupil Sheet 3 for Lesson 2. (5 mins)

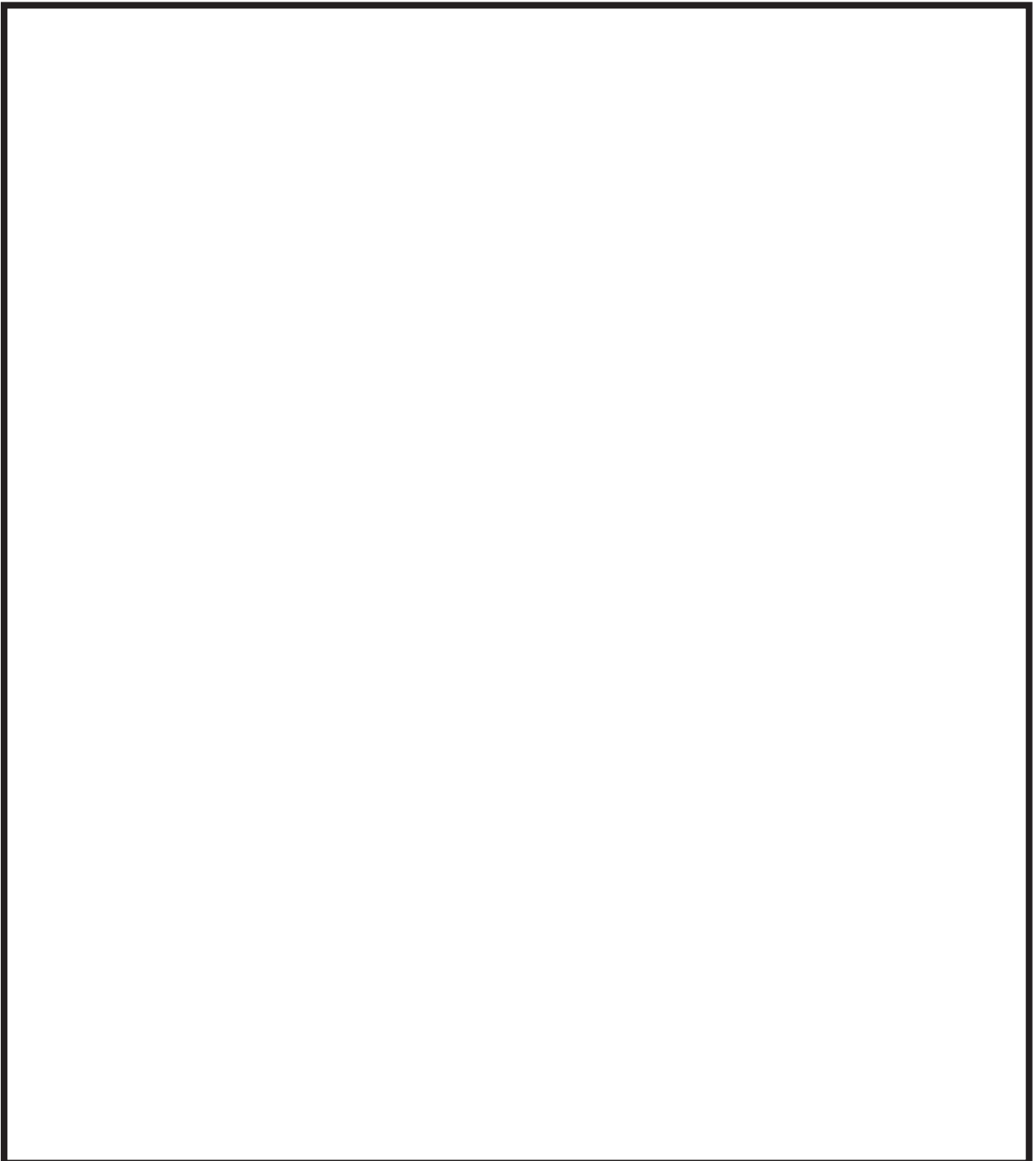
### **Follow Up Activities**

- Circle time puppet work can be an effective way of dealing with feelings safely.
- Children make a feelings barometer. They draw two faces, one happy and one sad on to card. They cut the faces and stick them back to back with a lollipop stick in between. They can use Blu-Tack or plasticine to stand the stick up. The children will be able to show how they are feeling using their faces at the start of each day.

**Pupil Sheet 4: Feelings, this is how I feel: Who I talk to worksheet**

When I feel \_\_\_\_\_

I talk to \_\_\_\_\_ .



## **Stranger Danger, Keep Safe**

### **Aim**

To enable children to recognise dangers relating to strangers approaching and speaking to them, and consider strategies to deal with such situations.

### **Links**

McCabe Statements

- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes, HWB 1-17a, 1-44b.

### **Learning Objectives**

Learners should be able to...

- Recognise the different kinds of people strangers might be.
- Identify possible situations which could be dangerous.
- Suggest strategies they can use to avoid dangerous situations.
- Identify people who can help.

### **Resources**

- Community Police Officers can be a valuable resource in assisting the delivery of this lesson in schools.
- Resource Sheet 2a-b – Photographs of unsafe places.
- Resource Sheet 3a-b – Photographs of safe places.
- Smartboard – Safe/Unsafe photographs (use instead of paper copy).
- Pupil Sheet 3 – Lesson 3 Evaluation (in Lesson 1 materials).

## **Stranger Danger, Keep Safe**

### **Activities**

Based on Lesson Plan – Education for Citizenship: Citizenship and the Law  
Theme: Me and My Community, Personal Safety Lesson 1, page 2.

1. Ask the children to discuss what we mean by calling people 'strangers'. (5mins)
2. Look at the photographs of empty, dark and secluded places (Resource Sheets 2a - 2b). Discuss why these places are not safe places for the children to be in by themselves. Discuss with the children how they would feel if they were in these places on their own. (1+2 – 20 mins)
3. Look at the photographs of safe places (Resource Sheets 3a - 3b). Discuss with the children what makes them safe, e.g. well-lit, lots of people, open and not secluded, etc. Discuss safe times to be out, and with whom. (10 mins)
4. Discuss with children how to act if someone they don't know – a stranger, approaches them, and they become worried by something the stranger says, does or how they make them feel. Make sure children are aware that in these situations they should **'RUN, YELL and TELL'** to get away from the situation and make sure that they let other people know they need help. Children should know that they should tell someone that they trust, e.g. a parent/carer, so that they can contact the Police to investigate the unsafe situation and the stranger. (10 mins)

### **Key Messages**

- Any people we don't know are strangers. They can be male or female and be wearing any kind of clothes, and behave in all sorts of different ways.
- If we are uncomfortable remember **Run, Yell, Tell.**

### **Reflect and Review**

Work in groups of 3 or 4 and list the variety of different kinds of people strangers could be. (10 mins)

### **Pupil Evaluation of Lesson**

Complete the Pupil Sheet 3 for Lesson 3. (5 mins)

### **Follow Up Activities**

- Input from the police in line with the Stranger Danger programme (if not already delivered).
- <http://www.spstation.co.uk/> - The enquiry desk issues include stranger danger.
- In the playground, get children to practice 'RUN, YELL, TELL' from a particular point in the yard, with children taking turns to act the roles of children reacting to strangers, and, people who can help.

**Resource Sheet 2a: Stranger Danger, Keep Safe: Unsafe places**



**Resource Sheet 2b: Stranger Danger, Keep Safe: Unsafe places**



**Resource Sheet 3a: Stranger Danger, Keep Safe: Safe places**



**Resource Sheet 3b: Stranger Danger, Keep Safe: Safe places**





## **My life, my special people**

### **Aim**

To enable children to recognise the special relationships that they have in their lives and name the people who are special to them.

### **Links**

McCabe Statements

- Family and other special people who care for them.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 1-05a, 1-14a, 1-45a.

### **Learning Objectives**

Learners should be able to...

- Name the people who are special to them.
- Explain why these people are special to them.

### **Resources**

- Pupil Sheet 5: Special Persons Flower sheet (can be enlarged to A3 if necessary for children's writing).
- Pupil Sheet 3: Lesson 4 Evaluation (in Lesson 1 materials).

## **My life, my special people**

### **Activities**

1. Get children to work in groups of 3 or 4 and discuss the people in their lives that are special to them. Then share ideas as a class. If the children give specific examples i.e. my mum, try to elicit from the children that this is "My Family". Try to group people into friends, family, or class mates.  
(10 mins)
2. Get the children to think of as many words as they can to describe the ways they show that they care about these special people. Create a word bank. Talk about why these people are special to them.  
(10 mins)
3. Children complete the special people flower (Pupil Sheet 6). They have their own picture or a photograph in the middle. Each of the petals could have the names of 2 friends, 2 classmates or 2 members of the family. (These can be adjusted to suit the needs of the individuals in your own class.) The children can add in one word to describe each of the special people on each of the petals. For example Mum is brave, Dad is kind.  
(20 mins)

### **Key Messages**

- We have lots of special people in our lives, we care for them and they care for us.
- We are special to people in different ways.

### **Reflect and Review**

Work in pairs and think of things you would like people who are special to say about you. (5 mins)

### **Pupil Evaluation of Lesson**

Complete the Pupil Sheet 3 for Lesson 4. (5 mins)

### **Follow Up Activities**

- Children collect photographs of their special people to add to their special flower display.
- Children could write acrostic poems to add to display about special people. Acrostic poems are easy to write, and some of the easiest acrostic poems use names. Write the special person vertically on a piece of paper or type it vertically on your computer. For this example, we'll use Mum.

M

U

M

Now think of a word or a phrase that describes mum that begins with the letter M. Then think of a word or phrase that begins with U. Finally, think of a word or phrase that begins with M.

- The Class could hold a special assembly and invite along their special people, this could link to Enterprise Education.

**Pupil Sheet 5: My life, my special people: Special persons flower sheet**

