

Living Things, where they're from

Aim

To enable children to know and understand where humans come from.

Links

McCabe Statement

- Where living things come from.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 1-50a.

Learning Objectives

Learners should be able to...

- Explain that living things come from their mother.
- Match baby animals to their parents.

Resources

- Pictures of baby animals and fully grown animals (Smartboard file).
- Pupil Sheet 1 – The baby and its needs.
- Pictures of young and adult animals (Smartboard file).
- Pupil Sheet 2 – Pupil Evaluation Sheet.

Living Things, where they're from

Activities

1. Show children pictures of baby animals. (Smartboard) Discuss and write names of baby animals and the name of the fully grown animal on the smartboard.
(15 mins)
2. Now show the children a picture of a baby (Pupil Sheet 1) and discuss with the children where the baby comes from. At this stage the children only need to know that the baby comes from their mother.
(10 mins)
3. Split the children into groups of 3 or 4 and get them to write or draw on Pupil Sheet 1 all the things that the baby needs, i.e. food, warmth/clothing, protection from harm, love, care, shelter.
(Teacher's Note: Stress that many things babies need come from fathers, mothers or carers.)
Draw children's attention to the fact that it doesn't matter if the baby is human or animal they all still get these things from their parents in different ways.
(10 mins)
It will be important during this part of the session to be aware of any possible sensitive issues within your class where this lesson could cause distress and modify as necessary.
4. Mix up pictures of babies and grown-up animals and get the children to match parents and babies (from Smartboard).
(10 mins)

Key Messages

- All babies come from their mothers.
- All babies have needs to help them grow.

Reflect and Review

Give pairs a picture of a baby, the children can name the baby.
Get the children to draw around the baby all the things it needs and gets from its mother. (10 mins)

Pupil Evaluation of Lesson

Complete the Pupil Sheet 2. (5 mins)

Follow-Up Activities

- Children bring in photographs of themselves as babies for discussion and display.
- If children haven't had a visit from a mother and baby during their P1 Science topic 'Ourselves' they could organise having a visitor and plan some questions to ask.

Pupil Sheet 1 – The Baby and its needs

1. Give the baby a name.
2. Write or draw around it all the things the baby needs and gets from its mother;

My name is _____



Pupil Sheet 2 – Living Things, where they’re from

Pupil Evaluation Sheet

That was a good lesson.

I would give it



stars

The best thing about this lesson was

The most important thing I learned today was

Bullying, let's deal with it!

Aim

To allow children to understand and be aware of issues surrounding bullying and how to deal with it. If bullying happens, to make children aware of their responsibilities towards others.

Links

McCabe Statement

- Dealing with bullying situations.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 1-08a, 1-44b.

Learning Objectives

Learners should be able to...

- Explain what it means to be a bully.
- Suggest other aspects of bullying that are not physical.
- Discuss possible ways of dealing with bullying.
- State their responsibilities towards others in relation to bullying incidents.

Resources

- Resource Sheet 1 – Picture of an Open Forum Activity.
- Pupil Sheet 3 – Pupil Evaluation Sheet.

Bullying, let's deal with it!

Activities

This session would be effectively completed through using the 5 steps of Circle Time. (45 minutes)

Warm up activity

Game to develop listening skills – Formula One.

Go round the circle and give each child the name of a car, Porsche, Ferrari or Lamborghini. When you call out the name of the car the children who are that car have to all get up and find a new seat within the circle. If you call out "Formula One!" everyone must get up and find a new seat. This is also a good activity to mix up the children and ensure they are discussing ideas and opinions with children out with their closest friendship groups.

Round

Give each child either A or B. A turns to B and together they need to come up with a statement to explain what they think bullying is. Each pair then shares their thoughts with the group.

Remember to emphasise to children there is no right or wrong answer and all ideas will be listened to.

Open Forum

Show the children the picture of James, Resource Sheet 1, or on screen and explain to the children that James is a new pupil just moved in to the area but is very nervous about starting in a new school because in his old school he had a problem because he had been bullied.

Ask the children what kinds of things they think the person bullying might have done to the child. Encourage children to realise that bullying is not simply physical, if they struggle with this you could lead them along by explaining that the child had never been hit or physically attacked by the bully.

Ask the children what they think a bully might be like and why they might have done it. Encourage children to see the bully as uncool and insecure.

Ask the children to suggest possible ways the child could have dealt with the situation, and what they would have done if they had been in the same situation.

Finally encourage the children to take responsibility for others. Ask the children to consider if they had found out this was happening to the child what they might do about it. What reasons would someone say nothing and ignore the situation? Is this fair or right?

Celebrating Success

An opportunity to encourage the children to leave the circle meeting in a positive frame of mind.

Round – one thing I would do to help someone who is being bullied is...

Calming Ritual

Pass the Squeeze – children hold hands and pass the squeeze gently around the circle.

(The above Circle Time meeting should take about 45 minutes.)

Bullying, let's deal with it!

Key Messages

- Bullying is not always physical, it can be name calling, leaving a person out, and generally trying to make a person feel scared or unhappy
- Bullies are usually insecure or unhappy themselves and they need to deal with their problem. Bullying has to be talked about so that it can be dealt with.
- Everyone has a responsibility to tackle bullying and not stand by and watch someone else being frightened or threatened.

Reflect and Review

In groups of 3 or 4 make a list of as many people as you can think of that you could talk to about bullying. Take an idea from each group until all ideas have been covered. (5 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 3. (5 mins)

Follow-Up Activities

- www.childline.org.uk – ideas and information on bullying. Also contact details to arrange a visit from Childline to speak to the children.
- <http://www.ltscotland.org.uk/healthykids/> - this link has a number of various issues relating to aspects of health, for this lesson Phil's First Day, is a topic relating bullying, the links button has a range of anti bullying websites.

Resource Sheet 1 – Bullying, let's deal with it!

Picture for Open Forum Activity



This is James, age 8

Pupil Sheet 3 – Bullying, let’s deal with it!

Pupil Evaluation Sheet

In the thought bubble, write a list of people who could help if someone is being bullied.



Girls and boys, all friends together

Aim

To enable children to identify positive attributes within relationships, and be more aware of gender stereotypes.

Links

McCabe Statements

- Friendship.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 1-44b, 1-14a.

Learning Objectives

Learners should be able to...

- Express feelings relating to friends.
- Recognise that it is wrong to stereotype things as applying only to boys or girls.
- Give opinions relating to gender stereotyping.

Resources

- Big Tree poster for each group (made by teacher).
- Resource Sheet 2 – Leaves (or pupils can make these themselves)..
- Pupil Sheet 4 – Pupil Evaluation Sheet.

Girls and boys, all friends together

Activities

1. Split the class into 3 groups and get them to work in a circle shape.
Each group gets a tree. Each group also has a pile of leaves and glue sticks. Each child says what they would like to be when they grow up. Get each child to take a leaf then they must write a small message on the leaf about the job of the child sitting next to them, for example "I think you would be really good at this because..." Then they give the message to the child to stick on to their tree. They then all move to the next person in the circle and write a message on a leaf about them and give it to them to stick to their tree. The children move round each person in the circle until they have written each person a message and they all have lots of leaves stuck on to their trees with positive messages about their jobs from their friends.
(30 mins)
2. Get the children to continue to work in their groups. Give each child in the groups a worksheet on which to draw pictures of a variety of people including a nurse, a plumber, a teacher, a ballet dancer, a janitor, a soldier, a doctor, a bus driver, and a secretary. Get the children to compare their pictures and draw children's attention to the gender perceptions they have relating to people and their jobs. Ask the children whether there are such things as boy or girl jobs. (Answer should be no). Encourage children to understand that almost all jobs can be done by both men and women.
(20 mins)

Key Messages

- We should express how we feel about our friends and let them know.
- It feels good to know why our friends like us.
- Most jobs can be done by men and women there are very few jobs that are "women's" or "men's" jobs only.

Reflect and Review

Go round the class and try to think of a job that starts with each letter of the alphabet. At the end just take a moment to note how many of these jobs can be done by either women or men.

(10 mins)

Pupil Evaluation of Lesson

Complete the Pupil Sheet 4.

(10 mins)

Follow-Up Activities

- Possibly organise a visit from someone who has a job that challenges gender stereotypes. For example a man who is a nurse or a woman who is a firefighter. They can talk about their work and children can ask questions.

Resource Sheet 2 – Girls and boys, all friends together



Pupil Sheet 4 – Girls and boys, all friends together

Pupil Evaluation Sheet

This lesson was...



Please circle to show us what you thought.

The one thing I learned today was...

Life changes, express yourself

Aim

To enable children to develop a vocabulary that helps them to understand and express their feelings, and how to manage feelings and reactions of themselves and others.

Links

McCabe Statement

- Uniqueness of their body.
- Expressing and dealing with feelings and emotions.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 1-01a, 1-02a.

Learning Objectives

Learners should be able to...

- Express feelings through role play.
- Suggest appropriate feelings for various situations
- Predict possible reactions of people through scenario situations.

Resources

- Pupil Sheet 5 – A4 Rainbow worksheet (individual) – enlarge to A3 for group/class use.
- Resource Sheet 3 – Scenario Cards.
- Pupil Sheet 6 – Pupil Evaluation Sheet.

Life changes, express yourself

Activities

1. Work as a class to give each colour of the rainbow a feeling. Get children to discuss and share ideas until they come to an agreement. Get children to colour in individual rainbows let the children use the rainbow to describe how they are feeling today. This can be used as an ongoing tool with children who have difficulty in recognising and expressing their feelings. (Option – collate on to A3, if required)
(15 mins)
2. Explain to children how our feelings on the rainbow can change throughout the day because of all the things that are happening around us. For example we may come in to school feeling quite tired and fed up then we are invited to party at the weekend and that makes us feel excited, then we get a telling off from the teacher for talking and we feel a bit annoyed because it was the person sitting next to us and so on. Highlight to the children how important it is for us to deal with these feelings and react appropriately.
(15 mins)
3. Children work in groups of 3 or 4 to role-play situations on the scenario cards showing how people may react to situations. Allow the groups time to perform to the class and have discussion about whether this is the most appropriate way to react to the situation. If not make sure time is taken to identify a more appropriate way to deal with the situation.
(20 mins)

Key Messages

- We can experience a range of feelings throughout a day as we have to deal with the different things that happen in our lives.
- We have to deal with our feelings and react to situations in an appropriate manner.
- We have to try to keep calm when things make us angry and try to think of the best way to sort things out, it might be better to walk away and then talk to someone about it.

Reflect and Review

To reinforce the concept of the range of ways of expressing feelings get a child to come out and use facial expressions to convey a feeling, the other children have to guess the feeling. See how many the children can fit into 5 minutes.
(5 mins)

Pupil Evaluation of Lesson

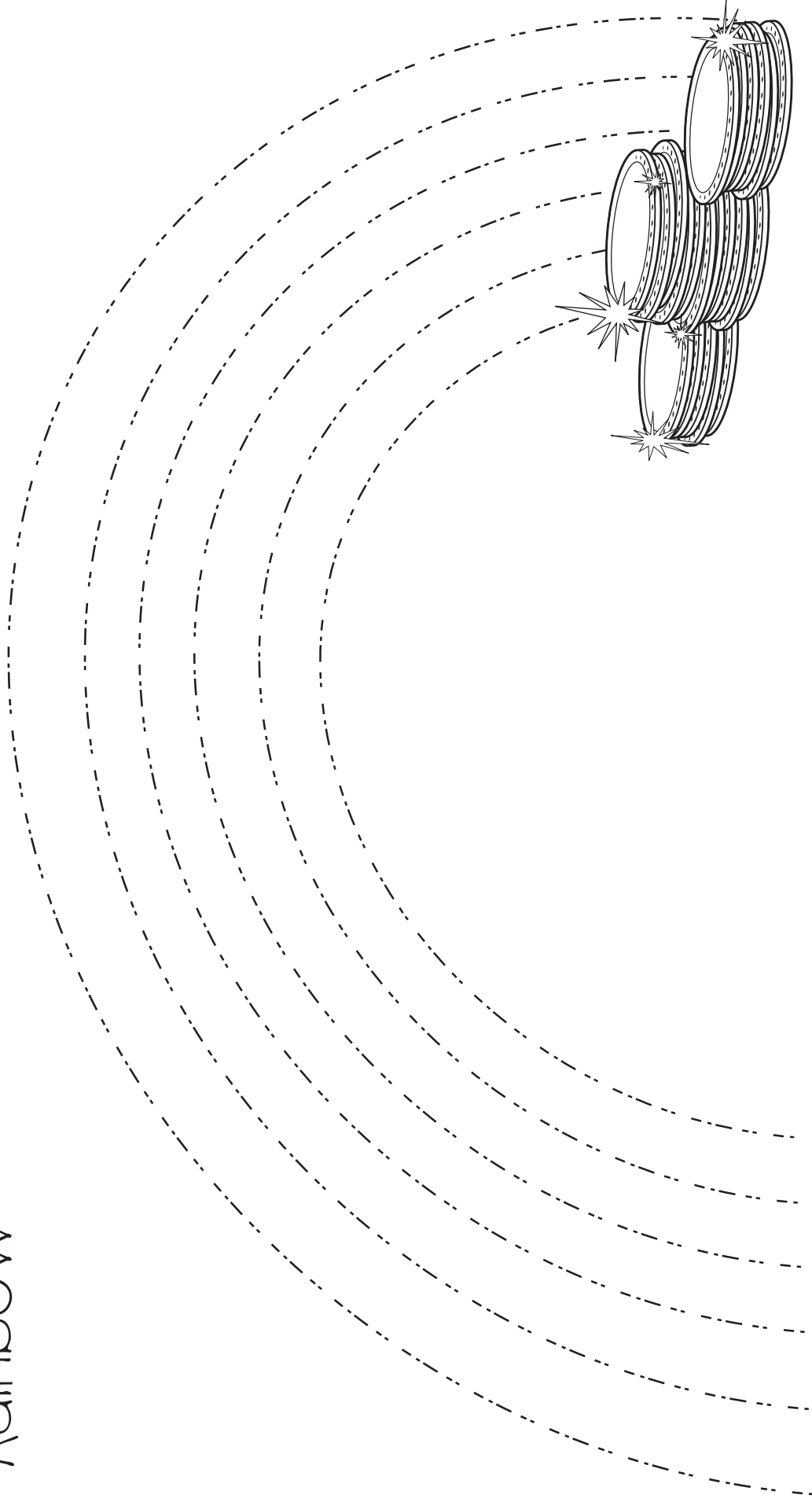
Complete the Pupil Sheet 5. (5 mins)

Follow-Up Activities

- Jenny Mosley's Circle Time resources have many sessions that support children across all stages in identifying and dealing with feelings.
- The children could organise an assembly to share ideas and thoughts about feelings with the rest of the school.

Pupil Sheet 5 – Life changes, express yourself

Rainbow



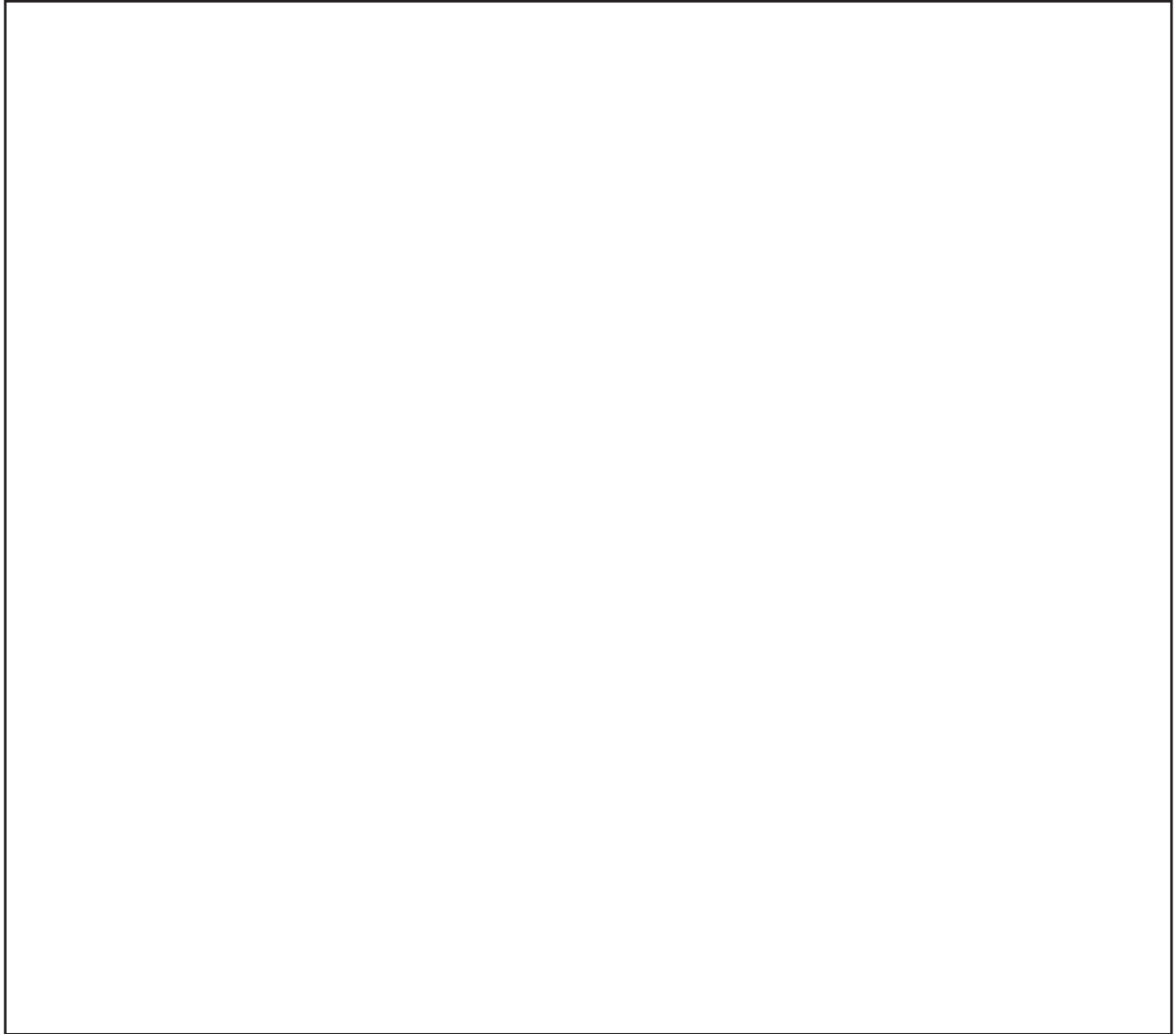
Resource Sheet 3 – Life changes, express yourself: Scenario Cards

<p>A group of children are playing football and someone has tripped up one of the children.</p>	<p>You are all in the school drama club and one of you is really hoping to get a part in the school show but your friend has got the part instead.</p>
<p>You are a group of friends who have fallen out because you think one person has not kept a secret.</p>	<p>The gymnastics club have won a place in the city finals and are going on to the major competition.</p>
<p>The teacher in the playground has given you and your friends a row as they thought you threw the ball onto the roof but it wasn't any of you.</p>	<p>Your class has won a trip because one of you won an art competition that every school in Scotland took part in.</p>
<p>You cannot do your maths work and when the teacher explained it you still don't understand. Everyone else in the group seems to know what to do.</p>	<p>You do not like any of the choices in the dinner school and you are trying to convince your mum and dad that you want to take packed lunches.</p>
<p>Someone in the playground has knocked your friend over and they didn't even notice they did it. Your friend is hurt.</p>	<p>You are at sports club and a child from another school has been making fun of you.</p>

Pupil Sheet 6 – Life changes, express yourself

Pupil Evaluation Sheet

I am feeling – Draw a picture to show how you are feeling now.



I am feeling _____
