

Who cares? We care!

Aim

To enable children to consider the various ways that feelings can be conveyed and consider others feelings especially when dealing with differences.

Links

McCabe Statement

- Expressing and dealing with feelings and emotions.
- Respect and care for themselves and others.

Curriculum for Excellence

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

Learning Objectives

Learners should be able to...

- Identify a range of feelings through facial expressions, use of voice and language and use of body language.
- Explain how they could respect themselves and others through considering feelings.
- State how they would deal with differences in a caring respectful way when coming across situations they are not familiar with.

Resources

- Resource Sheets 1a-e – Feelings/expressions pictures.
- Large-sized sheets of paper.
- Resource Sheets 2a-d – Chatterbox sheet and method of construction.
- Resource Sheet 3 – Situation Cards.
- Pupil Sheet 1 – Pupil Evaluation Sheet.

Who cares? We care!

Activities

1. The children work in groups of four and use a large sheet of paper. Quickthink as many feelings/emotions as they can, and write these on the large sheet.
(20 mins)
2. This activity will give children the opportunity to look at a variety of feelings. Children will work in groups of three or four. Each group will get a picture of a person or group of people (Resource Sheets 1 a-e) and they have to decide how people in the picture are feeling. Get children to present back to the class how the people in their picture are feeling, and how they should cope with it.
(10 mins)
3. Give each child a "chatterbox" sheet to make their own chatterbox. Children find a partner and have a few turns of each others chatterboxes. Move the children around so that they use their chatterboxes with a few different children. Bring the class back together and discuss feelings which were easy to discuss and any the children found difficult.
(20 mins)
4. As a class, use the information from the situation cards to discuss positive and negative feelings, what they should do, who they should tell and how to deal safely with situations.
(10 mins)

Key Messages

- We can show how we feel in a variety of ways.
- Everyone has something positive about them. We don't all have the same feelings/ emotions but we have to understand that all people are different. We should respect others ways of living their lives and the ways they behave.
- Try and look for something positive in all people.

Reflect and Review

Discussion that all feelings are OK. What matters is what we do and how we act in response to those feelings.
(10 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 1 – Pupil Evaluation Sheet.
(10 mins)

Who cares? We care! – Resource Sheet 1a – Feelings illustrations



(a)



(b)

Who cares? We care! – Resource Sheet 1b – Feelings illustrations



(c)



(d)

Who cares? We care! – Resource Sheet 1c – Feelings illustrations



(e)



(f)

Who cares? We care! – Resource Sheet 1d – Feelings illustrations



(g)



(h)

Who cares? We care! – Resource Sheet 1e – Feelings illustrations



(i)



(j)

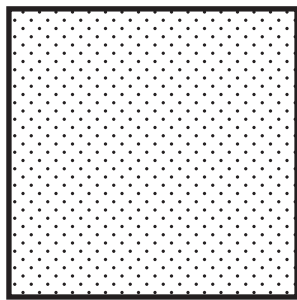
Who cares? We care! – Resource Sheet 1f

List of Feelings – Teacher Information

- (a) Surprise
- (b) Boredom
- (c) Anger
- (d) Confused
- (e) Upset
- (f) Elated
- (g) Scared
- (h) Happy
- (i) Shocked
- (j) Sad

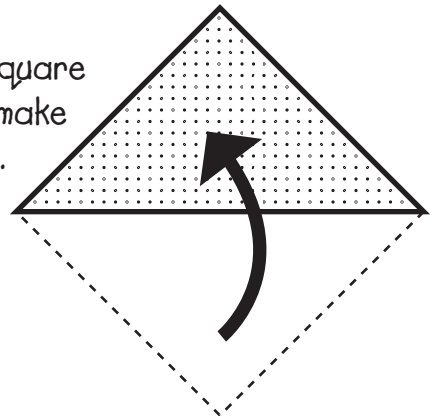
Who cares? We care! – Resource Sheet 2a

How to make a Feelings Chatterbox

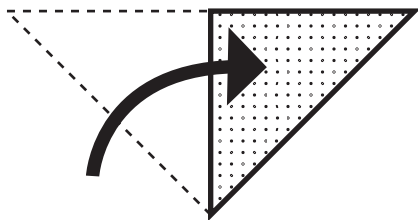


1. Start by cutting out the square of paper (Resource Sheet 2d)

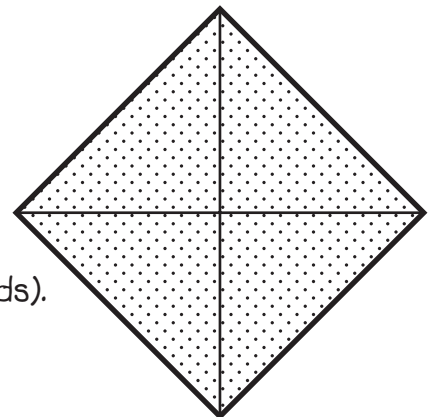
2. Fold the square in half to make a triangle.



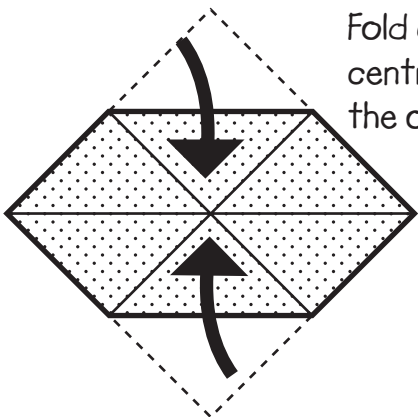
3. Fold the two opposite ends of the triangle together, forming a smaller triangle.



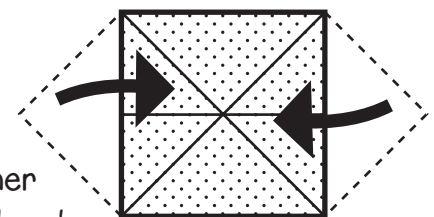
4. Open the paper up (unfolding all the folds).



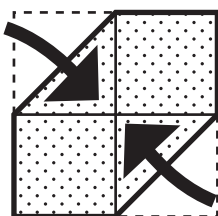
5. Fold a corner into the central point. Repeat with the opposite corner.



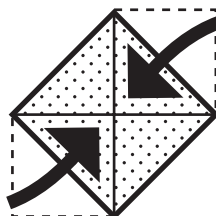
6. Repeat with the other two corners – you'll end up with a square.



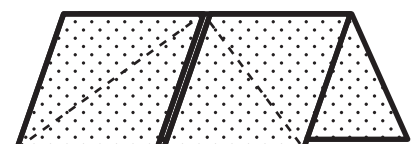
7. Flip the paper over. Fold a corner over to the centre. Repeat with the opposite corner.



8. Fold over the two remaining corners. You'll end up with a smaller square.



9. Fold the square in half. Unfold and fold in half the other way.



Who cares? We care! – Resource Sheet 2b

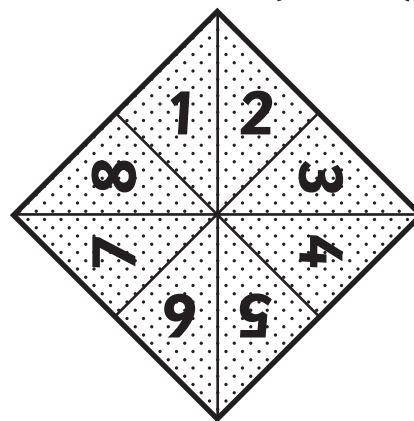
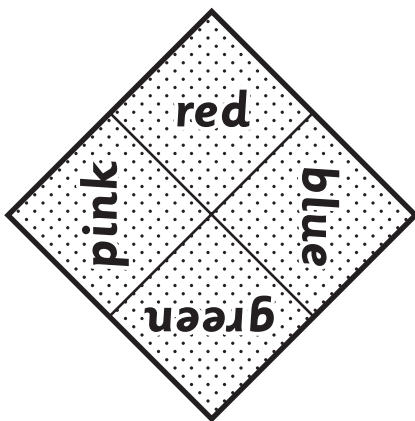
10.

Unfold and pull the four ends together, a diamond-like shape. Pick up each of the four square flaps, and put your fingers inside. You will be able to move the four parts around.



11.

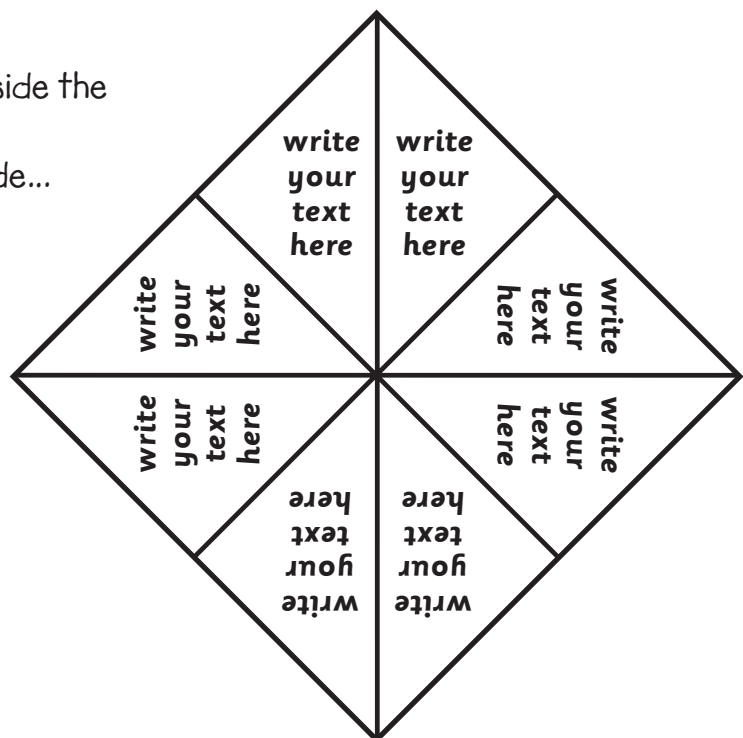
Write any four colours on the four flaps. Flip it over, and write feelings on the triangular flaps.



12.

Write eight feelings sentences inside the flaps (underneath the numbers).
Some examples of fortunes include...

- I feel happy when...
- I feel scared when...
- I feel angry when...
- I feel lonely when...
- I feel excited when...
- I feel nervous when...
- I feel sad when...
- I feel bored when...



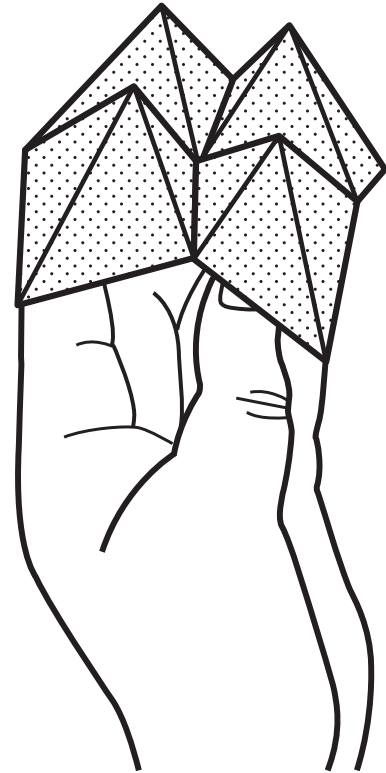
Who cares? We care! – Resource Sheet 2c

13.

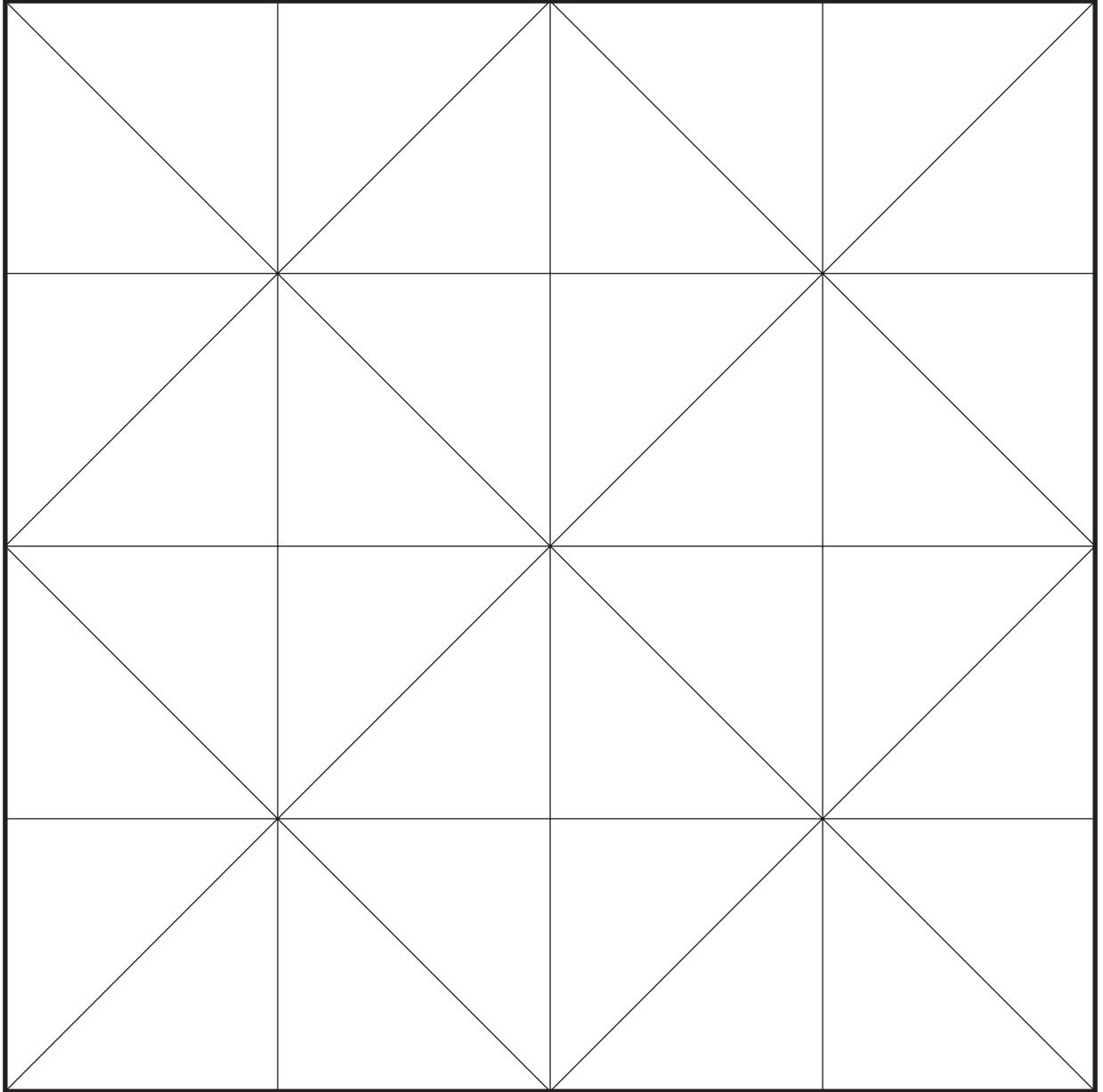
You can use your chatterbox. Have a person choose one of the four colours. Spell that colour out, while moving the fortune teller in and out.

Then have the person choose one of the feelings that is showing. Move the chatterbox in and out the right number of times.

When you finish, have the person choose one of the four visible numbers. Open up the flap they choose, and ask them to complete the sentence.



Who cares? We care! – Resource Sheet 2d



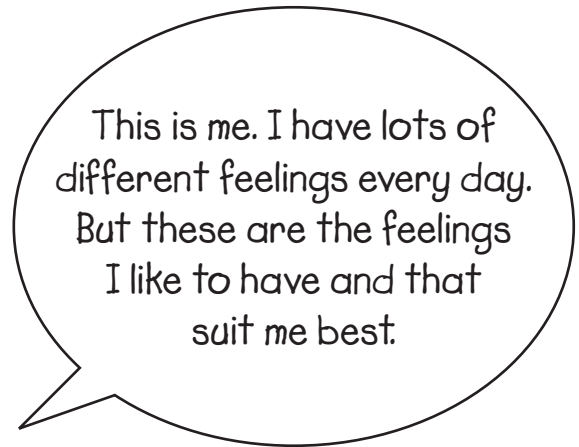
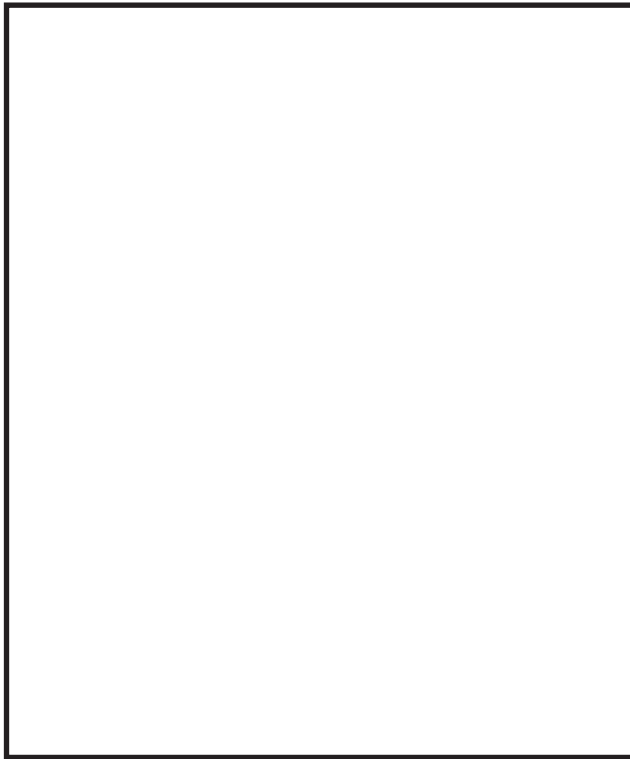
Who cares? We care! – Resource Sheet 3

Reflect and review situation cards

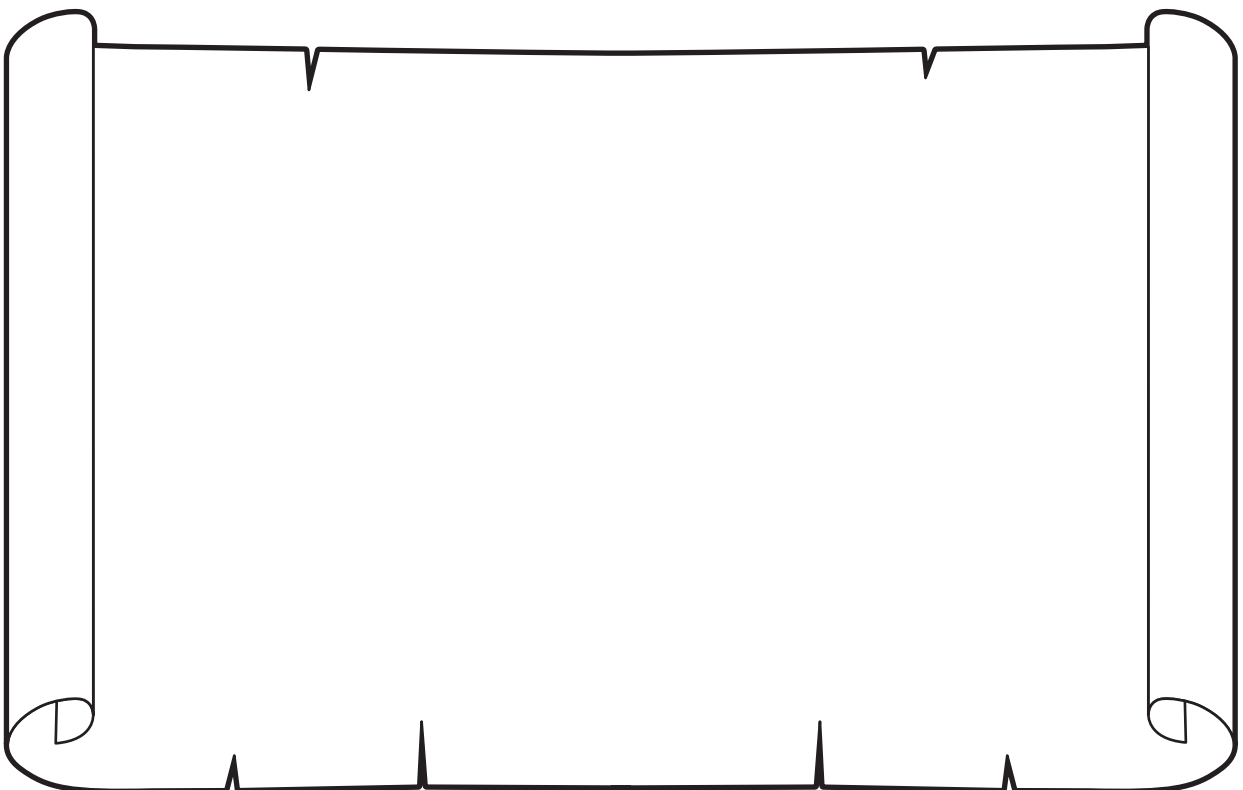
<p>Someone has joined the class as a new pupil they don't know anyone. How might they be feeling and what could you do to help?</p>	<p>A child has joined your class from Poland. They do not speak any English. What could you do? How can you make them feel welcome and part of the class in other ways?</p>
<p>There is a child in a wheelchair in your class. Should they be treated any differently and why?</p>	<p>Your friend's parents have just split up and your friend is very quiet and not joining in games at playtime and spending time on their own. What would you do? How might your friend be feeling?</p>
<p>There is an Asian child in your class and they told you that someone in another class has made racist remarks to them. How could you help?</p>	<p>Older children are making comments about the way your friend looks. The comments are mean and your friend seems really down because of it. What could you do?</p>

Pupil Sheet 1 – Who cares? We care!

Pupil Evaluation Sheet



Quickthink all the words which are positive feelings and emotions that we would like to be described as.



Feeling good, you choose!

Aim

To enable children to develop their awareness of expressing feelings through touch and closeness to others in an appropriate fashion, and also consider the roles other people have in making choices for them.

Links

McCabe Statement

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

Curriculum for Excellence

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

Learning Objectives

Learners should be able to...

- Discuss examples of ways to express feelings through touch.
- Identify situations where touch may be inappropriate.
- Suggest people who may be involved in making choices for them and the role they play in making choices.

Resources

- Pupil Sheet 2 – My Good Touch – draw and write sheet.
- Resource Sheet 4 – Role Play Scenario Cards.
- Pupil Sheet 3 – Pupil Evaluation Sheet.

Feeling good, you choose!

Activities

1. Quickthink in small groups lots of different kinds of touch, e.g. *hugs, smacks, kisses, tickling, licking, hitting, punching, stroking*.
As a class make a list of the different kinds of touch. For each kind of touch consider the feelings that they invoke. Is it a nice feeling or not nice feeling?
(5 mins)
2. Draw and write – get children to complete the worksheet to show a situation where they have experienced a good touch. For example, a hug from their Gran or Grandad when they have fallen and hurt themselves. This feels good because it cheered them up. Once completed some children can then share their work with the rest of the class.
(15 mins)
3. Now encourage the children to consider that although some touches may be good, it may depend on who is doing the touching. It is only a good touch if it is something that they feel comfortable about happening and it is not a secret. Someone may try to tickle or kiss them. If they do not like it then it is not a good touch. Allow some discussion to take place relating to the different kinds of touch, and positive and negative aspects of this. At this point it may be appropriate to draw children’s attention to the Childline telephone number (0800 1111) and what they do for children.
(15 mins)
4. Discuss with the children some of the people they have drawn in their pictures in 2, above, and how these people help the children to make decisions. Elicit from the children the kinds of things that family member will influence them on, e.g. food, clothes, routine, friends, things to do in their spare time, etc. Get the children to work in groups of 3 or 4 and role play the situations in the scenario cards. Show in these how other people influence their decisions.
(15 mins)

Key Messages

- Touches can feel good or bad, it will depend on the situation, and who is doing the touching.
- Family members play a big part in the choices you make while you are growing up.

Reflect and Review

Give the children the opportunity to ask any questions that they might have.
(5 mins)

Pupil Evaluation of Lesson

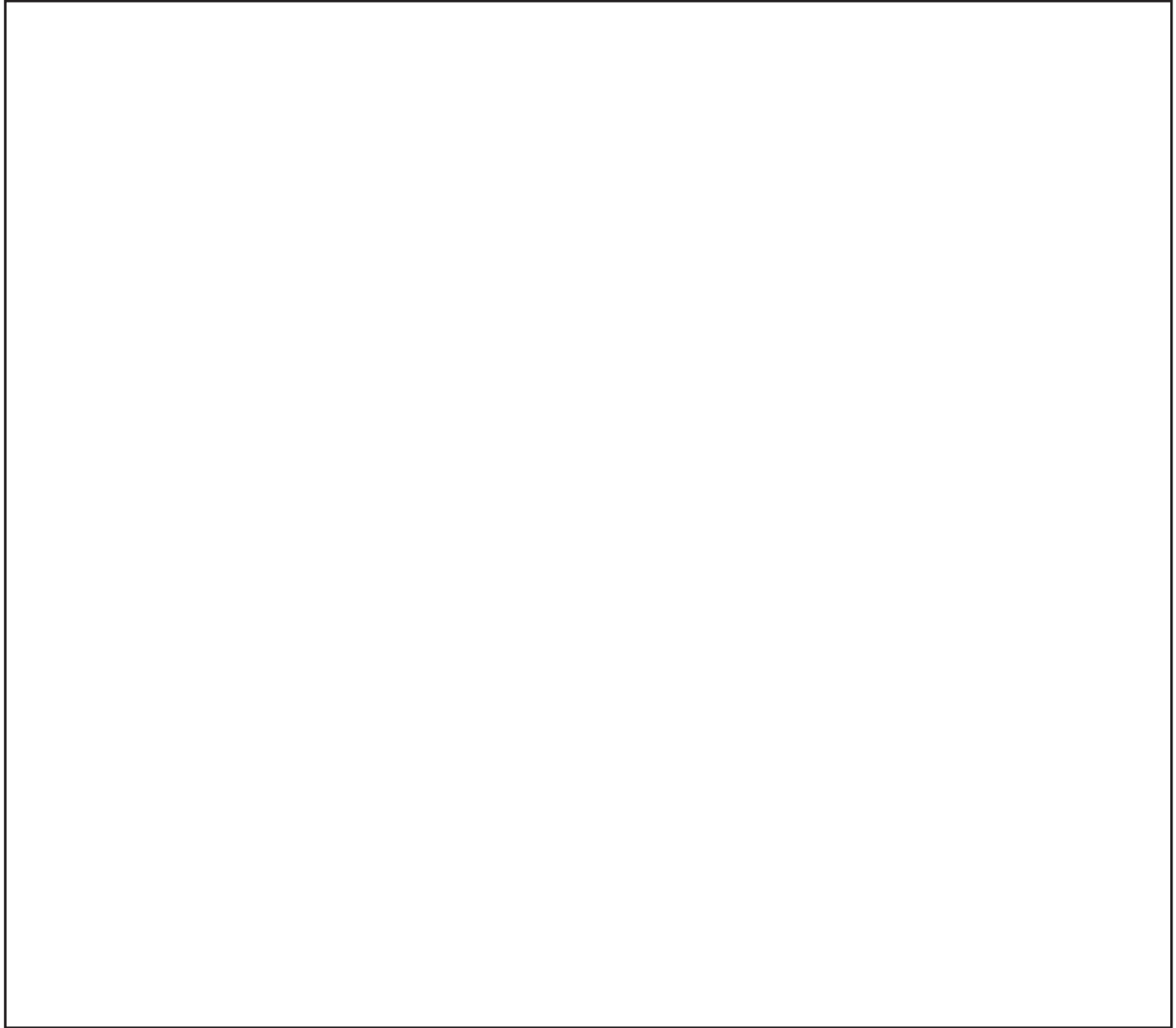
Complete Pupil Sheet 3 – Pupil Evaluation Sheet.
(5 mins)

Follow-Up Activities

- A visit from Childline to speak to the children about their role.
- www.childline.org.uk for information for adults and children.

Pupil Sheet 2 – Feeling good, you choose!

Draw and write – *My good touch*



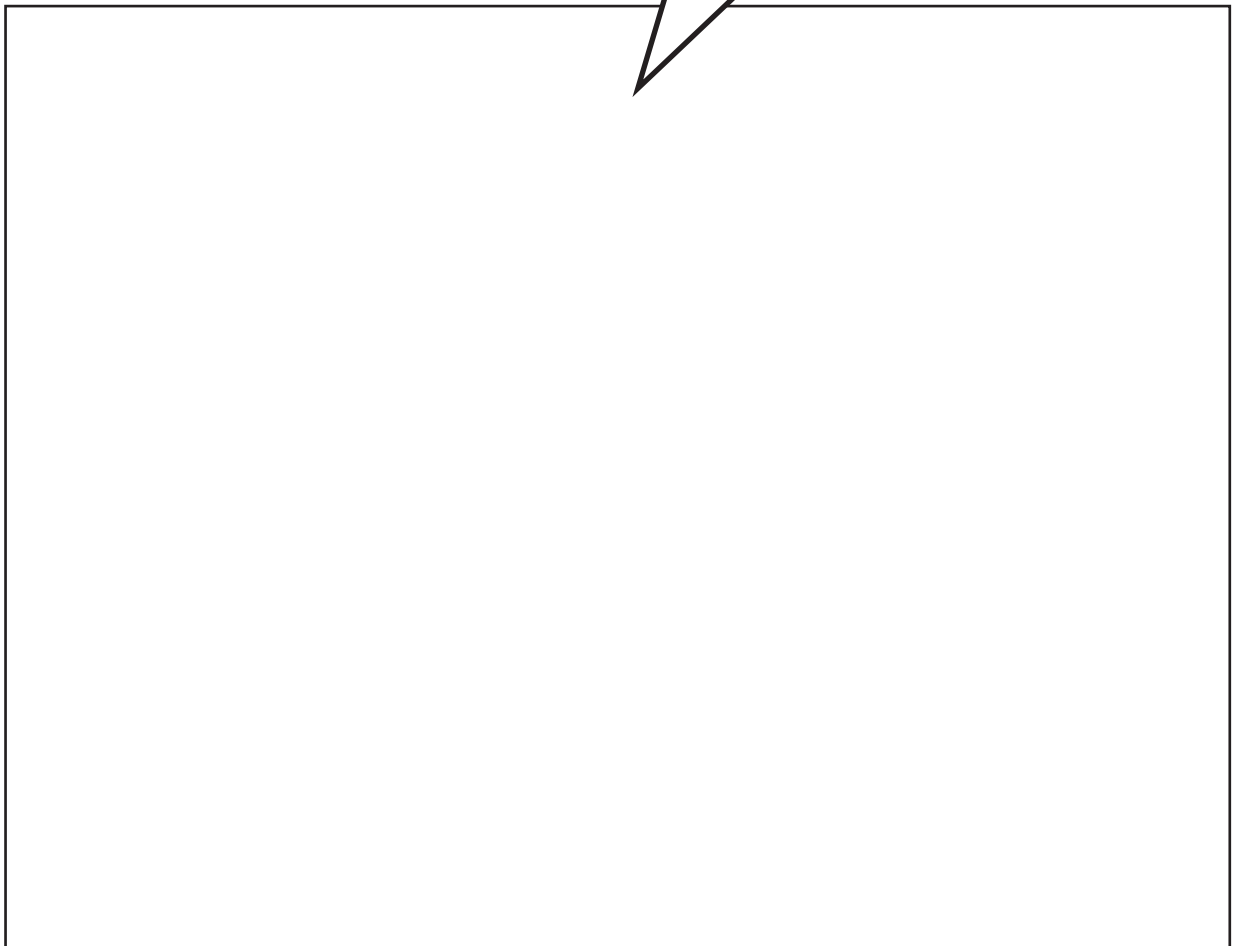
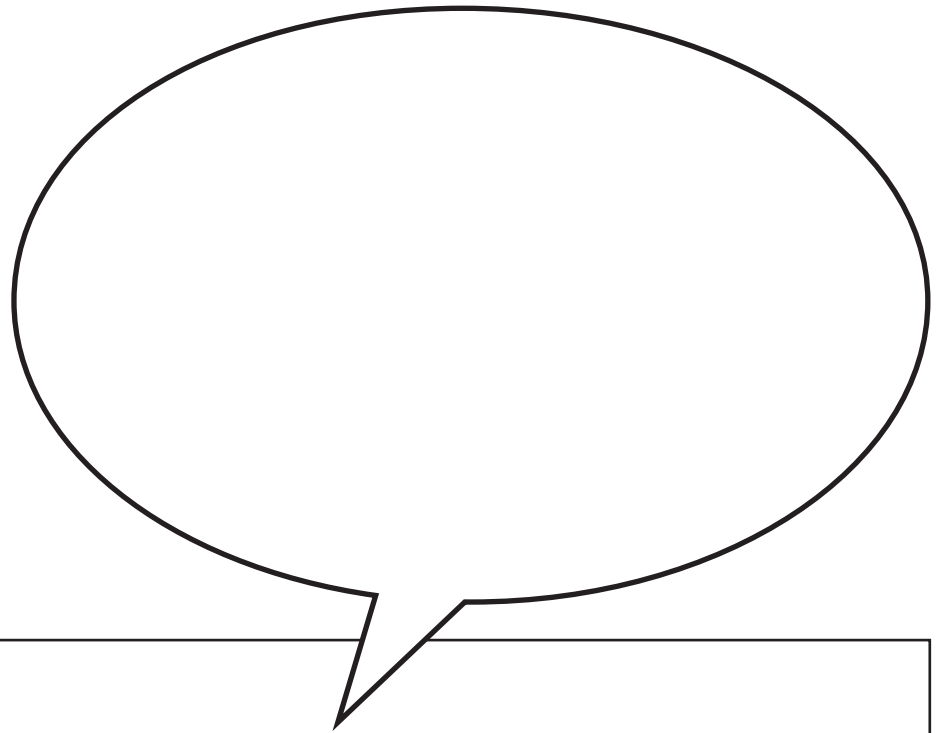
Resource Sheet 4 – Feeling good, you choose!

<p>Amy wants to get her ears pierced.</p>	<p>Mark wants to be a vegetarian. He is going to talk to his mum about it.</p>
<p>Andy wants to go to tae kwon do classes at the community centre.</p>	<p>Alison wants to play out with her friends after it gets dark and her mum is not happy.</p>
<p>Carly's sister Danielle has started smoking. Carly is thinking of trying it too. She thinks it can't be bad if her sister is doing it.</p>	<p>John wants to stay up to watch a film at 10 o'clock. His dad says 'no'.</p>
<p>Su-lin is in the Brownies but her big sister says it is too babyish and she should give it up and come and hang out with her on the streets.</p>	<p>Abdul only eats junk food like pizza and chips. His mum is trying to encourage him to eat more healthily.</p>
<p>Tracey has stopped wearing her school uniform to school because she thinks it makes her look more grown up. Her dad is not pleased.</p>	<p>Robbie came home from school the other day with his head shaved, – his friend's brother did it over at his house. His dad is furious.</p>

Pupil Sheet 3 – Feeling good, you choose!

Pupil Evaluation Sheet

Draw your picture in the box below and in the speech bubble write about what you learned in today's lesson.



Problems, we can fix them!

Aim

To enable children to consider problems from a variety of different perspectives and consider the best ways to solve problems and resolve issues in a variety of settings.

Links

McCabe Statement

- Expressing and dealing with feelings and emotions.
- Being part of a family.
- Friendship.
- Dealing with bullying situations.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 1-02a, 1-05a.

Learning Objectives

Learners should be able to...

- Consider possible problems or situations that may arise between various groups of people.
- State possible ways in which problems can be resolved.
- Use effective communication to resolve problems.
- Empathise with others to resolve problems.

Resources

- Resource Sheet 5a – Role Play Scenario Cards.
- Pupil Sheet 4 – Pupil Evaluation Sheet.

Problems, we can fix them!

Activities

1. As a class create a list of all the people that we come into contact with on a day to day basis. Consider which of these people we might fall out with. Draw children's attention to the fact that the people we sometimes fall out with are actually the people we are closest to, so it is important for us to have ways of solving these problems to help ensure that we are happy.
(10 mins)
2. As a class, discuss ways in which we can solve problems in a positive fashion. Encourage the children to think about what makes us communicate better, e.g. listening, not shouting, considering others feelings, negotiating, being patient, etc. Note the aspects that improve communication on the board so that the children can refer back to them during the role play activity, below.
(5 mins)
3. Children split into groups of 3 and role play a variety of situations and try looking at solving problems from all points of views. Allow time for some of the groups to perform their role play for the class and get the class to highlight positive aspects of how the situation was resolved, or, suggest ways this could have been done.
(25 mins)

Key Messages

- It is often with the people we spend the most time with that we have problems or situations to try and sort out.
- It is important to try and sort things out in a calm way that tries to solve the problem in a satisfactory way for everyone.
- We can't always expect things to go our way so we have to learn to compromise.

Reflect and Review

Get the children to vote on the role plays they have seen and decide which one shows the best problem solving skills and most effective communication skills. Remind the children they must explain why they have chosen that particular scenario.

(5 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 4 – Pupil Evaluation Sheet.

(5 mins)

Resource Sheet 5a – Problems, we can fix them!

Mum is very busy as Gran is coming to visit tomorrow and she has to get everything ready for her arriving. She wants you to play with your baby sister to keep her amused and you want to go to the park with your friends.

You are working in a group in your class and preparing a presentation on the topic transport. You want to do cars and your best friend agrees but John wants to do trains and says he won't do the presentation on cars.

You and your sister/brother share a bedroom. You are trying to keep it really tidy to earn your pocket money but your sister/brother keeps coming in with their friends and making the bedroom a mess.

You want to join the youth club but some other people in your group of friends want to go to Basketball club which is on at the same time. How do you decide what to go to?

You and your parents are arguing about how late you can stay out with your friends. You think you should be allowed out until 9.00pm but your parents want you back in at 7.00pm.

You and your friends are trying to start a new game in the playground but a group from another class have told you that you can't play in this part of the playground because they play there.

In your family everyone has chores to do but you think that your big brother doesn't seem to have to do as much as you and you don't think that is very fair. You try to complain to your mum but nothing changes.

You and your friends have fallen out because you think that one of your friends has left you out when she was organising a sleepover at her house, but maybe you were a bit quick to argue as she didn't see you last night because you were at your Gran's house.

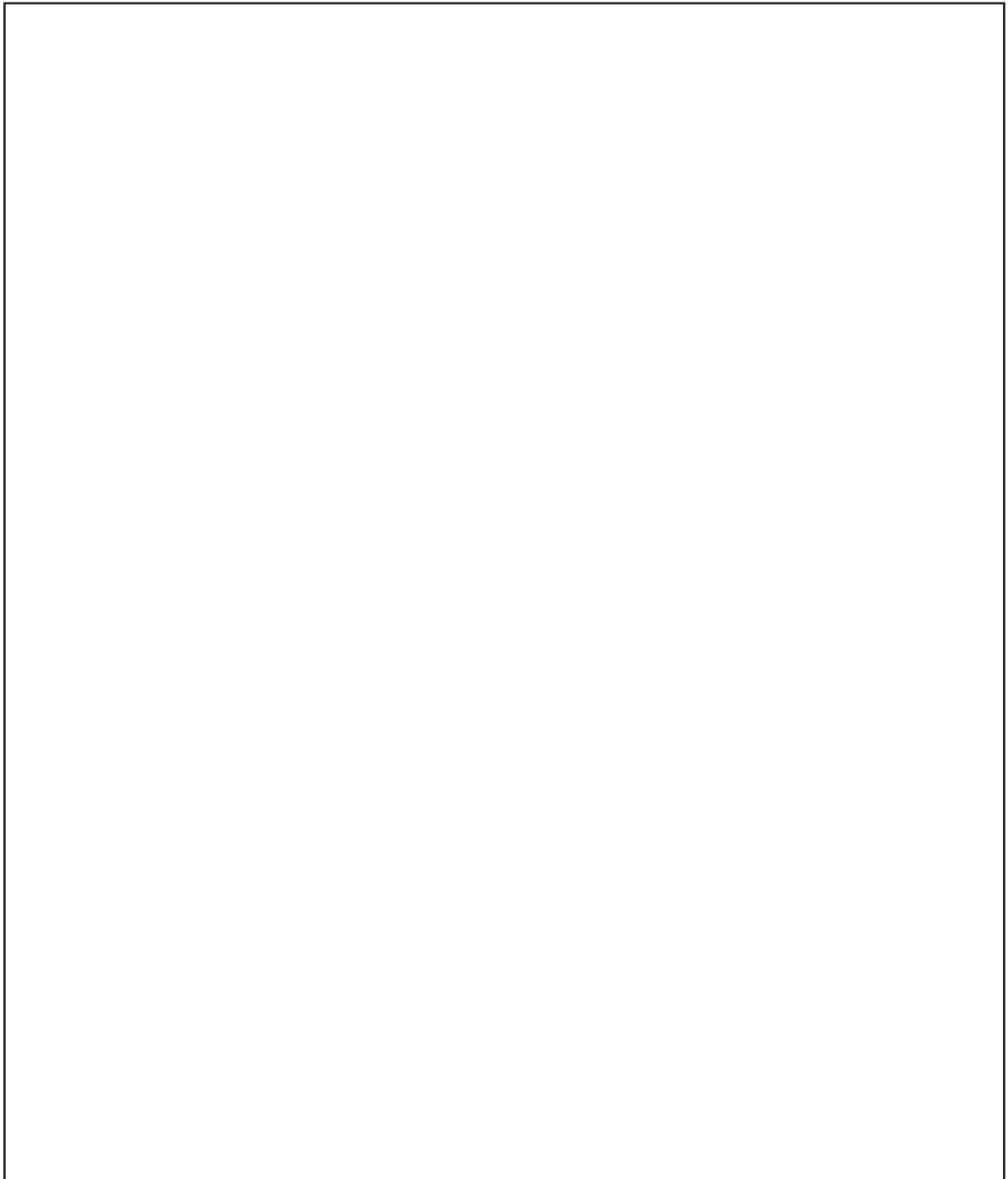
There are two teams in gym playing hockey and 2 people in the other team are saying that you cheated on the last shot and pushed their team mate. You didn't cheat. You simply slipped and bumped into the person.

Your older sister is always snapping at you and being really moody. You tried talking to your mum but your sister kept shouting and blaming you for being too babyish.

Pupil Sheet 4 – Problems, we can fix them!

Pupil Evaluation Sheet

Draw up your own problem solving checklist to take home to use to help you if you get into a difficult problem situation.



Our life, who cares for us?

Aim

To enable children to consider various roles people take in caring for them with an emphasis on the importance of looking after yourself and seeking medical care if need be.

Links

McCabe Statement

- Family and other special people who care for them..
- Where living things come from.
- Exploring changes in the body.

Curriculum for Excellence

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

Learning Objectives

Learners should able to...

- Recognise the role that doctors, nurses, dentists, opticians, etc. play in helping us to stay healthy
- Explain why visiting the doctor/nurse is a good thing to do.
- Discuss how human life begins and how a baby is born.

Resources

- Pupil Sheet 5 – Our life, who cares for us.
- Pictures of human life developing and beginning (Smartboard).
- Resource Sheet 6 – Stages of pregnancy – Teacher Information.
DVD – Interactive Whiteboard – Birth of a baby (BBC Active, Sex and Relationships Education IT resource, in resources section of home page).
- Pupil Sheet 6 – Pupil Evaluation Sheet.

Our life, who cares for us?

Activities

1. Quick think all the different people who help us. Encourage the children to focus in on the people who help them when they are unwell, i.e. healthcare professionals. Check if there is anyone missing from the list.
(5 mins)
2. Get children to consider someone who helps keep them healthy. Get them to draw a picture of the person and write down the ways this person on Pupil Sheet , keeps them healthy. Get the children to present their ideas to each other.
(15 mins)
3. Discuss with the children why it is important to ask for help when they need it, and that it is not a sign of weakness to do so, but a sign of being in charge of themselves and their wellbeing. Then discuss why the people from 1 and 2 are so important in their lives and how they would manage if they didn't have these people. Ask the children to consider whether we need these people less as we get older, or will we always have some link with healthcare staff.
(5 mins)
4. Show pictures of human life beginning. Explain that before they were born, when their mum was pregnant, they were cared for by healthcare professionals. These included nurses and doctors who were specially trained to look after babies who are in their mother's uterus until they are ready to be born.
Examples are:
 - The GP – tells mum she is pregnant.
 - The Midwife – gives mum the first scan, and gives mum and baby check ups during the pregnancy.
 - The Maternity Hospital staff – involved in more specialised checks on the baby's development and delivering the baby.
 - The Community Midwife/Health Visitor – supports the family at home, with taking care of the baby, breastfeeding support, weighing and measuring the baby, providing support with the baby's development.
(20 mins)
5. Show interactive DVD and discuss once baby is born it is best for the mum to breastfeed the baby.

Key Messages

- Healthcare professionals will support us in looking after our health throughout our lives.
- The baby spends about 9 months growing in the mother's uterus before it is fully developed and ready to be born. Healthcare professionals support the mother throughout.

Reflect and Review

Think, pair and share one thing that you learnt that was new today.
(5 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 6 – Pupil Evaluation Sheet. (5 mins)

Follow-up Activities

- Arrange for a talk from a nurse/doctor on what they do to support our health.
- Visit to a Health Centre (contact Health Centre administrator). Check children have not already had this trip in relation to the Social Subject topic People in Society Level B - The Health Centre.

Our life, who cares for us?

Glossary – for teachers

Uterus, also called the womb, the uterus is a hollow pear-shaped organ. The uterus expands many times in size during pregnancy to hold the growing foetus.

Vulva. The external female genitalia, including the clitoris, vaginal lips and the opening to the vagina.

Breastfeeding is the feeding of an infant or young child with breast milk directly from a woman's breasts not from a baby bottle or other container. Babies have a sucking reflex that enables them to suck and swallow milk. It is possible for most mothers to nourish their by breastfeeding for the first six months.

Vagina. This is a tube connecting the uterus to the outside of the body. During birth, the baby passes through here.

Pregnancy. Time when an unborn baby grows in the uterus (womb), normally lasts about 40 weeks.

Pupil Sheet 5 – Our life, who cares for us?

Someone who keeps me healthy.

A large empty rectangular box with a thin black border, intended for a drawing or written response related to the text above.

Resource Sheet 6 – Our life, who cares for us?

Stages of Pregnancy – Teacher information

Weeks 1-4

- The developing baby is called an embryo and its sex can be determined.

Week 5

- First heartbeats can be detected from ultra sound. Umbilical cord develops
- Blood is now pumping – All four-heart chambers are now functioning, insuring the baby's body will receive all it needs over not only the remainder of the pregnancy but throughout life.
- Most other organs begin to develop – baby's lungs start to appear, along with its brain.
- Arm and leg buds appear.

Week 6

The arms and legs continue to develop – These limbs are stretching out more and more.

- Brain is growing well
- Lenses of the eyes appear.
- Nostrils are formed.

Week 8

- Now the embryo is about 1cm long.
- Cartilage and bones begin to form.
- The basic structure of the eye is well underway.
- The tongue begins to develop.
- The 'bud' of arms and legs can be seen and the beginning of a heart can be seen moving.

Week 11

- Nearly all structures and organs are formed and beginning to function.
- Fingers and toes have separated.
- Hair and nails begin to grow.

Week 18

- The developing baby is called a foetus. It is about 20cm long and weighs about 8 ounces.

Week 20 Halfway there!

- The baby's heart grows stronger.
- Its legs are reaching their relative size.
- The nerve cells for taste, smell, hearing, seeing, and touch are now.

Week 22

- The baby weighs close to one pound at this point!
- The baby can now hear your conversations more clearly than before!. When you talk, read, or sing, expect baby to hear you.
- Eyelids and eyebrows are fully formed.
- Fingernails have grown to the end of the fingers.

Week 35

- Clear detail on baby's face – see ultrasound picture.
- The average baby weighs almost five and a half pounds now.
- Fat accumulation plumps up the arms and legs this week. Hearing is fully developed.
- Lungs not yet fully developed.
- The baby is now taking up most of the uterus/womb.
- Some babies can be born at this stage and are called premature babies.

Week 40 (approximately)

- Baby arrives (watch DVD).

Pupil Sheet 6 – Our life, who cares for us?

Pupil Evaluation Sheet

Think about the key messages and learning from today's session.

Create a thought bubble of some ideas of things you have learnt today.

