

You're alright, I'm alright

Aim

To allow children to appreciate the importance of respecting and caring for others within their class community.

Links

McCabe Statement

- Respect and care for themselves and others.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 2-05a, 2-44b.

Learning Objectives

Learners should be able to...

- Explain what it means to treat each other with respect.
- Describe ways in which they can respect and support each other within the classroom environment.
- Identify issues with boys and girls treating each other with respect.
- Suggest ways boys and girls could treat each other with more respect.

Resources

- Pupil Sheet 1 – “Respect” wordbank.
- Resource Sheet 1 – Golden RESPECT Sheet (print from CD).
- Resource Sheets 2a-d – Scenario cards for continuum and respectful and disrespectful signs for each end.
- Pupil Sheet 2 – Pupil Evaluation Sheet.

You're alright, I'm alright

Activities

Individual teachers and schools have different ways of organising rules. A number of schools have adopted Jenny Mosley's Golden Rules or your school may have made up their own. Some teachers have rules that are individual to their class and some sets of rules are more about safety and organisation rather than ethos. The focus for this lesson is about the kind of rules that focus on caring for each other and the way you treat people.

1. Discuss with children the rules that you have in place in the class or school. Get the children to consider how they impact on their day-to-day lives in school. Discuss with the children if they think the rules affect how they treat each other in the class. If you do not have any rules in the school or class discuss with the children why introducing rules might be a good idea.
(10 mins)
2. Create a "RESPECT" word bank. Display the Golden Respect Sign on the wall (or class can make their own in a bright colour) and give children a speech bubble to complete. Children should write what they think it means to treat someone with respect. Display these on the wall with the Golden Respect sign, and refer to in relation to class rules.
(5 mins)
3. Get children to work in mixed sex groups of 4 or 5. Ask the children to discuss the questions "Do boys treat girls with respect?" or "Do girls treat boys with respect?" Once groups have discussed their opinions then get them to feedback to the class. (10 mins)
4. Work as a class to complete a class respect continuum. Allow children time to consider scenarios that are respectful and disrespectful including issues of boys and girls treating each other with respect. Each child selects a card and decides where on the continuum it should go, the rest of the class can give some input to help them decide. This can be pinned to the wall or done on the floor in a hall or empty corridor space.
(20 mins)

Key Messages

- Your class should be a unit that work together and care and respect for each other.
- There are lots of different ways that we can support each other and treat others with respect

Reflect and Review

Think, pair, share – one thing that you could do that would make sure you are caring and treating your classmates with respect.

(10 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 2 – Pupil Evaluation Sheet (10 mins).

(10 mins)

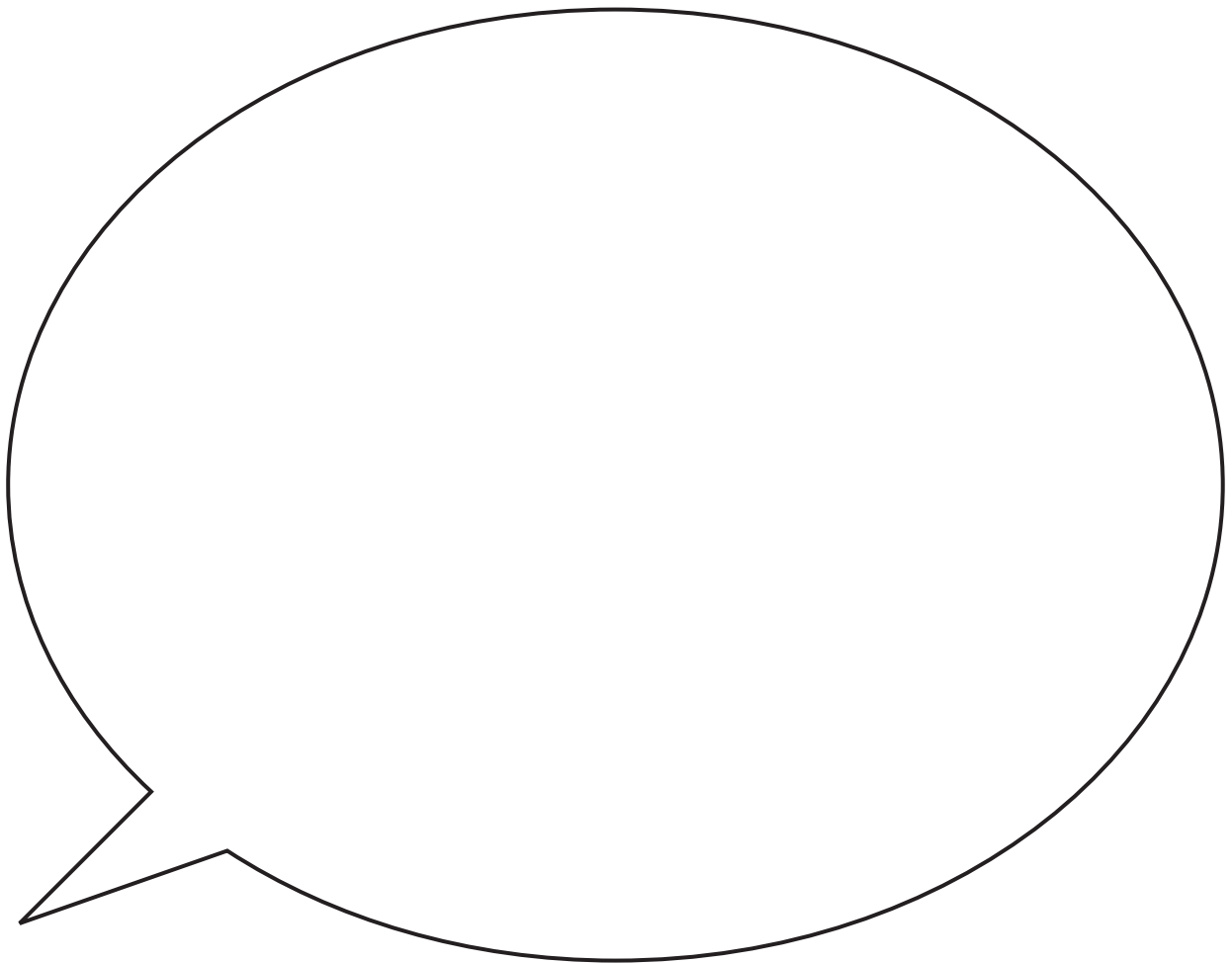
Follow Up Activities

Class Awards Day – each child pulls the name of another child out of a hat and completes a certificate celebrating that child's ability to have respected or cared for someone in the class, they must give an example of what the child did. If it is hard for a child to say something about the child they have chosen the teacher can support with ideas.

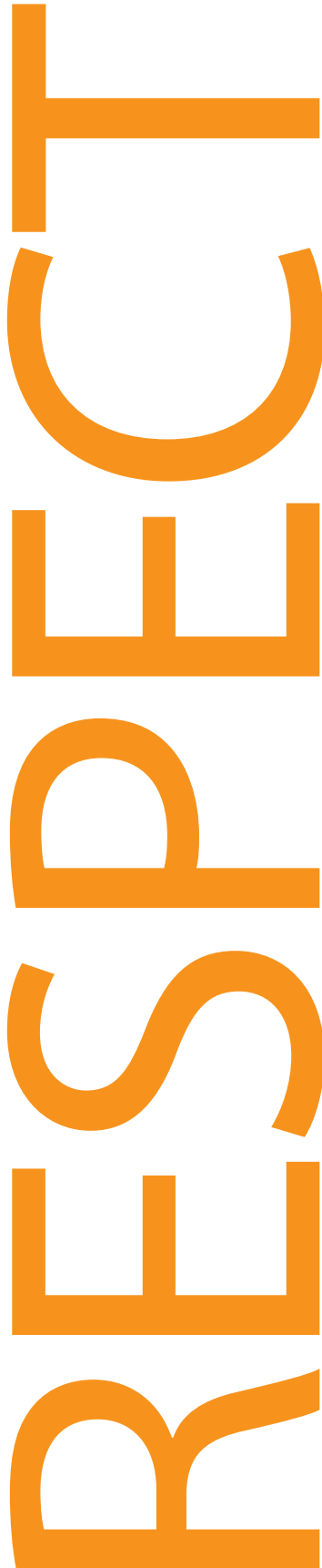
Read out certificates and celebrate achievements.

Pupil Sheet 1 – You’re alright, I’m alright – Word Respect Bank

Complete the speech bubble to explain what you think it means to treat someone with respect.



Resource Sheet 1 – You're alright, I'm alright – Golden Respect Sign
Print from CD



**Resource Sheet 2a – You’re alright, I’m alright –
Continuum Scenario Cards**

<p>Craig has brought some sweets home from his holidays. He shares them with all the children in his class.</p>	<p>Fatima won't sit next to Paul at lunch as she says she doesn't want to sit next to a boy.</p>
<p>Huma and Greg play together at the weekend but he won't play with her in school because she is a girl.</p>	<p>Lee has lots of friends in class and likes working with different people in groups.</p>
<p>Victoria was cross with Jack for sitting next to her. She made a nasty comment to him.</p>	<p>Angelika has been friends with Adam since P3 they play together quite often.</p>
<p>Morag only lets girls use her rubber.</p>	<p>Gary and Abdul don't think girls should be allowed to play football on the pitch with the boys.</p>
<p>Fraser has joined the dance class and Emma has been making fun of him. He's thinking of giving it up.</p>	<p>Anna and Charlie always play together at playtimes because they like the same games.</p>

**Resource Sheet 2b – You’re alright, I’m alright –
Continuum Scenario Cards**

<p>Samantha only plays with girls she says boys are stupid.</p>	<p>Ibrahim thinks girls are not fast enough or strong enough to play sports games.</p>
<p>Peter won't sit next to a girl in case his mates think he fancies her.</p>	<p>Freema is friends with all her classmates. She doesn't care if they are boys or girls as long as they are kind.</p>
<p>Jamie sometimes feels embarrassed to talk to girls in his group but he thinks they are fun.</p>	<p>Courtney and her friends don't mind dancing with the boys at the school discos.</p>
<p>Michael won't sit next to Rachel on the school trip because he says he doesn't sit with girls.</p>	<p>Samiha and Louise hang out with Gary and Robbie because they all play badminton.</p>
<p>Janet and Chris are always arguing during maths. He says girls are not as clever as boys and it annoys her.</p>	<p>P5 are trying to be kind to each other they don't think it should make a difference if you are a boy or a girl.</p>

Resource Sheet 2c – You’re alright, I’m alright

RESPECTFUL

Resource Sheet 2d – You’re alright, I’m alright

DISRESPECTFUL

Pupil Sheet 2 – You’re alright, I’m alright

Pupil Evaluation Sheet



Hi! i'm Iain and I am in P5.
In my class we are trying to
treat each other with more
respect. Can you help?

Give Iain some ideas of ways he could treat his
classmates showing caring and respect.



I am me, you are you

Aim

To enable children should understand the importance of their individual talents and abilities and acknowledge the support they have from friends and family in realising their talents. They should also be able to identify negative influences.

Links

McCabe Statement

- Uniqueness of their body
- Expressing and dealing with feelings and emotions
- Being a part of a family
- Changing nature of friendships

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 2-05a, 2-44a, 2-44b.

Learning Objectives

Learners should able to...

- Discuss their own skills and talents.
- Articulate how they can develop and nurture their individual skills and talents.
- Identify people who are important in supporting their skills and talents.
- Consider the impact of people who have a negative influence on their skills and talents.

Resources

- Pupil Sheet 3 – A4 flower worksheet.
- Pupil Sheet 4 – Watering can worksheet
- Pupil Sheet 5 – Pupil Evaluation Sheet.

I am me, you are you

Activities

1. Create a garden of abilities. Each child gets an A4 flower with 8 petals around it (Pupil Sheet 3). The children can either write their name in the centre, draw their picture or a photograph of their face could go in the centre and then in each of the petals they need to write the talents and skills that they have, e.g. *gymnastics, in the football team, playing the recorder, good at listening, good at maths, being a good friend, riding a bike, playing computer games, talks about feelings, good at colouring in, helping around the house, etc.* Now colour around the writing to make the flowers colourful.
Once completed, some can share their petals with the class or to members of their groups. (These can be displayed with long stalks as a garden or cut out as they are.)
(15 mins)
2. Some children may find it difficult to identify talents and skills that they have. It is important to consider how something becomes a skill or a talent. Many children believe learning is fixed and if they are not any good at something there is no point trying, for example learning a musical instrument.
Ask the children in the class to think of something they can do now that they couldn't do when they were younger. Ask them to discuss this. What was it like at the start? How have they changed the longer they have been practising their skill or talent?
Get the children to think again about the skills on their petals and how they have developed these over a length of time.
Ask children to work in groups to "quick think" a variety of talents and skills that people have in order to keep getting better at what they do?. Get each child to think of one thing that they would like to do that they have never tried before e.g. playing a musical instrument, learning a foreign language, sharing feelings with a friend, etc.
(10 mins)
3. Introduce the idea that we all need people who help us to nurture our skills and talents to help them to develop. Ask children to look at their flowers again and think of each of the petals. Who has helped these petals grow? Teachers with school work, parents, grand parents, aunts/uncles taking us to classes, cousins working with us, friends joining in and helping us to practise our talents. Explain to children that flowers need water to grow and all the people who help us to make our talents grow are like the water. Get children to complete the watering can sheet (Pupil Sheet 4) and write the names of all the people who have helped them to develop their skills, e.g. football coach teaching them skills, mum/dad giving them a lift to dancing class every week. All names should come out of the watering can like water. (The watering cans can be displayed over each of the flowers as though they are watering them.)
(10 mins)
4. Continue with the garden theme, explain to children that weeds can really spoil a beautiful garden and damage all the beautiful flowers. Our talents and skills can be just like that; sometimes weeds can try and stop all our hard work. Get the children to try to think of possible ideas of what or who could be a weed, e.g. a friend who doesn't enjoy your talent or skill, someone who is jealous and tries to put you down, someone who says it is uncool for boys and girls to play together, etc.
(10 mins)

I am me, you are you

Key Messages

- Everyone has skills and talents that are special to them.
- We have to keep working at talents and skills to help us to be the best we can be at them.
- Our friends and families are good at helping us to develop our talents and skills

Reflect and Review

Think about famous athletes or pop stars and how they have developed their talents and skills to change their lives and become one of the best in the world at what they do.

Think in your groups

How did they do that?

What happened when something went wrong or they had a set back?

What do they still have to do now to ensure that they are one of the best? (5 mins)

Pupil Evaluation of Lesson

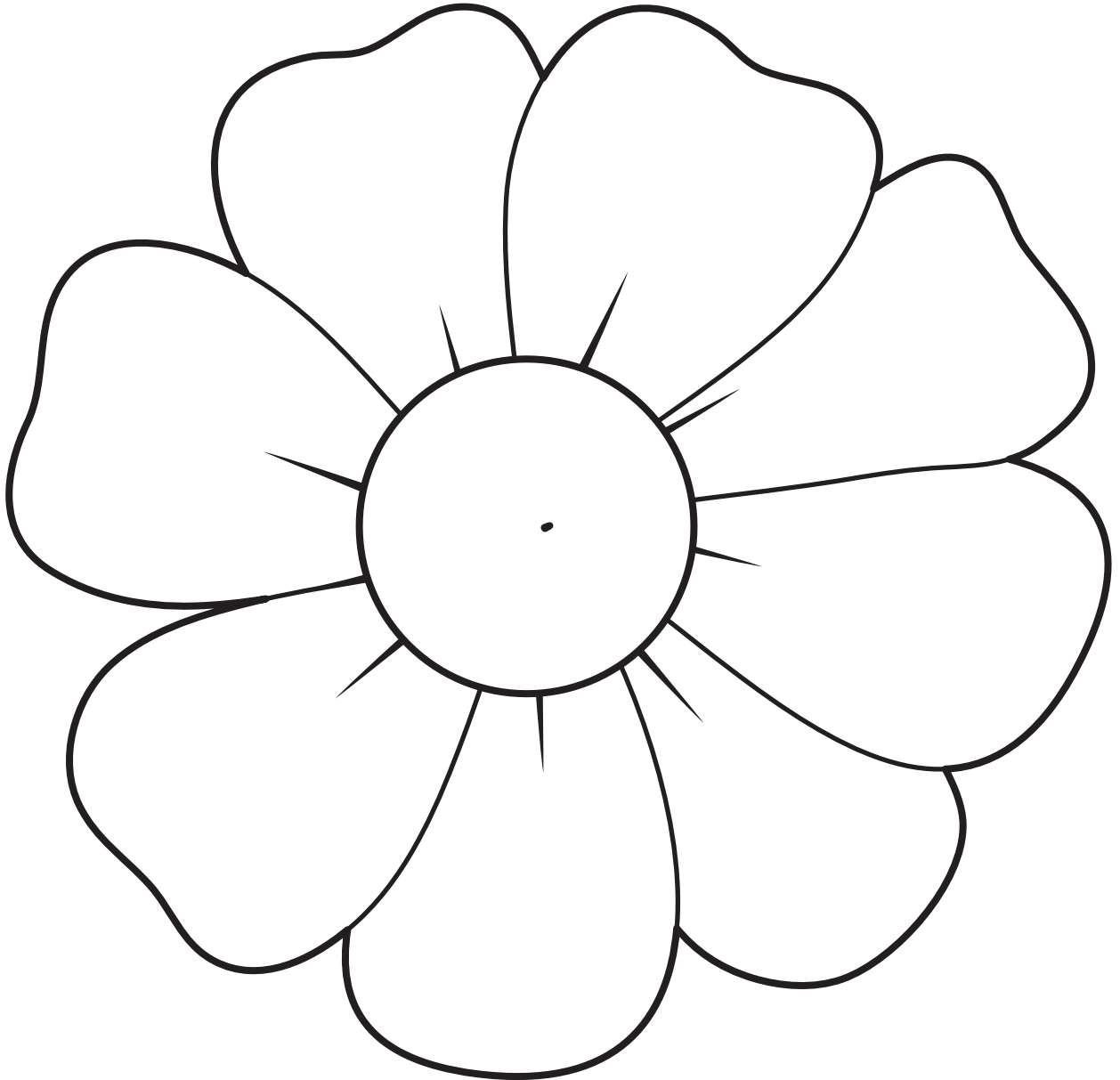
Complete the Pupil Sheet 5 – Pupil Evaluation Sheet (5 mins)

Follow Up Activities

Have a celebration of skills and talents assembly or class presentation. Children could bring in photographs or do demonstrations of their abilities.

Have a circle time to develop enterprise education links to the children's talents and skills and how they could link to careers.

Pupil Sheet 3 – I am me, you are you – Flower Worksheet

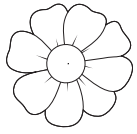


Pupil Sheet 4 – I am me, you are you – Watering Can Worksheet

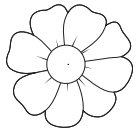
Add in the names of people who water your talents and abilities to help them grow. Let them come out of the watering can like water.



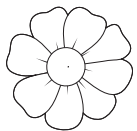
Pupil Sheet 5 – I am me, you are you – Evaluation Worksheet



One thing I enjoyed about this lesson...



One thing I am going to think more about is...



One thing I would change about *myself* since thinking about these lesson ideas...

My body, my rights

Aim

To enable children to be more aware of managing feelings and emotions, and understand their right to control what happens to their bodies and keeping themselves safe.

Links

McCabe Statement

- Expressing and dealing with emotions.
- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes,
HWB 2-17a, 2-45b.

Learning Objectives

Learners should be able to...

- State a variety of ways they may feel safe or unsafe and how they would act.
- Respond to issues concerning their bodies.
- Consider the differences in appropriate and inappropriate behaviour from others in relation to their bodies.

Resources

- Pupil Sheet 6 – Pupil Evaluation Sheet.

My body, my rights

Activities

1. Circle Time Meeting (40 mins).

During this Circle Time meeting it is important to be aware of any Child Protection issues that may arise. As with any Circle Time session it is important that children are aware that if an issue arises in the Circle Time session that is something that the teacher feels they should take further they will take the opportunity to speak to the child after Circle Time and will have to take appropriate action. Children need to be clear that concerning issues discussed in Circle Time cannot be kept secret.

As with any Child Protection issues staff must follow up concerns in line with school and authority policies.

Warm up game – Silent statements – children listen to the statement and if they agree with the statement they move to another seat without speaking. Start with basic statements, gradually move the silent statements on to encourage children to think about relationships

These statements encourage children to consider some of the issues in a non-threatening fashion before the open forum part of the Circle Time Meeting.

Silent Statements

If you like pizza.

If you think you have been working.

If you had a piece of fruit today.

If you think it is OK for your teacher to tell you off.

If you think it is OK to call someone names.

It is OK for your Gran to give you a hug.

If it is OK for you to not want to be touched by someone.

If you should listen to your instinct/gut feeling.

Round – Children each get an opportunity to end the following statement with their own idea.

“One thing that makes me feel safe is...”

This gives them a very structured way to begin speaking within the circle. Children can always pass if they want and then get a turn at the end if they have thought of something they could say.

Open Forum – Explain to children that there are lots of things that make us feel safe but some things that might make us feel unsafe. Discuss what it means to trust your instinct/gut feelings when feeling uncomfortable. Ask children for examples of things that make them feel unsafe.

Ask children how we can deal with situations where we don't feel safe. If the children suggest “run away” ask them to consider where they would run to and what they would do. Try to get them to think it through.

Discuss ways to say “No”, being clear and direct and assertive. Encourage children to understand that it is ok to say no to an adult if they feel uncomfortable, even if it is someone they know or someone in their family.

Remind children that their bodies are their own and they have a right to keep their body private and if they ever feel that somebody is not respecting that right they should talk to an adult that they trust, a parent, a teacher, they could call ChildLine 0800 1111 (have the number displayed in school).

Remind children of the work done in Primary 2 Lesson 4 about good and bad secrets. Tell children if anyone touches them or makes them feel uncomfortable and says it is a secret, this should be seen as a bad secret and they should tell an adult who they trust, even if the adult doing the touching is a family member.

My body, my rights

Celebrating Success – As this has been quite a serious and thought-provoking session for the children it is important to encourage the children to end the session on a positive note.

Children can nominate an adult they would like to say a “well done” to because they have done something kind or helpful for them this week.

Closing Ritual – “Pass the squeeze” – focus on being gentle and creating a community feeling. Everyone in the circle holds hands and passes a gentle squeeze round the circle.

Key Messages

- You have the right to feel safe. Trust your intuition and if a situation feels uncomfortable do what ever you can to stop it.
- You have the right to keep your body private – adults even friends and family do not have the right to do anything to your body that makes you feel uncomfortable
- There is always someone you can talk to if you are worried about something that has happened. A parent, a relative, a teacher, someone you trust or Childline 0800 1111

Reflect and Review

Ensure that all the children know the Childline phone number and where it is displayed in their school.

Get children to think of two people they could turn to if they were worried about something. They don't have to say these aloud just as long as they are sure they have someone to talk to. (5 mins)

Pupil Evaluation of Lesson

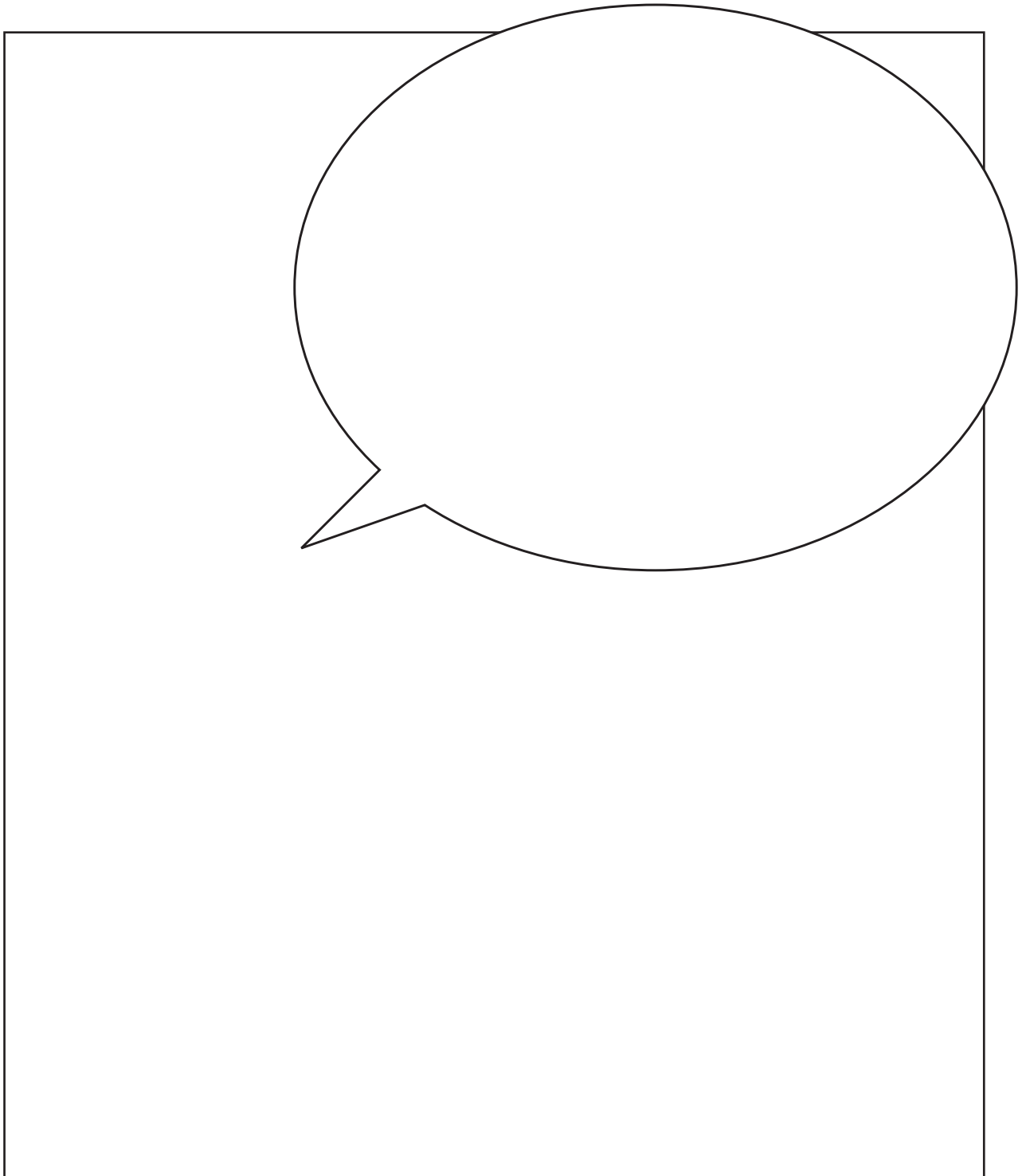
Pupil Evaluation of Lesson – Pupil Evaluation Sheet (5 mins)

Follow Up Activities

- www.childline.org – has information for children.
- Have a worry box set up within the class.

Pupil Sheet 6 – My body, my rights –Evaluation Sheet

Draw yourself in the box and complete the speech bubble to show what you would say to someone if they made you feel uncomfortable.



Growing up, what's changing?

Aim

To enable children to know about early-puberty changes to their body and confidently use terminology relating to body parts.

To enable children will also know about issues surrounding infection and control.

Links

McCabe Statement

- Exploring changes in the body.

Curriculum for Excellence

- Health and Wellbeing Outcomes, HWB 2-15a.

Learning Objectives

Learners should able to...

- State the changes in boys and girls body parts as they grow older.
- Discuss their thoughts about why these changes occur.
- Name main parts of the body including sexual organs.
- Suggest ways in which they can help to prevent illness or infections.
- Explain what their immune system is and what it does to prevent infection.

Resources

- Interactive Smartboard file – External Body Parts.
- External Body Parts (diagrams) and External Body Parts Answer Sheets.
- Interactive Lesson Activities – see Smartboard files for this lesson.
- Resource Sheets 3a-c – Jamie's Story – PowerPoint.
- Pupil Sheet 7 – Pupil Evaluation Sheet.

Growing up, what's changing?

Activities

1. Discuss with children the importance of keeping clean.
"Why do we keep clean?" – When children discuss infection highlight this is an important part of the lesson and we are going to think about this in more detail.
"In what way does our body help keep infections out?" – encourage children to think about the skin as a protective cover that shields the inside parts of our bodies from infection.
Draw children's attention to the fact that although the body has skin protecting it, it also has openings for different reasons. Show diagram of external body parts from Smartboard file.
"Can you think of any openings that the body has and what they are for lets start at the top and work our ways down the body?"
Ears – for hearing with
Nose – for smelling things and breathing
Mouth – for speaking, eating and breathing
Urethra – for removing waste (urine)
Anus – for removing waste (faeces)
(10 mins)
2. Discuss with children as we get older we notice differences between boys and girls more. Explain to children we are going to think about the differences between boys and girls that they have started to notice. Explain to children that you understand they might not know the correct way to discuss some parts of the body but that it is important to use the proper names for some of the body parts, e.g. vulva/penis.
Have diagrams of the male and female genital area and as a class label the parts using the correct terminology.
(10 mins)
3. Explain to children that it is important to keep these parts clean as well as the rest of the body as we grow older to help prevent infections.
Highlight the importance of regularly showering or bathing, using soap and deodorant to help keep clean.
Get the children to suggest other ways in which they can reduce the chances of catching an infection, e.g. washing hands regularly, eating well, drinking well, taking regular exercise, having a good night's sleep, taking care around people who already have an infection, like cold and 'flu'.
Discuss with the children whether they have heard of their Immune System and what they think it means. – explain it is a system in our bodies that is found in the bloodstream and consists of tiny cells which defend us all of the time.
Quick think the range of infections that we might have to defend against. (Teacher to make sure HIV included).
Infections, e.g. HIV or 'flu' or measles, etc., can attack the body's immune system.
(10 mins)
4. Tell the children they are going to hear a story about a boy called Jamie and that there are important points that they will be asked to think about.
Read out the story, using the Powerpoint slides.
Discuss with the class the following questions.
Jamie's sister had the 'flu', how could she have passed it on to her brother?
What other infections could Jamie pick up this way?
Can you only get infections from other people?
Which body system do we have to help us cope with infection?
(15 mins)

Growing up, what's changing?

Key Messages

- As we grow up boys and girls bodies begin to change. There are lots of similarities but there are also differences.
- We need to take care to prevent infections by keeping clean, eating well and taking care of our bodies.

Reflect and Review

Work with a partner and consider 3 key points you have taken from today's lesson. Share your points with another pair to see what ideas they have come up with.

(5 mins)

Pupil Evaluation of Lesson

Complete Pupil Sheet 7 – Pupil Evaluation Sheet.

(5 mins)

Follow Up Activities

Links to food safety work to encourage good hygiene and limiting the spread of infections.

Design a poster to encourage good hygiene to prevent infections.

Resource Sheet 3a – Growing up, what’s changing?

Jamie and the Immune System

A story about one boy’s immune system and how it copes with its work
(Adapted from ESCAPE-AIDS 3)

Jamie was fed up. He had come down to the park thinking some of his friends might be there. But there wasn’t anyone around for miles – he might as well be on the moon.

This didn’t help his temper much. He scowled and muttered under his breath. So much for Saturday afternoon. If only he hadn’t had the ‘flu when the hockey trials were on, he might have been playing in the school team today. It was all his sister’s fault he thought – coughing and spluttering all over the place all the time.

With his hands in his pockets, Jamie started to kick at the stones which edged the path. He kicked one particularly hard, lost his balance, and because his hands were in his pockets, couldn’t stop himself from grazing his elbow on the sharp edges of the stones. He looked down at his elbow. Blood and dirt were all mixed up, and it was starting to sting!

“Hey, you! What do you think you’re playing at?” said a voice crossly. Jamie looked round, but he could see no-one.

“Yes it’s YOU I’m talking to. Your temper gets you into more bother than you’re worth.” The cheeky wee voice said again, sounding a bit friendlier now.

Jamie was still staring round, when the voice began again. It sounded as though it was coming from somewhere around his cut elbow!

“Hey, you! What do you think you’re playing at?” said a voice crossly. Jamie looked round, but he could see no-one.

“Yes it’s YOU I’m talking to. Your temper gets you into more bother than you’re worth.” The cheeky wee voice said again, sounding a bit friendlier now.

Jamie was still staring round, when the voice began again. It sounded as though it was coming from somewhere around his cut elbow!

Resource Sheet 3b – Growing up, what’s changing?

Jamie thought he must have bumped his head and was dreaming. Then it started to dawn on him that his teacher had been explaining something about the Immune System to the class yesterday afternoon. He tried to remember.....

Whenever infection gets inside the body, either by getting through the outside protection of the skin, or through the air, parts of the Immune System spring into action. Let's see, Jamie thought, perhaps I can remember the next bit. The friendly voice broke into his thoughts again.

"I'm a T Helper Cell," it said. "Me and my brothers and sisters are always on the lookout in your bloodstream for invading infections. When we find one we call in the Heavy Team".

"Heavy Team?" said Jamie. "What's that?"

"Listen pal," said the voice patiently, "sometimes we T Cells can fight off invading infections on our own, but usually we have to call in the second team – B Cells. They are dead smart because they are like factories, making things called antibodies. Those antibodies don't mess about. They get right to it, and help bump off the invaders. And as for those T Killer Cells – they don't mess about with infections."

Jamie thought for a moment. "But how does my Immune System know when to switch off?" he asked.

The T Cell laughed. "Well you see, although those B Cells are smart they still need our T Cell brothers' help in switching off production once there's no more infection to get rid of."

"Let me get this straight," said Jamie. "You're telling me that I've got a special little defence system working inside me, destroying infections before they can really hurt me."

Resource Sheet 3c – Growing up, what’s changing?

“That’s right.” **Said the voice**, “But less of the ‘little’ if you don’t mind. We might be small but there are millions of us in here working just for you. And remember, every time you don’t get enough sleep or exercise, or eat junk food, or don’t bother about cleanliness, you’re making our job more difficult. Why not help us by keeping healthy?”

“I’ll really try,” **said Jamie**.

“Try what? **Are you daft or something, talking to yourself?**” **said a loud voice**. **Jamie looked up to see his pal, Peter, looking down at him.**

“Oh just trying to help out some friends.” **Jamie said**. “Come on, if I get cleaned up quickly, we’ll be able to make a start on practising for next week’s hockey trials.”

Pupil Sheet 7 – Growing up, what’s changing? – Evaluation Sheet

- During this lesson I learned...