

Learning for Living

Themes developed across Key Stages 1 and 2

	Book 1 - KS1	Book 2 - LKS2	Book 3 - UKS2
Relationships in Class	<p>Getting to know one another</p> <p>Likes and dislikes</p> <p>Expressing feelings</p> <p>Good behaviour in the classroom</p> <p>Working well</p> <p>Playing well</p>	<p>Establishing supportive relationships</p> <p>Establishing mutual trust and respect</p> <p>Doing your best in school</p> <p>Good behaviour in school</p> <p>Making decisions</p> <p>Leisure time</p>	<p>Establishing supportive relationships</p> <p>Forming opinions</p> <p>Discussing issues</p> <p>Personal responsibility in school</p> <p>Personal responsibility for leisure</p> <p>Dealing with criticism</p>
Relationships in School	<p>Our caring class</p> <p>Our caring school</p> <p>Visitors from Lower Key Stage 2</p> <p>Keeping rules</p> <p>Visitors from Upper Key Stage 2 (or adult helpers)</p>	<p>Co-operation</p> <p>Preparing to visit younger children</p> <p>Visiting younger children</p> <p>Preparing for visitors from an older class</p> <p>Receiving visitors from an older class</p>	<p>Good citizens in school</p> <p>Preparing for visitors from outside school</p> <p>Receiving visitors from outside school</p> <p>Preparing to visit younger children</p> <p>Visiting younger children</p>
Keeping Healthy and Safe	<p>Growing independence</p> <p>Health eating</p> <p>Exercise, sleep and well-being</p> <p>Safety in the home</p> <p>Safety outside the home</p> <p>Personal safety</p>	<p>Influences on health and well-being</p> <p>Exercise and well-being</p> <p>Protecting our bodies</p> <p>Avoiding smoking</p> <p>Keeping safe</p> <p>On-screen health and safety</p>	<p>Influences on health and well-being</p> <p>Safety</p> <p>Puberty</p> <p>Avoiding drug misuse</p> <p>Preventing alcohol misuse</p> <p>Avoiding smoking</p>
Family Life	<p>Belonging to the family</p> <p>Family responsibilities</p> <p>Family feelings</p> <p>Good behaviour at home</p>	<p>Caring for each other</p> <p>Special people</p> <p>Family responsibilities</p> <p>Family customs</p>	<p>Family care</p> <p>Behaviour at home</p> <p>Special relationship</p> <p>Family changes</p> <p>Bereavement</p>
Friendship	<p>Similarities and differences</p> <p>Preventing teasing and bullying</p> <p>Making friends</p> <p>Difficulties in friendship</p>	<p>Similarities and differences</p> <p>Other people's feelings</p> <p>Preventing teasing and bullying</p> <p>Making friends</p> <p>Difficulties in friendship</p>	<p>Identity</p> <p>Friendship</p> <p>Preventing teasing and bullying</p> <p>Moving to the secondary school</p>

To download resources visit:

www.learning4living.org.uk/membership-area/

Module 1 - Relationships in Class

Learning for Living' takes children on a journey of awareness and discovery. Teachers, and parents if involved, guide children to learn from each other, through reflection and enquiry.

Learning for Living LKS2 - Relationships in Class

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Topic 1 Establishing supportive relationships

Key word Trust

Objectives

- Establishing trust and respect in class relationships.
- Getting to know each other better.
- Developing self-confidence and the skills of listening and taking turns.
- Learning to reflect on experience.
- Establishing classroom rules.

Preparation

Key words are given on the previous page, ready to be duplicated and cut out. Display the key word for the topic prominently in the classroom and reinforce it during the week.

Introduction

In the first few lessons, the children will spend time learning to know and trust each other. Explain that 'trusting' someone means you can rely on them to help, support and be kind to you.

Give the class three initial rules:

- One person speaking at a time
- No shouting out
- Look at and listen to the person speaking

Pair work - trust activity

Arrange the children in random pairs using *Forming groups* (Sheet 1.1).

Tell them they are going to do an activity in which they will need to trust each other. Start with a demonstration. One child stands behind the other; both have their feet firmly placed, slightly apart. The one behind puts their hands on the shoulders of the one in front and gently rocks them backwards and forwards. Emphasise that this must be done carefully so that the person being rocked can trust their partner. Stop and ask what it was like being rocked. After the demonstration, let the pairs decide who will be rocked first, then start. Stop and ask how they felt. Accept all comments, as the children are learning to say how they feel. Occasionally it may be necessary to say that a comment is not helpful. Partners change round, and repeat the activity, then reflect. Stress that learning to trust is important.

Pair work - conversation

Work in the same pairs. Ask the class how they should sit so that they can look at and listen to their partner. Explain that they are going to have a conversation to find out more about each other.

Make sure the children know their partners' names, then ask 'What questions can you ask to find out about your partner to get to know them better?' List ideas on the board and call the list an agenda. (Keep this for the next topic.) Pairs then use the agenda for their conversation, taking turns to talk and listen. After a few minutes, stop them and ask if the agenda helped.

Work in fours

Join pairs. Each child tells the other pair about their partner, saying: 'This is ... and....'. After each child has had a turn, ask 'Did you listen carefully to each other?'

Ending the lesson

The class forms a circle, with partners next to each other. In turn, each introduces their partner and says something about him/her: 'This is ... and he/she....'. The children may enjoy using a tin as a 'magic microphone' during circle activities.

Stress the importance of trusting each other. This helps everyone to learn and be happy.

Further activity

- In pairs the children do the activity 'Finding out about your partner' (Sheet 1.2)

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It is a very collaborative journey, beginning with time to get to know each other better.

It's important to develop relationships and increase children's social well-being. The interactive and inclusive work will invigorate them. It develops confidence and particularly helps children who are shy, isolated or uncooperative.

The skills of conversation and discussion are developed in ways that every child can participate. All the children **experience** respect and acceptance, support and trust throughout the scheme. The steps of the journey are well structured and build up skills and understanding by use of the spiral curriculum.

Learning for Living KS1 - Relationships in Class

Topic 2 Likes and dislikes Activity 1

Dear Parent/Carer

In class, the children are practising their communication skills. We've been focusing especially on the skills of listening and taking turns. We've also been learning about each other's likes and dislikes.

Our favourite things

To support our work in class talk about the likes and dislikes of people in your family. Take turns to guess each other's favourite:

- Colour
- Drink
- Dinner
- TV programme
- Animal
- Game
- Family outing



- Who guessed the most things correctly?
- How well do you know each other?

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From the outset their parents can be involved via email, adding new dimensions and perspectives.

Learning for Living UKS2 - Relationships in Class

Topic 1 Establishing supportive relationships

Dear Parent/Carer

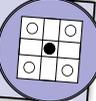
We have been working together to establish trust, respect and mutual support. We are developing our communication skills and understand the importance of listening carefully to each other.

Ask your child which is more important: talking or listening?

Now over to your child to choose what to do

CAN YOU GIVE CLEAR INSTRUCTIONS?

Ask your parent to draw a picture or regular pattern on a piece of paper without showing it to you - see the example. Then they must give you instructions, one at a time, so that you can draw it yourself. If you listen carefully, your patterns should be nearly the same!



Example

PLAY 'JUST A MINUTE'

Try this popular panel game at home with your family. Can you talk for one minute about a subject, without hesitating, going off the subject or repeating yourself? You could choose your own.

HOW GOOD ARE YOU AT SEEING THINGS?

Do you look at people when you talk to them? Do you notice things around you? How good are you at noticing changes? Close your eyes and ask a family member to hide or move something in the room. Open your eyes - can you spot what has changed?

EASY!

LISTENING WELL

Discuss the questions below with your Mum or Dad:

- How well do we listen to each other?
- Do we remember what's been said?
- When is it important to listen well?

Take turns to make a word from the letters in LISTENING. How many can you make?



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Module 2 - Relationships in School

There is much excitement in the second part of the journey, as the children take responsibility for being visitors to other classes and receiving visitors from an older class or from outside school.

Learning for Living LKS2 - Relationships in School

Topic 8 Sheet 8.1

Visiting the younger children



1. Get to know more about the younger children. What questions can you ask them?
2. Help them to get to know you better. What will you tell them about yourselves? Take something that is special for you and tell them about it.
3. Find out what they do at playtime. What questions will you ask them?
4. Talk about playing happily and safely. What games can they play at break times? What can they do to make sure playtimes are happy and safe? What safety rules for playtime will you tell them?
5. Plan a large drawing or poster to do together about playtime. What would you like to include in the picture?



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Learning for Living LKS2 - Relationships in School

The plan for visitors across the school

Topic	Key Stage 1 (Book 1)	Lower Key Stage 2 (Book 2)	Upper Key Stage 3 (Book 3)
7	Our caring class	Co-operation	Good citizens in school
8	Our caring school	Preparing to visit younger children	Preparing for visitors from outside school
9	Visitors from Lower Key Stage 2	Visiting younger children	Receiving visitors from outside school
10	Keeping rules	Preparing for visitors from an older class	Preparing to visit younger children
11	Visitors from Upper Key Stage 2 (or adult helpers)	Receiving visitors from an older class?	Visiting younger children

The involvement of all the classes contributes to the success and enjoyment of the visits and has a very positive effect on the whole school.

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The children prepare well for the visits, extending the skills and values learned earlier. They may be nervous, some more than others, but invariably the children rise to the occasion, generating a buzz throughout the school.

In working together to meet the challenges built into this module, the children strengthen relationships and build their self-confidence and resilience, at the same time as learning mature social skills.

Learning for Living KS1 - Relationships in School

Dear Parent/Carer

The children are getting to know other classes better. They have welcomed older children to their class to hold conversations and do activities. Together they have talked about playing safely at playtime. The children had to introduce themselves.

Topic 9
Visitors from Lower Key Stage 2
Activity 2

Talking about our caring school

Discuss with your son or daughter what they did today in their lesson. Ask questions to help them give you details. These could include:

- Who came to visit you?
- Who did you work with?
- What did you talk about?
- What safety rules for playtime did you talk about?
- What did you enjoy most about the visit?

Talk about how having visitors from the older class can be helpful.



How can older children help your child? What can they reach them?

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And afterwards, at home, their parents can share the excitement of the occasions, thereby supporting the work of the school.

Learning for Living UKS2 - Relationships in School

Dear Parent/Carer

The children have been working in small groups to prepare for an adult visitor to their group. They are responsible for planning and organising the event. They will be a special opportunity for them to practise their social and conversational skills and develop their self-confidence.

Topic 8
Preparing for visitors from outside school

How has your child prepared for this? What questions will they ask?

Now over to your child to choose what to do

HOST WITH THE MOST

Next time you have a friend to tea or a sleep-over, think about your role as a host. Make a list of the games you could play, the food you will eat, etc. How will you make your friend feel really welcome?

MEETING AND GREETING

Practise your 'meeting and greeting' roleplay being a visitor. If you have time, change over and have a go at being a visitor yourself. Write your feelings about meeting your visitor on a slip of paper and put it away till after the visit.

KEEPING COOL

Find out how other people stay calm before they have to do something they are unsure or worried about.

VISITING DIFFERENT PLACES

If you were a visitor to the places listed below, what would you need to consider? Talk about this with your parents.

- a friend in hospital
- a wedding at a church
- a tea party with an elderly relative
- your mum or dad's place of work

WHO WOULD YOU MOST LIKE TO VISIT YOU AT HOME?

Is there a famous person you would like to meet? Talk about this with your family. What would you ask them?

EASY!

Make an invitation card for a special family occasion.

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Module 3 - 'Keeping Healthy and Safe'

The journey continues with respectful and inclusive discussions. Every child is involved in developing knowledge and understanding of what is good for their health and well-being.

The children think about their own safety and talk about how to protect themselves. Throughout the programme they are encouraged to take increasing responsibility for their behaviour at all times.

Learning for Living LKS2 - Keeping Healthy and Safe

Topic 12 Sheet 12.5

The influence of the internet

Sort the following possible consequences of internet use into two groups.

BENEFITS	DISADVANTAGES
Learn new things	Become overweight
Get irritable	Develop interests
Stop reading books	Have fun
Talk to new people	Become obsessed
Neglect homework	Learn computer skills
Feel stressed	Can't concentrate
Have a challenge	Send photos easily
Keep in touch with friends and family	Get behind with school work

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The children learn that their own internet behaviour has an impact on their health and well-being.

Learning for Living KS1 - Keeping Healthy and Safe

Topic 17 Sheet 17.1b

Internet safety

Chatting on-line



A new "friend" says "I like playing football. Where do you play?" Why should you not answer this question?

Which out of these people below is chatting to you? Tick in the box which one you think is chatting to you.







You can't be sure who you are talking to.

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Learning for Living LKS2 - Keeping Healthy and Safe

Topic 12 Sheet 12.1

Keeping healthy, feeling good

Which of these things help your well-being?

Eating a healthy meal



A good night's sleep



Being kind to someone



Playing outside



Doing something interesting



Walking or running



Playing a team game



Someone helping you



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The children learn that relationships and the way we treat each other are central to our well-being. Likewise, having a range of interests has a positive effect on well-being.

This is a key module to liaise with parents, to help children explore the potential gaps between what they learn in school and what may happen at home.

Learning for Living LKS2 - Keeping Healthy and Safe

Dear Parent/Carer

We have been talking in class about screen time and its use as part of a healthy lifestyle. We know we can have fun and learn whilst using screens but we need to keep safe. You can help your child to use the internet in a balanced and healthy way.

Ask your child what rules are and why we have them. What rules do they have at school? Which are for keeping safe? Take some time to talk about the internet rules that we discussed (below). Does your child understand the reasons behind them?

Topic 17
On-screen health and safety
Activity 1

Internet rules

- Ask permission before going on-line
- Show parents what they are doing
- Stick by age restrictions
- Don't look at a screen for too long
- Take a break and run around
- Stop and have a drink of water and/or piece of fruit for a snack
- Stop playing when asked

- Can't have the device in the bedroom
- All devices are shut down one hour before bedtime
- No devices at meal-times
- Tell their parents if they get an inappropriate message
- All homework gets finished before screen time
- Never give any personal information online

What rules do you have as a family? Revise them with your child.
Do you have screen-free time?
Do you have screen-free areas at home?




Don't let screen time be 'alone' time.

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Module 4 - Family Life

Now that the children have built up inclusive and supportive relationships and have learned to accept differences, they are ready to look at aspects of family life

The children talk about the ways their families care for them and how they show appreciation.



Variations in composition and lifestyle are accepted and respected. The focus is on what is important in family life and relationships.

Learning for Living UKS2 - Family Life

Topic 18 Caring for each other

Objectives

- Understanding the importance of the family group.
- Knowing about family responsibilities.
- Knowing the benefits of family life. Showing appreciation for family care and support.
- Knowing that every family has its 'ups and downs'.
- Knowing how to get help if needed.

Preparation

Plan support groups of five, and new Leaders. Mark the leaders on the class list.

Introduction

Family relationships are a very important part of life. Your family is the people who love and care for you. Ask the children to think of the people in their family and then to say who is in their family. Point out that all families are different. Everyone has birth parents, but not everyone is living with their birth parents or with both of them. Some children live in a foster family or care home. Some families have one parent or a step-parent or two parents of the same sex. (See Book 1, Module 4, Sheet 18.1 for an illustration).

Whole class work

Ask the class why families are so important and compile a list. Include things like learning new skills, how to make decisions, how to be responsible, as well as providing love, support and values.

Pair work

The children find a partner, someone with whom they do not usually work. It is important for them to trust and respect each other when talking about their families. Repeat the Trust activity from Topic 3, Module 1.

Pupils sit ready for conversation. Families may be different in make-up but they all do their best to care for each other. First, ask 'What are the advantages of belonging to a family and sharing a home?' in feedback, include the non-materialistic things. Next, every family has good times and not so good times. Use the following questions, one by one.

- How does your family show they care for you?
- What makes you happy when you are with your family?
- What makes you unhappy when you are with your family?
- What makes other people in your family happy?
- What makes other people in your family unhappy?
- Who would you talk to if you were unhappy or frightened?

Explain that 'ups and downs' do not mean that family members stop caring for each other. We must respect other people's feelings and realise that we are not all upset by the same things.

Work in same pairs

Explain that, for a family to be happy, roles need to be shared. Families have to make decisions and share responsibilities, e.g. who will put the rubbish out, cook the dinner, take the children to school, provide financial support. Working together they each list the people in their family, including themselves, and by the side write the things that each is responsible for. They may use the prompt sheet *Family Responsibilities* (Sheet 18.1) to give them some ideas. Alternatively, write on the sheet who does what.

Support group work

Children sit in the pre-arranged groups, in small circles. The leaders have a copy of *Giving and taking in the family* (Sheet 18.2). They ask each person in turn the first question, then discuss it. Repeat for the remainder of the questions then, as a group, complete the last sentence.

Ending the lesson

Each group gives their sentence. Stress that there should be 'give and take' in a family, not just taking.

Further activities

- Individually, complete *My family* (Sheet 18.3), then share with a partner.
- Each writes some positive statements - something they could say to each of the people in their family who are important to them. They could share these in their groups.
- Each assesses themselves using *Are you a co-operative family member?* (Sheet 18.4).
- Creative writing about their family customs, special occasions or religious values and beliefs. After, discuss why these are important for the family.

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Learning for Living UKS2 - Family Life

Topic 21 Sheet 21.1

My profile - family life

Name: _____ Class: _____ Date: _____

	Yes	Not sure	No
I know that all families are different.			
I know how my family helps me.			
I appreciate my family.			
I have talked about family responsibilities.			
I know what jobs have to be done at home.			
I help at home.			
I know what makes a family happy			
I know what to do if I was unhappy			
I have learned about different family customs.			
I have talked about the way my family celebrates special occasions.			

Comment _____

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The children are encouraged to reflect on what makes them happy at home and what sometimes makes them less happy. They learn what to do if frightened or unhappy. They consider responsibilities within the family and think about ways they can be helpful.

Learning for Living UKS2 - Family Life

Topic 18 Sheet 18.2

Giving and taking in the family

Name(s): _____ Class: _____ Date: _____

- What do your family members give to you, besides providing you with food?
- Do you thank your parents or carers for what they do for you? When do you do this?
- How can you help family members if they are upset? How do they help you if you are upset?
- As you get older you will take more responsibility to help at home. What are you doing now?
- Decide as a group how to complete this sentence: Communication in the family is extremely important because _____

REMEMBER

Everyone likes to know that what they do is appreciated.

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Learning for Living UKS2 - Family Life

Topic 18 Caring for each other

Dear Parent/Carer

We have talked about all the things we appreciate about our families. We understand the need for 'give and take' in family life and we know that each family has its 'ups and downs'.

What does your child think are the good things about belonging to a family? Talk about the different ways your family members care for each other.

ARE YOU A GOOD FAMILY MEMBER?

Give yourself a score, on a scale 0-5, for:

- being helpful
- saying thank you
- being tidy
- listening to advice
- showing you care.

What scores do your mum or dad give you? Are their scores the same as yours?

NEED TO IMPROVE?

Can you think of a way to be a 'better family member'?

See if you can try it every day for a whole week. Try to keep it up.

FAMILY LIKENESS

Who are you most like in your family? If a Martian landed would they know that you all belonged to the same family? How many ways are you alike? Get some more ideas from your family.

FAMILY FAVOURITES

How well do you know your family? Guess their favourites from the list below, then check to see if you were right. Do they know YOUR favourites?

PLACE: _____ WILD ANIMAL: _____
TV PROGRAMME: _____ FILM or POP STAR: _____
ICE-CREAM: _____ FOOD: _____

TOP PRIORITY

Have a discussion with everyone on why your family is important. Can you find eight different reasons?

EASY!

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As with every module, the children self-assess their progress.

Module 5 - Friendship

The last part of the journey is potentially challenging for some children. In classes with a sub-culture whereby some children are outsiders or find it hard to make friends, the topic is addressed through supportive and inclusive discussions and activities.

This is why the first part of the journey is so important in establishing mutual acceptance, openness, respect, etc. so the children then can trust each other and talk about friendship, teasing, and bullying in a meaningful, sensitive and realistic way.

Learning for Living KS1 - Friendship

Topic 24 Making friends

Key word *Friends*

Objectives

- Valuing friendship.
- Learning about making friends.
- Being sensitive to the feelings of our friends.

Introduction

Say that today's work is about friends and friendship - the class is going to talk about making friends and how we care about our friends. Display the key word.

Whole class work

The class sits in a circle. Ask 'What is a friend? What do friends do together? Why do we like having friends? Then give each child a turn to say 'I like having friends because...' Children may pass, then have a go at the end, if they wish. Explain that everyone is different in the number of friends they have.

Pair work

Arrange the children in random pairs, using *Forming groups* (Sheet 24.1, Module 1). Do a trust exercise (Topic 3, Module 1 or Topic 18, Module 4), to emphasise supporting and trusting each other. Begin with a demonstration.

The pairs sit ready for a conversation. Feedback is not necessary for the first four questions. Give one question at a time: 'Who do you play with?' 'Tell each other who you play with.' 'What do you like doing with your friends?' 'Who else would you like to play with?' 'How do your friends help you?' 'How do you help your friends?'

Whole class work

Discuss how we can make friends. Cover, asking each other to play, sharing things, noticing how people are feeling, etc. Alternatively read out the list in Sheet 24.1 and ask the children to raise a hand for things that would help to make friends.

Work in fours

Join the above pairs, to make fours. Mix shy children with more confident ones. Each group decides on a leader. The class sits in a circle. Ask the children to pretend that a new child is coming into their class. They talk about how they can help the newcomer, and make friends with them. The leaders note the group's ideas. Gather these and list them on the board. Next, one group does a role-play: one of the child pretends to be new, and the others welcome him or her. They show the child around, tell them about the class, and pretend to go out to play. Make sure everyone is included. All the children then do this in the groups. Repeat the role-play, this time imagining that the new child is visually impaired, and that he or she has very little sight. Discuss this first, as a class, covering what they will need to tell the child and how they could include the newcomer in their play. One group role-plays welcoming the child, telling them about the class and classroom etc., with the rest of the class watching. Then they role-play in their groups.

Ending the lesson

Revise the ways we can make friends. Compare how we feel when we do not have any friends to play with, and how we feel when people ask us to play with them. Stress that everyone likes to have friends, if they notice someone is left out, they should ask them to play.

Further activities

- The children draw the things that they like doing with their friends.
- In fours, the children write ways of making friends. Collect ideas, write up and display.
- In pairs complete the crossword *All about friends* (Sheet 24.2)
- The children make *Friendship badges* (Sheet 24.3) and give one to someone they know quite well and one to someone they could get to know better.

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Learning for Living UKS2 - Friendship

Topic 23 Identity

Objectives

- Knowing and accepting who we are.
- Respecting our differences, including cultural differences.
- Knowing about stereotypes and prejudice.
- Accepting that our values and personalities are more important than our physical looks.
- Valuing individuality and not judging people by their appearance, gender, race or religion.

Introduction

Each person in the class is growing into a lovely person! It's important that we understand ourselves and know and accept who we are and have confidence that we are growing into a great person. We're not going to be perfect but we each have many good qualities to develop. Remind the class about confidentiality.

Individual work and pair work

Form random pairs. Use Topic 1, Sheet 1.1. Each has a copy of *Picture of me!* (Sheet 23.1) to complete. Emphasise that each person is individual, different from everyone else and unique, who is valuable for who they are. Each of their partner, perhaps beginning with something they are proud of.

As an alternative to the *Picture of me!*, use *My feelings* (Sheet 23.2) for them to take a look at their feelings, other's feelings and emotions are a big part of us. We are all different in the way we feel and we should respect each other's feelings and not say things like 'That's stupid' or 'don't feel like that'. We should accept how people are feeling and show an interest, e.g. if someone says 'I'm sad' don't say 'Cheer up' but instead ask 'Why are you sad?' Respond, sensitively asking each other to talk about situations when the feelings are experienced.

Work in fours

Join pairs and appoint a leader for the small groups. Check everyone has had a turn being leader. Sometimes we are under pressure to behave in certain ways because we are a boy or a girl. We may have a stereotype or fixed opinion of them.

Sometimes we don't like or accept people because they are different or we judge them by the way they look. If they are from a different ethnic background or have a disability. Ask what this is called, when it may happen and what it means with it. Suggest that besides being unfair, it is very limiting, as it stops us getting to know a range of people. It can also lead to racist, sexist, and offensive comments and behaviours. Then in the groups they discuss their attitudes towards people who don't conform, using *Using individuality* (Sheet 23.3).

Small group work - same groups as above

Discuss the pressures on children and young people to look in certain ways. You could show the class pictures of them to look like this. Cover other people, TV and magazine images and on-line adverts and how these keep popping up. Does anyone feel they are being targeted by such pictures?

Each group has a copy of *Agree or disagree* (Sheet 23.4). The leader gives everyone a say, making their response on the sheet, then they select the statements where opinion is divided and discuss.

Whole class work

Bring the class together to cover extreme slimming. Ask if there are any pressures on them to look very slim. It is important not to become overweight, but too much slimming can lead to serious harm. Taking slimming vegetables, cutting right down on sugar, salt and fat, and taking regular exercise.

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Learning for Living UKS2 - Friendship

Topic 24 Sheet 24.3

Chatting online

Name: _____ Class: _____ Date: _____

Draw lines to the advantages (ve) and disadvantages (ve)

+ ve

- You can make friends from different countries and learn about their lives.
- ONLINE FRIENDS CAN JUST DISAPPEAR.
- You can spend too much time chatting online.
- IT'S EASY FOR A FRIEND TO PRETEND TO BE SOMEONE THEY ARE NOT.
- You never really know who you are talking to because you can't see them.
- Online friends aren't like your real friends - they can't hang out with you or hug you.
- It's easy to talk to someone if you are shy.
- IT'S EASIER TO SHARE SECRETS AND PROBLEMS WITH SOMEONE YOU'VE NEVER MET.

- ve

- YOU CAN CHAT ANY TIME.
- People can log off or block you anytime.
- People can't judge you by the way you look.

What do you both think about online chatting?

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Learning for Living UKS2 - Friendship

Topic 25 Sheet 25.2

Magic words for making friends, in code

The magic alphabet for de-coding the message

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

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Children value being able to follow up the work at home and for a parent it is an opportunity to talk with their child about their friendships and any issues arising.

Learning for Living KS1 - Friendship

Topic 24 Making Friends Activity 2

Dear Parent/Carer

Our focus this week is on friendships and we've been talking about making friends and how we care for our friends. We understand the importance of being sensitive to their feelings.

😊 Talk with your child about playtime today. Who did they play with? What games did they play? Did anyone else ask to join in? Who chose the game? Does everyone get a turn?

All about friends

Together talk about your friends

Tell each other about your friends

How did you meet?

What do you like doing with them?

LET'S MAKE FRIENDS

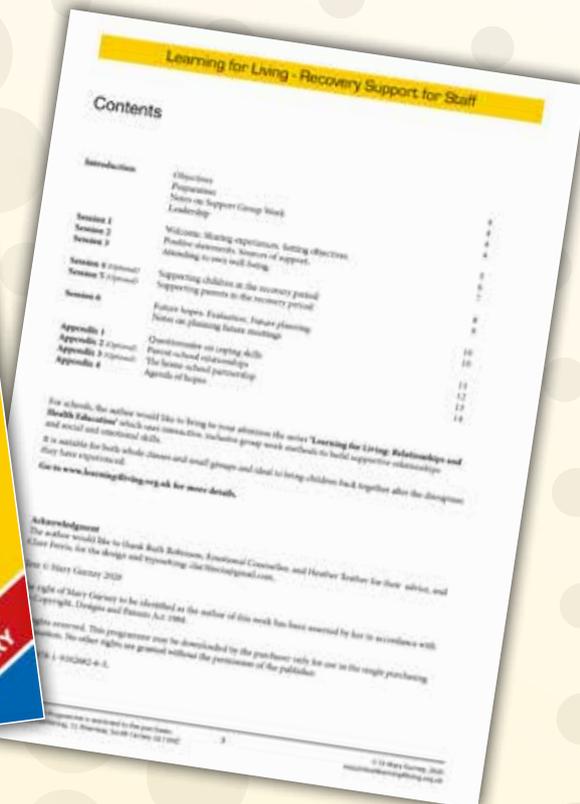
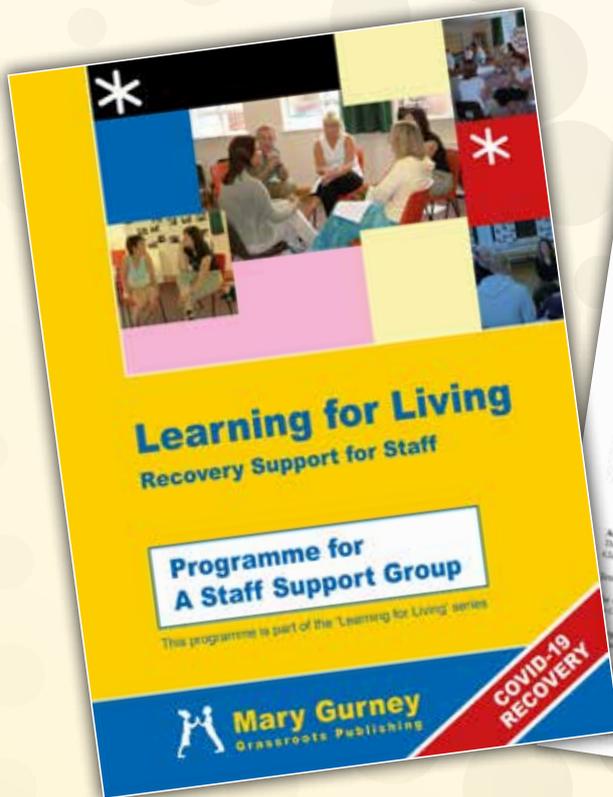
What's good about having friends?

How do you feel when you meet an old friend?

How can we make new friends?

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WELCOME TO Learning for Living Recovery Support for Staff



- ★ Re-build staff mutual support, inclusiveness and morale.
- ★ Provide time for staff to look after and value themselves.
- ★ Provide a positive, non-judgemental place for staff to reflect on experiences; discuss current feelings and ways forward; respect and accept individual differences.
- ★ To counteract the stress surrounding the current situation.
- ★ Encourage staff to find a shared view of the ways to help the children re-build supportive relationships, self-confidence and resilience and re-gain positive motivation. *(Optional)*
- ★ Plan ways to strengthen the parent-school partnership. *(Optional)*