



ReSPECTful Relationships



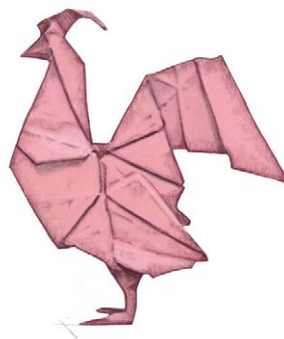
Lesson Plans and Resources

Reception

Lesson 2: Feelings and Friends

Aims & Outcomes..... 2

Lesson Plan..... 3



Lesson 2: Feelings and Friends

Reception

Session Aim

- To continue the topic of feelings in relation to friends.
- To enable the learner to explore friendly and unfriendly behaviours.

Learning Outcomes:

By the end of the session most learners will be able to:

- Talk about their friends and being a good friend.
- Differentiate between friendly and unfriendly behaviour.

Class teacher can link these activities to children's progress within two areas of learning

- Personal, Social and Emotional Development
- Communication and Language.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Introduce again the topic of feelings and how other people's actions can affect our feelings. Reflect on the last session.</p> <p>What have children remembered?</p> <p>Explain that we are going to talk about friends today and how it feels to have a friend and how we can be a good friend.</p> <p>Read story It's Mine</p> <p>Focus on specific parts of the story to highlight feelings story.</p>	<p>Listen to the story.</p> <p>Join in discussion and relate the story to own experiences and feelings.</p> <p>Identify feelings using the Feeling Faces cards.</p>	<p>Book It's Mine by Janine Amos</p> <p>FIND ONLINE</p>	<p>Children are encouraged to join in discussion and feedback.</p> <p>Children's contribution to discussion and activities.</p> <p>Recognition of feelings.</p>
15 mins	<p>Ask children how they can be a good friend to others?</p> <p>Show cards and discuss.</p> <p>Invite children to draw a picture of themselves being a good friend to someone.</p>	<p>Join in discussion.</p> <p>Draw picture</p>	<p>Flash Cards: Feeling Faces (see resource pack)</p>	<p>Children are encouraged to join in discussion.</p> <p>Children able to talk about their own experiences or give examples of how they could be a friend.</p>
20 mins	<p>Introduce Feeling Faces to children.</p> <p><i>Happy</i></p> <p><i>Sad</i></p> <p><i>Angry</i></p> <p><i>Worried</i></p> <p>Place the faces in the 4 corners of the room and ask children some questions relating to the book. For example " how do you think ? felt when his friends wouldn't let him join in?</p> <p>(empathy) Children move to the appropriate face.</p> <p>Extend the activity by asking children how they would feel if a friend wouldn't let them join in (recognising own feelings using the flash cards).</p> <p>Ask children how a friend might feel if e.g. you snatched a toy from them (using questions to acknowledge right and wrong behaviours and show empathy).</p>	<p>To take part in the Feeling Faces game.</p> <p>Contribute to facilitated class discussion re. friendly and unfriendly behaviours.</p>	<p>Flash Cards: Feeling Faces</p>	<p>Children with language or additional needs are supported to contribute.</p> <p>Children's participation in discussion and activities.</p> <p>Recognition of appropriate feelings.</p> <p>Recognition of appropriate feelings.</p> <p>Reflection.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5 / 10mins (Depending on attention span / age range)	<p>Reflect and reaffirm that behaviours have consequences and can hurt people's feelings as well as hurting them physically.</p> <p>Use Flash Cards to show examples of being a good friend and ask children for their own examples.</p> <p>Explain that class teacher will be doing more work about feelings with them.</p> <p>Bring session to a close with song -</p> <p><i>If you're a friend and you know it</i></p> <p><i>If you have feelings and you know it....</i></p> <p><i>If you're ?? (children to choose feeling) and you know it</i></p>	<p>Work as part of the group to reflect on the session.</p>	<p>Flash Cards: How to be a good friend (see resource pack)</p> <p>Happy Song</p> <p>FIND ONLINE</p>	

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