



# ReSPECTful Relationships



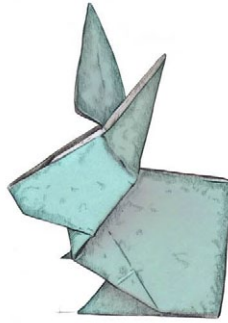
## Lesson Plans and Resources

### Key Stage 1

#### Lesson 2: Positive and Negative Feelings

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## Lesson 2: Positive and Negative Feelings

KS1

### Session Aim

- To provide opportunities to talk about feelings in relation to friends.
- To enable the learner to recognise positive and negative behaviours regarding peers.

### Learning Outcomes:

Most young people will:

- Talk about their friends and special friendships
- Differentiate between friendly and unfriendly actions and behaviours
- Feelings



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Introduce topic of friends.</p> <p>Read <b>Respectful relationships story 1: Saying Sorry</b> using story cards.</p> <p>Use <b>Feeling Faces</b> cards to recap the 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><b>Respectful relationships story 1: Saying Sorry</b> (see resource pack)</p> <p><b>Flash Cards 1: Feeling Faces</b> (see resource pack)</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><b>Flash Cards 1: Being a Good Friend</b> (see resource pack)</p> <p><b>Respectful relationships story 1: Saying Sorry</b> (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>Reflect on discussions with children, talk about feelings elicited through being friends with someone. What do they like to do with their friends – games, going to someone's house for tea etc.</p> <p>Ask children how they know that someone is their friend?</p> <p>Ask children what happens when they fall out with someone?</p> <p>How do they feel?</p> <p>Who do they tell if they feel sad or hurt by someone's actions?</p> <p>Refer back to <b>Saying Sorry</b> story</p> <p>Ask children to draw / write names of an adult at school they can tell if a friend has upset or hurt them.</p> <p>Write up on "class Helping Hand".</p>	<p>To identify feelings associated with friendships and sense of belonging.</p> <p>To talk about healthy relationships and the feelings that this elicits.</p> <p>To identify feelings associated with falling out, feeling hurt or being bullied.</p> <p>To join in discussion, thinking about hurtful actions.</p>	<p><b>Flash Cards 1: Feeling Faces</b> (see resource pack)</p> <p><b>Respectful relationships story 1: Saying Sorry</b> (see resource pack)</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 recap on friends and feelings session.</p> <p>Explain that we will be doing more work about feelings next time.</p> <p>Bring session to a close with song – If you're a friend and you know it .... If you have feelings and you know it... If you're ?? (children to choose feeling) and you know it...</p>	Work as part of the group to reflect on the session.	<p><b>Happy song</b></p> <p><b>FIND ONLINE</b></p>	<p>Children with language needs are supported to take part.</p> <p>Children's feedback and contribution to recap.</p>

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