



ReSPECTful Relationships



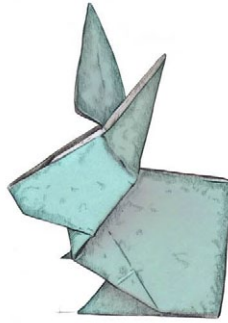
Lesson Plans and Resources

Key Stage 1

Lesson 4: Negative Feelings

Aims & Outcomes..... 2

Lesson Plan..... 3



Lesson 2: Negative Feelings

KS1

Session Aim

- To raise awareness of negative feelings.
- To enable the learner to recognise how to manage negative feelings.

Learning Outcomes

Most learners will be able to:

- Identify a trusted adult at home.
- Identify two trusted adults at school.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 mins	<p>Introduce the session.</p> <p>Read story A Terrible Thing Happened</p> <p>Focus on specific parts of the story to highlight feelings, and trusted adults.</p>	<p>Listen to the story.</p> <p>Join in discussion and feedback / respond to questions.</p>	<p>Book: A Terrible Thing Happened –Margaret M Holmes</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> <p>Children’s contribution to discussion and activities.</p>
10 mins	<p>Ask children what the terrible thing could have been?</p> <p>Ask children how they might feel if they saw a terrible thing happen?</p> <p>Re –introduce Feeling Faces to help children.</p> <p>Ask children who they would talk to if they saw a terrible thing happen like Sherman?</p>	<p>Join in discussion.</p> <p>Discuss features of a safe adult.</p>	<p>Flash Cards Feeling Faces (see resource pack)</p>	<p>Children with language or additional needs are supported to contribute.</p> <p>Recognition of features of safe adults.</p> <p>Children’s participation in discussion and activities.</p>
20 mins	<p>Helping Hands activity</p> <p>Refer back to helping hands and ask children to add or takeaway adults who don’t meet the criteria of a safe adult – i.e. someone they trust to help them.</p> <p>(revisit photo - cards)</p> <p>Give children opportunity to colour / decorate their own safe hands.</p> <p>Complete Class Safe Hand –ask children when they should talk to the “Class Safe Adults” ie – whenever they feel sad, scared, angry etc.</p>	<p>Children with language needs are supported to create their individual Helping Hand and to contribute to creating Class Safe Hand</p>	<p>Activity 1 Helping Hands (see resource pack)</p> <p>Pencils and crayons</p> <p>Activity 2 Class Safe Hand</p> <p>Markers</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 the content of the Respectful Relationships workshops and reaffirm key messages.</p> <p>Bring session to a close with song -</p> <p><i>If you're happy and you know it 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>	Work as part of the group to reflect on the session.		<p>Children with language needs are supported to take part.</p> <p>Children's feedback and contribution to recap.</p>

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