

All About Me

Module 1

*Helping pupils to celebrate
difference and manage emotions
in a safe and healthy way.*





| | Page |
|--|------|
| What is covered in 'All About Me'? | 4 |
| Why these lessons? | 4 |
| Whole School Assembly Plan..... | 4 |
| KS1 Lesson Plans | 5 |
| Whitney from Wednesbury | 6 |
| Reception | |
| Lesson 1: All About Me..... | 7 |
| Lesson 2: Understanding Feelings | 8 |
| Lesson 3: Showing Our Emotions | 9 |
| Lesson 4: What is Character? | 10 |
| Lesson 5: What is Character? | 10 |
| Lesson 6: Reflective Lesson | 11 |
| Year 2 | |
| Lesson 1: All About Me..... | 12 |
| Lesson 2: Understanding Feelings | 13 |
| Lesson 3: Showing Our Emotions | 14 |
| Lesson 4: What is Character? | 15 |
| Lesson 5: What is Character? | 16 |
| Lesson 6: Reflective Lesson | 17 |



| | |
|--|-------|
| KS2 Lesson Plans | 18 |
| Whitney from Wednesbury | 19 |
| Year 4 | |
| Lesson 1: All About Me | 20 |
| Lesson 2: Understanding Feelings | 21 |
| Lesson 3: Showing Our Emotions | 22 |
| Lesson 4: What is Character? | 23 |
| Lesson 5: What is Character? | 24 |
| Lesson 6: Reflective Lesson | 25 |
| Year 6 | |
| Lesson 1: All About Me | 26 |
| Lesson 2: Understanding Feelings | 27 |
| Lesson 3: Showing Our Emotions | 28 |
| Lesson 4: What is Character? | 29 |
| Lesson 5: What is Character? | 30 |
| Lesson 6: Reflective Lesson | 31 |
| Passport Outcomes | 32 |
| Resources | 33-42 |

What is covered in 'All About Me'?

The 'All About Me' module encourages pupils to reflect on their own uniqueness, while exploring how to label and express their emotions in a healthy and safe way. The pupils are then introduced to the relevant concepts from character education and are encouraged to think about their own character traits along with the traits of others. Please note, some resources for this module can be found at the back of the booklet.

The key character traits promoted in this module are:

- Lessons 3, 4 and 5: Self-discipline
- Lessons 1 and 6: Confidence
- Lessons 2, 4 and 5: Empathy

Why these lessons?

The aim of the lessons covered in 'All About Me' is not only to raise pupils' self-esteem through a celebration of what makes them unique, but also to provide the underlying basis for future work around psychological first aid. If pupils can be shown how to express potentially difficult emotions such as anger in a safer and healthier way, we can help them build a strong foundation for the future. Pupils' understanding of self-concept is also developing during their time at school, as they become more aware of their personality traits and qualities.

Whole School Assembly

The primary focus for the 'All About Me' assembly should be to introduce the themes at the heart of the module (celebrating our uniqueness and exploring emotions), as well as introducing the character traits being promoted (confidence, self-discipline and empathy). The assembly should also aim to introduce the character Whitney, with her 'bio' being available on the following page. (NB: The ideas given below provide possible suggestions for activities that could be run to introduce the module. However, each school will have existing resources that may be more appropriate.)

Ideas for assembly activities:

- Idea 1: Talk to the pupils about names and how they can be the same but different at the same time. Choose a first name and second name and ask pupils to put their hands up if they have either: The first name, the second name or both chosen names. This topic introduces ideas of same, different and uniqueness.
- Idea 2: Talk to the pupils about how when everybody comes to school, they can all be in different moods (e.g. while one pupil may be excited because it is their birthday, another could be sad or angry). This can allow for a discussion around same, difference and empathy.

LESSON PLANS

KS1



Whitney from Wednesbury

Age: 6 Years Old

Favourite Food: Spaghetti Bolognese

Favourite Colour: Purple

Hobbies: Playing football, doing homework and reading

Takes a backpack to school that has her books, fruit and water in it

She would like a rabbit for her birthday

Whitney lives with her Dad and has a little sister and an older brother

Whitney would like to be a teacher when she is older and loves animals



Reception: Lesson 1: All about Me



L.O: Pupils will be able to identify their physical features.

Starter Activity: Self-Portrait Activity

Pupils are instructed to draw a picture of themselves. Pupils should be encouraged to think about things such as their hair length/colour and eye-colour.

This can be used as evidence for the pupils' passports.

Main Activity: What makes Me 'Me'?

Pupils are asked to work in pairs using a mirror and prompt cards. The cards should use options such as 'Blonde Hair/Brown Hair' and 'Blue Eyes/Green Eyes' where the pupil can place the card next to the mirror if they have that feature.

Plenary Activity: Comparison Task

Pupils should now share their selected feature cards with a partner, putting any cards which are the same together in a pile. The teacher should end with a guided discussion about how we are all different and ask the pupils to hold up one feature card their partner did not have to demonstrate this.

Reception: Lesson 2: Understanding Feelings



L.O: Pupils will be able to label basic emotions in others.

Starter Activity: Feelings Bingo Game

Each child has a feelings bingo card for example, the SEAL (Department for Education and Skills, 2005) feelings card resources that can be found on the National Archives website. Alternatively the class could make their own based on stories work they are doing. The teacher holds up cards one at a time they should check their picture and say "bingo" once they have a full set. The teacher should label the emotion or ask the children if they can name it.

Main Activity: Video: Spot the Feelings

The teacher plays a short clip of a popular children's TV show of their choice and ask the pupils to identify the feelings displayed by the characters. This could be done as a bingo game or a shout out activity in the classroom. They can all focus on one character or choose different characters.

Plenary Activity: Feelings Charades

A small number of pupils should be called upon to act out an emotion they have seen or heard about in the lesson. This can be done using the feelings bingo cards as a prompt if needed to help pupils remember the emotions. The class should then try to guess the emotion being acted out by the pupil. If appropriate the pupils could be asked to explain how they knew the emotion's name from the actions they witnessed.

Reception: Lesson 3: Showing Our Emotions



L.O: Pupils will understand how others may look when expressing 'basic' emotions.

Starter Activity: Pass the Expression

Pupils sit in a circle and the teacher chooses a 'basic' emotion to name and then portray through facial expressions. The pupils are then asked to pass this emotion around the room and discuss how sometimes the same emotion can look different on different faces.

NB: Guidance on what basic emotions are can be found in the resource section of this book.

Main Activity: Class Teddy Bear

Pupils are given resources from their classroom, such as teddy bears, play figurines, or other creative play resources, and are asked to create a scene where somebody is angry or unhappy. The pupils should be encouraged to think about how these characters would look, how they would act and what they might say.

Plenary Activity: Reflection

The teacher should then discuss with the pupils how the emotion of sadness or anger made each character act. This can facilitate a link for the pupils between feelings and behaviours.



Reception: Lesson 4: What is Character?



L.O: Pupils will be able to label character traits in others.

Starter Activity: Introducing Character

The concept of character is introduced to the class, with the teacher explaining that character traits are the building blocks that make up who we are and how we act. Teachers can discuss key story book characters to pinpoint various character key traits.

Main Activity: Story

The teacher should choose a story book to read to the class; the pupils are then given a photocopy of a character from the chosen book and asked to pick the character traits that fit this character best. The character traits the pupils are given are:

- Kind
- Brave
- Tells the Truth
- Helpful
- Friendly

These labels could be represented in picture form (i.e. brave could be a lion, while friendly could be a monkey) to help create concrete references for the pupils. These picture prompts can draw on the references made in Spike's zoo story in 'Being The Best Me I Can Be' or, if more appropriate, the teacher can create pictures for the class.

Plenary Activity: Presentation

The pupils should then present their story book character picture to the class along with their assigned traits, each time the teacher can scaffold a discussion around what these character traits mean and provide examples based on the story book character.

Reception: Lesson 5: What is Character?



L.O: Pupils will be able to label the character traits in others.

Starter Activity: Topic Reintroduction

The starter activity should aim to reintroduce the concept of character as introduced in lesson 4. The terminology introduced previously should be reintroduced using the picture prompt cards, continuing to build pupil's vocabulary.

Main Activity: Film Prompt

For lesson 5, lesson 4 is run again; this time using prominent children's film characters to reinforce the ideas developed around character.

Plenary Activity: Presentation

The pupils should then present their film character picture to the class along with their assigned traits. This time pupils should require less guided discussion around what each trait means however, some definitions may need to be reinforced with further examples.

Reception: Lesson 6: Reflective Lesson



L.O: Pupils will be able to reflect on their prior learning in the module.

Main Activity: Creating a Display

Pupils are asked to think about all the things they have discovered over the last few weeks and to use this knowledge to create an individual leaf that represents them and things they like/dislike/are important to them. These leaves could then be used to create a classroom tree display – highlighting the uniqueness and shared features of all of the children.

NB: This can be used as evidence for the pupils' passports or a classroom display



Year 2: Lesson 1: All about Me



L.O: Pupils will be able to identify what makes them unique.

Starter Activity: What do I Like/Dislike?

Pupils respond to the following starter sentences in a circle time discussion:

- Something I like to do in school is...
- Something I like to do outside of school is...
- Something that I'm good at is....
- Something that makes me special is...

Main Activity: 'We Are All Different, We Are All The Same' Activity

In pairs, pupils ask each other questions and complete a mind map that they will report back to the group. The feedback will highlight how each pair is the same and how they are different. Questions can include:

- What is your favourite colour?
- What do you like to eat?
- What is your favourite school work?
- What kind of weather do you like?
- What is your favourite sport?

Plenary Activity: Reflection

Circle time activity about what makes pupils different to one another (it is important that each pupil can say something positive about themselves at this point and difference is celebrated as 'uniqueness'). This is not always easy to do and so the teacher will need to prompt if necessary.

Year 2: Lesson 2: Understanding Feelings



L.O: Pupils will be able to label core emotions in themselves and others.

Starter Activity: Feelings Matching Game

Pupils are given a domino style matching game where on one half of the domino a 'basic' emotion is provided in picture form (e.g. happiness, sadness, fear/scared, anger, surprise or disgust) and a different 'basic' emotion is named on the other half. This can be done using pupil drawn images as a refresh of the topic, linked to popular cartoon/film characters or topic work the class is currently doing. Pupils are asked to match the expression to its name in pairs. Once these pairings have been made, the teacher should then talk through each emotion and its matching expression in turn, identifying occasions that pupils may feel these emotions, and normalising the experience of feeling such emotions.

Main Activity: Feelings Charades

Pupils are given photos/pictures of the 'basic' emotions on their table. They are then asked to pick one and act it out either individually to the rest of their table or as a pair to a pair from another table. The groups should try to act out each emotion in turn and see which group identifies all emotions first. Once this has been done, the teacher can ask the pupils how they knew each emotion from the actions they witnessed and how they differed in their actions.

NB: Resources at back of the book can be used for this activity.

Plenary Activity: Checklist of Feelings

Pupils are given the emotion cards again and asked to label the emotions they see to check their understanding.



Year 2: Lesson 3: Showing Our Emotions



L.O: Pupils will understand the importance of finding ways to understand and express their emotions.

Starter Activity: Discussion

Pupils are asked to discuss a time they have felt angry or cross. These examples should be written down for reference.

Main Activity: Bottle of Pop Activity

Using the suggestions created by the pupils, the teacher shakes the bottle as each pupil explains their scenario. Once all suggestions are given, the teacher opens the bottle and shows the students what happens when anger isn't let out (i.e. the drink fizzes everywhere). This then facilitates a reflective circle time activity where pupils identify what happened when the lid was kept on during each example of anger and what might be a better way to deal with this than letting the 'explosion' occur.

NB: It is recommended this activity is done outside and pupils could add ingredients to make the bottle fizz further as a representation of things that may make them angry.

Plenary Activity: Discussion

Pupils are asked to discuss what they have learnt from the lesson, answering the question "Why is it important to tell someone when you are angry?"

Year 2: Lesson 4: What is Character?



L.O: Pupils will be able to label the character traits of their peers.

Starter Activity: Introducing Character

The concept of character is introduced to the class, with the teacher explaining that character elements are the building blocks that shape who we are and how we think and act every day. The teacher can discuss key people from history, stories or real-life people who embody character elements in a concrete and basic form (e.g. knights who are courageous and determined, school council members who are responsible and honest).

Main Activity: Bio on a Friend

Pupils are asked to create a short summary of a friend's characteristics. This should be done by giving the pupil a checklist of some simple character traits such as helpful, brave, caring, honest and funny. It may be necessary to use picture prompts as done in the reception lesson 4 or to provide a very simple definition of each character trait initially.

Plenary Activity: Extension

Pupils should then pick one of the characteristics they have chosen for their friend (one they have a strong understanding of). For this trait, they should provide either a written or verbal example of a time their friend has shown this characteristic.

Year 2: Lesson 5: What is Character?



L.O: Pupils will be able to identify character traits in themselves.

Starter Activity: Reflection

Pupils are asked to list some of the character elements they were introduced to in the previous lesson, with the teacher writing these down as a prompt sheet for the lesson.

Main Activity: One Page Profiles

Pupils are asked to create their own one page profile as an 'introduction to me' sheet.

These can include:

- I am helpful when...
- I am brave when....
- I try to look after others by...

NB: This can be used as evidence for the pupils' passports and a list of character traits can be found in the resource section of the book for reference.

Plenary Activity: Feedback

Pupils should then feedback their profile to a partner to continue to build pupils' understanding and vocabulary around the topic.

Year 2: Lesson 6: Reflective Lesson



L.O: Pupils will be able to reflect on their prior learning in the module.

Main Activity: Creating a Shield

Pupils are asked to think about the character traits that they have discussed in the previous weeks. Building on their knowledge of what these are and their own character traits they have identified, pupils are to create a shield that reflects their character, much like Knights used to. Guidance is provided on traditional shield creations and their meaning to start pupils off on this activity. However, pupils could use images previously used around character and identity in the module or create their own ideas.

NB: This can be used as evidence for the pupils' passports and guidance on creating a shield can be found in the resource section of this book.

Main Activity: Passport Completion

Pupils should also spend this time completing their passports to provide evidence for the pupil outcomes.



LESSON PLANS

KS2



Whitney from Wednesbury

Age: 9 Years Old

Favourite Food: Spaghetti Bolognese

Favourite Colour: Purple

Hobbies: Playing football,
doing homework and reading

Takes a backpack to school that has
her books, fruit and water in it

Would like a rabbit for her birthday

Whitney lives with her Dad and has
a little sister and an older brother

Whitney would like to be a teacher
when she is older and loves animals



Year 4: Lesson 1: All about Me



L.O: *Pupils will be able to celebrate differences between their own characteristics and the characteristics of their peers.*

Starter Activity: Expert Bingo

Before this lesson, the teacher should ask pupils to write an interesting fact about themselves or a talent they have and place it in a box. The teacher can then create a set of bingo squares for each table, asking the pupils to find the person each fact/talent relates to. Alternatively, pupils can use the predesigned sheets in the back of this booklet. The activity encourages the pupils to talk and question their peers about their likes/dislikes/family life etc. Once a table has called “bingo”, they are then asked to introduce all the pupils they have found to the rest of the class.

NB: Examples for this activity can be found in the resource section of the book.

Supplementary Starter Activity: Swapping Game

Pupils are asked to stand in a circle and are then told that the teacher will ask them to swap places if they have the same feature as someone else in the room, for example:

- Swap places if you have brown hair
- Swap places if you have blue eyes
- Swap places if you enjoy maths
- Swap places if you have a step-parent
- Swap places if you can speak a second language

NB: The examples provided on expert bingo could also be used here.

Main Activity: Investigating Our Uniqueness Activity

Pupils should conduct a class audit, researching the features of their class such as ‘how many pupils have blue/brown/green/hazel eyes?’ etc. These findings can be recorded in either numerical form, bar charts or however is appropriate for the pupils/their current topic work. Each table group of pupils should aim to investigate a different element of the class.

Plenary Activity: Feedback

Pupils should feedback their results to the class. If suitable, an extension task could involve the pupils creating a display to show their findings to others in the school.

Year 4: Lesson 2: Understanding Feelings



L.O: Pupils will build upon their knowledge base to explore more abstract emotions.

Starter Activity: Circle Time

Pupils are given photos or words of emotions such as embarrassed, excited, lonely, proud etc. and asked to think about what these emotions mean to them. Pupils should also think about when people may feel these emotions and notes should be made by the teacher for later reference.

Alternatively, pupils could be given images containing silhouettes of various people in different positions/scenarios and are asked to discuss their potential feelings. Such resources can be found online.

Main Activity: Comic Strip

Pupils should create comic strip stories based on one of the examples they have produced in the starter activity. The comic strip should depict the situation leading to the emotion and scenes following this to show their understanding.

Plenary Activity: Discussion

Pupils should discuss their answers to the statement 'One new emotion I have learnt today is...'.



Year 4: Lesson 3: Showing Our Emotions



L.O: *Pupils will have started to explore how to express their emotions in a safe and healthy way.*

Starter Activity: Body Maps

Pupils are shown a body map diagram to signify where different emotions are felt in the body, where the teacher can model each emotion and associated experience if needed. Pupils are then invited to create a body map to show how each emotion feels in their own body and the colour the emotion may be.

Main Activity: Traffic Light Reactions

Pupils are asked to think about times they have reacted to the way they were feeling, if needed the teacher can give starter examples (e.g. being annoyed at someone and shouting at them). These examples are written down on a flipchart and the idea of 'traffic light reactions' are then introduced. This idea shows students that there are safe/healthy/green reactions, sometimes okay/amber reactions and unsafe/unhealthy/red reactions. The class are then asked to place each example previously given under a traffic light colour. If an extension activity is needed to secure understanding, pupils can be given a worksheet with traffic lights on and asked to match pre-formed examples to the traffic light colour.

This could also be done as a more practical activity by asking pupils to move to the green, amber or red zone of the room in response to each scenario. Each time a pupil should be asked to explain why they have chosen this zone.

NB: Resources can be found at back of the book.

Plenary Activity: Reflection

Pupils should list the positive ways they can react to things that make them angry in the future and, if there is time, talk about how they may know they are angry.

Year 4: Lesson 4: What is Character?



L.O: Pupils will continue to build their vocabulary and knowledge around different character traits.

Starter Activity: Introducing Character

The concept of character is introduced to each child, with the teacher explaining that character elements are the building blocks that shape who we are, how we live our lives and how we respond to others. Teachers can discuss key people from history, stories or real life who embody character elements in a very concrete format (e.g. knights who are courageous and determined, school council members who are responsible and honest) and then expand this to more abstract character elements such as being forgiving, respectful or patient.

Main Activity: Definition Task

Using the list of character traits found at the back of this book, groups of pupils should be given one character trait to research in regard to its definition. Once the trait has been defined, pupils should try to think of examples of how they show it.

NB: A comprehensive list of character traits can be found in the resource section of this book.

Plenary Activity: Feedback

Pupils should feedback their research and examples with the teacher making notes for future reference and to build a shared bank of definitions.



Year 4: Lesson 5: What is Character?



L.O: Pupils will be able to understand that characters are multi-faceted and some character traits can be inappropriate at times.

Starter Activity: Reflection

Pupils are asked to reflect on the lesson from last week and look over their character list and their associated definitions. They are then asked to think about any on the list that may not always be helpful or positive.

Main Activity: Negative Characteristics

A circle time activity where the teacher asks the pupils to talk about the character elements they feel may not always be helpful or positive and why. The provided story about Whitney and her friend on the football team being boastful can be used here as an opener to the discussion for the class if they are unable to provide examples. Once the story is done, the teacher should ask the pupils to identify the character traits that were discussed in the story and why they might be considered to be unhelpful.

Plenary: Pair Task

Pupils are asked to talk to their partner about what they have learnt from the lesson, identifying why sometimes a person's character traits may not always be helpful or positive.

* Health Warning

Staff should monitor pupil discussions to ensure they remain general rather than personal or specific to members of the class.

Year 4: Lesson 6: Reflective Lesson



L.O: Pupils will be able to reflect on their prior learning in the module.

Starter Activity: Positive Affirmations Task

Pupils are asked to think again about all that they have learnt in the previous weeks about character, uniqueness, emotions and celebrating differences. From this they are asked to write three positive statements about themselves, what they are proud of or what they feel they have learnt from the module. They are then asked to write three positive statements about someone on their table that they have learnt more about through the module. The idea of this activity is to promote thinking about how they and others are unique along with how they have used their generated ideas around safe emotional expression over the previous weeks.

Main Activity: Fill Your Bucket Task

A class 'bucket' or box is created and pupils are encouraged to fill it with star cards. These stars should have statements written on them about ways they have helped another person during the module or someone in the classroom they are proud of and why. The class should be informed that the bucket will remain in the room for the following weeks to allow the pupils to see it fill up with positive statements. At the end of a suitable time period, the teacher may choose to read out these statements to the class as a whole. Furthermore, if appropriate, the pupils could be given a reward for putting stars in the bucket.

Main Activity: Passport Completion

Pupils should also spend this time completing their passports to provide evidence for the pupil outcomes.



Year 6: Lesson 1: All about Me



L.O: *Pupils will be able to identify their unique characteristics to promote self-identity and self-esteem.*

Starter Activity: Capturing My Strengths

Pupils are asked to think about the things they are good at by drawing a self-portrait with thought bubbles emerging. Pupils should then share these with a partner, with each pair providing praise for their partner as they share.

Supplementary Starter Activity:

Circle Time: Something I've Remembered About Myself

The pupils should talk about times they have forgotten they were good at something or a skill they have not used in a while, e.g. 'I'm good at swimming, but I've not been for ages.'

Main Activity: Investigating Our Uniqueness Activity

Pupils are asked to work in pairs to interview each other about what makes them unique. Pupils can mind map a set of questions that allow them to gain an understanding of what each pupil feels is special about them e.g. strengths, areas they would like to develop, and interests outside school etc.

Plenary Activity: Reflection

Pupils are encouraged to share something they have learned about themselves and about someone else in the class.



Year 6: Lesson 2: Understanding Feelings



L.O: Pupils will begin to develop enhanced emotional understanding by applying emotion labels to real-life situations.

Starter Activity: Circle Time

Pupils are asked to describe a time they have felt more abstract emotions such as embarrassed, excited, lonely or proud etc. Pupils are only asked to share experiences they are comfortable talking about and everyone should be made aware that there are no right or wrong answers. This activity should prompt a discussion around how we experience emotions differently and help to build up each pupil's emotional vocabulary.

Supplementary Starter Activity: Emoji Game

Pupils are given emoji images and asked to label them and identify situations they may feel this emotion. For pupils who may struggle with creating scenarios they can be given pre-formed situations to match the emotions to.

NB: Resources for this activity can be found in the resource section at back of the book.

Main Activity: Question and Answer Session

Almost like an interview structure, pupils in groups are given an emotion and one person becomes this emotion while other pupils ask questions such as "how would this emotion look?", "when might you feel this emotion?" or "how might this make you feel inside?". Pupils then make a fact sheet about the emotions they have 'interviewed' and present it to the class.

Plenary Activity: Reflection

Pupils are asked to write down two or three emotion words they have learnt through the lesson and what they feel these mean in their own words.

Year 6: Lesson 3: Showing Our Emotions



L.O: Pupils will be able to understand how to express their emotions in a safe and healthy way.

Starter Activity: What are 'Unsafe' Reactions?

Pupils should be introduced to the idea that the way we react to emotions can be 'safe/helpful' and 'unsafe/unhelpful' both for ourselves and others. Based on this concept, pupils should try to think about times they have reacted unsafely/unhelpfully to an event. If needed, the teacher can begin by providing examples for a range of emotions such as:

- A small child screaming and clapping loudly which leads to them getting in trouble for 'being noisy'
- A child being aggressive after hurting themselves in public

Main Activity: Undercover Emotions

The teacher should begin this activity by explaining that in some instances (if possible refer to the examples given by pupils) our 'unhelpful' reactions to an event are hiding an emotion. For example, when the child appeared angry after hurting themselves they were actually embarrassed as people had seen this happen. The teacher should explain that sometimes we have to act like detectives to work out the feelings hidden by a/our behaviour. Using one example from the discussion previously, pupils should try to draw a scene of the reaction then 'detect' what emotions the person may have been feeling. Pupils could write their findings in magnifying glass shapes if useful to focus their thinking. Once this has been done, a handful of pupils should feedback to the teacher to check the class' understanding and provide group feedback for any misunderstood reactions or emotions.

Plenary Activity: Reflection

Pupils should think about and write down how they will react differently when they are angry or upset in the future based on today's learning.

Year 6: Lesson 4: What is Character?



L.O: Pupils will be able to label their own character traits and understand these traits in real-world contexts.

Starter Activity: What is Character?

Pupils should begin the lesson by attempting to answer the question 'What is character?' based on their previous learning. These definitions can be fed back to the class to check understanding and create a shared definition bank.

Main Activity: My Character

Pupils should write an introduction about themselves, talking about their character traits using the list provided in this book. For any character traits they use, pupils should provide examples of times they have acted in this way.

NB: Pupils may need to be provided with time to check definitions of some character traits and a comprehensive character trait list can be found in the resource section of this book.

Plenary Activity: Feedback

Pupils should then introduce themselves to a friend. If there is time, pupils could be asked to feedback to the class one character trait their partner has and their provided example for this trait.

Year 6: Lesson 5: What is Character?



L.O: *Pupils will be able to understand that character elements can be inappropriate at times and how to address this in real-life contexts.*

Starter Activity: Reflection

Pupils are asked to reflect on the lesson from last week and look over their character list. They are asked to think about any on the list that may not always be helpful and discuss why they think they may not be helpful.

Main Activity: Story Writing

Pupils are asked to write a story about one of the character elements they have identified as not always being helpful. For example, a friend being too honest and upsetting someone or someone being too self-confident and being unable to accept they have made a mistake or need help.

Plenary Activity: Flip-It Activity

For the character traits they have identified as being unhelpful, pupils should try to create an example of a more helpful/more successful way of expressing this trait.



Year 6: Lesson 6: Reflective Lesson



L.O: Pupils will be able to reflect on their prior learning in the module.

Main Activity: Creating Your Passport

Pupils are given the aims titled 'passport outcomes' in this booklet and should create an evidence log (e.g. passport) showing how they have achieved these aims. The passport can include other evidence the pupils wish to include to show how they have met these aims such as anecdotal evidence, examples, drawings, or descriptions of activities.

Main Activity: Creating a Shield

Pupils are asked to think about the character traits that have been discussed in the previous weeks. Building on their knowledge of what these are and their own character traits that they have identified, pupils are asked to create a shield that reflects their character, much like Knights used to. Guidance is provided on traditional shield creations and their meaning to start pupils off on this activity.



Passport Outcomes

Reception:

- Lesson 1: I know what I look like
- Lesson 2: I can identify basic emotions in others
- Lesson 3: I know how others sometimes show their emotions
- Lesson 4 and 5: I have begun to notice character elements in other people
- Lesson 6: I can show what I like and dislike to others

Year 2:

- Lesson 1: I have started to think about what makes me, 'me'
- Lesson 2: I know what basic emotions look like in myself and others
- Lesson 3: I have started to understand why it is important to express emotions
- Lesson 4: I understand what character traits my friends have
- Lesson 5: I understand what character traits I have
- Lesson 6: I have started to reflect on who I am

Year 4:

- Lesson 1: I know how I'm different from others in my class
- Lesson 2: I have started to think about other emotions I might feel
- Lesson 3: I have begun to think about different ways I can express my emotions
- Lesson 4: I have begun to think about different character traits we can have
- Lesson 5: I have started to understand that not all character traits are helpful
- Lesson 6: I can celebrate who I am

Year 6:

- Lesson 1: I can talk about what makes me unique
- Lesson 2: I have a good understanding of my own emotions
- Lesson 3: I know that there are healthy and safe ways to express my emotions
- Lesson 4: I know my character traits and when I show them
- Lesson 6: I know what traits are unhelpful and how we could express them differently

Resources – Expert Bingo

| | | |
|----------------|-------------------------------|----------------------------|
| Has a pet cat | Has been on holiday this year | Is left handed |
| Celebrates Eid | Goes to a sports club | Likes Strawberry Ice Cream |
| Likes to read | Has a name that begins with B | Has a little brother |

| | | |
|---------------------------|-------------------------------|---|
| Has a pet dog | Has been to India | Wants to be a teacher when they are older |
| Has dance lessons | Likes to swim | Likes Pizza |
| Likes to play on the Xbox | Has a name that begins with M | Has an older sister |

| | | |
|---------------------------------------|-------------------------------|--------------------------------------|
| Is an only child | Has been on an airplane | Had their hair cut in the last month |
| Favourite food is Spaghetti Bolognese | Does not like mushrooms | Is good at maths |
| Can speak a second language | Has a name that begins with S | Has a bike |

Emotions Lists

| 'Basic' Emotions | 'Abstract' Emotions |
|------------------|---------------------|
| Fear | Calm |
| Anger | Lonely |
| Happiness | Proud |
| Sadness | Embarrassed |
| Disgust | Frustrated |
| Surprise | Jealous |
| | Guilty |
| | Shy |
| | Bored |
| | Playful |
| | Confused |
| | Anxious |
| | Mischievous |
| | Hopeful |
| | Confident |
| | Brave |
| | Uncomfortable |

Emoji's Game & Scenarios



SADNESS

Jessica has fallen over in the playground and has hurt her knee.



HAPPY

Peter has been given a new iPad for his birthday.



FEAR/SCARED

Alfie has been asked to sing in front of the whole school. He has never done this before.



EMBARRASSED

Rachel has tried to answer a question in English and got the answer wrong. The children on her table laugh at her.



CONFUSED

Sarah has been given a maths question that she does not know the answer to.



FRUSTRATED

James has tried to fix a broken toy and cannot work out how to do it.

Traffic Light Reaction Scenarios / Safe vs Unsafe Anger



Red/ Unsafe Reactions

Alfie's little sister has broken his favourite toy. To make things even, Alfie decides he will pull the head off his little sister's favourite doll.

Sophie is fed up of her friends not asking her to play with them at lunchtime and pushes her friend Liz over.



Amber Reactions

Claire's homework is too hard for her to do and is getting her frustrated. Claire decides the homework is impossible and scribbles over her answer sheet.

Rachel is cross with her Dad for not taking her to the park today. She refuses to talk to her dad for the rest of the day.



Green/Safe Reactions

Helen is annoyed with her Mom for not buying her a toy when they were out shopping. She decides that she has lots of toys at home anyway and that she has her own pocket money which she can buy a toy with.

Dan is cross because he was not picked to play for the football team. Dan decides to talk to his teacher and explain why playing on the team this week is important. His family are coming to watch the game and he would like them to see him play.

Character Trait List

- Self-Discipline
- Self-Confidence
- Empathy
- Friendliness
- Honesty
- Forgiveness
- Co-Operation
- Respect
- Courage
- Patience
- Attitude
- Caring
- Helpfulness
- Gratitude
- Determination
- Responsibility
- Perseverance
- Creativity
- Self-Belief
- Tolerance
- Responsivity



Whitney Story

"We're going to win!" shouted Chelsea, right down Whitney's ear making her head hurt!

It was the girls' weekly football match and Chelsea was very excited. She was sure they were going to win but Whitney was not. Chelsea had been talking the whole way about how she was going to score the winning goal and beat the other team by miles!

When the girls arrived at the field, they saw Sophie from the other team looking a little sad. Sophie had been practicing all week for the match and was worried about playing.

"I'm nervous I won't play very well today and let my friends down." said Sophie.

"I'm sure you'll be okay." said Whitney, smiling at Sophie and giving her a hug. "You can only try your best".

Finally the football match began and everyone played brilliantly! Whitney and Sophie both scored a goal and the teams were both tied. Suddenly, Chelsea raced up the field and scored the winning goal!

"Yippee! Wahoo! I won," screamed Chelsea, running up and down and high-fiving her team.

As Chelsea celebrated, Whitney walked up to Sophie's team and congratulated them on trying very hard and playing well. As she did this, Chelsea ran up to Sophie and shouted, "we won! You lost! We beat you!"

Whitney saw that Sophie looked like she was about to cry and told Chelsea it was time for her dad to take them home. Whitney could not believe that Chelsea could be so silly and unkind!

In the car as they drove home, Chelsea kept talking and talking about her winning goal. She told Whitney and her dad all about how quickly she ran and how great the goal was. Whitney tried to talk about something else until finally she snapped and shouted, "we all tried really hard and that's that!"

The car was very quiet. Finally Whitney's dad said, "I was very impressed with everyone today. Chelsea you did score a very good goal but I don't think you could have done it alone. The team worked very hard passing the ball to you. I think it was very kind of you Whitney at the end to go and say well done to the other team too. Sometimes, even when you are really proud of something, it's nice to wait till everybody else feels better for not winning. Nobody really minds that they didn't win but sometimes they need a little time to cheer themselves up."

Chelsea stayed very quiet while they drove until finally she said, "maybe I was a little mean to Sophie... She tried very hard today to play her best and I didn't think about how she might feel not winning. I think next week I will say sorry for showing off about my goal."

Question Ideas;

- How do you think Chelsea felt about the football match?
- How do you think Sophie felt after Chelsea spoke to her?
- Why was Whitney annoyed by Chelsea in the car?
- How could Chelsea have acted differently when she won?
- Did you agree with what Whitney's dad said in the car?



Lesson 6: Creating Your Own Shield Starters

| Shield Element | Meaning |
|-----------------|--|
| Yellow or Gold | Respect |
| White or Silver | Wisdom |
| Red | Courage |
| Green | Hope, Joy |
| Blue | Honesty |
| Purple | Justice |
| Bear | Protective, Caring |
| Dog | Loyal |
| Eagle | Leader, Decisive |
| Fox | Clever |
| Lion | Courage |
| Snake | Ambition |
| Apple | Generous |
| Arm | Determined |
| Bird | Family |
| Bee | Creative |
| Elephant | Ambition |
| Stag Antlers | Will not fight unless provoked, Attitude |

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