



## Lesson Outcomes

### Pupils will be able to:

- Describe ways in which they can be kind to others offline and online
- Name the important people and places to whom/which they are connected
- Explain different ways to keep themselves safe offline and online
- Recognise a range of emotions and what these might look like
- Discuss ways in which they are similar / different to their peers in terms of interests

<p><b>Timing:</b> Enough activities have been provided to be used across a week and so specified timings are only suggested – allowing you to select as many, or few activities, to use depending on the young people's understanding and time available.</p>	<p><b>Key Vocabulary:</b> Internet, online, create, connect, respect, kindness, compliment, safety, emotions, similar, different.</p>
<p><b>Resource:</b> Will be listed per activity.</p>	<p><b>Organisation:</b> Small group activities.</p>

Activities	SID Theme covered	Resources	Discussion / Instructions
<p><b>Three Little Monsters Story</b></p> <p>(This may be better suited to Reception rather than Nursery pupils)</p>	<p>Create</p> <p>Connect</p> <p>Respect</p>	<p>Audio File</p> <p>Assembly and story transcript</p> <p>FS &amp; KS1 PowerPoint assembly</p>	<p><b>Listen to the story 'The Three Little Monsters' and play the PowerPoint at the same time. Ensure you have watched the presentation in advance so you know when to advance the slides.</b></p> <p><b>Discussion:</b> After the story, talk about why the monsters were sad – what was said to them online? Who helped them and what did they do?</p> <p><b>Instructions:</b> Recreate the activity that Mr Brush set and ask the children to create pictures showing what they love about their school/ group. This could be individually or in small groups.</p> <p>Take photos of the children's art work and display them on your website. This does not have to be a competition, unless you would like to make it so.</p> <p><b>Follow up discussion:</b> Ask some of the children to share their pictures and allow other children to comment on them by saying something positive about their work – in a show &amp; tell type activity. Reinforce the message that if someone is unkind to you, how important it is to tell an adult straight away.</p>



# Lesson Plan

Target audience: 3-5 year olds

Activities & Timings	SID Theme covered	Resources	Discussion / Instructions
<b>My Life</b>	Create Connect	Straws Large paper plates Glue Pre-taken and printed photos	<p>Discussion: We are going to show what / who we are connected to. What does being connected mean? I.e. joined. Keep the explanation very simple: we are connected to the important people and places in our lives – e.g. our family and friends, our nursery/school and home town. (Take examples from the children if they are able to contribute).</p> <p>Ask parents / carers to send in a family photo prior to this activity. The photos of the child, their friends, the nursery/school setting and local area can be taken and printed at nursery.</p> <p>Instructions: Help the children to stick straws on to a large paper plate to create a simple spider's web. You might want to make one first to give them an idea of the pattern.</p> <p>In the middle of the web, stick the photo of the child's face. In and around the web, stick photos of the places and people to which they are connected – their family members, friends, and local places of meaning to them.</p> <p>Some children may be able to offer further connections, e.g. knowing which country we live in, or having family members in other countries. Photos for these can be printed in the setting, e.g. country flags, or the children could bring these in and add to their web.</p> <p>(Children could be taken out in small groups to take the local photos themselves).</p>
<b>Helping Handprints</b>	Create Connect	White card Paint Scissors Black pen	<p>Discussion: We are going to think about the important grownups in our lives, who help us, and list five of them.</p> <p>Instructions: Help the child to paint their hand and make a handprint on a piece of white card. When it's dry, help the child to cut around it. Varying levels of assistance will be required, but ideally it should be their own cutting.</p> <p>Ask the child to name five important adults who they could go to for help if they needed anything. Write a different name on each finger and thumb of the handprint.</p>



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<b>Compliments Circle</b>	Share respect	Compliment starters list	<p>Discussion: We are going to be paying each other a compliment. A compliment is when you say something nice to someone else e.g. I like you because you are kind to me, or you were a good friend when you shared your toy with me.</p> <p>Instructions: In small groups of 4 or 5 sit in a circle with legs outstretched and shoes touching in the middle. Take it in turns to go around the group and for each child to say something kind to the child next to them. It would be easier to all use the same starting phrase until they get the hang of it. More able and/or older children may want a choice of phrases to use.</p>
<b>Kindness Tree</b>	Create Connect Share respect	<p>Large sheets of brown paper</p> <p>Varying shades of green paint</p> <p>Pencils Scissors</p> <p>Camera</p>	<p>Discussion: Explain that we are going to be keeping track of as many different times when we are kind to each other! Get the children to give examples of what they could do that's kind. E.g. share a toy, let someone else go first, help someone to tidy up etc.</p> <p>Instructions: Draw and cut out your large tree outline for display from the brown paper. Ensure that your tree is big enough to be decorated with painted handprints from every child in the group.</p> <p>Get every child in the group to do a green handprint that can be cut out and stuck on the tree. Each time you notice children being kind to each other, take a photo and add it to the tree! Ensure that every child appears in the photos at least once and encourage the children to tell you when someone is being really kind to them, and for the children to thank each other.</p>
<b>Everyone is Different</b>	Share respect	<p>Brown paper bags per child</p> <p>Instruction sheet</p> <p>Address labels with children's names on (for the bags)</p>	<p>Discussion: Give each child a named paper bag to take home with the printed instructions on. They need to put in 2 things (that fit into the bag) that represent themselves and their different likes and interests and bring them back to nursery / school.</p> <p>Instructions: This is a speaking and listening activity. In small groups around a table, children take turns to open their bags and talk about 1 of the things they have put inside and why they chose it. Go around the table twice. Encourage the children to say something kind about each child's items. Model this with your own paper bag and items first.</p>



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<b>Safety Sorting</b>	Personal safety offline and online  Connect	Laminated safety picture cards  "How do we..." question sheet  Sorting hoops	<p>Discussion: Explain that the children will be shown some pictures and they need to decide if they can group them together in any way. The children may need prompting and so when you consider each picture, talk about what it is, and if there are any similarities with other pictures, and which group it might fit in to. There is no right or wrong answer here! Ask the children to explain their ideas.</p> <p>Instructions: Get the children in small groups, working with an adult, to sort the pictures into groups of their choice. Then put them all in to one big hoop and ask what do they ALL have in common? If no one is able to answer, explain that these are all to do with keeping safe. E.g. we need to stay safe in the sun, safe on the roads, and also safe on the internet.</p> <p>Ask the "How do we" questions to see what their levels of understanding are towards safety in general.</p> <p>For further online safety stories, use The Adventures of Smartie the Penguin for EYFS – <a href="http://www.childnet.com/smartie">www.childnet.com/smartie</a></p>
<b>I'm Happy When...</b>	Share respect	Paper plates  Emotion images  Collage materials  Playdough	<p>Discussion: Ask the children to correctly identify / describe the emotions on the picture cards. Do they have the language to recognise and name them? Can they replicate the faces themselves? Take photos!</p> <p>Ask the children what might make them feel happy, sad, surprised, scared etc.</p> <p>Instructions: Draw or collage a paper plate happy face, or create a 2D picture / collage scene, or 3D playdough scene of something that makes the children feel happy.</p>

**Notes**