



Core Theme 3: Living in the wider world  
Strand: Economic wellbeing  
General topic for all classes - Dear Diary

## Year: 1 and 2

### Lesson 1

L.O: To know who to ask for help.

Possible SC: I can recognise those people in the community who help us. I can recognise times when I have needed help.

Key vocab: police, teachers, fire officers, nurses, doctors, uniform.

Possible activities: Show the children pictures from books, magazines, posters, internet of people in the community, people at work and roles people play in helping us including school staff. Brainstorm - what is the role of these key individuals? What would happen if those people were not there? Do they wear special clothes or uniform? Why? What ways do they help us? Group work - List people they know who wear uniforms. Draw pictures of people in uniforms. Invite a member of the local community into school to talk about their job.

### Lesson 2

L.O: To recognise when we feel loved and cared for.

Possible SC: I can tell when I feel cared for. I can tell when I love or care for someone.

Key vocab: love, care, close, happy, secure, safe.

Possible activities: Introduce the idea that some people are important to us and why. Talk about the concepts of love, friendship and care. Individual - draw someone who is close or important to them.

### Lesson 3

L.O: To understand what proud and jealous emotions feel like.

Possible SC: I can tell when I am proud or jealous.

Key vocab: jealous, proud, hurt, lonely, uncomfortable, feelings, emotions.

Possible activities: Children to act out scenarios depicting jealousy and pride. Children to discuss how the children in the scenario might be feeling. Pairs -

children to read through scenarios and discuss how they would feel in these situations. Class discussion - how can we apply these feelings in the classroom.

#### Lesson 4

L.O: To understand how our thoughts, feelings and behaviour are linked.

Possible SC: I can deal with my own hurt feelings without hurting others.

Key vocab: hurt, unkind, lonely, better.

Possible activities: Use line of dominos knocking one over at a time to illustrate how feelings can get out of hand and affect our behaviour. Brainstorm - What should you do in different scenarios. Individual - Make a feelings display.

#### Lesson 5

L.O: To know some ways we can deal with worries.

Possible SC: I can talk about my feelings. I can talk about ways to deal with my worries.

Key vocab: lonely, alone, belong, accept, like, include, exclude.

Possible activities: Introduce the concepts of being lonely and being included, belonging and acceptance. Talk about situations where these feelings might arise. Individual - Write to the problem page of a magazine. Imagine and write the editor's reply (could be completed over the next lesson).

#### Lesson 6

L.O: To be able to support each other.

Possible SC: I can help others feel better if they have a worry.

Key vocab: help, support, worry, problem.

Possible activities: Allow extra lesson for discussion of any of the lesson in this topic. Use a structured discussion format e.g. circle time to allow children time to raise any worries they have and share support strategies.

# Year 3 and 4

## Lesson 1

L.O: To know where to go for help.

Possible SC: I know about the work carried out at a police station. I can ask relevant questions and identify key points.

Key vocab: police, station, personal safety, risks.

Possible activities: Class visit to a local police station. Prepare question beforehand. Or instead the children could just write down their question and the teacher can answer them in this lesson or the following lesson. After - Design and make a poster of their knowledge of the police.

## Lesson 2

L.O: To understand what taking responsibility is.

Possible SC: I can tell when something is my fault and when something is not. I can make amends if I have done something wrong.

Key vocab: fault, guilty, responsibility, shame, ashamed, regret, remorse, amends.

Possible activities: Introduce the concept of guilt and when we might feel this feeling. Brainstorm - does guilt have a purpose? Could it alert us to the fact that there is a problem we may need to solve? Pairs - discuss scenarios (where there is reason to be guilty and where there isn't). Role play making amends to the guilty scenarios.

## Lesson 3

L.O: To know how to make wise choices.

Possible SC: I can take responsibility for what I choose to do. I know when I will feel guilty and use this when I make a choice.

Key vocab: conscience, choice, right, wrong.

Possible activities: Introduce the concept of conscience. Groups - give a name to your conscience. Conscience alley - half the class have to try to persuade a child to make an unwise choice (e.g. staying up late to watch TV) while the other half try to persuade them to do the right thing. Whole class - read the story of Pinocchio.

## Lesson 4

L.O: To appreciate the feeling of loss.

Possible SC: I know how most people feel when they lose something or someone they love.

Key vocab: lose, illness, death, sad, upset, funeral, proud, goodbye, remember.

Possible activities: Explore what the children know about death by asking facilitative questions. Read the children a story about losing a pet e.g. 'Goodbye mousie' and ask the children how the child in story might be feeling at different parts of the story.

### Lesson 5

L.O: To recognise some ways we can deal with worries.

Possible SC: I can tell you the things that hurt my feeling. I can understand how I might hurt others.

Key vocab: teasing, name-calling, unkind, hurtful, healing, feelings.

Possible activities: Whole class - brainstorm what's the different between physical hurt and hurt feelings? Ask children if the 'sticks and stones' expression is true? Pairs - give the children two blank cards to write one hurtful thing and one healing things. Take them in and shuffle them up, then hand them out randomly. Ask the children to line up with the most hurtful cards one end and the most healing cards the other end. Starting with the least hurtful, read out and put the hurtful ones in the bin. Individual - writes to a problem page of a magazine. Imagine and write the editor's reply (this can be completed the next lesson).

### Lesson 6

L.O: To know ways of supporting each other.

Possible SC: I can help others feel better if they have a worry.

Key vocab - help, support, worry, problem.

Possible activities: Allow extra lesson for discussion of any of the lesson in this topic. Use a structured discussion format e.g. circle time to allow children time to raise any worries they have and share support strategies.

# Year 5 and 6

## Lesson 1

L.O: To know where to go for help.

Possible SC: I know what facilities exist in my local area and nationally for young people.

Key vocab: support, facilities, youth club, church, doctors, library, help-lines, confidentiality.

Possible activities: Brainstorm - what kinds of clubs, activities or facilities exist in your area? What would you like to see? What about places to go for advice or if you wanted to talk confidentially? Who would you talk to? Put up four large sheet of paper around the room with headings e.g. 'about school/home/friendships/health.' Pairs - writes on sticky notes ideas of a problems someone might need to get help with and put it under appropriate heading. Group - research/ investigate facilities for young people in the local area. Create a fact file of local information including sports clubs, library, etc.

## Lesson 2

L.O: To know some ways of managing uncomfortable feelings.

Possible SC: I know some things to do when I feel embarrassed that will not make things worse. I can help someone who feels embarrassed.

Key vocab: embarrassed, put-downs, humiliated, blushing, anger, shamed.

Possible activities: Brainstorm - what are the physical and emotional effects of feeling embarrassed? Come up with own ideas for embarrassing situations. Group - how can we help each other? Come up with strategies.

## Lesson 3

L.O: To understand the impact of a boost-up or put-down.

Possible SC: I can recognise a put-down. I know how a boost-up or put-down can make someone feel.

Key vocab: sarcasm, anger, put-downs, compliments, boost-ups, self-esteem.

Possible activities: Brainstorm - what do we do or say to make each other feel good? Explain put-downs and then ask for examples. Categorising put-downs and boost-ups into different hoops. Giving positive feedback to each other.

Complement bag - play the game band but instead of saying bang the children must complement each other.

## Lesson 4

L.O: To understand that sometimes friendships end.

Possible SC: I can break friends with someone without hurting their feelings.

Key vocab: loss, disappointment, anger, change, assertive, kind, empathetic.

Possible activities: Brainstorm - why do some friendships have to end? Role play different scenarios, and what children could do to mend friendships.

### Lesson 5

L.O: To recognise the relevance of forgiveness.

Possible SC: I can think about when to forgive someone.

Key vocab: forgiveness, making amends, resentment, anger, sadness, grief, depression, mistakes.

Possible activities: Discuss the feelings associated with being very angry with someone for a long time. Discuss what we often take into account when deciding to forgive someone. Ask children about self-forgiveness. Pairs - children to discuss scenarios and whether they would forgive and the reasons for and against.

### Lesson 6

L.O: To recognise ways of supporting each other.

Possible SC: I can help others feel better if they have a worry.

Key vocab: help, support, worry, problem.

Possible activities: Allow extra lesson for discussion of any of the lesson in this topic. Use a structured discussion format e.g. circle time to allow children time to raise any worries they have and share support strategies. Write to the problem page of a magazine. Imagine and write the editor's reply.