

EMOTION & COMMUNICATION

LEARNING OBJECTIVES/WALT

- I understand all actions have consequences
- Take responsibility for our actions
- Recognise what is right and wrong and how behaviour affects other people
- I can recognise how my behaviour and that of others may influence people both positively and negatively

KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *I am feeling because of*
- Consequence
- Responsibility
- Cause and effect
- Influence
- Action and reaction

WHAT YOU WILL NEED

- Paper and Pencils
- Lesson 2 resources doc [link here](#)
- Print slides 5-10
- Glue
- Large paper A3

LESSON 2 - EMOTION & COMMUNICATION - Consequences Good for me, good for you, good for everyone

Lesson Content	Time guide	Outcomes
EXPLORE DRAMA - Imaginary ball - In pairs throw an imaginary ball to each other one at a time - As a whole group model this example - Changing the action and changing the reaction. Example - Throw a huge ball - how would you throw it and how would you catch it? Throw a tiny ball, how would your reaction change? Then Try; a heavy ball, a really bouncy ball, a slime ball, a really fast ball, a light ball filled with air, an excited ball, a zig zagging ball... any other that you can come up with and want to try.	10 mins	Fun physical introduction to idea of action and reaction and influence
IDEATE TEXT - 3 Line poetry emotion and it's consequence - Split the class into groups with A3 paper and pen for each group (allocate a scribe or each can write their own) - Write a 3-line poem: a beginning, middle and end. Each line begins with stem sentences on slide 3 - Swap poems to another group or person to edit. - Reduce the number of words by underlining the most important (example slide 3) - As a group or individuals stand up and read out your 3 line poem NB - Keep these safe for use in lesson 5, where they will become song lyrics	20 mins	3 line poems (group or individual) Writing practice reinforcing learning Performance and confidence
IDEATE DRAMA - Scenario picture card stimulus - As a whole class look at the picture stimulus cards (slide 5 - 10) and work out what is going on in the picture. - In groups of approx 6, hand out a printed picture. - Make a tableau of the image (remember, not everyone has to be human - you could be a fridge, the tree, the ice cream etc) - Show each tableau and lead a 'tap and tell' to find out what/why/how/who? Sometimes asking the individual who has been tapped and sometimes the whole class. (Slide 11 prompts) WHAT is this person doing? HOW does it affect others? WHAT are the consequences WHY are they doing it? WHO is responsible to sort out the situation?	25 mins	Collaborative working and structured debate Peer learning and sharing of ideas Correct learning established and embedded
EVALUATE - Head shoulder knees and toes evaluation scale Using a physicalised scale (slide 12) of head to toes being confident to not confident to asses these questions; 1. I can recognise how my behaviour may influence other people both positively and negatively 2. I can recognise how the behaviour of others may influence people both positively and negatively 3. I understand all actions have consequences 4. I know I need to take responsibility for my actions 5. I recognise what is right and wrong and understand my behaviour affects other people	5 mins	Assessment of their understanding and opportunity to check learning