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



YEAR GROUP:
Yr 1/ KS1



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- 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



WHAT YOU WILL NEED

- Paper and Pencils
- Lesson 2 resources doc
- Print slides 4 - 9
- Glue
- Flip chart paper

WARM UP / EXPLORE**5 MINS**

- Establish a quiet signal [Toolbox Tutorial Film – Warm ups and quiet signals](#)
- Collaboration – discuss what successful collaboration looks like – listening, working together etc.
- Set up a working wall

WARM UP / EXPLORE**10 MINS****Imaginary ball game**

- In pairs throw an imaginary ball to each other one at a time (swap partner if needed part way through)
- Model example with the whole group - Change the action to change the reaction.

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 like helium
- an excited ball
- a zig zagging ball... any other that you can come up with and want to try

Toolbox Alternative

Water in a bowl action/reaction experiment

ACTIVITY 1 / IDEATE**20 MINS****3 Line poetry - emotion and it's consequence**

- Split the class into groups
- A3 paper and pen for each group scribe or each individual
- Write a 3-line poem: a beginning, middle and end. Each line begins with given words (slide 3)
- If you have students who can write independently allow them to write their own

I FEEL (an emotion)

BECAUSE (a reason)

SO I'LL ... (how to make yourself feel better)

E.g. slide 3

I feel really angry and furious

Because I missed my bus home from school

So I'll take a deep breath and calm down

- SWAP WITH THE OTHER GROUP TO EDIT

Reduce the number of words by underlining the most important

Example slide 3;

I feel really angry and furious

Because I missed my bus home from school

So I'll take a deep breath and calm down

- As a group stand up and read out your 3 line poem

Angry and furious

Missed my bus

Take a deep breath

NB - Keep these safe for use in lesson 5, where they will become song lyrics

Scenario Picture card stimulus

→ As a whole class you are going to look at the picture stimulus cards one by one (show on the board and have printouts to hand to groups)

Look at the printed images slides 5 - 10

1. Drinking the last milk in the fridge
2. Shoving to get to the front of the line
3. Taking something from someone... (blocks, pencil)
4. Leaving cereal bowl on a side table in the lounge
5. Dropping rubbish
6. Excluding someone from your game

→ In groups of approx 6, hand out a printout of a picture. Make a tableaux of the image (remember, not everyone has to be human - you could be a fridge or some food on a shelf in the fridge etc.)

→ Go through each tableaux and the teacher leads a 'tap and tell' to find out why/how/who? Sometimes asking the individual who has been tapped and sometimes the whole class.

Tap and Tell - Teachers ask questions of the group in their tableau

- WHAT is this person doing?
- WHY are they doing it?
- HOW does it affect others? What are the consequences
- WHO is responsible to sort out the situation? (Slide 11)

Extensions

Colour in the print outs with the different emotions of the people in the picture

Add speech bubbles to the print outs

Draw in any other people that are affected

ASSESSMENT QUESTIONS / CAPTURE

Use head shoulders knees and toes scale to assess their confidence with each statement (slide 12)

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

