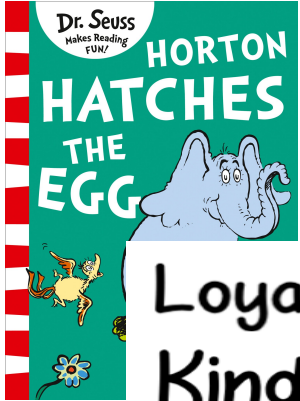




LESSON TITLE: Types of friends

Lesson Number : 1/3

Wellbeing Area/ concept	Activity	Outcome	Materials	Pictures/examples
<p>Bullying and friendships.</p> <p>Being able to identify what qualities make a good and bad friend.</p>	<p>Read the book ‘Horton hatches the egg’ by Dr Seuss to the children. Address the deeper meaning of the book (friendships) and discuss what type of characters Horton and Mayzie are.</p> <p>Using pictures of the characters (Mayzie and Horton), ask the children to discuss what adjectives best describe each character. Brainstorm all the adjectives around the character(s) on a piece of A3 or A2 and share with peers what their adjective was and why. If students run out of adjectives to write, they can always come up with kind sentence ideas they would say to a friend or how they would describe their friend, e.g ‘funny’, ‘helpful’, ‘sharing’.</p>	<p>The outcome is to ensure children can identify differences between both characters.</p> <p>They should be able to recognise what makes a good and bad friend, how to treat a friend and how to cheer a friend up if they are feeling sad</p> <p>To understand the definitions of some adjectives used to describe the characters and broaden vocabulary.</p> <p>To encourage teamworking skills.</p>	<p>The book ‘Horton hatches the egg’ By Dr Seuss.</p> <p>A piece of A3 or A2 paper.</p> <p>Print outs of the characters Mayzie and Horton (a little smaller than the paper size).</p> <p>Some example print outs of adjectives used to describe Mayzie and Horton.</p>	 <p>Loyal Kind Funny Just</p> 
<p>KEY VOCABULARY</p>	<p>All adjectives used to describe the characters, e.g ‘loyal’, ‘thoughtful’, ‘jealousy’</p>			


LESSON TITLE: Friendship Pebbles

Lesson Number: 2/3

Skill Area	Activity	Outcome	Materials	Pictures/examples
<p>Creativity.</p> <p>Building relationships.</p> <p>Enhance writing skills.</p>	<p>The children will use the adjectives and/or sentences they came up with and transfer these onto pebbles.</p> <p>They can also add any words they think would be kind to say to a friend, like ‘Thankyou’ and ‘Please’.</p> <p>Half of each pebble will be pre painted by the practitioner (red with white spots), in order to represent the egg in the book, which will follow through with the theme.</p> <p>Once the children have finished writing their adjective or sentence, they can decorate the pebble as they wish.</p> <p>The practitioner will use gloss to cover the pebbles and leave to dry over night.</p> <p>The pebbles will be placed into a nest (similar to the one in the book) for safe-keeping and for the children to use when reflecting on what qualities make a good friend.</p>	<p>The outcome is to encourage children to be creative with their thoughts and to reflect on the different meanings a book can have and the importance of friendships in regards to maintaining a positive well-being.</p>	<p>Beach pebbles.</p> <p>Paint or pebble drawing pens.</p> <p>Paint brushes.</p> <p>Adjectives and sentences from previous activity.</p> <p>A nest-like creation.</p>	
<p>KEY VOCABULARY:</p>	<p>‘positive mental health and well-being’, reflect’</p>			

LESSON TITLE: Friendship Pebbles

Lesson Number: 3/3

Skill Area	Activity	Outcome	Materials	Pictures/examples
<p>Self-esteem, self-confidence, self-worth.</p> <p>Positive relationships to increase happiness.</p> <p>Sense of belonging.</p> <p>Creativity.</p> <p>Writing skills.</p>	<p>The children choose an area outdoors they would like to transform into a friendship corner. The pebbles will be placed here and the area can be decorated with coloured streamers or bunting, inspirational quotes and comfortable seating, like a bench or cushions that can be brought back in at the end of the day.</p> <p>The children can come to this area to read and reflect on the adjectives written on the pebbles, to cheer a friend up with a pebble as a kind gesture, or to make more friendship pebbles.</p> <p>For this, the practitioner must bring more pebbles in to school and provide pebble writing pens which are easier to use for children that are developing their fine motor movements.</p>	<p>The outcome is to develop and encourage friendships, but to also support a child's self-esteem by making them feel valued.</p> <p>Develop writing skills and fine motor movements (handwriting, letter formation).</p>	<p>Pebbles.</p> <p>Print outs on wooden signs of inspirational quotes, e.g 'Kindness costs nothing, but means everything' and 'the only way to have a friend is to be one'.</p> <p>Pebble pens.</p> <p>Cushions or a bench if the school can provide one.</p> <p>Streamers/bunting.</p>	

Rationale:

The 20 minute teaching resource aims to support children in thinking about solutions to problems, in particular it will encourage children to think of ways in which they can build friendships, solve issues amongst broken friendships and the importance in recognising the characteristics of a good friend. All lesson plans embrace the significance of creativity when learning, an approach that is used widely in Reggio Emilia schools (Cadwell, 1997). This approach has inspired me to use creativity amongst the three teaching plans, as it's theory has proven to support a child's learning, social skills, communication, teamworking skills and development (McIntosh & Warren, 2013). In addition to supporting these areas of a child's holistic learning and development, these activities also recognise the significance and benefits to play and that by integrating creativity and play into the lesson plans, the children will have lots of fun with the different coloured pens and/or paint, making them more inclined to want to take part (Bateson & Martin, 2013).

The first lesson plan uses a storybook as an introduction to the task at hand, this is because books are captivating and are a great learning resource. My idea to use a book as an introduction to this lesson plan was inspired by Paley (1990) (cited in Cremin, et al 2017) who shares a pedagogical approach that storytelling provides opportunities to support a child holistically. For example, Paley (1990) (cited in Cremin, et al 2017) suggests that storytelling and imaginary play help to encourage spoken language and literacy within children. Therefore, storytelling should encourage the children to speak aloud any ideas they would like to share with the group, e.g different adjectives used to describe a friend.

The second lesson plan is a follow up plan and is creative based. However, it also has some elements that help to develop writing skills and letter formation, reflection and broaden their vocabulary. For example, writing the adjectives using acrylic paint pens will help to develop a child's fine motor skill/pincer grip when handwriting in the future (Smith, 2003).

The third lesson and final follow up plan incorporates the Reggio Emilia approach (Cadwell, 1997) which recognises the importance of the environment as the third teacher (Kinney & Wharton, 2008). I decided to put the pebbles in an outdoor environment in order to intricate a calm area that was in touch with nature within with this lesson plan, this is because the outdoor environment has proved beneficial in encouraging children's social and cognitive learning (Malaguzzi, 1984 cited in Kinney & Wharton, 2008).

Overall, by encouraging children to express their ideas and theories and by listening to their peers, I hope for my activities to support a child's happiness and well-being and therefore reinforce the ability to communicate, socialise and be confident learners (Kinney & Wharton, 2008). Moreover, I hope the final activity in particular stimulates play opportunities as it's aim is to bring friends together in an area that practices inclusivity and where they feel free to express themselves, which will in turn support a child's holistic development and well-being (Sutton-Smith, 2001).

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