

Lesson One

Subject: Social and Emotional Development

Theme: Self Awareness

Topic: Who Am I?

Objective: By the end of the lesson, students should be able to:

1. Name their body parts.
2. Know the functions of each body part.

Materials Needed:

1. Picture cards of various body parts (e.g., head, eyes, nose, mouth, hands, feet).
2. A large poster or diagram of the human body.
3. A mirror for each student.
4. Playdough or molding clay
5. Storybook about body parts (e.g., "From Head to Toe" by Eric Carle).
6. Music player and songs about body parts (optional).

Engage:

1. Introduction (5 minutes):

- Greet the students warmly and gather them in a circle.
- Begin with a fun song about body parts to capture their attention.
- Ask questions like, "Do you know what makes you, you? What makes your body special?"

Explore: 2. Body Parts Game (10 minutes):

- Show picture cards of different body parts, one by one, and ask the students to identify each part.
- Engage them in a "Simon Says" game where they touch or point to the body part mentioned.
- Encourage them to use their bodies to point to the corresponding parts.

Explain: 3. Storytime (10 minutes):

- Read a storybook about body parts, emphasizing the names and functions of each part.
- Pause at intervals, to ask questions like, "What do we use our eyes for? What do we use our hands for?"
- Use simple language and encourage active participation by asking them to repeat after you.

Elaborate: 4. Body Parts Playdough Activity (15 minutes):

- Give each student a small ball of playdough.
- Show them how to mold the play dough into different body parts.
- As they create each part, discuss its function. For example, "This is your nose. What do we use our nose for?"
- Encourage creativity and exploration as they make their interpretations of body parts.

Evaluate: 5. Mirror Reflection (5 minutes):

- Allow each student to look into a large mirror.
- Guide them to look at their reflection and point out different body parts, naming them.
- Encourage them to mimic facial expressions and movements, reinforcing the connection between body parts and actions.
- Ask questions like, "Can you show me where your eyes are? What can you do with your mouth?"

Extension Activities (Optional):

- Sing songs about body parts together.
- Play the "Head, Shoulders, Knees, and Toes" game to reinforce body part recognition.
- Allow students to do the activities in the Social and Emotional Learning (SEL) Workbook for K1 Students.

Closure:

- Summarize the lesson by reviewing key body parts and their functions.
- End with a positive affirmation about the uniqueness and importance of each student's body.

Assessment:

- Informally assess student understanding throughout the lesson through observation, participation, and question responses.
- Encourage parental involvement by providing information on how they can reinforce learning about body parts at home.

Lesson Plan Support Material









Activity: True or False

Clap your hands if what I say about the body part is true and **stomp your feet** if the statement is false:

1. Our eyes are used to help us see.
2. Our nostrils are used to help us walk.
3. Our feet are used to help us smell.
4. Our ears are used to help us hear.
5. Our skin is used to help us run.
6. Our tongues are used to help us taste.

Activity: Let's Sing!

Heads, Shoulders, Knees, and Toes

My head, my shoulders, my knees, my toes.

My head, my shoulders, my knees, my toes.

God made them all. (Clap hands)

(Repeat)

Father Abraham

Father Abraham, had many sons

Had many sons had Father Abraham

And I am one of them and so are you

So let's just praise the Lord

Right hand, left hand

Right foot, left foot

Heads up, heads down

Turn around, sit down!

Javier's Adventure!



Once upon a time, a little boy named Javier lived on a beautiful island in the Caribbean. Javier was a bundle of energy, always ready for adventure under the warm Caribbean sun.

One sunny morning Javier woke to birds chirping and waves crashing against the seashore. He stretched his arms wide and yawned, feeling the gentle breeze ruffle his curly hair.

"Mama, Papa, it's time to play!" Javier called out; his voice filled with excitement.

With a skip and a hop Javier dashed outside, his bare feet sinking into the soft sand. He could smell the salty sea air and hear the laughter of children playing nearby.

As Javier explored the beach, he stumbled upon a treasure hidden among the palm trees. It was a shiny seashell glistening in the sunlight like a precious jewel.

With his eyes sparkling with delight, he exclaimed "I've found a treasure from the sea!"

But just as Javier was about to pick up the seashell, he heard a tiny voice calling out for help. Curious, Javier followed the sound and discovered a little crab stuck between two rocks.

"Don't worry, little crab," Javier said with a reassuring smile. "I'll help you get free."

With gentle hands, Javier carefully lifted the rocks, freeing the crab from its rocky prison. The crab scuttled away with a grateful click-clack, disappearing into the shimmering waves.

Javier felt a warm sense of satisfaction in his heart as he watched the crab disappear into the ocean. He knew that even the smallest creatures deserved kindness and compassion.

As the day went on, Javier's adventures continued. He built sandcastles with his friends, danced to the rhythm of steel drums, and chased colourful butterflies through fields of wildflowers.

But as the sun began to set, Javier knew it was time to head home. With a contented sigh, he bid farewell to the beach and went to his cozy little house.

As Javier curled up in bed, his eyelids heavy with sleep, he whispered a silent thank you to the island he called home. For in the heart of the Caribbean, Javier had learned that the greatest treasures of all were found in acts of kindness, friendship, and love.

And so, with a smile and dreams of tomorrow's adventures dancing in his mind, Javier drifted off to sleep, ready to greet whatever wonders the new day would bring.

Lesson Two

Grade Level: Kindergarten

Subject: Social and Emotional Development

Theme: Self Awareness

Topic: I am Unique

Objective: By the end of the lesson, students should be able to:

1. Understand that they are unique and special individuals.
2. Identify similarities and differences between themselves and others.
3. Share their feelings about being unique.

Materials Needed:

1. Picture books about diversity and uniqueness (e.g., "The Colours of Us" by Karen Katz).
2. Poster board or chart paper.
3. Markers, crayons, or colored pencils.
4. Mirror for each student.
5. Blank paper or drawing materials.
6. Various props or toys representing different cultures, abilities, and interests.
7. Music player with songs about diversity and individuality (optional).

Lesson Plan:

Engage:

1. Introduction (5 minutes):

- Begin by gathering the students in a circle and welcoming them warmly.
- Ask questions like, "What makes you special? How are you different from your friends?"
- Share a brief story or anecdote about what makes you unique.

Explore: 2. Book Reading (10 minutes):

- Read a picture book about diversity and uniqueness, such as "The Colours of Us."

- Encourage students to notice and discuss the differences among the characters in the story.
- Use open-ended questions to prompt discussion, like, "How do you think the characters feel about being different?"

Explain: 3. Similarities and Differences Chart (10 minutes):

- Create a large chart labelled "Similarities and Differences."
- Ask students to name things that make them unique, such as hair colour, eye colour, body type, skin colour, favourite foods, or hobbies.
- Write down their responses in one column.
- Then, ask students to identify things they have in common with their classmates and write them in another column.
- Discuss how everyone is different in their special way, but we also have things in common that connect us.

Elaborate: 4. Mirror Activity (15 minutes):

- Give each student a mirror.
- Ask them to look at their reflection and describe what they see that makes them unique (e.g., hair colour, eye shape, freckles).
- Encourage them to share with a partner or the class, what they like about themselves.
- Remind them that being unique is something to be proud of.

Evaluate: 5. Drawing and Sharing (10 minutes):

- Provide each student with a piece of paper and drawing materials.
- Ask them to draw a picture of themselves and something that makes them unique.
- After they finish, invite students to share their drawings with the class, explaining what they depicted and why it makes them unique.
- Encourage positive feedback and support from their peers.

Extension Activities (Optional):

- Sing songs about diversity and individuality together.
- Play a game where students guess which classmate matches a given description, highlighting both similarities and differences.

- Invite family members to share stories or traditions that make their child unique.

Closure:

- Wrap up the lesson by reinforcing the idea that each student is special and unique in their own way.
- Encourage them to celebrate their individuality and appreciate the diversity within their classroom and community.

Assessment:

- Assess student understanding through observation of participation, engagement, and contributions to discussions.
- Encourage students to express their feelings about being unique in a positive and supportive environment.

The Little Seed's Big Adventure



Once upon a time, in a cozy garden, there lived a little seed named Sam. Sam was nestled snugly in the soil, surrounded by tall green plants and colorful flowers. But despite being surrounded by beauty, Sam felt a little bit lonely.

"I wish I could explore the world and see new places," Sam sighed.



One sunny morning, as a gentle breeze danced through the garden, Sam felt a strange tickling sensation in his roots. It was as if the wind was whispering a secret message just for him.

"Come on, Sam! It's time for an adventure!" the wind seemed to say.

With a burst of excitement, Sam began to wiggle and squirm, pushing his way up through the soil and into the warm sunshine above. He stretched his tiny green leaves towards the sky, feeling the warmth of the sun on his face for the very first time.

"Wow! This is amazing!" Sam exclaimed, his little heart racing with joy.



With newfound courage, Sam set off on his grand adventure, hopping from one leaf to the next and twirling in the breeze like a tiny dancer. Along the way, he met friendly ladybugs, busy bees, and even a chirping cricket who taught him how to sing.

As the day went on, Sam explored every corner of the garden, from the shady grove of trees to the sparkling pond filled with shimmering fish. He climbed to the very top of the tallest flower and looked out at the world below, feeling like the king of the garden.

But as the sun began to dip below the horizon and the sky turned pink and orange, Sam realized that it was time to return home.



"I've had the most amazing adventure, but there's no place like home," Sam whispered, his heart full of gratitude.

With a leap and a twirl, Sam danced his way back to his cozy spot in the soil, snuggling down for a well-deserved rest.

As he drifted off to sleep, Sam dreamed of all the adventures still waiting for him in the big wide world. But for now, he was content to be exactly where he belonged, safe and sound in his little garden home.

And so, with a happy sigh and a tiny yawn, Sam closed his eyes and fell asleep, ready to dream of tomorrow's adventures in the wonderful world beyond.

Questions:

1. Why was Sam feeling sad?
2. How was Sam different from all the other things in the garden?
3. How was Sam like the other things in the garden?
4. How did Sam enjoy the other things in the garden?
5. How are you different from your classmates?
6. How are you similar to your classmates?
7. How can you have fun with your classmates?

Lesson Three

Subject: Social-Emotional Learning

Topic: Who Am I? Part 2

Theme: Self Awareness

Duration: 45 minutes

Objectives:

- Students will become more aware of their own identity.
- Students will learn to love and accept themselves.
- Students will develop positive self-esteem and feel good about themselves.

Materials Needed:

- Chart paper or whiteboard
- Markers
- Sticky notes
- Picture books about self-identity and self-esteem (optional)
- Drawing materials (crayons, markers, etc.)

Engage (10 minutes):

1. Begin the lesson by gathering the students in a circle.
2. Introduce the topic by asking questions like:
 - "Who can tell me something special about themselves?"
 - "What makes you unique?"
 - "What do you like about yourself?"
3. Encourage each student to share something they like about themselves.
4. Write down their responses on chart paper or the whiteboard.

Explore (10 minutes): (See story)

1. Read a picture book that discusses themes of identity and self-esteem.
2. After reading, engage the students in a discussion:
 - "What did the main character learn about themselves?"

- "How did the main character feel about themselves at the beginning? And at the end?"
 - "Can you relate to the main character's experiences?"
3. Allow students to share their thoughts and feelings about the story.

Explain (10 minutes):

1. Explain the concept of identity to the students:
 - "Identity is who we are. It's what makes each of us unique and special."
2. Discuss the importance of loving and accepting oneself:
 - "It's important to love and accept ourselves just the way we are. We all have things that make us special."
 - "When we feel good about ourselves, we can be happier and more confident."

Elaborate (10 minutes):

1. Have each student create a self-portrait or drawing that represents themselves.
2. Encourage them to include things they like about themselves in their drawings.
3. After they finish, have each student share their drawing with the class and explain what they included and why.

Evaluate (5 minutes):

1. Use sticky notes to write positive affirmations or compliments for each student.
2. Stick the notes on their drawings.
3. Encourage students to read the affirmations aloud or quietly to themselves.
4. Conclude the lesson by reiterating the importance of self-love and acceptance.

Extension Activities (optional):

- Have students create a class collage or poster titled "We Are Unique" where they can display their self-portraits.
- Read more picture books on similar themes and discuss them in subsequent lessons.
- Encourage students to practice positive self-talk by repeating affirmations daily.

Note: Throughout the lesson, ensure that the language used is simple and age-appropriate for kindergarten students. Additionally, be mindful of providing a supportive and inclusive environment where all students feel valued and respected.

Coco's Conch Adventure



Once upon a time, in a small village by the sparkling Caribbean Sea, there lived a little conch named Coco. Coco was a shy conch who lived inside a beautiful shell, but she often felt unsure about herself.

One sunny day, as Coco peeked out from her shell, she saw all the other sea creatures playing and laughing together. She wished she could join them, but she felt too nervous.

As days went by, Coco watched the fish swim gracefully, the crabs scuttle joyfully, and the dolphins leap with glee. She admired how each of them seemed so confident and sure of themselves. But Coco couldn't shake off her feelings of doubt.

One evening, a wise old turtle named Tilly noticed Coco sitting by herself. Tilly swam over and asked, "What's troubling you, little one?" Coco hesitated at first but then poured out her feelings of insecurity.

Tilly listened patiently and then smiled warmly. "Coco," she said, "you are unique and special just the way you are. Your shell is a part of who you are, and it's beautiful. Don't compare yourself to others. Embrace your own journey and strengths."

With Tilly's words echoing in her mind, Coco decided to venture out of her shell and explore the colorful coral reefs. At first, she felt nervous, but soon she realized that she could move with grace and agility, just like the fish.



As Coco swam around, she met other sea creatures who admired her beautiful shell and unique spirals. They welcomed her with open fins and invited her to play games and explore hidden treasures.

With each passing day, Coco grew more confident and began to see herself in a new light. She realized that she didn't need to be like anyone else to feel happy and accepted. She was perfect just as she was.

At the end of her adventure, Coco returned to her shell feeling proud and joyful. She knew that she was loved and appreciated by her friends for being her true self.

In the end, Coco learned that true beauty comes from within, and accepting oneself is the key to happiness. She felt grateful for her journey of self-discovery and knew that she could achieve anything with confidence and courage.

Affirmations to use with your students.

1. I am kind and helpful.
2. I am smart and capable.
3. I am loved by my family and friends.
4. I can do anything I set my mind to.
5. I am unique and special.
6. I am brave and courageous.
7. I am important and valued.
8. I am a good friend to others.
9. I am curious and love to learn.
10. I am creative and imaginative.
11. I am full of joy and happiness.
12. I am strong, inside and out.
13. I am respectful to everyone.
14. I am honest and trustworthy.
15. I am a good listener.
16. I am patient and understanding.
17. I am grateful for all the good things in my life.
18. I am responsible for my actions.
19. I am loved for who I am.
20. I am capable of making a difference.
21. I am a problem solver.
22. I am gentle and kind to animals.
23. I am a good helper at home and at school.
24. I am important to my community.
25. I am confident in myself.
26. I am loved just the way I am.

27. I am full of energy and enthusiasm.
28. I am a great learner.
29. I am a good sharer with others.
30. I am unique and special, just like everyone else.
31. I am always growing and learning.
32. I am a good sport, win or lose.
33. I am loved and cared for by many people.
34. I am a good problem solver.
35. I am safe, I am loved, I am enough.
36. I am gentle with my words and actions.
37. I am surrounded by love and positivity.
38. I am capable of handling new challenges.
39. I am a good friend who listens and cares.
40. I am proud of myself and my achievements.
41. I am a valuable member of my family.
42. I am full of courage and bravery.
43. I am loved, even when I make mistakes.
44. I am a good role model for others.
45. I am thoughtful and considerate of others' feelings.
46. I am a good leader when I need to be.
47. I am always learning and growing.
48. I am kind to myself, just as I am to others.
49. I am full of love and kindness.
50. I am ready to take on whatever comes my way.

Lesson Four

Title: Exploring Feelings

Subject: Social and Emotional Learning

Theme: Self-Management

Duration: 1 week (5 lessons)

Objective: To engage students' curiosity and introduce the topic of feelings.

Engage

Activities:

1. Begin with a simple question: "How do you feel today?" Encourage students to share their emotions, whether they feel happy, sad, excited, etc.
2. Show a variety of emojis representing different feelings and ask students to identify each emotion.
3. Read a short story or sing a song about feelings to capture their attention and set the stage for learning.

Explore

Objective: To explore and deepen students' understanding of different feelings.

Activities:

1. Display large pictures of faces expressing different emotions (e.g., happy, sad, angry, surprised) and discuss each feeling with the class.
2. Use interactive activities such as role-playing or mimicking facial expressions to help students recognize and identify emotions.
3. Provide opportunities for students to share personal experiences or stories related to different feelings, creating a supportive environment for emotional expression.

Explain:

Objective: To explain the concept of feelings and expand students' vocabulary related to emotions.

Activities:

1. Introduce key vocabulary words related to feelings, such as happy, sad, mad, scared, etc.

2. Use visuals, such as flashcards or a feelings chart, to reinforce the vocabulary and help students associate each word with its corresponding emotion.
3. Engage students in discussions about the causes of different feelings, encouraging them to think about what makes them feel a certain way.
4. Read a story or watch a short video about characters experiencing various emotions, prompting students to identify and describe the feelings portrayed.

Elaborate:

Objective: To deepen students' understanding of feelings through creative activities.

Activities:

1. Provide art supplies and ask students to draw or paint how they feel when experiencing different emotions.
2. Encourage students to write or dictate short stories or sentences describing a time when they felt a specific emotion.
3. Use puppets or dolls to role-play scenarios involving different feelings, allowing students to explore empathy and perspective-taking.
4. Facilitate group discussions where students share their artwork or stories and reflect on the similarities and differences in their experiences of different emotions.

Evaluate:

Objective: To assess students' ability to identify and describe different feelings.

Activities:

1. Use observation and informal questioning throughout the lesson to gauge students' comprehension and engagement.
2. Administer a simple assessment, such as a worksheet or verbal quiz, where students match pictures of emotions with corresponding words or describe how they would feel in hypothetical situations.
3. Review students' artwork, stories, and contributions to class discussions to assess their understanding of the topic and their ability to express themselves emotionally.

Closure:

Objective: To reinforce key concepts and provide closure to the lesson.

Activities:

1. Review the vocabulary words and concepts covered in the lesson, summarizing the main ideas about feelings.
2. Encourage students to share one thing they learned or one feeling they experienced during the lesson.
3. Provide positive feedback and praise for students' participation and contributions.
4. Preview the next lesson or suggest activities for students to continue exploring feelings outside of the classroom.

Feelings Chart



Poem

Once upon a time in a colourful town, where laughter danced and smiles never frowned, lived a group of friends, so young and bright, learning about feelings in the morning light.

In a kindergarten classroom, cozy and neat, the teacher gathered all, ready to greet. "Today we'll talk about feelings so grand, happy or sad, they're part of life's band!"

With a twinkle in her eye and a skip in her voice, she sang a song that made hearts rejoice. "Feelings, feelings, come and go, sometimes fast, sometimes slow.

When you're happy, let it show, with a grin from ear to ear, let it glow! When you're sad, don't feel alone, talk to a friend, share a moan.

Angry or mad, it's okay to feel, but hurting others is never real. When you're scared, just take a breath, you're safe with friends, there's nothing to fret!"

The children listened with wide-eyed glee, understanding feelings, just like a key. They hugged each other, sharing care, knowing they'll always fare together.

In that kindergarten classroom, feelings were learned, in every laugh and tear, a lesson was earned. For in the heart of every small child, lies the wisdom to embrace them all.

Story

Once upon a time, in a cozy kindergarten nestled in a bustling town, there was a little boy named Timmy. Timmy was known for his bright smile that could light up even the gloomiest of days. But one day, Timmy woke up feeling different. His usual cheerful demeanor was replaced by a heavy feeling in his chest.

As he walked into the colorful classroom filled with toys and books, his friends noticed something was amiss. "Timmy, what's wrong?" they asked, gathering around him with concern.

Timmy sighed and looked down at his feet. "I don't know," he whispered. "I just feel sad today."

His friends, determined to help, gathered in a circle around Timmy. They held hands and closed their eyes, thinking hard about how to make their friend feel better. Suddenly, Lily, Timmy's best friend, had an idea.

"Let's make Timmy a kindness crown!" she exclaimed, her eyes sparkling with excitement.

The other children nodded eagerly, and they got to work. They gathered colorful paper, glitter, and markers, crafting the most magnificent crown they had ever seen. Each child wrote a kind message on a paper heart and attached it to the crown, filling it with love and warmth.

When the crown was finished, they placed it gently on Timmy's head. Tears welled up in Timmy's eyes as he looked around at his friends, feeling the love radiating from each of them.

"Thank you," he whispered, his voice filled with emotion.

With his friends by his side, Timmy's sadness began to lift. They played games, sang songs, and danced around the classroom, their laughter filling the air like music.

From that day on, Timmy knew that even on the darkest days, he had a circle of friends who would always be there to lift him up with kindness and love. And in that kindergarten classroom, where feelings were learned and friendships blossomed, happiness reigned supreme once more.

Lesson Five

Subject: Social and Emotional Learning (SEL)

Topic: Effective Listening

Theme: Self-Management

Objective:

- Students will practice active listening skills through interactive activities.
- Students will demonstrate an understanding of the importance of listening to others.

Materials:

- Picture cards with simple images (e.g., animals, objects, emotions)
- Storybook with colourful illustrations
- Timer or stopwatch
- Musical instrument (optional)

Introduction (Engage):

- Begin by sitting in a circle with the students.
- Show them a picture card and ask them to describe what they see.
- Encourage each student to share their observations while the others listen attentively.
- Discuss why it's important to listen carefully when someone else is speaking.

Lesson Body (Explore and Explain):

1. Listening Walk:

- Take the students on a "listening walk" around the classroom or school.
- Encourage them to pay attention to the sounds they hear and discuss what they noticed afterward.
- Emphasize the importance of using their ears to listen actively.

2. Story Time:

- Read a storybook with colourful illustrations to the students.
- Pause at different points in the story to ask questions and encourage discussion.

- Model active listening by asking the students to repeat key details from the story.

3. Listening Game:

- Play a listening game such as "Simon Says" or "Musical Chairs."
- Explain the rules and demonstrate how to listen for instructions carefully.
- Encourage students to follow the directions while paying close attention to the speaker.

Conclusion (Elaborate):

- Gather the students back in a circle and reflect on what they learned about effective listening.
- Ask them to share one thing they will do to be better listeners in the future.
- Reinforce the importance of listening to others to build strong relationships and understand different perspectives.

Assessment:

- Observe students' participation and engagement during activities.
- Assess their ability to follow instructions and respond appropriately.
- Use anecdotal notes to record individual progress and areas for improvement.

Extension:

- Encourage students to practice active listening skills during group discussions or partner activities throughout the day.
- Provide opportunities for students to take turns being the speaker and the listener in various scenarios.
- Integrate listening activities into other subject areas, such as listening to sounds in science or listening for rhyming words in language arts.



Once upon a time, in a cozy village nestled between rolling hills and lush forests, there lived a curious little rabbit named Oliver. Oliver had big, bright eyes that twinkled with wonder, and he had a nose that was always twitching with excitement. He loved to explore every nook and cranny of his village, hopping from one adventure to another.

One sunny morning, as Oliver was out exploring, he stumbled upon a peculiar sight—a large, mysterious door nestled at the base of an ancient oak tree. The door was old and weathered, with intricate carvings of swirling patterns etched into its surface. Curiosity piqued, Oliver hopped closer and pressed his ear against the door, listening intently.

To his amazement, he heard faint whispers coming from the other side of the door. They were soft and melodic, like the gentle rustle of leaves in the wind. Oliver's heart fluttered with excitement, and without hesitation, he pushed the door open and stepped inside.



What he found took his breath away. He had entered a magical realm filled with enchanted creatures of all shapes and sizes. There were talking animals, colorful fairies, and wise old wizards, all gathered in a bustling town square.

But as Oliver explored further, he noticed something peculiar. Despite the lively chatter and laughter that filled the air, no one seemed to be listening to each other. The animals talked over one another, the fairies flitted about without paying attention, and the wizards mumbled to themselves in their own little worlds.



Determined to make a difference, Oliver hopped up onto a nearby rock and cleared his throat. "Excuse me, everyone!" he called out, his voice ringing clear and true. "I think we've forgotten something very important, listening!"

At first, the creatures were taken aback by Oliver's boldness, but as they looked into his earnest eyes, they couldn't help but listen. Slowly but surely, a hush fell over the crowd as Oliver spoke about the importance of listening to one another, of truly hearing what others had to say.

And as his words echoed through the square, something magical happened. The animals, fairies, and wizards began to truly listen to each other, opening their hearts and minds to new ideas and perspectives. In that moment, a sense of unity and understanding filled the air, binding them together in a bond of friendship and harmony.

From that day on, Oliver's village was a brighter, happier place, where creatures of all kinds lived and listened in harmony. And as for Oliver, he continued to explore the world around him, his ears always open to the beautiful symphony of life.

Lesson Five: Friendship

Theme: Relationship Building

Duration: 45 minutes

Objectives:

1. **Awareness:** Students will understand what friendship entails.
2. **Characteristics:** Students will recognize the key traits of a good friend.
3. **Demonstration:** Students will show how to be a good friend through activities.
4. **Appreciation:** Students will understand the benefits and importance of friendship.

5E Framework:

1. Engage:

- **Activity:** Start with a "Friendship Circle." Have students sit in a circle, holding hands, and introduce themselves to their neighbours, saying, "Hello, [name]! You're my friend."
- **Discussion:** Ask students what they think a friend is. Record their responses on a whiteboard.

2. Explore:

- **Activity:** Play "Friendship Match-Up." Distribute cards with pairs of symbols (like hearts, stars, and smiley faces) to students. They must find the student with the matching symbol and partner up.
- **Discussion:** Once paired, ask the students to share with their partner one thing they like about having friends or playing with friends.

3. Explain:

- **Storytime:** Read a children's book about friendship, such as "Frog and Toad Are Friends" by Arnold Lobel or "The Rainbow Fish" by Marcus Pfister. (See lesson support resources).
- **Discussion:** Ask students what they learned from the story about friendship. Highlight key characteristics like sharing, helping, and being kind.

4. Elaborate:

- **Role-Playing:** In pairs, students take turns role-playing scenarios such as "A friend is sad," "A friend needs help," or "A friend wants to play." Encourage them to practice being good friends.
- **Sharing:** After each pair finishes, they share their experience with the class, emphasizing what they did to be a good friend.

5. **Evaluate:**

- **Art Activity:** Students draw a picture of themselves and a friend doing something together. They write or dictate a caption that describes how they are being a good friend in the picture.
- **Group Discussion:** Display the drawings around the room. Students walk around, looking at their peers' drawings and discussing them. Conclude by asking students to reflect on how they can be a good friend in their daily lives.

Assessment:

1. **Formative Assessment:** Observe student participation during activities and discussions to gauge understanding.
2. **Summative Assessment:** Evaluate the drawings and captions to see if students can effectively illustrate and describe ways to be a good friend, recognizing key characteristics and benefits of friendship.

Conclusion:

Wrap up by reinforcing the benefits of friendship, including companionship, shared joy, and mutual support. Encourage students to continue practicing being good friends daily, and suggest they share what they learned with their families at home.





Stories: Frog and Toad are Friends.

https://www.google.com/search?q=%22Frog+and+Toad+Are+Friends%22+by+Arnold+Lobel+&sca_esv=76a168b65a348735&sxsrf=ACQVn086Xg2g9Y_C8eJe8vXxy2eX44bljQ%3A1714486607398&source=hp&ei=T_0wZo3sFcLQkPIPjc-ciAw&iflsig=ANes7DEAAAAAZjELX9CtRp9SOrs-iUnVq2Ancw1dXDj8&ved=0ahUKEwjNz9CpkOqFAxVCKEQIH0nB8EQ4dUDCBU&uact=5&oq=%22Frog+and+Toad+Are+Friends%22+by+Arnold+Lobel+&gs_lp=Egdnd3Mtd2l6liwiRnJvZyBhbmQgVG9hZCBBcmUGRnJpZW5kcyIgYnkgQXJub2xklExvYmVsIDIFEAAyGAQYBRAAGIAEMgYQABgWGB4yBhAAGBYHHjIKEAAYFhgKGB4YDzILEAAYGAQYhgMYigUyCxAAGIAEGIYDGloFMgsQABiABBiGAXiKBTILEAAYGAQYhgMYigUyCxAAGIAEGIYDGloFSKYWUPUQWPUQcAF4AJABAJgBngGgAZ4BqgEDMC4xuAEDyAEA-AEC-AEBmAlCoALXAagCCsICBxAjGCcY6gKYAzGSBwMxLjGgB60H&sclient=gws-wiz#fpstate=ive&vld=cid:b8d0f4ff,vid:N8Z6s32YPy4,st:0

The Rainbow Fish

https://www.google.com/search?q=or+%22The+Rainbow+Fish%22+by+Marcus+Pfister.+&sca_esv=76a168b65a348735&sxsrf=ACQVn0-kt4we2vNxrK0ZuaCcwmpjp-XxDA%3A1714486612177&ei=VP0wZuGqCoGzwt0PkJaFgAU&ved=0ahUKEwjhpParkOqFAxWBmbAFHRBLAVAQ4dUDCBA&uact=5&oq=or+%22The+Rainbow+Fish%22+by+Marcus+Pfister.+&gs_lp=Egxnd3Mtd2l6LXNlcnAiKW9yICJUaGUgUmFpbmJvdYBGaXNoliBieSBNYXJjdXMgUGZpc3Rlci4gMgYQABgWGB4yBhAAGBYHHjIGEAAyFhgeMgYQABgWGB4yCBAAGIAEGKIESO5LUCRYwEZwAngBkAEAmAHVAqABgwyqAQcwLjYuMS4xuAEDyAEA-AEB-AECmAlFoALRBqgCFMICChAAGLADGNYEGEfCAGsQLhiABBiRAhiKBcICBRAAGIAEwgIKAAAYFhgKGB4YD8ICCxAAGIAEGIYDGloFwglEC4YgAQYkQIYigUYlwUY3AQY3gQY4ATYAQHCAgoQLhiABBDGloFwglKEAAYGAQYQxiKBcICGRAuGIAEGEMYigUYlwUY3AQY3gQY4ATYAQHCAgcQlxgnGOoCwglWEAAYAXi0AhjIAhjqAhiMAxiPAdgBAsICFhAuGAMYtAIY5QIY6glYjAMYjwHYAQKYAymIBgGQBgi6BgYIARABGBS6BgYIAhABGAuSBwcyLjAuMi4xoAe6iQE&sclient=gws-wiz-serp#fpstate=ive&vld=cid:06e53bd1,vid:Xchhflqj1VI,st:0

Lesson Six

Topic: How to Make Friends

Theme: Relationship Building

Duration: 45 minutes

Objectives:

1. **Identify:** Students will be able to identify their friends.
 2. **Activities:** Students will know the activities they do with their friends.
 3. **Making Friends:** Students will understand how to make new friends.
 4. **Being a Good Friend:** Students will demonstrate ways to be a good friend to others.
1. **Engage:**
 - **Activity:** Begin with a "Friendship Tree." Display a large poster with a tree trunk, and have students add paper leaves with their names written on them.
 - **Discussion:** Ask students to identify friends from class or home. For each friend they mention, add a leaf to the tree.
 2. **Explore:**
 - **Activity:** "Friendship Web." Students sit in a circle, passing a ball of yarn from one to another, stating an activity they like to do with friends (e.g., playing tag, drawing together). The yarn creates a web, symbolizing the connections between them.
 - **Discussion:** Talk about how friends can share many activities, emphasizing the importance of spending time together.
 3. **Explain:**
 - **Storytime:** Read a story about making and being friends, such as "The Best Friends Book" by Todd Parr.
 - **Discussion:** Discuss the story's key points about making new friends and being kind. Ask students what they learned about being a good friend.
 4. **Elaborate:**
 - **Role-Playing:** In pairs, students practice scenarios: "Meeting a new friend," "Inviting a friend to play," or "Sharing toys with a friend." Encourage them to practice friendly behaviour.

- **Sharing:** After role-playing, students share their experiences with the class, highlighting how they made or were good friends.

5. **Evaluate:**

- **Drawing Activity:** Students draw pictures showing themselves doing an activity with a friend, such as playing on the playground or reading together. They write or dictate captions describing how they made or are being a good friend.
- **Group Discussion:** Display the drawings around the room. Students walk around, viewing their peers' work, and discuss the activities and friendly behaviours shown. Reflect on how they can apply these lessons in daily life.

Assessment:

1. **Formative Assessment:** Observe student participation in activities and discussions, noting their understanding of friendship behaviours.
2. **Summative Assessment:** Evaluate drawings and captions to see if students can illustrate and describe ways to make and be good friends, including shared activities and friendly behaviours.

Conclusion:

Wrap up by reinforcing how making and being a good friend contributes to positive relationships. Encourage students to practice these behaviours regularly, at school and home, and suggest they share what they learned with their families.

Lesson Support Resources

The Best Friends Book

https://www.google.com/search?q=%22The+Best+Friends+Book%22+by+Todd+Parr.&oq=%22The+Best+Friends+Book%22+by+Todd+Parr.&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAQABgWGB4yCggCEAAyGAQYogQyCggDEAAyGAQYogQyCggEEAAyGAQYogTSAQc1MjJqMGo3qAllsAIB&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:c0eb335f,vid:DtUt_ilb6cE,st:0





Lesson Seven: Positive Values and Attitudes

Theme: Self Awareness

Objectives:

1. **Understanding Values:** Students will understand what values are.
2. **Positive Development:** Students will learn how to develop positive values and attitudes.
 1. **Engage:**
 - **Activity:** Start with a "Value Circle." Students sit in a circle and share a positive word or value, such as "kindness," "honesty," or "helpfulness."
 - **Discussion:** Ask students what they think values are and why they matter. Record their responses on a whiteboard.
 2. **Explore:**
 - **Activity:** "Value Match-Up." Create cards with positive values and attitudes, such as "sharing," "patience," and "respect." Students work in pairs to match each value with a scenario card that demonstrates it (e.g., "Waiting in line patiently" for "patience").
 - **Discussion:** Discuss how these scenarios reflect positive values and attitudes, emphasizing their role in daily life.
 3. **Explain:**
 - **Storytime:** Read a story about values and attitudes, such as "The Little Engine That Could" by Watty Piper or "The Giving Tree" by Shel Silverstein.
 - **Discussion:** Discuss the key points from the story. Highlight values like perseverance, kindness, and generosity, and how they shape attitudes and actions.
 4. **Elaborate:**
 - **Role-Playing:** In small groups, students act out scenarios that illustrate positive values and attitudes, such as "Helping a classmate," "Waiting for a turn," or "Saying please and thank you."
 - **Sharing:** After role-playing, each group shares their scenario and the positive value it demonstrated.
 5. **Evaluate:**

- **Art Activity:** Students draw pictures depicting themselves practicing a positive value or attitude, such as "helping a friend" or "being patient." They write or dictate a caption describing the scene.
- **Group Discussion:** Display the drawings around the room. Students walk around, viewing each other's work, and reflect on how they can practice these values in their daily lives.

Assessment:

1. **Formative Assessment:** Observe student participation in activities and discussions to assess their understanding of values and attitudes.
2. **Summative Assessment:** Evaluate the drawings and captions to see if students can illustrate and describe positive values and attitudes in action.

Conclusion:

Wrap up by reinforcing how values like kindness, patience, and helpfulness contribute to positive attitudes and actions. Encourage students to practice these behaviors daily, at school and home, and share what they learned with their families.

Lesson Support Resources

The Little Engine That Could

https://www.google.com/search?q=%22The+Little+Engine+That+Could%22+by+Watty+Piper&oq=%22The+Little+Engine+That+Could%22+by+Watty+Piper&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDQ5MTVqMGo3qAIAAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:1c26893b,vid:4jadHQ_sCHo,st:0

The Giving Tree

https://www.google.com/search?q=%22The+Giving+Tree%22+by+Shel+Silverstein.&oq=%22The+Giving+Tree%22+by+Shel+Silverstein.&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTII CAEQABgWGB4yCAGCEAAYFhgeMggIAx AAGBYHjII CAQQABgWGB4yCAGFEAAYFhgeM ggIBhAAGBYHjII CAcQABgWGB4yCAGIEAAYFhgeMggICRAAGBYHtIBCDQzODVqMGo5 qAllsAIB&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:be54c8a2,vid:4hmTc9rm8-o,st:0

Lesson Eight: Building Positive Character: Speaking the Truth

Theme: Self Awareness

Duration: 45 minutes

Objectives:

1. **Understanding Character:** Students will learn what character is and how it reflects behaviour.
2. **Positive Character:** Students will learn what makes a respectful and positive character.

5E Framework:

1. Engage:

- **Activity:** Begin with a "Character Circle." Students sit in a circle and share a positive trait they think makes a person a good character, such as "kindness," "honesty," or "helpfulness."
- **Discussion:** Ask students what they think character is. Record their responses on a whiteboard and explain that character refers to the traits and behaviours that reflect a person's values.

2. Explore:

- **Activity:** "Character Match-Up." Create cards with positive traits, such as "respectful," "helpful," and "patient." Students pair up to match these traits with scenarios showing respectful or positive behaviour.
- **Discussion:** Discuss how these traits contribute to positive character, emphasizing their importance in daily interactions.

3. Explain:

- **Storytime:** Read a story highlighting positive character traits, such as "The Boy Who Cried Wolf" by Aesop or "The Berenstain Bears and the Truth" by Stan and Jan Berenstain.
- **Discussion:** Highlight key traits from the story, such as honesty, integrity, and respect. Explain how these traits contribute to a positive character.

4. Elaborate:

- **Role-Playing:** In small groups, students act out scenarios demonstrating positive character traits, such as "telling the truth," "helping a classmate," or "showing patience."

- **Sharing:** After role-playing, each group shares their scenario and discusses the positive traits it demonstrates.

5. **Evaluate:**

- **Art Activity:** Students draw pictures showing themselves practicing a positive character trait, such as "helping a friend," "waiting patiently," or "being honest." They write or dictate a caption describing the scene.
- **Group Discussion:** Display the drawings around the room. Students walk around, viewing their peers' work, and reflect on how they can practice these traits in their daily lives.

Assessment:

1. **Formative Assessment:** Observe student participation in activities and discussions to assess their understanding of positive character traits.
2. **Summative Assessment:** Evaluate drawings and captions to see if students can illustrate and describe positive character traits in action.

Conclusion:

Wrap up by reinforcing how traits like honesty, patience, and helpfulness contribute to a positive character. Encourage students to practice these behaviors daily, at school and home, and share what they learned with their families.

Lesson Support Resources

The Boy Who Cried Wolf

https://www.google.com/search?q=%22The+Boy+Who+Cried+Wolf%22+by+Aesop&oq=%22The+Boy+Who+Cried+Wolf%22+by+Aesop&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIKCAEQlhjUAhiABDIKCAIQLhjUAhiABDIHCAMQABiABDIHCAQQABiABDIICAUQABgWGB4yCAGGEAAYFhgeMggIBxAAGBYHjllCAGQABgWGB7SAQc3MTVqMGo3qAIAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:432c0d7e,vid:gKWktweAZb0,st:0

The Berenstain Bears

https://www.google.com/search?q=The+Berenstain+Bears+and+the+Truth%22+by+Stan+and+Jan+Berenstain&oq=The+Berenstain+Bears+and+the+Truth%22+by+Stan+and+Jan+Berenstain&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDkxOTdqMGo5qAIAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:2c6fd783,vid:EW2pK59PVUo,st:0

Lesson Nine: Building Positive Character: Practicing Self Control

Theme: Self Awareness

Duration: 45 minutes

Objectives:

Knowledge: Students should know what self-control means.

Skills: Students should demonstrate self-control in various situations.

Attitude: Students will appreciate the benefits and importance of self-esteem

Materials Needed:

Picture cards showing different emotional states and actions (happy, angry, sad, excited).

Plush toy or small puppet for role-play.

Coloring sheets with illustrations of scenarios that require self-control.

Crayons or colored pencils.

"Self-Control Song" lyrics (Simon Says)

The 5E Model:

1. Engage:

Activity: Begin by sitting with the students in a circle and introducing the topic with a simple definition: "Self-control means being able to stop and think before acting."

Demonstration: Show them a series of picture cards displaying children in various emotional states and actions (e.g., a child screaming in anger, a child crying, a child patiently waiting for a turn, etc.). Ask them to identify what each child might be feeling and how they might act.

2. Explore:

Activity: Introduce a plush toy or small puppet, and perform a short role-play where the toy is upset but learns to calm down by taking deep breaths.

Guided Discussion: After the role-play, discuss with the students how the toy showed self-control by not acting out. Ask them to share ideas on how they could show self-control when they feel upset or excited.

3. Explain:

Discussion: Expand on the definition of self-control, emphasizing the importance of stopping to think before acting.

Example: Provide examples of everyday situations where they might need self-control, such as waiting their turn at the playground or not interrupting others.

4. Elaborate:

Activity: Hand out coloring sheets with illustrations of different scenarios that require self-control (e.g., waiting in line, taking turns, sharing toys).

Task: As students color the sheets, walk around and ask them to describe how they would show self-control in each scenario.

5. Evaluate:

Assessment: Gather the students back in a circle and play a **"Self-Control Song,"** encouraging them to sing along.

Activity: After singing, ask each student to share one thing they learned about self-control today. Note down their responses to assess their understanding.

Conclusion:

Wrap up the lesson by summarizing the key points: what self-control is, why it is important, and how they can show it in different situations. Reinforce the message that practicing self-control can make them feel better and help others around them

Lesson Ten

Topic: Character Traits

Theme: Self-Management

Duration: 45 minutes

Objectives:

1. **Knowledge:** Students should recognize key character traits: respect, honesty, self-control, and responsibility.
2. **Skills:** Students should demonstrate understanding by giving examples of each trait in action.
3. **Attitude:** Students should value positive character traits.

Materials Needed:

- Character Word Cards (respect, honesty, self-control, responsibility)
- Picture cards illustrating different behaviours for each trait
- Worksheets for each trait with simple scenarios
- Crayons or coloured pencils

The 5E Model:

1. Engage:

- **Activity:** Begin by showing students the Character Word Cards one at a time, saying each word aloud: respect, honesty, self-control, and responsibility.
- **Discussion:** Ask students to share what each word means to them, guiding them with simple examples:
 - "We show respect by saying 'Please, May I?', and Thank You.'"
 - "We are honest when we tell the truth."
 - "We are responsible when we take care of our belongings."
 - "We use self-control when we keep our hands and feet to ourselves."

2. Explore:

- **Activity:** Display picture cards illustrating different behaviours for each trait (e.g., sharing toys, telling the truth, putting toys away, waiting in line).
- **Task:** Ask students to match each picture card to the corresponding Character Word Card, and then discuss how each behaviour demonstrates the trait.

3. Explain:

- **Discussion:** Go deeper into each character trait, explaining its importance:
 - Respect helps us get along with others.
 - Honesty builds trust.
 - Responsibility helps us take care of ourselves and our things.
 - Self-control helps us make good choices.
- **Role-Play:** Have students act out simple scenarios to practice each trait (e.g., asking nicely for a turn, telling the truth about a mistake, cleaning up toys after playtime).

4. Elaborate:

- **Activity:** Hand out worksheets for each trait, each featuring a scenario that requires a response (e.g., "What should you do if you break a toy?" or "How do you feel if someone takes your toy without asking?").
- **Task:** Ask students to draw or write how they would respond in each scenario.

5. Evaluate:

- **Assessment:** Bring students back together and ask them to share their worksheet responses. Use this to assess their understanding of each trait.
- **Reflection:** Conclude with a class discussion on how they can apply these traits in daily life, emphasizing that practicing these traits can help them build positive relationships.

Conclusion:

Wrap up by summarizing the key traits discussed: respect, honesty, self-control, and responsibility. Remind students that practicing these traits helps them be kind to others, build trust, and make good choices. Encourage them to apply these traits at school and at home.

Poem About Honesty

Speak the truth and speak it ever

Cost it what it will

He who hides the wrong he does

Does the wrong thing still.

Song About Self Control

(Verse 1)

When I feel a big emotion, I stop and count to ten,

I take a breath, I think it through, and then I'm calm again.

If I want to shout and scream, or stomp and throw a fuss,

I close my eyes, take deep breaths, and wait without a rush.

(Chorus)

Self-control, self-control, we can do it, yes we can,

Take a moment, count to ten, and let's make a plan!

Self-control, self-control, feel those feelings flow,

But let's choose how we react and go with the flow!

(Verse 2)

If I want to grab that toy, or push to get my way,

I stop and think of others, and take turns every day.

I raise my hand when I want to speak, and wait for my turn too,

Self-control helps all my friends, and makes me happy too!

(Chorus)

Self-control, self-control, we can do it, yes we can,

Take a moment, count to ten, and let's make a plan!

Self-control, self-control, feel those feelings flow,

But let's choose how we react and go with the flow!

(Bridge)

We can all be mindful, of feelings big and small,

We can all take a breath, and make a choice that's kind for all!

(Chorus)

Self-control, self-control, we can do it, yes we can,

Take a moment, count to ten, and let's make a plan!

Self-control, self-control, feel those feelings flow,
But let's choose how we react and go with the flow!

Story: "Benji and the Four Friends"

Characters:

1. **Benji:** A curious young squirrel who is learning about the values of honesty, respect, self-control, and personal responsibility.
2. **Hootie:** A wise owl who acts as a mentor, guiding Benji in his journey to learn important values.
3. **Mia:** A kind rabbit who teaches Benji about respect.
4. **Tim:** A disciplined turtle who shows Benji how to practice self-control.
5. **Lila:** A busy bee who helps Benji understand personal responsibility.

Once upon a time, in the Whispering Woods, a young squirrel named Benji scampered through the trees, exploring his world. He loved discovering new things, but sometimes he found it hard to make the right choices. One day, while searching for acorns, Benji met Hootie, a wise old owl perched on a branch.



"Hello, Benji," Hootie hooted. "I see you're busy collecting acorns. Would you like to learn about four special friends who can help you make good choices?"

Benji's eyes widened with excitement. "Yes, Hootie! Who are they?"

"Follow me," Hootie said, flapping her wings. Benji climbed down from the tree, and they set off together. Soon, they came upon a rabbit named Mia, munching on some clover.

"Mia, this is Benji," Hootie introduced. "Can you tell him about respect?"



"Of course!" Mia twitched her nose. "Respect means treating others how you want to be treated. That means speaking kindly, sharing, and listening when others talk."

Benji nodded. "So if I want my friends to share their toys with me, I should share mine with them?"

"Exactly!" Mia replied. Benji thanked Mia, and he and Hootie continued their journey.

Next, they found Tim, a turtle lounging by a stream. "Tim," Hootie called, "can you teach Benji about self-control?"

"Sure," Tim said slowly, smiling. "Self-control means taking a moment to think before you act. Like when I'm tempted to eat all my lettuce at once, I remind myself to save some for later."



Benji's bushy tail twitched. "Oh, like when I want to eat all the acorns I find, but I should save some for winter?"

"That's right," Tim nodded. Benji thanked Tim, and he and Hootie moved on.

Finally, they found Lila, a busy bee, buzzing around her hive. "Lila," Hootie said, "can you tell Benji about personal responsibility?"



"Absolutely," Lila buzzed. "Personal responsibility means taking care of yourself and your things. Like how I help make honey for my hive, and I keep my room tidy."

Benji thought for a moment. "So I should make sure I clean my nest and do my chores?"

"Exactly!" Lila smiled.

Benji felt a warm glow inside. "Thank you, Lila. And thank you, Hootie, for introducing me to my new friends."

Hootie nodded. "Remember, Benji, honesty, respect, self-control, and personal responsibility are like the branches of a strong tree. They help you grow into a wise and kind squirrel."

Benji scampered up a tree, feeling proud and grateful. He knew that with the help of his new friends and their lessons, he would make good choices, be kind, and grow into a responsible squirrel.

And so, in the Whispering Woods, Benji lived happily, sharing his acorns, listening to his friends, thinking before he acted, and taking care of his nest, knowing he was on the right path to being his best self.

Lesson Eleven

Theme: Social and Emotional Development

Focus: Personal Safety

Topic: Good Touch and Bad Touch

Duration: 45 minutes

Objectives:

1. Students will identify the difference between a good touch and a bad touch.
2. Students will recognize the feelings associated with good and bad touch.
3. Students will know the steps to take if they experience a bad touch.

Materials:

- Flashcards showing examples of good and bad touches.
- Puppet set to demonstrate scenarios.
- Feelings chart with emoticons.
- Stop sign cutouts.
- Contact information cards for trusted adults (teachers, parents).

Lesson Structure:

1. Engage:

- Start by introducing the topic in a gentle manner: "Today we're going to talk about the kinds of touches we might experience and how they make us feel."
- Show the students a flashcard with an image of a hug. Ask, "How does this touch make you feel?" Discuss their answers and introduce the term "good touch."

2. Explore:

- Introduce the concept of a "bad touch." Show a flashcard of a child looking uncomfortable after being touched.
- Explain: "A bad touch can make us feel sad or uncomfortable, and this is not okay."

- Use puppets to demonstrate different scenarios: a gentle pat on the shoulder (good touch), someone trying to touch private parts (bad touch). Encourage the children to share how each scenario makes them feel.

3. Explain:

- Clarify what makes a touch good or bad: "Good touches make us feel comfortable and happy, like a hug from a loved one. Bad touches make us feel sad or uncomfortable, and they are not okay."
- Introduce private parts as places where no one should touch without permission.

4. Elaborate:

- Discuss steps to take if a bad touch happens:
 1. "Say 'Stop! No!'" (Give each student a stop sign cutout to practice with.)
 2. "Tell someone you trust right away." (Introduce the contact information cards with names of trusted adults.)
 3. "It's okay to share; you don't need to keep bad touches a secret."

5. Evaluate:

- Do a role-playing exercise where students practice identifying good and bad touches using flashcards and share how each makes them feel.
- Review steps to take for a bad touch, emphasizing the importance of speaking out.
- Conclude with a reflection: "What have we learned today? How do we know what a good touch or a bad touch is?"

Closure:

- Reiterate the importance of knowing the difference between a good and bad touch and talking to trusted adults.
- Hand out informational cards to take home, including tips for parents on discussing this topic further.

Lesson Support Material

Examples of Good Touch



Example of Good Touch



Bad Touch Makes You Sad and Uncomfortable





Lesson Twelve

Topic: Rights and Responsibilities

Duration: 1 hour

Objectives:

1. **Understanding Rights and Responsibilities:** Students will learn what rights are and how they come with corresponding responsibilities.
2. **Identifying Rights:** Students will identify their rights, such as the right to an education, the right to be registered, and the right to be protected from abuse.
3. **Standing Up for Rights:** Students will learn how to stand up for their rights without violating the rights of others.

1. Engage:

- **Activity:** Story Time
- **Description:** The teacher reads a storybook that discusses the concepts of rights and responsibilities in an age-appropriate manner. For example, a story about a child who goes to school, plays with friends, and faces challenges related to rights and responsibilities.
- **Discussion:** After the story, the teacher asks the students:
 - "What rights did the child in the story have?"
 - "What responsibilities did they need to follow?"

2. Explore:

- **Activity:** Picture Matching Game
- **Description:** Students are given pairs of cards: one depicting a right (e.g., a child in a classroom for the right to education) and another depicting a corresponding responsibility (e.g., children sitting quietly and listening to the teacher).
- **Instruction:** Students work in pairs to match each right with its corresponding responsibility, discussing how each right requires responsibility.

3. Explain:

- **Activity:** Class Discussion
- **Description:** The teacher gathers the class and goes over each right and responsibility pair from the matching game, explaining how each right has a corresponding responsibility.

- **Examples:**
 - "The right to an education comes with the responsibility to listen to the teacher and not disturb others."
 - "The right to play on the playground comes with the responsibility to share toys and be kind to others."
- **Questions:** Encourage students to share additional examples of rights and responsibilities from their daily lives.

4. Elaborate:

- **Activity:** Role-Playing
- **Description:** Students act out scenarios involving rights and responsibilities. Scenarios include:
 - A child going to school and helping a friend who is being bullied (showing the right to protection and the responsibility to help others).
 - A child playing on a playground and sharing toys (showing the right to play and the responsibility to share).
- **Follow-Up:** After each role-play, discuss with the class how the scenario demonstrated both a right and a responsibility.

5. Evaluate:

- **Activity:** Rights and Responsibilities Worksheet
- **Description:** Students complete a simple worksheet with two sections:
 1. **Drawing:** Draw a picture of a right they have (e.g., going to school) and its corresponding responsibility (e.g., sitting quietly in class).
 2. **Question:** "How can we stand up for our rights without violating the rights of others?"
- **Feedback:** The teacher reviews the worksheets and provides individual feedback, reinforcing the lesson's objectives.

Conclusion:

- **Reflection:** The teacher concludes the lesson by summarizing key points:
 - "We all have rights, but we must remember that they come with responsibilities."
 - "We must also respect the rights of others."

- **Reminder:** The teacher reminds students to think about their rights and responsibilities at home and to discuss them with their families.

Lesson Support Resources

Story Time

Once upon a time, in the bustling town of Watt Town, there lived a curious and friendly child named Max. Max loved going to Hilda Primary School, where he learned new things every day, played with friends, and enjoyed time with his caring teachers.

One sunny morning, Max arrived at school, excited to see his friends. After hanging up his backpack, he ran to the playground to join them. There, he saw his friends Ellie and Sam playing with a colorful ball.

"Can I play too?" Max asked with a big smile.

"Of course, Max!" Ellie replied, tossing the ball to him.

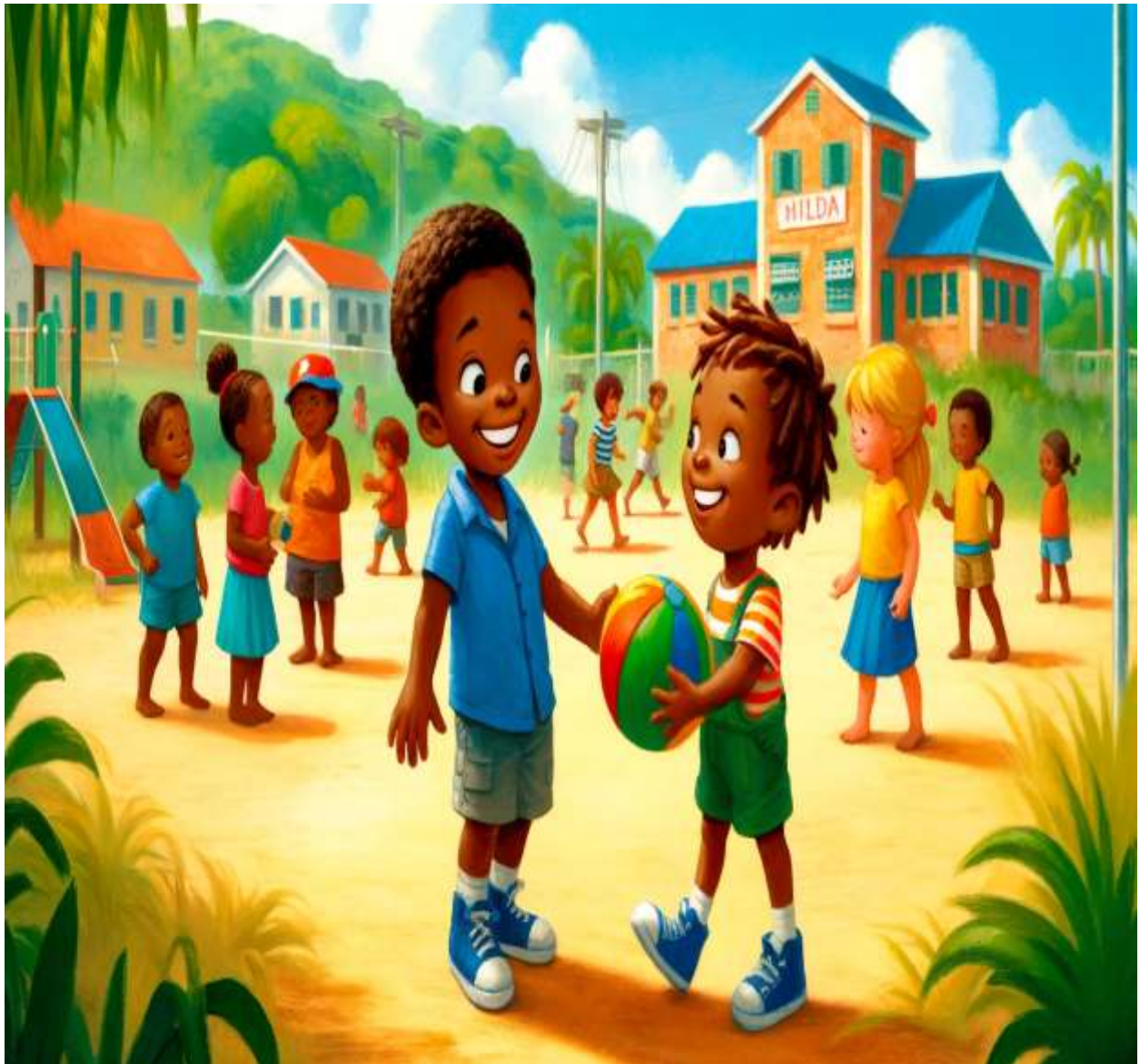
As they played, Max saw that the playground was filled with laughter and joy. But as they tossed the ball back and forth, another child named Jake walked over, looking sad.

"What's wrong, Jake?" Max asked, pausing the game.

"I want to play too," Jake said, his eyes downcast.

Max thought for a moment. He knew that everyone at Hilda Primary had the right to have fun and feel included. "Let's share the ball with Jake!" Max suggested to Ellie and Sam.

Ellie nodded and passed the ball to Jake, who smiled brightly, joining the game with enthusiasm.



After playtime, Max and his friends returned to class. The teacher, Mrs. Clark, greeted them with a warm smile. "Good morning, class! Today, we're going to talk about rights and responsibilities."

She pulled out a storybook with a shiny cover and began to read:

"Once upon a time, in a school much like ours, there was a child who learned about their rights and responsibilities. They knew they had the right to play, learn, and feel safe. But they also had responsibilities, like sharing, listening to others, and following the rules."

The story continued, describing how the child made friends by including others, shared toys and materials, and listened to their teachers.

After finishing the story, Mrs. Clark closed the book and looked at the class. "Now, let's talk about Max's day today. What rights did Max have?"

The class eagerly raised their hands. "Max had the right to play with his friends!" one student said.

"And he had the right to learn in class," another chimed in.

"That's right!" Mrs. Clark smiled. "And what responsibilities did Max need to follow?"

"He had to share the ball with Jake!" one child answered.

"And he listened to you in class," added another.

"Excellent!" Mrs. Clark beamed. "We all have rights and responsibilities, just like Max. And when we follow them, we can make our school a happy place for everyone."

The class nodded in agreement, ready to continue their day, knowing that, like Max, they too had the power to make their school a friendly and joyful place.

And so, with smiles on their faces, the children went on to their next activity, knowing that rights and responsibilities worked hand in hand to create a wonderful world around them.

