

KS2: Lesson 2

KIND AND UNKIND BEHAVIOURS

60 minutes



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CONTEXT

This is the second of two lessons for key stage 2 exploring the importance of kindness, and kind and unkind behaviours. The scenarios and characters used in this lesson are from *The Rez* podcast and comic book series.

These lessons are designed to be used in mainstream and special school settings and tailored to meet the needs of your pupils. Each activity provides four alternative options for pupils with SEND, or pupils who require additional support (see teacher guidance document), as well a challenge activity for pupils in Year 5/6, or pupils who require additional challenge.

The lessons are not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Learning objective

We are learning about how to recognise kind and unkind behaviours.

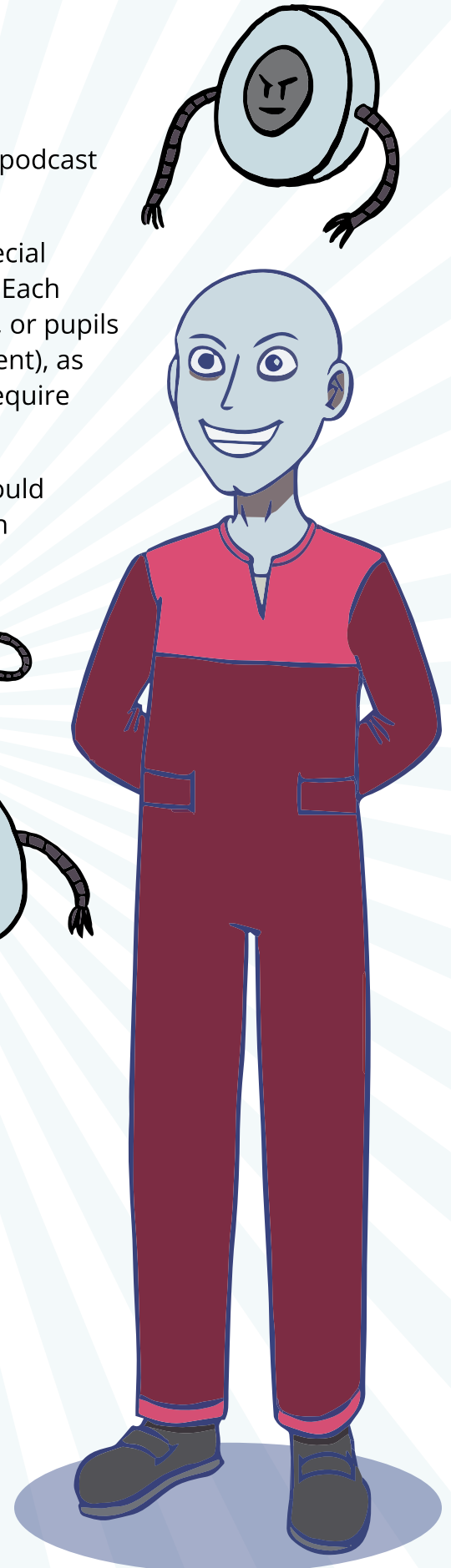
Learning outcomes

By the end of the lesson, we will be able to:

- *identify features of kind friendships*
- *explain how unkind behaviours can affect people*
- *describe what someone can do if they experience or see unkindness*

Resources

- Question box
- Kindness box
- Resource 1: Think, feel do (one per pair)
- Resources for support options, as required:
 - *Kind and unkind behaviours*
 - *Preen's response*
 - *Feel, do*
 - *Picture prompts*



LESSON SUMMARY

Activity	Description	Timing
1. Reconnecting activity	Revisit ground rules. Pupils recap their learning from the previous lesson by responding to an image from <i>The Rez</i> .	5 minutes
2. Introduction	Remind pupils of the lesson context and introduce learning outcomes.	10 minutes
3. Demonstrating kindness	Groups consider how someone could show kindness to another person and create a 'checklist' for a kind friendship.	15 minutes
4. Recognising unkind behaviours	Pairs complete a think, feel, do' activity, considering how someone might feel when treated unkindly.	15 minutes
5. Seeking help	Pupils advise characters about how to seek help and support if they see or experience unkindness.	10 minutes
6. Endpoint assessment	Pupils contribute examples to the class 'kindness box'.	5 minutes

Climate for learning

Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing a safe learning environment, selecting appropriate support options and adapting the lesson plans.

It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

kindness / unkindness / courage / empathy

DETAILED LESSON PLAN

1. Re-connecting activity and baseline assessment (5 minutes)

Remind the class of ground rules. Show pupils the image on slide 2. Ask them to think back to the previous lesson and write down, draw, or say aloud three sentences to explain to Preen and Sav:

- What kindness is.
- How someone might communicate kindly with another person.
- What acts of kindness are and how they can make someone feel.

Briefly take feedback from volunteers.

2. Introduction (10 minutes)

Remind pupils of the lesson context, using slide 3, then share the learning objective and learning outcomes on slide 4, explaining that today's lesson will explore features of kind friendships, how being unkind can make someone feel, and what someone can do if they experience or see unkindness.

3. Demonstrating kindness (15 minutes)

Show the image of Preen and Sav on slide 5 and explain that Preen is upset because he has lost lots of followers online (if pupils are not sure what this means, explain that people who used to view Preen's online profile have decided to stop looking at it).

Ask pupils to briefly 'think, pair, share' with the class what Sav might do or say to Preen to demonstrate kindness, and take feedback.

Pupils might suggest: *Sav could try to comfort Preen by asking if he would like a hug, or if she can put her arm around him; she could reassure Preen that he is well-liked and tell him what she likes about him; she could mention that the people online don't know him like his offline friends do, and that losing followers doesn't mean that there is anything wrong with him.*

Then, show pupils the image on slide 6. As pupils may have read in the first instalment of *The Rez* comic (see extension activity, lesson 1), Sav's grandma went missing three years ago, and she's feeling very upset about this. When she tells Preen about it, he isn't sure what to say to her. Briefly ask the class why Preen might be unsure about what to say and take feedback. Acknowledge that although Preen might want to be there for Sav, he might be worried that he will say the wrong thing, or upset her more, which might leave him stuck for words.

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Demonstrating kindness continued:

In small groups, ask pupils to decide what Preen could do and say next, to show kindness to Sav. Pupils could discuss this, or draw and write the next panel of the comic to illustrate Preen's response. Take feedback, using slide 7 to support discussions.

Emphasise that being kind to someone doesn't mean fixing their problems or trying to make everything better for them – just being a listening ear and letting someone know that their feelings are ok, can help.

Finally, show slide 8 and ask each group to help Sav and Preen form kind friendships in their time, by creating a checklist of all the things that they should expect to be present in a kind friendship. Take feedback.

Pupils might suggest: *Showing empathy, supporting one another, being there for one another, sharing, taking it in turns to choose what they do together, including each other in activities and conversations, listening to the other person, not being dismissive of their feelings, giving them a hug or holding their hand (with their permission).*

Support options**Option 1**

Give pupils *Kind and unkind behaviours* and ask them to select which ones Preen should do or say, and which ones Preen should avoid. Then, ask them to come up with one key thing that Sav and Preen should expect to be present in a kind friendship.

Option 2

Give pupils *Preen's response* and ask them to use the sentence starters to help advise Preen on what he should do or say in response to how Sav is feeling. Then, ask them to come up with one key thing that Sav and Preen should expect to be present in a kind friendship.

Option 3

Ask pupils to act out, or say out loud, what Preen could say or do in response to Sav, followed by what they think the key features of kind friendships are.

Option 4

Ask pupils to write down, draw, or tell a teaching assistant/one-to-one support what they want in a kind friendship and what the signs of their kind friendships are.

Challenge...

Ask pupils to prioritise their checklist with the element they think is most important or valuable in a kind friend at the top, and be ready to explain their choices.

4. Recognising unkind behaviours (15 minutes)

Show pupils the scenario on slide 9, which shows Preen and Sav's reaction to Preen's new hairstyle. Ask the class how kind they think Preen is being when he yells at Sav and why they think he is acting like this.

Pupils might suggest: *Preen is not being kind to Sav. He might be acting like this because he is upset about his new hairstyle, feeling defensive about the change he's made, struggling to control his emotions so taking his frustration, anger, or sadness out on Sav.*

Emphasise that while Preen might have reasons for acting this way, his behaviour is unkind and will have a negative impact on his friend.

Then, show slide 10 and ask them how kind they think Sav's reaction is, and why they think Sav might have said that it doesn't look good. Briefly take feedback.

Explain that Sav might have said this for a number of reasons – she might think she's just being honest; she might be jealous of his new hairstyle; she might be upset that Preen didn't tell her he was changing his hair; she might not like her own hair very much and be trying to make Preen feel bad about his.

Emphasise that while Sav might have lots of reasons for saying this to Preen, it is an unkind thing to say, and will have a negative impact on her friend.

Show slide 11 and ask pupils, in pairs, to complete the 'think, feel, do' for Preen on Resource 1: *Think, feel, do*:

- In the thought bubble, they should write down what Preen might be **thinking** about Sav's comment.
- In the heart, they should write down how they think Sav's comment might make Preen **feel**.
- In the speech bubble, they should write down what Preen might **do or say** in response.

Take feedback from pairs.

Pupils might suggest:

Think – *Preen might think that: Sav is right and his hair doesn't look good; he shouldn't have changed his hair; he shouldn't change it again in future in case someone is unkind again; Sav is wrong and is not being a kind friend.*

Feel – *Preen might feel: upset and hurt by Sav's comment; angry with Sav; annoyed with himself or embarrassed about changing his hair.*

Do – *Preen might: cry; yell at Sav; walk away; decide he doesn't want to be friends with Sav anymore; avoid going out so that nobody else sees his hair, not show his hair to anyone else in case they say something unkind; speak to an adult about how he is feeling.*

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Recognising unkind behaviours continued:

Support options

Option 1

Give pupils *Feel, do* and ask them to read what Preen might be thinking and use this to add their ideas to the 'feel' and 'do' sections.

Option 2

Ask pupils to discuss what Preen might think, how he might feel, and what he might do, with you, or a teaching assistant or one-to-one support.

Option 3

Ask pupils to point to their existing Makaton signs or symbols to indicate how Preen might feel and what he might be thinking.

Option 4

Ask pupils to think about how they would feel if this happened to them and complete Resource 1: *Think, feel, do*, or tell a teaching assistant or one-to-one support.

Challenge...

As well as *think, feel, do*, ask pupils to suggest what Preen might need to 'boot'/ get rid of (and write this next to his feet), for example, his own assumptions about how people 'should' respond to his new hairstyle.

Using slide 12, emphasise the importance of someone thinking about the impact their words or actions might have on another person. Preen might not have meant to shout at Sav and Sav might not have intended to hurt Preen's feelings, but she did upset him with her unkind words. Ask the class what they think Sav could do next, after realising she had hurt Preen's feelings.

Pupils might suggest: *Sav could apologise, she could say something nice about his hair, or something nice about his bravery in getting a new hairstyle, she could try hard to act kindly towards Preen in future by thinking about her words more carefully.*

5. Seeking help
(10 minutes)

Explain that, in their time, Sav and Preen encounter different characters (for example, JEF and the droids – shown on slide 13) who are sometimes unkind to them. Explain that now that the Pastlings have taught them more about kindness and how being unkind can make someone feel, Sav and Preen want to know what they should do if someone is unkind to them in future, or if they see someone being treated unkindly.

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Seeking help continued:

Ask pupils to write a short message of advice to Sav or Preen, explaining who they would go to for help and support in the 2020s. This will help give Sav and Preen some ideas about who can support them in their time.

Ask volunteers to share their messages.

Show slide 14 and remind pupils of the importance of telling an adult if they see or experience unkind behaviour. If they are worried about someone being unkind, especially if someone is unkind over and over again, they should talk to a parent/carer, family member, teacher, or another member of staff.

There are also organisations that can help children, such as Childline:

www.childline.org.uk/kids (for under 12s).

Support options**Option 1**

Give pupils *Sentence starters* to help them to structure their message.

Option 2

Give pupils *Picture prompts* and ask them to use the prompts to help them to identify who might help if someone was being unkind.

Option 3

Ask pupils to share their advice with someone else in the class, or with a teaching assistant/one-to-one support, before sharing their ideas with the class.

Option 4

Ask pupils to tell you/a teaching assistant/one-to-one support, or write, or draw, about the people they could talk to if they were worried about someone being unkind to them or their friends.

Challenge...

Ask pupils to script the opening of a conversation for Preen or Sav, where they ask someone in their time for help or support.

6. Endpoint assessment

(5 minutes)

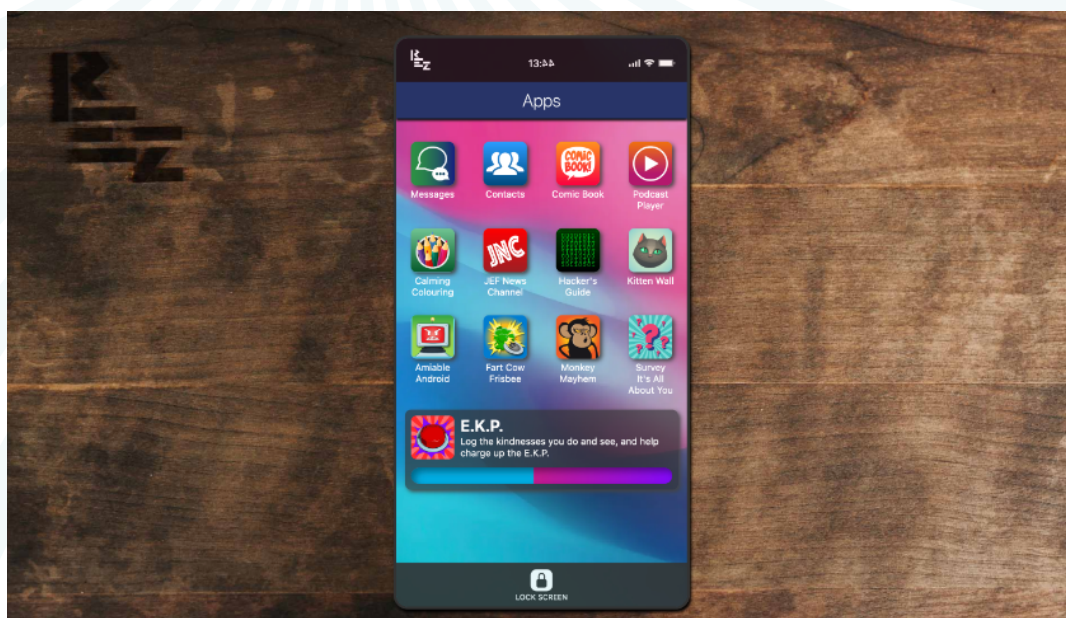
Tell pupils that Sav and Preen want to continue to learn about kindness and follow the examples of the Pastlings. Show the class the 'kindness box' and explain that this is where they will gather all the examples they can think of, for Sav and Preen to learn from. Show slide 15 and give each pupil a post-it note or piece of paper, asking them to write down:

- One example of kindness that they have seen in school, or one way they could show kindness in school in future.
- One example of kindness that they have seen outside of school, or one way they could show kindness outside of school in future.
- One thing they could do if they see or experience unkindness, in or outside of school.

Ask all pupils to add their ideas to the box and review these after the lesson to assess what pupils have learnt. You may wish to share some examples with the class.

Extension activity

Ask pupils to visit www.jointherez.com/phone/home and either read or listen to episode 1 of *The Rez*. They could write a report, create a storyboard, or explain to a friend or trusted adult the story so far.



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www.jointherez.com/crumblies/teacher-survey