

THE HAPPIER SCHOOLS PROJECT OVERVIEW

Emotional Intelligence is the ability to understand and manage your own emotions, and to recognise and comprehend the emotions of those around you. While lots of time is spent focusing on happy and positive emotions - which are no doubt important! - it is just as important if not more so to be able to understand all of our emotions, especially those that may be harder to deal with like sadness or anger.

Now more than ever, nurturing emotional intelligence in children is key to their emotional well-being and mental health. This is a key part of their development throughout their early years and into school. SEL, or Social & Emotional Learning, is a vitally important part of children's schooling where they learn to socialise and manage their emotions, helping them to become more resilient, successful adults.



The Happier Schools Project is a series of lesson plans with activities designed to teach emotional intelligence (EQ), or social and emotional learning (SEL) skills. The lessons use the CASEL framework of five core competencies around SEL and explore the 27 Key Emotions as identified by psychologist Dacher Keltner from the Greater Good Science Center. Each lesson has been designed to meet a different level of the framework:

LESSON 1

**Self-
awareness**

LESSON 2

**Self-
management**

LESSON 3

**Social
awareness**

LESSON 4

**Relationship
skills**

LESSON 5

**Responsible
decision
making**



PROJECT STRUCTURE

The content in each lesson has been separated into discrete activities from which you can pick and choose whichever work best for your pupils. Or you can do all the activities over a long session or series of lessons. Each activity has been written with detailed steps which you can follow, adapt or use to create your own activities based on your knowledge of your pupils.

LESSON STRUCTURE

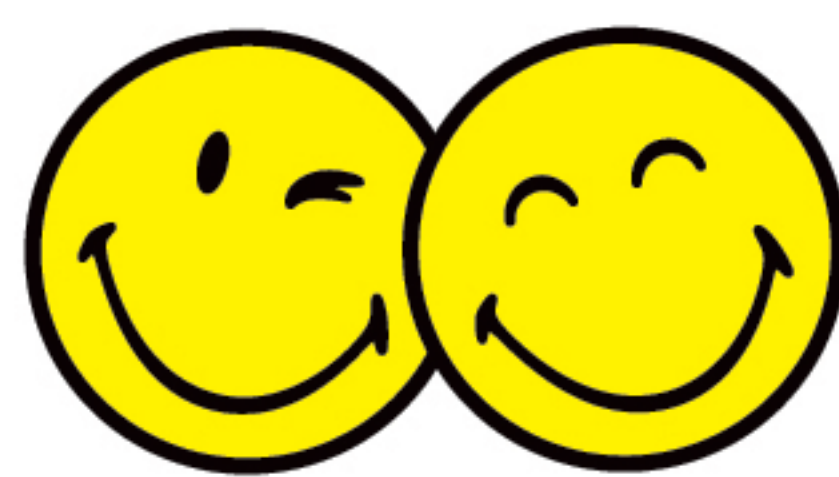
There are a mixture of different styles of lessons marked with icons for easy identification:



Teacher-led
classwork



Individual
classwork



Pair work



Group work



Homework or
preparatory work
(for outside school
or classroom)

USE
BONUS TAKE
THE TIME TO
SMILE ACTIVITY
CARDS TO ADD
TO YOUR
LESSONS.

Look for the icons on each lesson plan to easily identify how it is structured and choose the best approach for your class or individuals.



TAKE THE TIME TO SMILE! ACTIVITIES

We have grouped the activities in each lesson into five groups, which cover a variety of approaches to teaching to ensure that students are thinking and talking, but also playing and getting creative. The various activities will encourage students to...

TAKE THE
TIME TO
SMILE

Activities to
improve
their mood

TAKE THE
TIME TO
CREATE

Activities to help
them express
their emotions

TAKE THE
TIME TO
FEEL

Activities to help them
better understand and
manage their emotions

TAKE THE
TIME TO
PLAY

Games & activities
to enjoy their day

TAKE THE
TIME TO
THINK

Activities to help
them manage
their time

CHECK OUT
THE TAKE THE
TIME TO TALK
CONVERSATION
STARTER CARDS
WHICH COVER A
VARIETY OF SEL
TOPICS.










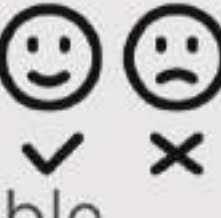
Look for the badges on each lesson so you can choose the best activity for your class or groups on any given day.

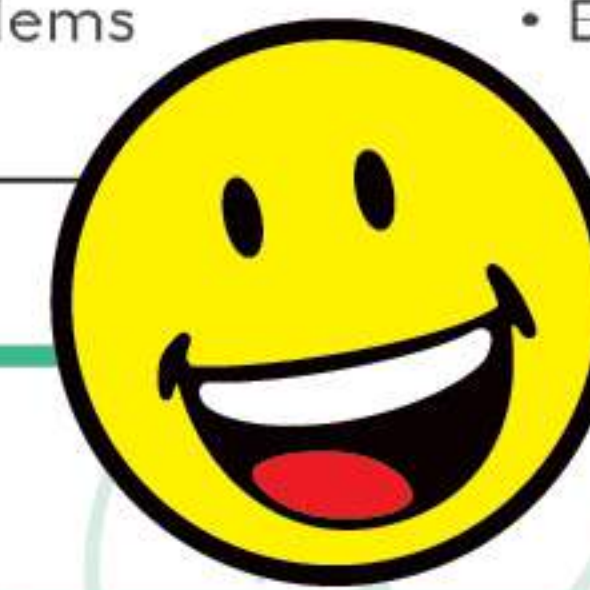


THE CASEL FRAMEWORK: AN INTRODUCTION

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed in 1994 to establish high-quality, evidence-based social and emotional learning (SEL) from early years to adulthood. CASEL commissions, conducts, synthesises and shares research and resources to help educate the whole child, equipping students for success in school and in life.

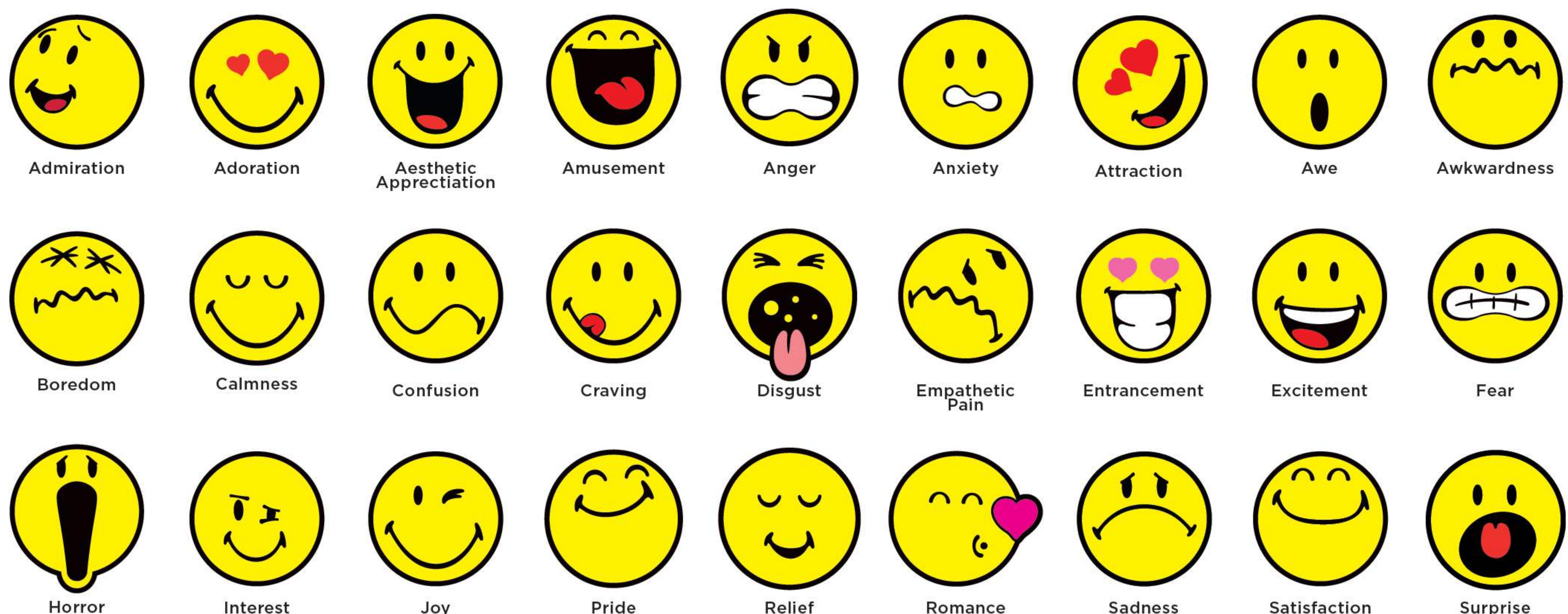
CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of core competence. By explicitly teaching the skills within these competencies, research shows that it can support equitable learning environments and improve optimal developmental outcomes for all children, adolescents, and adults.

| CORE COMPETENCY | DEFINITION | ASSOCIATED SKILLS |
|--|---|---|
|  Self-awareness  | The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism. | <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy |
|  Self-management  | The ability to successfully regulate one's emotions, thoughts and behaviours in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals. | <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills |
|  Social awareness  | The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports. | <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others |
|  Relationship skills  | The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed. | <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork |
|  Responsible decision making  | The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others. | <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility |



THE 27 KEY EMOTIONS: AN INTRODUCTION

The Happier Schools Project also uses the 27 Key Emotions at its core. While there are lots of emotions that we can experience, from good to bad and everywhere in between, Professor Dacher Keltner of the Greater Good Science Center has identified 27 key states of emotions that drill down into the most basic emotions that everyone experiences. All the lesson plans and activities in the Happier Schools Project use these as a base, and then explore gradations of emotions from these core states.



LESSON 3 OVERVIEW

The lesson is geared toward helping pupils understand themselves better as a tool to help them understand others, and not view others only through the prism of their own values and beliefs. Mix and match the lessons to find the right approach for your students.

The lesson starts with asking pupils to rank the values that are important to them, helping increase their self-knowledge and appreciate that their values change depending on the situation.

Other lessons help illustrate that our life experience and how we look at a situation can affect what we believe to be true. However someone with a different experience may quite rightly hold a different opinion or approach everyday rituals in different ways. In these activities it is important that no one way is seen as the right way.

Active listening is a skill that can help us understand others better and have better relationships, and this is explored through conversational activities. How we express ourselves also matters, and pupils are helped in finding a language to use to assert themselves while respecting others.

The lesson closes with a reminder that our values are fluid depending on circumstances and our moods. The homework has pupils write a story about where they demonstrated kindness and there is a cloze passage assessment of notes and two posters for the classroom.



LESSON PLAN MATERIALS

There are downloadable worksheets and posters to help you deliver the lesson, with a full list below of what needs to be prepared ahead of time.

- One printed **Values Rank: What's Important to You? worksheet** per pupil or cut these up as cards or written on the board.
- One **Advanced Values Rank: What's Important to You? worksheet** per able pupil.
- **Change Your View worksheet** or the number 6 written out very large.
- One set of **Kind Ways to Speak cards** for each 3-4 pupils.
- One set of **Dinner Dilemma Discussion briefing notes** for each 4 pupils.
- Blank paper cut into small squares of strips for the **Spread A Little Kindness activity**.

OPTIONAL EXTRAS:

- One set of **Which Would You Rather Be? cards** for each pupil pair of you choose to do that starter.
- Coloured dots or stars if you want to use them for the **Class Rank activity**.
- Art materials for the **Spread A Little Kindness extension activity** if you decide to do it.

POSTERS:

- Print out the **Be Kind poster** for your classroom.
- Print out the **STOP! Feed Your Ears poster** for your classroom.



CAN'T PRINT?
FOLLOW
ALTERNATIVE
SUGGESTIONS IN
THE LESSONS



ANSWER
SHEETS ARE AT
THE END OF
THE PACK



LEARNING OBJECTIVES

- Understand that our values affect how we think of other people.
- Understand how other people might feel in different situations.
- Recognise that a person's family, school, community and country will impact how they feel and behave.
- Respect that different people may want to do things differently.
- Look for ways to be helpful when people are experiencing difficult emotions.



DIFFERENTIATION

- **Gifted and Talented:** Probe more able pupils to provide more thoughtful answers and use the harder Level 3 cloze passage in the assessment section.
- **English as an Additional Language:** Make sure EAL pupils know the meanings of the value vocabulary. The **Dinner Dilemma Discussion** is an opportunity for pupils from different cultures to talk about their lives.
- **Special Educational Needs:** Adapt activities according to your needs (less able pupils may struggle with the **Dinner Dilemma Discussion**) and use the simpler Level 1 cloze passage in the assessment section.



CURRICULUM RELEVANCE: ENGLAND

Relationships Education

Families and people who care for me:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Caring friendships:

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships:

- the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

Citizenship: KS1: 1a, 1b, 2a, 2b, 2c, 2f, 4a, 4b, 4c, 4d, 5a. KS2: 1a, 1c, 2a, 2d, 2e, 2f, 4a, 4b.

PSHE: H25, R10, R11, R14, R22, R31, R32, R33

Physical health and mental wellbeing: Primary

Mental wellbeing:

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

CASEL Core Competency: Social awareness: Empathetic understanding of others



This activity asks pupils to consider what personal qualities or character traits are important to them. This helps them to understand their values and appreciate that different people value different things in others. Depending on the level of your pupils, you may need to explain what personal qualities are.

1. Give each pupil a **Values Rank: What's Important to You? worksheet** or write the words on the worksheet onto a board. There is a standard set and an advanced set if you want to make it more challenging for some of your students. Remove or explain any words your pupils won't know.
2. Ask pupils to rank the qualities in terms of which qualities they think it is most important for a person to have by giving a 1 to the most important and 2 to the next most important down the list. Alternatively, you could get pupils to cut up the cards on the **Values Rank sheet/s** and arrange them into the order they want.
3. Tell pupils to think about their friends and family - which characteristics or qualities do they admire the most as that might be what is most important to them.
4. Give pupils four minutes to do the activity. It can be quite difficult to decide as people value things differently in different situations. The time limit should help force pupils to make a quick decision.
5. Once pupils have completed the activity, ask them if they found it difficult. Point out that our values can change depending on the situation of which we are thinking.
7. Ask pupils to put up their hand if they ranked kindness in their top three and do this for all the qualities mentioned to get an understanding of which qualities are important to your pupils.
8. Tell pupils that there is not a correct order as different people rate different qualities according to their experience, background and culture. Also, the qualities we value may change as we have different experiences.

WHAT'S
IMPORTANT
TO YOU?
WORKSHEET

THE HAPPIER SCHOOLS PROJECT

VALUES RANK: WHAT'S IMPORTANT TO YOU?

LESSON PLAN 2
Understanding and Helping Others

We all have different personalities and qualities that are important to us. Different people value different things. For example, it may be very important to you that people are friendly, but your friend might think it's more important for people to be kind.

Can you rank the qualities below in terms of how important they are to you? Put a 1 next to the quality you think is most important, 2 next to the second most important thing to you, and do this until you have numbered all 8.

NOTE: THERE ARE NO RIGHT ANSWERS FOR THIS!

| | | | |
|----------|--------------------------|--------------|--------------------------|
| Kindness | <input type="checkbox"/> | Friendliness | <input type="checkbox"/> |
| Fairness | <input type="checkbox"/> | Helpfulness | <input type="checkbox"/> |
| Honesty | <input type="checkbox"/> | Loyalty | <input type="checkbox"/> |
| Bravery | <input type="checkbox"/> | Politeness | <input type="checkbox"/> |

SMILEY WORLD
EMOTICONS FOR A WORLD

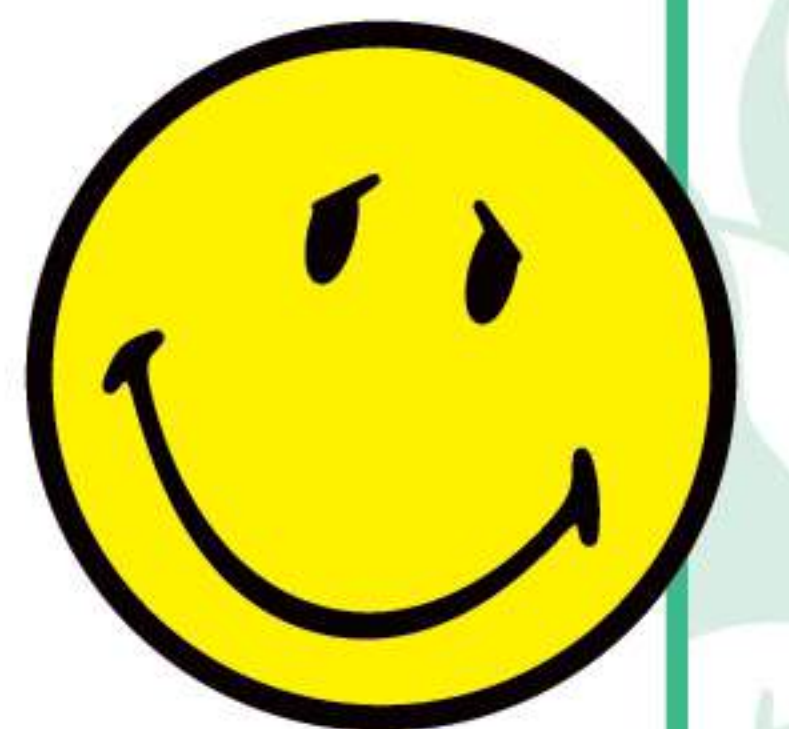


LESSON PLAN 3
Understanding
and helping
others

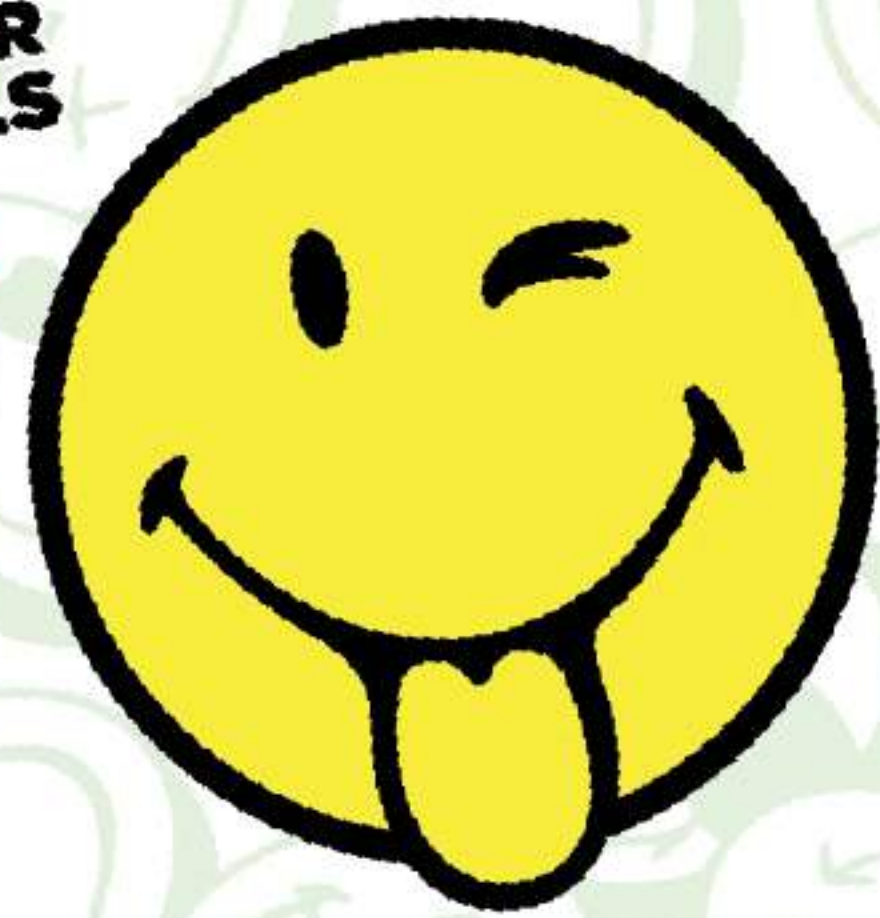
INDIVIDUAL WORK

ALTERNATIVELY, for older, more advanced pupils, you can also use the **Which Would You Rather Be? cards**. This activity asks pupils to consider which personal quality or character trait they would rather have out of two provided on different cards. This helps pupils to understand their values and appreciate that different people value different qualities in others for a variety of reasons.

1. Put pupils into pairs or ask them to work with a neighbour.
2. Give each pair a pack of printed out **Which Would You Rather Be? cards**.
3. Tell pupils to take turns asking each other to answer the cards and to explain each of their answers to their partner.



WHICH
WOULD YOU
RATHER BE?
CARDS



Do you think it's better to be pretty or witty?

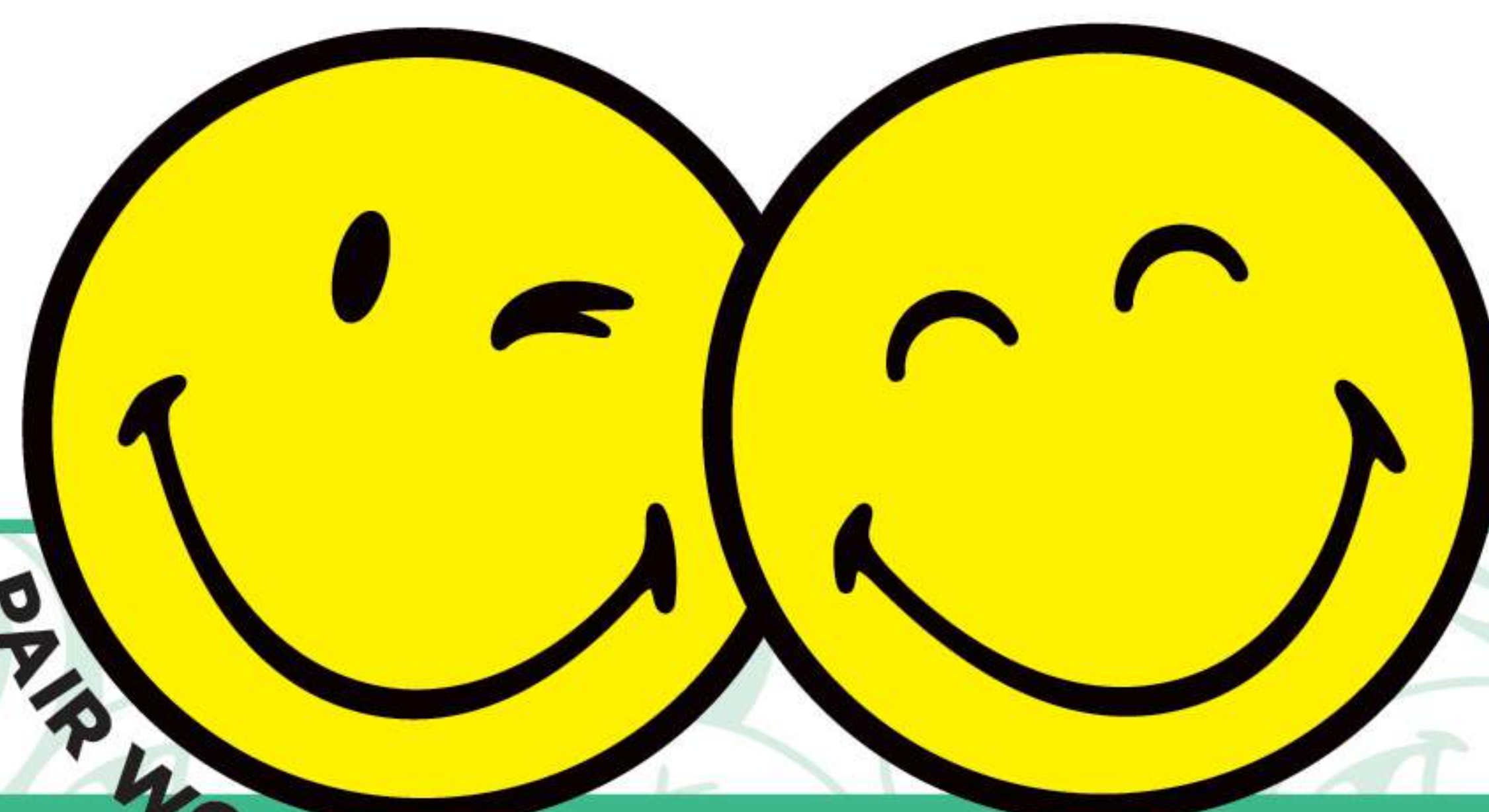
WHAT WOULD YOU RATHER BE CARDS

EMOTICONS FOR A SMILEY WORLD



LESSON PLAN 3
Understanding
and helping
others

PAIR WORK



This activity pools pupils' answers to the **Individual Values Rank** activity to find out what personal qualities and characteristics are most important to the class as a whole. This highlights that different people value different things in others and our values may change over time.

1. Tell pupils that we all have different values and our values will change throughout our lives. For example, having the latest game or gadget might seem important when we're young, but can be much less important when we're older.
2. Ask pupils how a friendship might be affected if one friend values politeness and one friend doesn't. Or if one friend is always on time for meeting up and one friend is always late.
3. Tell pupils that if we have different values to others, it can affect how we see them and our relationship with them. For example if being on time is important to your teacher but not to you, how might it affect how your teacher sees you?
4. Tell pupils that placing importance on different things to someone else can lead to problems in your relationship with them. For example, if one person highly values honesty and their friend doesn't place much value on telling the truth, their different attitudes could cause arguments.
5. Stick a large print out of each of the values from the **Values Rank: What's Important to You? worksheet** to the board. Alternatively, you could place the printed words in different places around the room or write the values on the board all spaced out.
6. Ask pupils to move around the room and write 1, 2 and 3 next to the qualities they ranked in their top 3. To make this more visual, you could give pupils 3 small stickers, like coloured dots and use different colours for places 1, 2 and 3 (gold, silver, bronze), but if you are colour-coding, be clear about what the colours mean - for example a gold star means your top, most-important value, silver for your second most important, and bronze for third.
7. Give pupils time to make their choices, possibly inviting one group at a time to mark their values.
8. Once pupils have all placed their stickers or made their marks, discuss which qualities the class value most.
9. Tell pupils that no one's values are definitively correct but that there are things most people think are good, like being kind, and these are the qualities we should look to be best at.



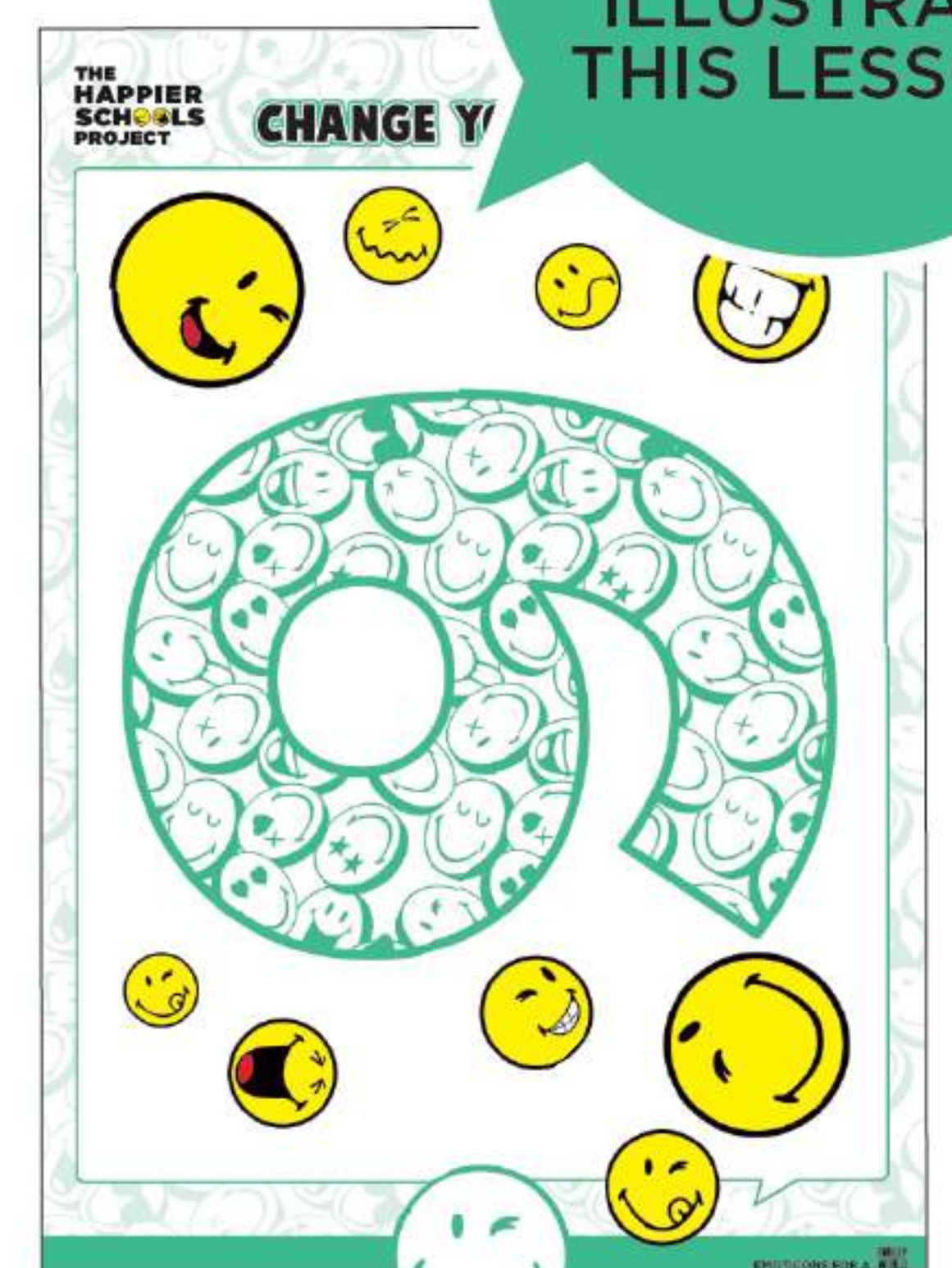
LESSON PLAN 3
Understanding
and helping
others

This activity teaches pupils that people can hold different opinions about the same thing yet still get along. Sometimes all it takes to understand each other better is to see things from another person's viewpoint. By empathising with others we can communicate better and have better relationships.

1. Print the **Change Your View poster** or draw a large 6 onto a piece of paper (make sure it looks like a 9 upside down). Put the piece of paper in the middle of a desk with chairs on either end so that from one direction it looks like a 6 and from another direction it looks like a 9.
2. Ask two pupils to volunteer to sit in the chairs.
3. Ask the pupils in chairs what number they see in front of them. One should say 6 and one should say 9. If they say it's both, tell them to only say what they can see, not what they otherwise know.
4. Ask the pupils to swap places.
5. Ask the pupils what number they see in front of them after they've moved.
6. Tell pupils that our views and what we believe is relative to how we look at things. If we change how we look at things, or look at a situation from a different angle or point of view, we might see things differently.
7. Ask the class how the pupils in the seats could agree they were looking at the same number.
8. Once someone in the class has suggested that the two pupils could sit on the same side, move one of the chairs so they are both on one side. Ask both pupils in chairs what number they see. They should now see the same number.
9. Tell pupils that when we try to see things from other people's viewpoints, we are more likely to agree with them.
10. Move the chairs to the other side of the desk and ask the pupils in chairs what number they see now.
11. Tell pupils that we should all try to see things from other people's positions to help us understand each other and communicate better.
12. Tell pupils to think of an example in their lives where they disagreed with someone. Tell them if they tried looking at the situation from the other person's point of view, they might see things differently or learn something new about the other person.



USE THE
**CHANGE YOUR
VIEW POSTER**
TO HELP
ILLUSTRATE
THIS LESSON!



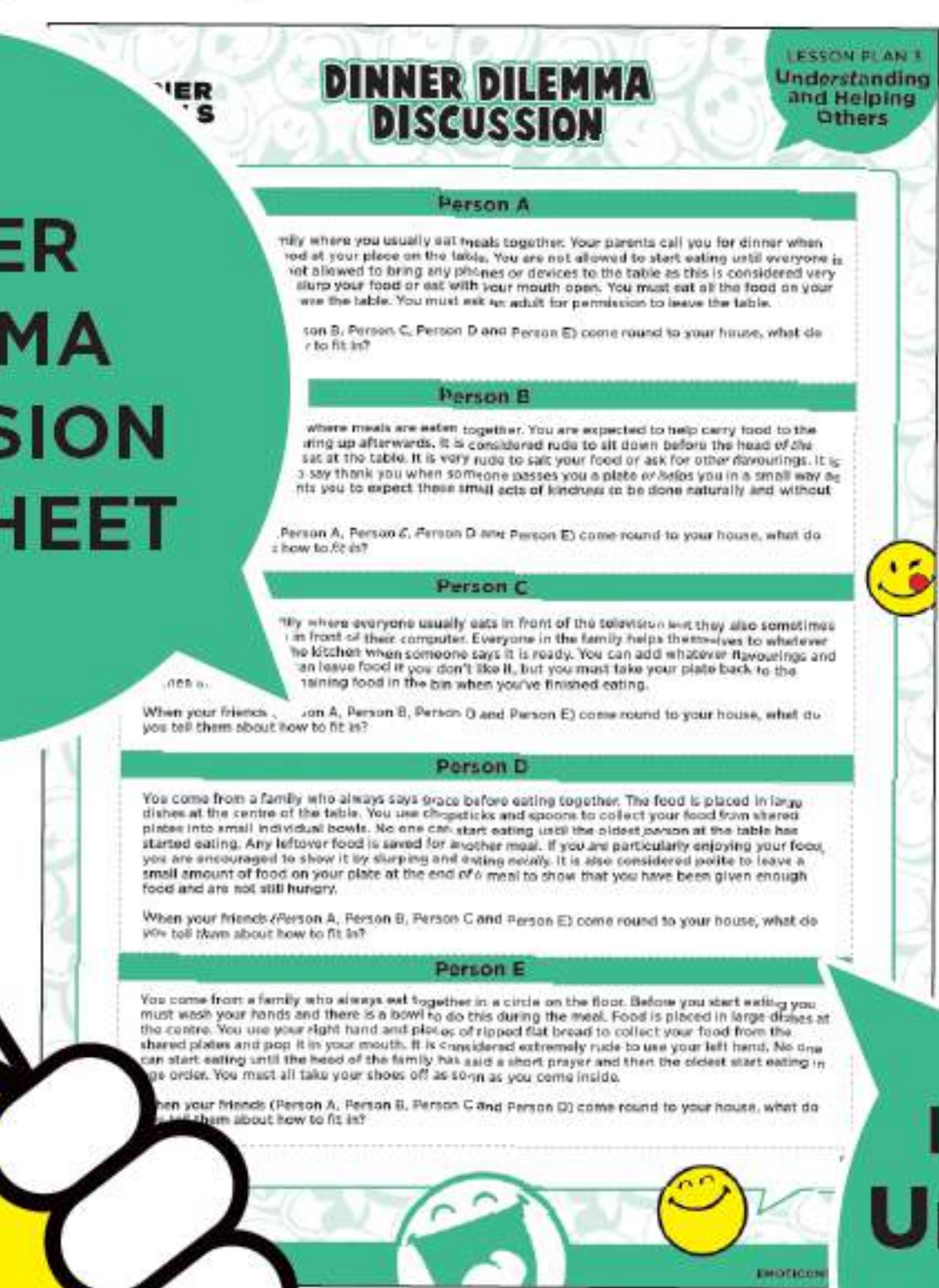
LESSON PLAN 3
**Understanding
and helping
others**

TEACHER - LED CLASS WORK

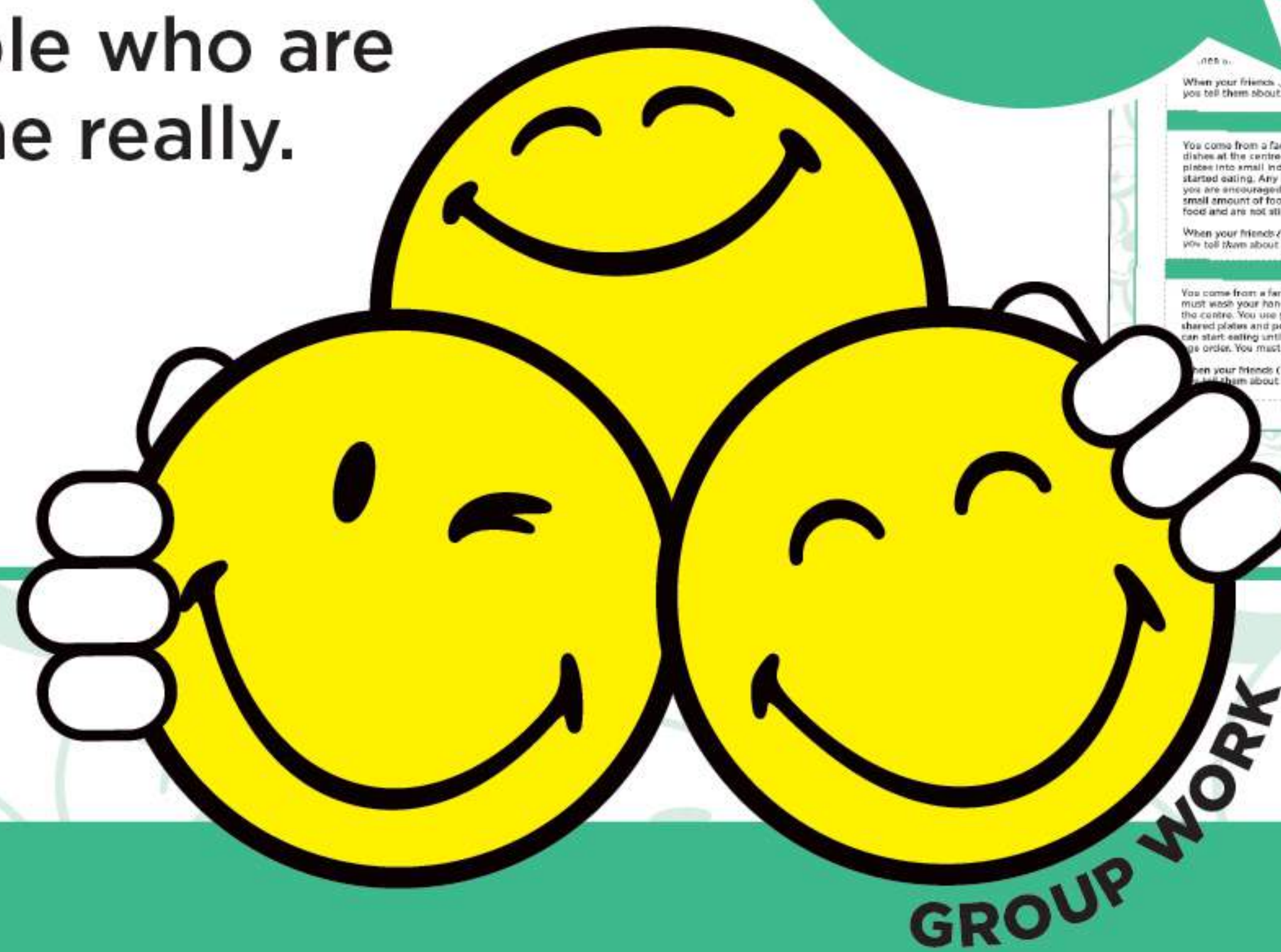
This activity is designed to teach tolerance by understanding how differences in people's family backgrounds and cultures can lead to different expectations about behaviour and what is considered appropriate or polite.

1. Ask pupils what it means to have manners and whether they consider it important.
2. Tell pupils that in different countries and cultures around the world, there are different customs around eating. What is thought to be good manners in some countries might be bad manners in another. In some cultures, people have their meals on their own plates which can seem rude to some cultures that have shared plates of food in the middle of the table from which people help themselves. In some cultures it is rude to put your knife in your mouth, but other cultures don't use cutlery at all. Some people think it is rude to put your elbows on the table and others think it's rude to eat alone.
3. Tell pupils that no custom is the correct way to eat but, just as we all have different values, we also have different ideas and family customs about what is the right way to eat meals.
4. Tell pupils that they are going to be given a character and get a briefing about their background. They are then going to imagine that they are having a meal at each other's houses. What should they do in each person's house to make sure they're being polite and showing manners in the circumstances?
5. Put pupils into groups of 5. Give each pupil a letter A, B, C, D or E.
6. Either give each pupil an appropriate briefing sheet from the **Dinner Dilemma Discussion worksheet**, or get all the A's to come to you and get their briefing, then all the Bs, Cs, Ds finally Es.
7. When pupils are discussing what mealtimes are like in their character's homes, make sure that they stay on task and are not side-tracked by what happens in their homes. Also be careful that no value judgements are made on different ways of eating.
8. After the exercise, ask one of the As to tell the class what they said to their friends to help them feel at home in their house. Discuss their answer and then repeat for Bs, Cs, Ds and Es.
9. Explain that our different experiences and backgrounds can affect how we behave and what we value and what we consider to be polite. So before we judge someone else for not doing what we would do, we should remember that they may have a different understanding to us of what is required.
10. Tell pupils that no one's value system is necessarily better, but that it's important to try to understand each other's differences because then we can be kinder to the people who are different from us, which is everyone really.

**DINNER
DILEMMA
DISCUSSION
WORKSHEET**



**LESSON PLAN 3
Understanding
and helping
others**



BRIEFING NOTES

Person A

You come from a family where you usually eat meals together. Your parents call you for dinner when your plate is full of food at your place on the table. You are not allowed to start eating until everyone is at the table. You are not allowed to bring any phones or devices to the table as this is considered very rude. It is also rude to slurp your food or eat with your mouth open. You must eat all the food on your plate before you can leave the table. You must ask an adult for permission to leave the table.

When your friends (Person B, Person C, Person D and Person E) come round to your house, what do you tell them about how to fit in?

Person B

You come from a home where meals are eaten together. You are expected to help carry food to the table and help with clearing up afterwards. It is considered rude to sit down before the head of the household or cook has sat at the table. It is very rude to salt your food or ask for other flavourings. It is also considered rude to say thank you when someone passes you a plate or helps you in a small way as the person helping wants you to expect these small acts of kindness to be done naturally and without thanks.

When your friends (Person A, Person C, Person D and Person E) come round to your house, what do you tell them about how to fit in?

Person C

You come from a family where everyone usually eats in front of the television but they also sometimes eat in their bedrooms in front of their computer. Everyone in the family helps themselves to whatever food they want from the kitchen when someone says it is ready. You can add whatever flavourings and sauces you want. You can leave food if you don't like it, but you must take your plate back to the kitchen and put any remaining food in the bin when you've finished eating.

When your friends (Person A, Person B, Person D and Person E) come round to your house, what do you tell them about how to fit in?

Person D

You come from a family who always says grace before eating together. The food is placed in large dishes at the centre of the table. You use chopsticks and spoons to collect your food from shared plates into small individual bowls. No one can start eating until the oldest person at the table has started eating. Any leftover food is saved for another meal. If you are particularly enjoying your food, you are encouraged to show it by slurping and eating noisily. It is also considered polite to leave a small amount of food on your plate at the end of a meal to show that you have been given enough food and are not still hungry.

When your friends (Person A, Person B, Person C and Person E) come round to your house, what do you tell them about how to fit in?

Person E

You come from a family who always eat together in a circle on the floor. Before you start eating you must wash your hands and there is a bowl to do this during the meal. Food is placed in large dishes at the centre. You use your right hand and pieces of ripped flat bread to collect your food from the shared plates and pop it in your mouth. It is considered extremely rude to use your left hand. No one can start eating until the head of the family has said a short prayer and then the oldest start eating in age order. You must all take your shoes off as soon as you come inside.

When your friends (Person A, Person B, Person C and Person D) come round to your house, what do you tell them about how to fit in?



GROUP WORK


LESSON PLAN 3
Understanding
and helping
others

This activity teaches pupils 'active listening', which is a skill that can help us understand people better and have better relationships. Pupils are asked to listen to each other talk about their plans for the future.

1. Tell pupils that listening is a skill that can help us understand people and build good relationships.
2. Ask pupils how they listen when people talk to them.
3. Tell pupils that there is a technique called active listening that we can use to improve our understanding of people and help us communicate better and have deeper relationships. To actively listen, pupils should **Stop! and FEED their EARS.**

  S for Stop your thoughts

 F for Focus on what is being said


 E for Engage your eyes with the person speaking

 E for Empathise with their emotions and imagine what they're saying

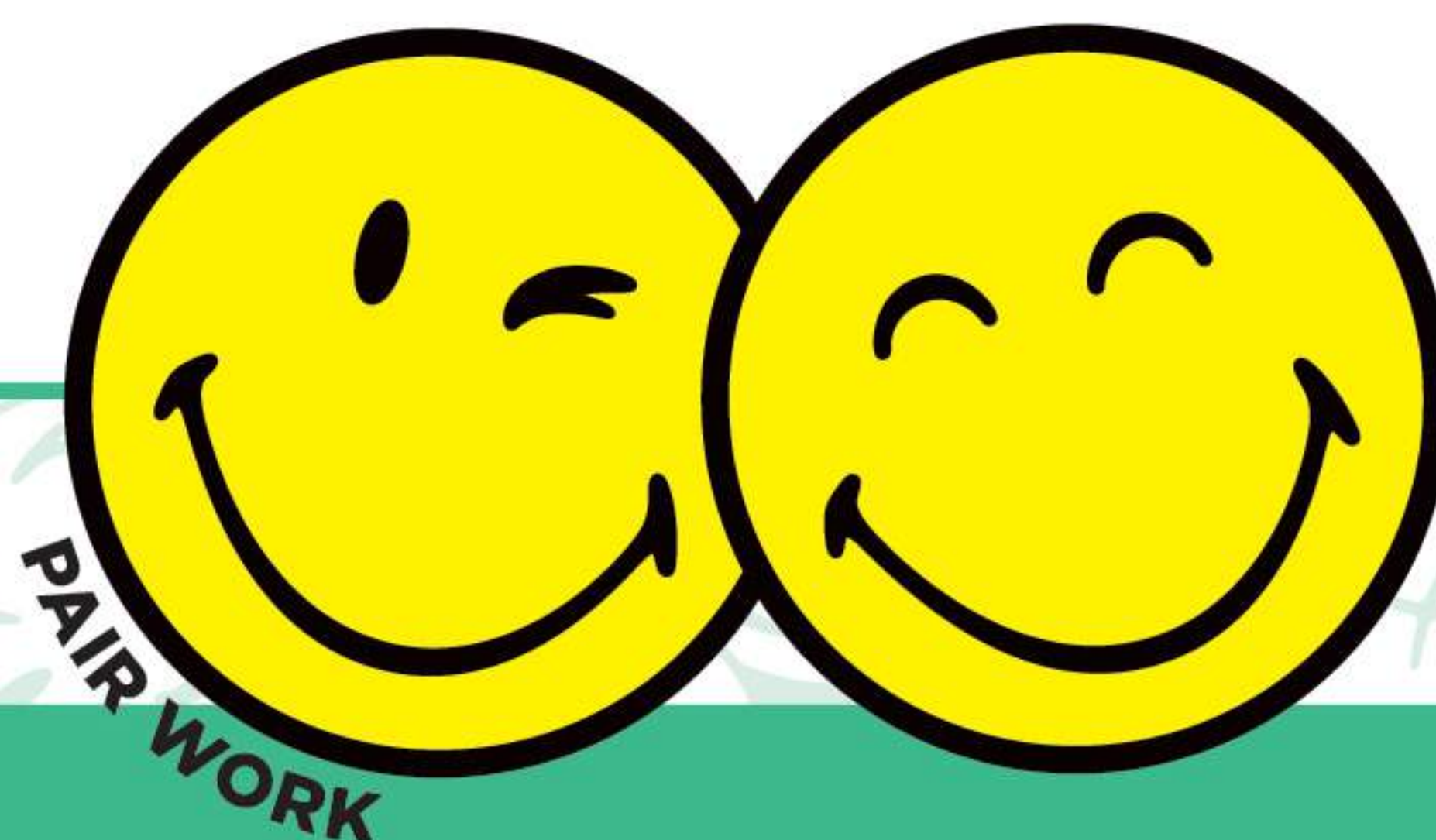
  D for Don't interrupt - wait until they are finished

 E for Encourage them to keep talking

  A for Ask relevant questions

 R for Repeat and S for Summarise key points to make sure you have understood

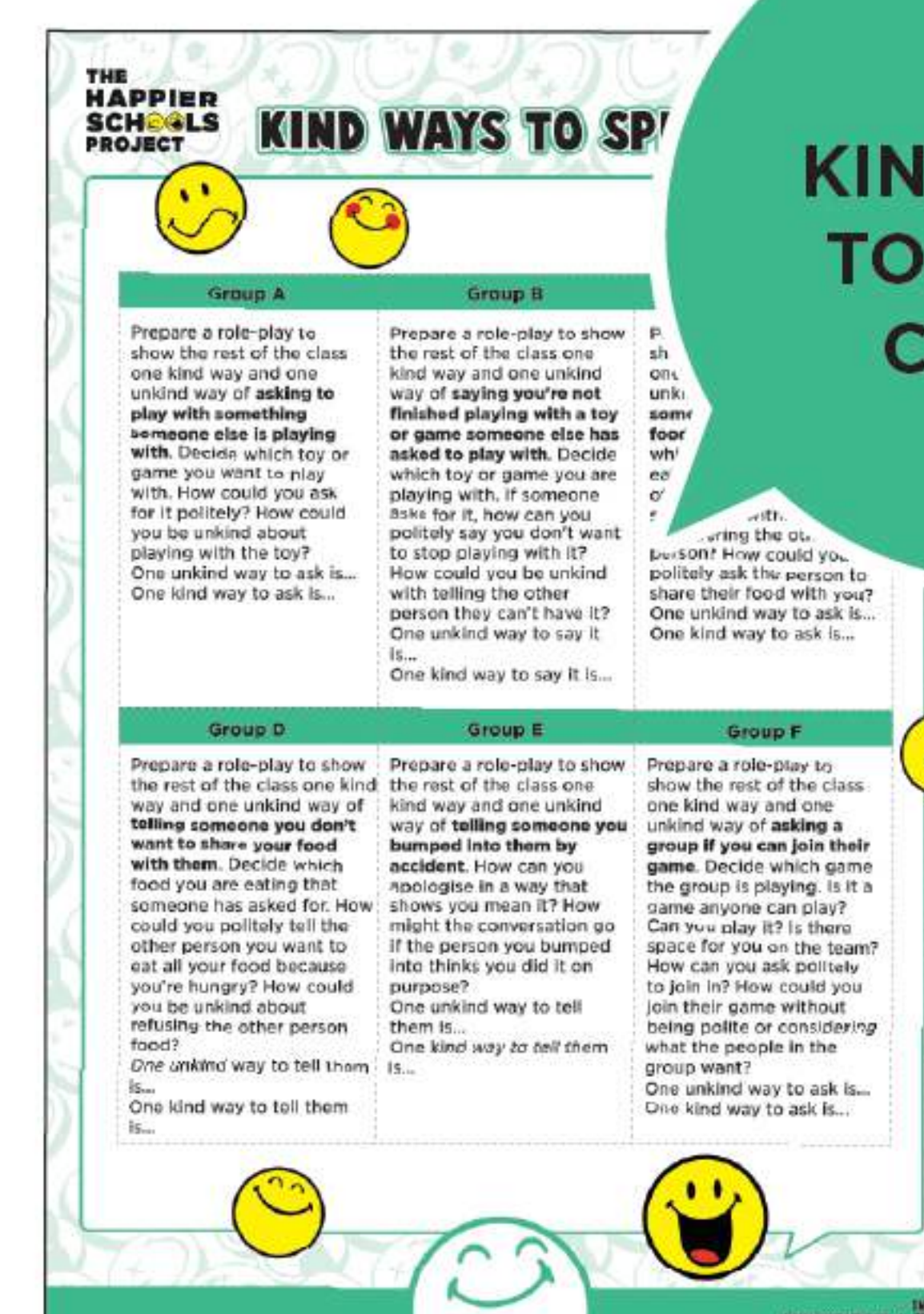
4. Tell pupils that active listening is NOT waiting for the other person to stop speaking so you can give your thoughts or experience. Active listening is supporting the other person and being there to hear what they're saying without judgement or making the conversation about you.
5. Tell pupils to get into pairs. Each person in the pair should take it in turns to speak for two minutes about the life they'd like to have when they grow up. They should cover the jobs they would do, where they want to live, what kind of home, friends and family they would like to have around them. The other person should practice active listening and try to remember as much of the detail as possible. After the two minutes, the person who has listened should tell the person who has just finished speaking what they remember from the conversation.
6. Once each pupil has shared their dreams and fed back to their partner, ask pupils how they found the exercise. Was it difficult to actively listen? Was it nice to be heard and supported by someone who was actively listening to you?
7. Tell pupils to try to use active listening in their lives and notice how it changes their conversations.



LESSON PLAN 3
Understanding
and helping
others

This activity looks at situations pupils might have experienced and asks them to think about kind and less kind ways they can express their wants and needs. It should help pupils develop a language they can use to assert themselves and realise their boundaries whilst also being polite.

1. Tell pupils that there are kind and unkind ways to say things. Shouting is usually unkind but can be kind if we're trying to warn someone about a danger - for example, a ball flying towards them. As well as how loudly we speak, we should also be careful of the words we use.
2. Put pupils into groups of three or four. You may want to preplan your groups so that certain pupils are put together in a group that is discussing a topic they could learn from. For example if you know some pupils grab toys from others, put them in Group A.
3. Tell pupils they should work in their groups to think of kind and unkind ways to do the task they are given. Tell them to prepare to show the rest of the class one kind way and one unkind way of doing the task they've been set. Tell them they can act it out as a role play or very short play if they want to. Tell pupils not to use bad language or swear words, but to think of how words can be said kindly or harshly.
4. Give each group one of the following scenarios. Select which scenarios you want to use with your class and give each group the most appropriate scenario for them. Try to make sure the issues raised won't be too triggering for the pupils involved and be prepared to discuss any issues that this exercise raises. The **Kind Ways to Speak cards** have questions to help stimulate the group's ideas. Give one card to each group.
 - a. Ask to play with something someone else is playing with.
 - b. Say you're not finished playing with a toy or game someone else has asked to play with.
 - c. Ask someone to share their food with you.
 - d. Tell someone they can't have your food.
 - e. Say sorry to someone you hit by accident.
 - f. Ask a group if you can join their group or game.
 - g. Tell someone that they can't join your game at the moment.
 - h. Tell someone you don't like what they're doing.
 - i. Tell a group they are being mean to someone.
 - j. Tell someone you don't like what they're saying.
 - k. Ask someone not to touch you.
 - l. Ask someone to move out of your way.



KIND WAYS
TO SPEAK
CARDS

5. Ask each group in alphabetical order to say or perform what they came up with for an unkind way to do the task they were set and then a kind way to do the same thing.
6. Discuss each group's answers and explain why the kind way is better and unkind words are only likely to lead to more bad feelings and more unkind things happening.
7. Tell pupils that being kind to people when they are experiencing difficult, strong emotions can help them feel better.
8. Tell pupils that kindness is one value that everyone likes and we should try to be kind if we can as we don't ever really know what anyone else is feeling or what has happened in their lives recently.



GROUP WORK

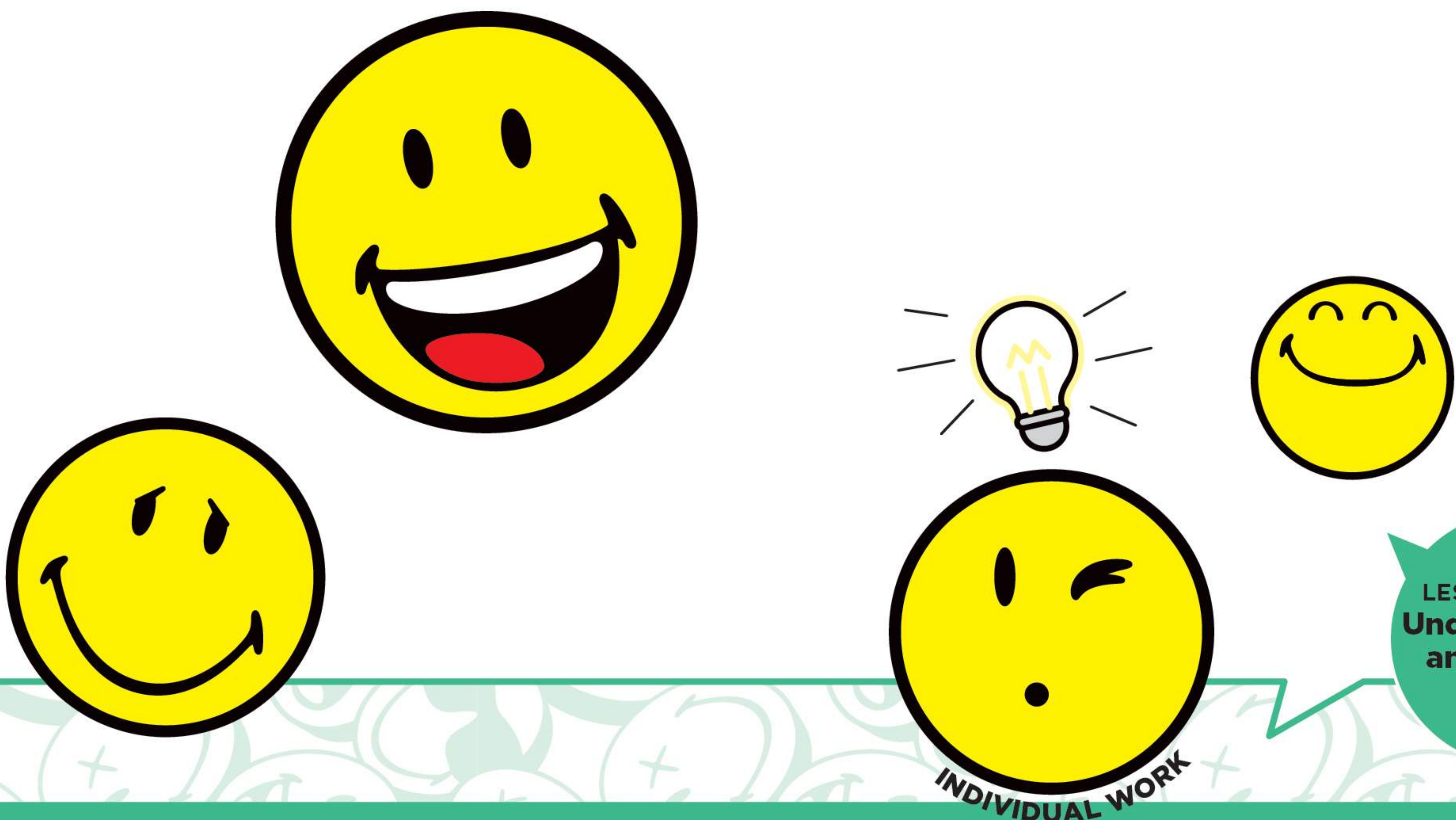
LESSON PLAN 3
Understanding
and helping
others

This activity works best if your class knows each other well and can be trusted to be supportive of each other. It involves writing something nice about each classmate. It can be a fantastic activity for boosting self-esteem if pupils write heartfelt compliments.

1. Tell pupils they are going to write a kind sentence about each of their classmates.
2. Give pupils enough scraps of paper for each person in the class and have some spare for when they make a mistake.
3. Tell pupils to look around the classroom and write the names of each of the other pupils on one side of the paper.
4. Tell pupils to then write one nice thing about that person on the other side of the paper. It can be a compliment about their appearance but they should try to make it about their personality. What do you like about them? Are they kind, funny or reliable? Have they taught you something? Have they helped you in some way? Are you grateful for something they've done? They don't need to sign the slip of paper if they don't want to.
5. Once pupils have finished, you can either take in all the slips of paper and check them before giving them out again. Or, if you trust the pupils to have been nice to each other, tell pupils to post their compliment slips to other pupils desks. This can get quite chaotic so you can do one group at a time. A way to make this more fun is to ask pupils to take off one of their shoes and pupils can post the compliment slips into the shoes of who they're for. If you do this at the end of the day, you could ask pupils to put their shoes back on and to read their compliments at home.
6. Give pupils time to review all their compliments and be available to help pupils accept what has been said about them and deal with any issues that arise.

EXTENSION

Some pupils may want to collect all their compliments to stick in their books or display in a poster. You could provide art materials and glue and ask pupils to create a collage of their comments and decorate it to demonstrate their personality.

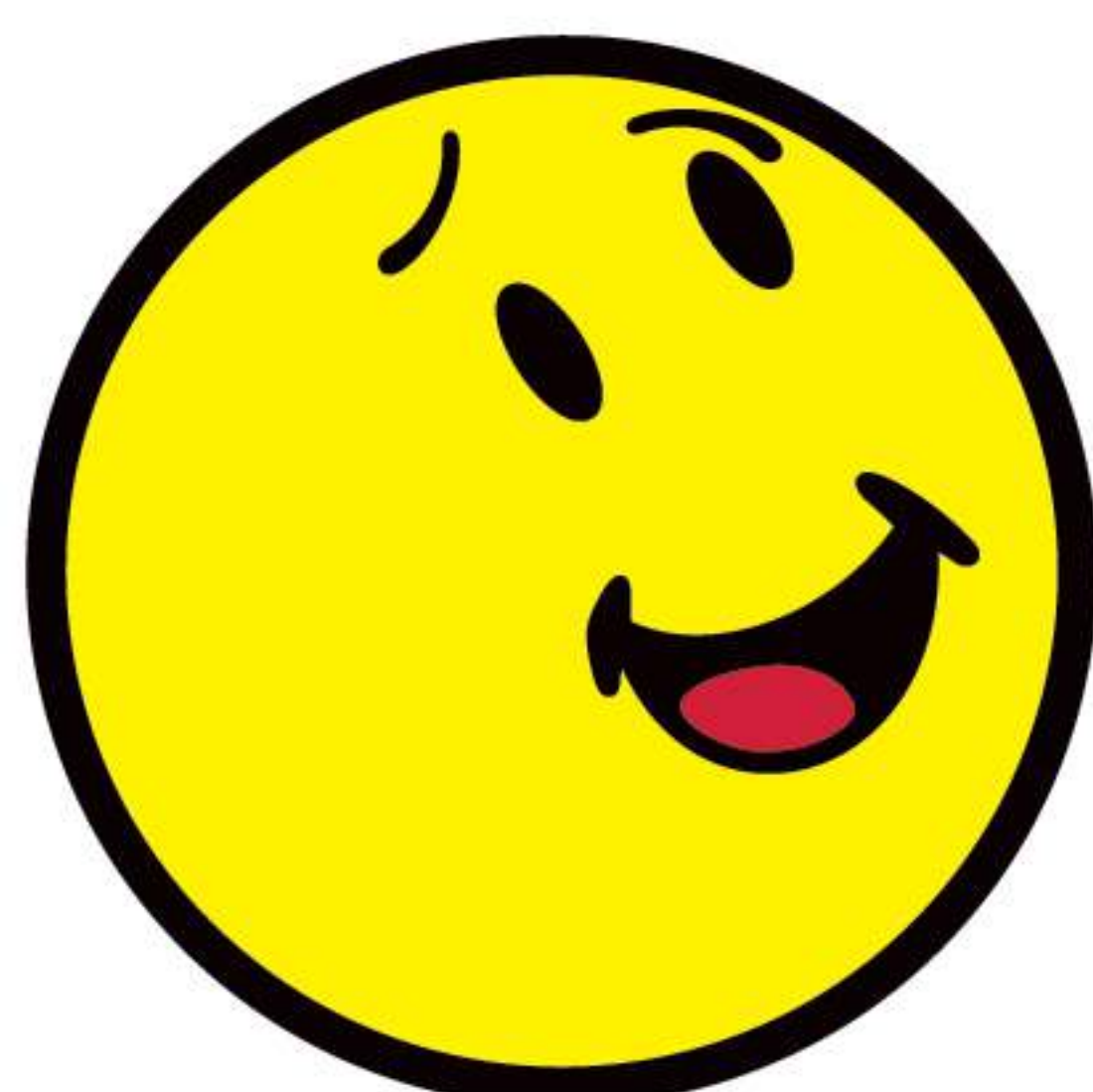
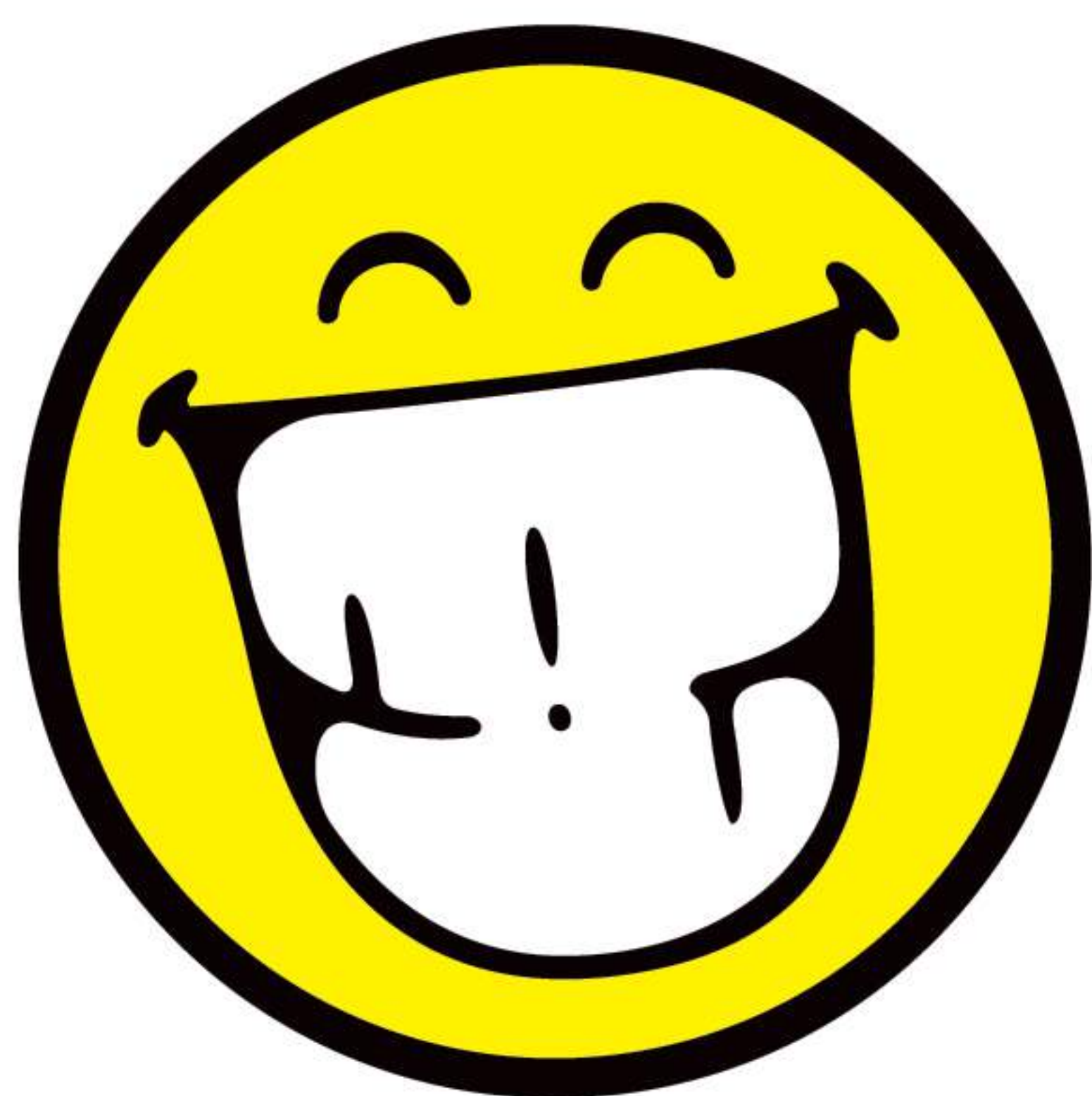


LESSON PLAN 3
Understanding
and helping
others

INDIVIDUAL WORK

This activity gives pupils an opportunity to help each other and express themselves. It should help pupils realise that it can feel good to help people.

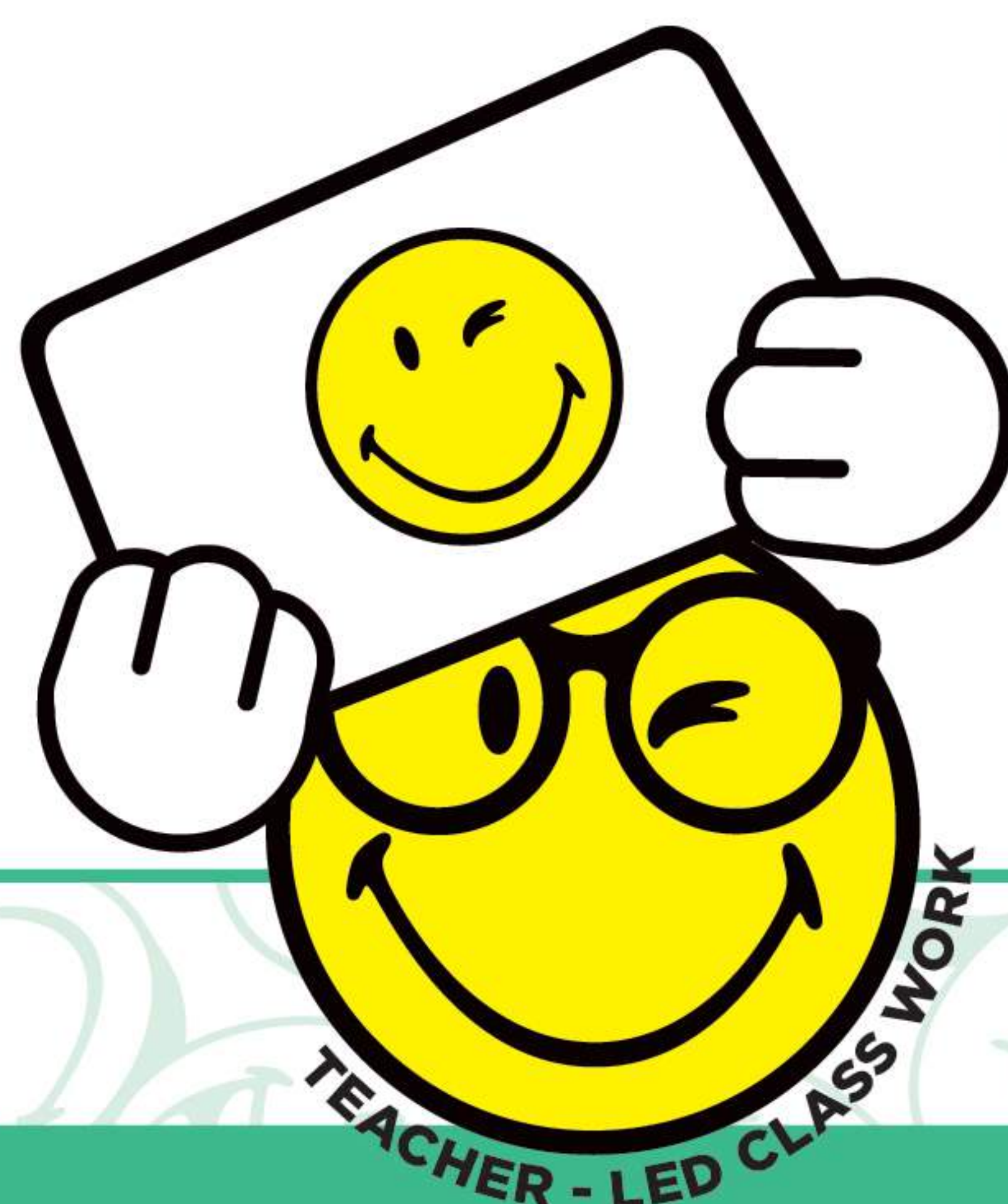
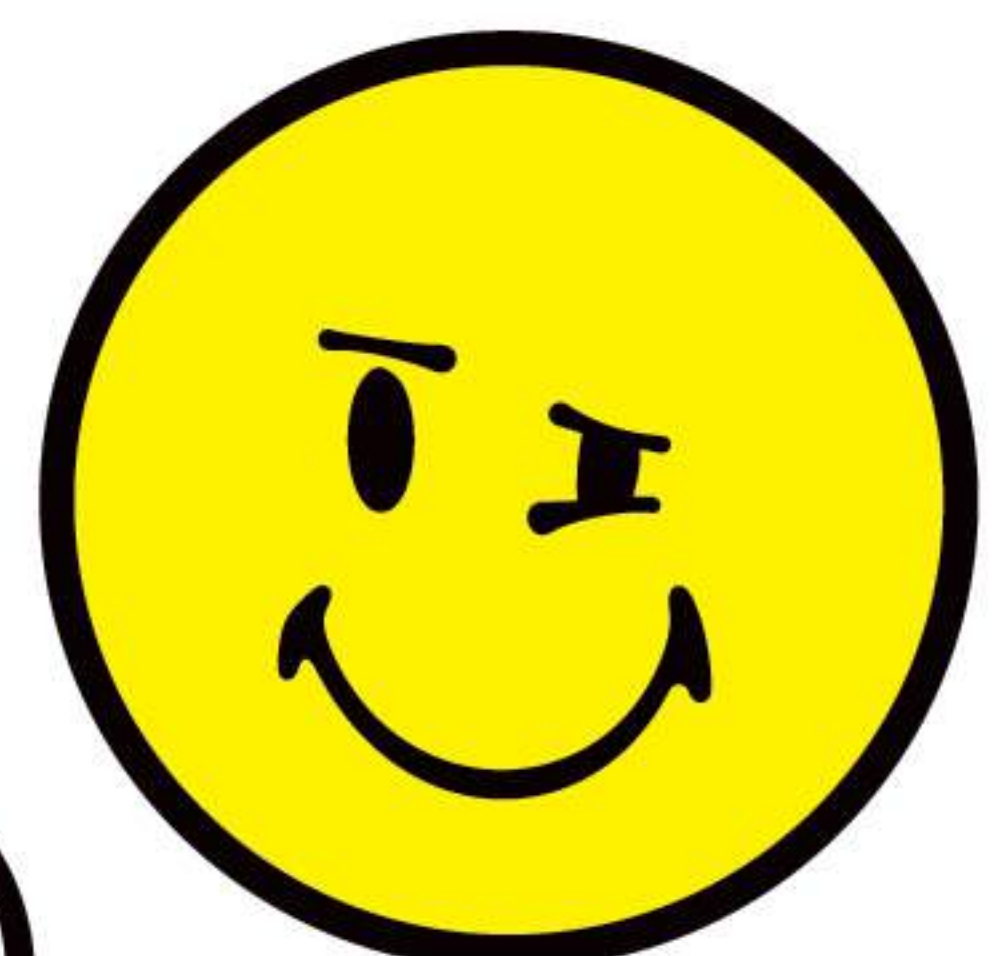
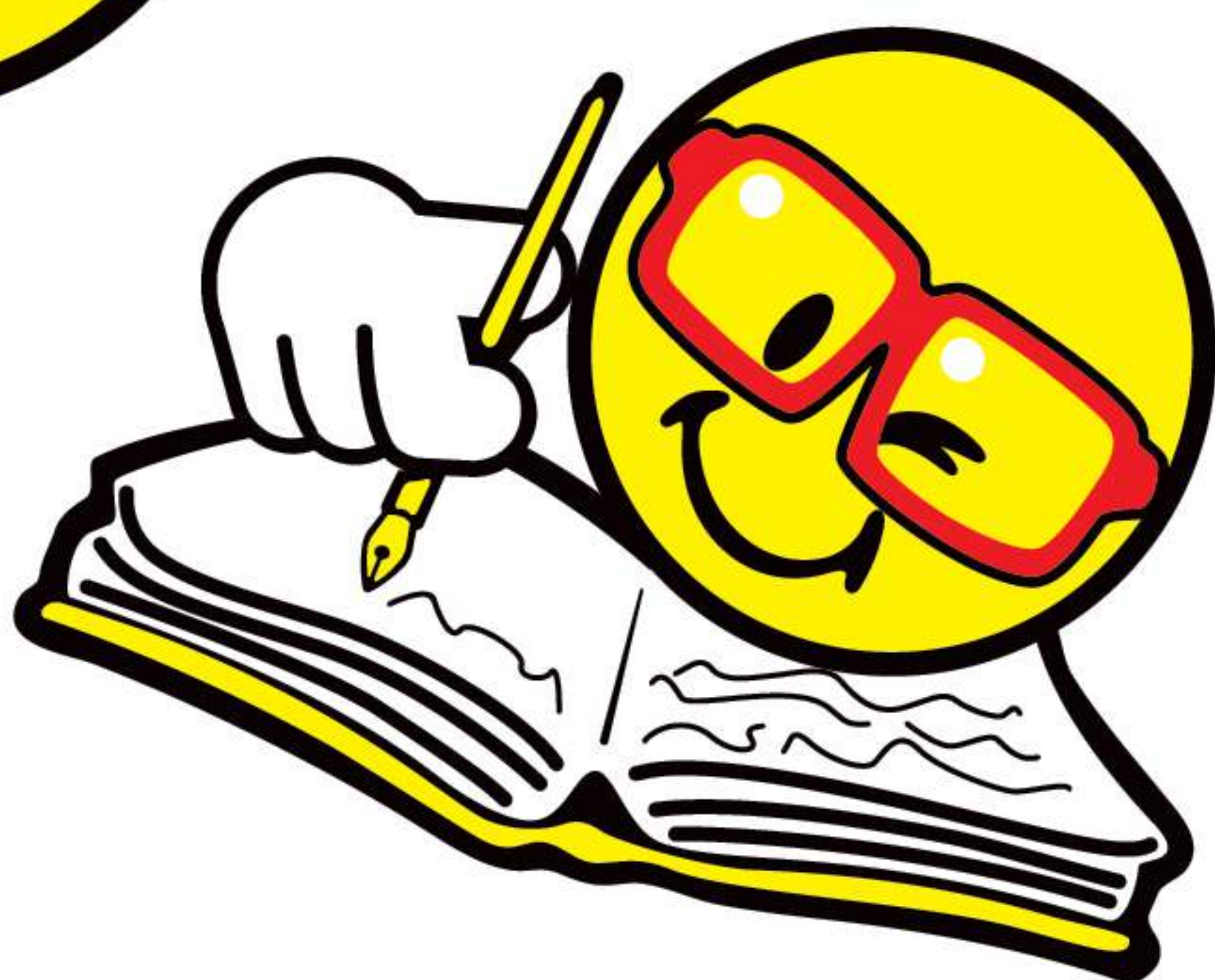
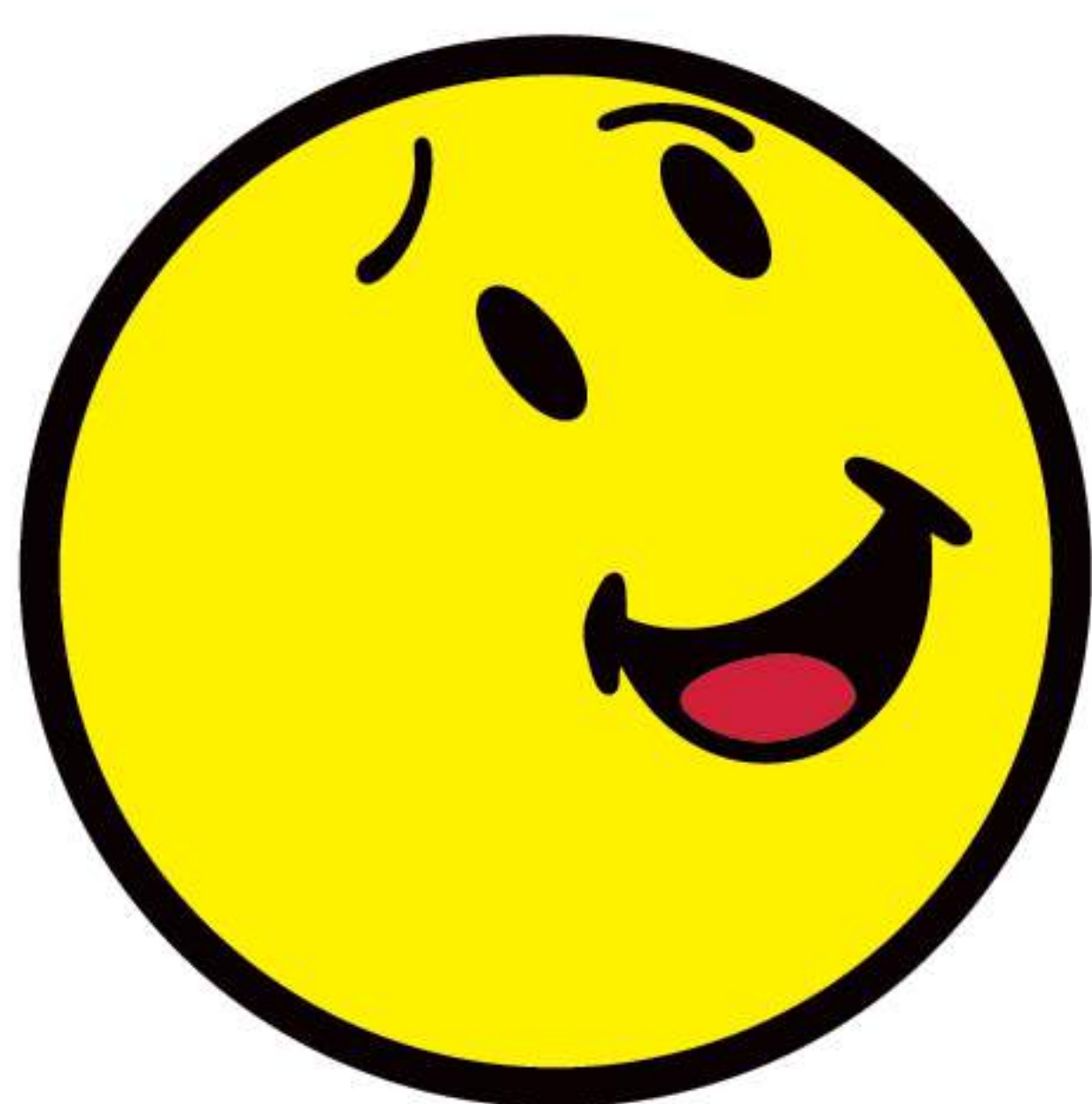
1. Give each pupil a tissue to put on their heads. Tell them they should move carefully so the tissue stays on their head but they shouldn't hold the tissue in place.
2. Play music and tell pupils to move around and dance to the music. Tell them to move in a way that expresses the mood of the music.
3. Tell pupils that if the tissue falls off their head, they have to stop dancing. The pupil who lost the tissue can't pick it up but other pupils can pick it up for them and put it on their heads so they can dance again.
4. After a few pupils have lost and regained their tissues you can stop the game.
5. Ask pupils how it felt to help another person rejoin the game.
6. Ask pupils how it felt to be helped.
7. Tell pupils that helping others is not only good for the other person but it can also help us feel better about ourselves.



LESSON PLAN 3
Understanding
and helping
others

This short activity reminds pupils that we all have different values and these can change a lot as we have different experiences.

1. Ask a pupil to tell you what quality the class valued as most important.
2. Ask a different pupil to tell you what quality the class valued as second most important.
3. Ask a different pupil to tell you what quality the class valued as third most important.
4. If you're comfortable with it, ask all the pupils to shout out "yes", "no" or "maybe" whether they think the class would come up with the same top three values in a week's time.
5. Tell pupils that different values might come top at different times depending on people's moods and what has happened to them recently.
6. Ask pupils why it is important to be kind and set the homework.

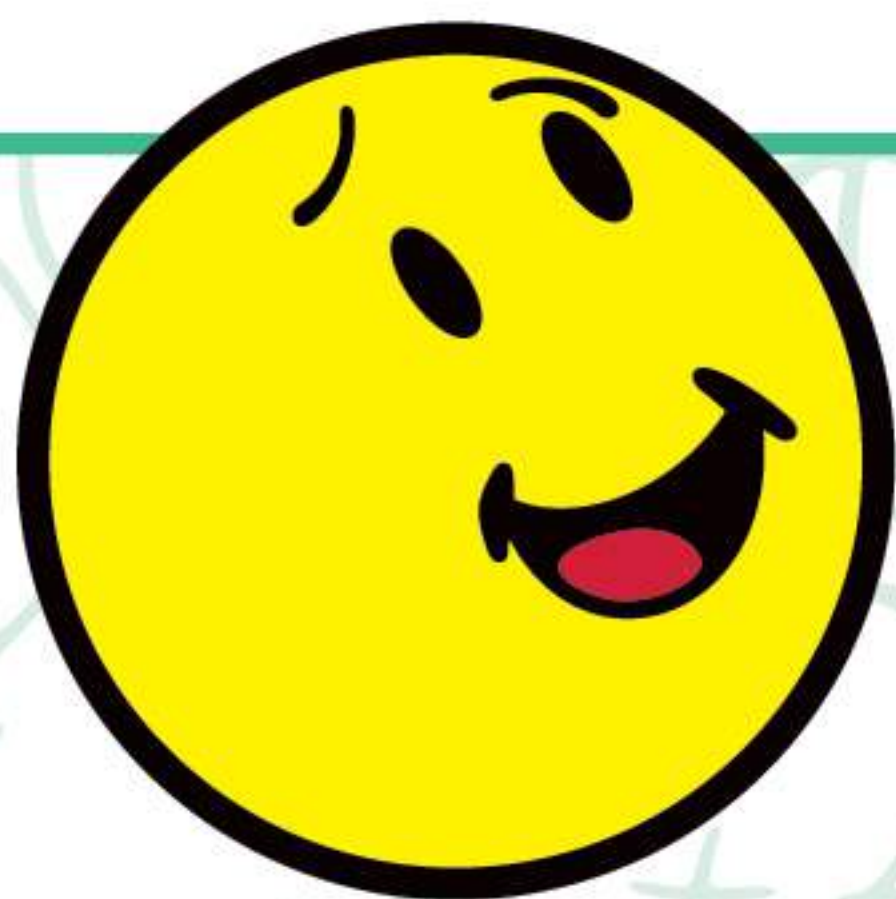


LESSON PLAN 3
Understanding
and helping
others

TEACHER - LED CLASS WORK

This writing exercise encourages pupils to see themselves in a positive light as someone capable of helping others. They should recount an example from their life where they get creative about a situation they aspire to resolve if they can't think of anything.

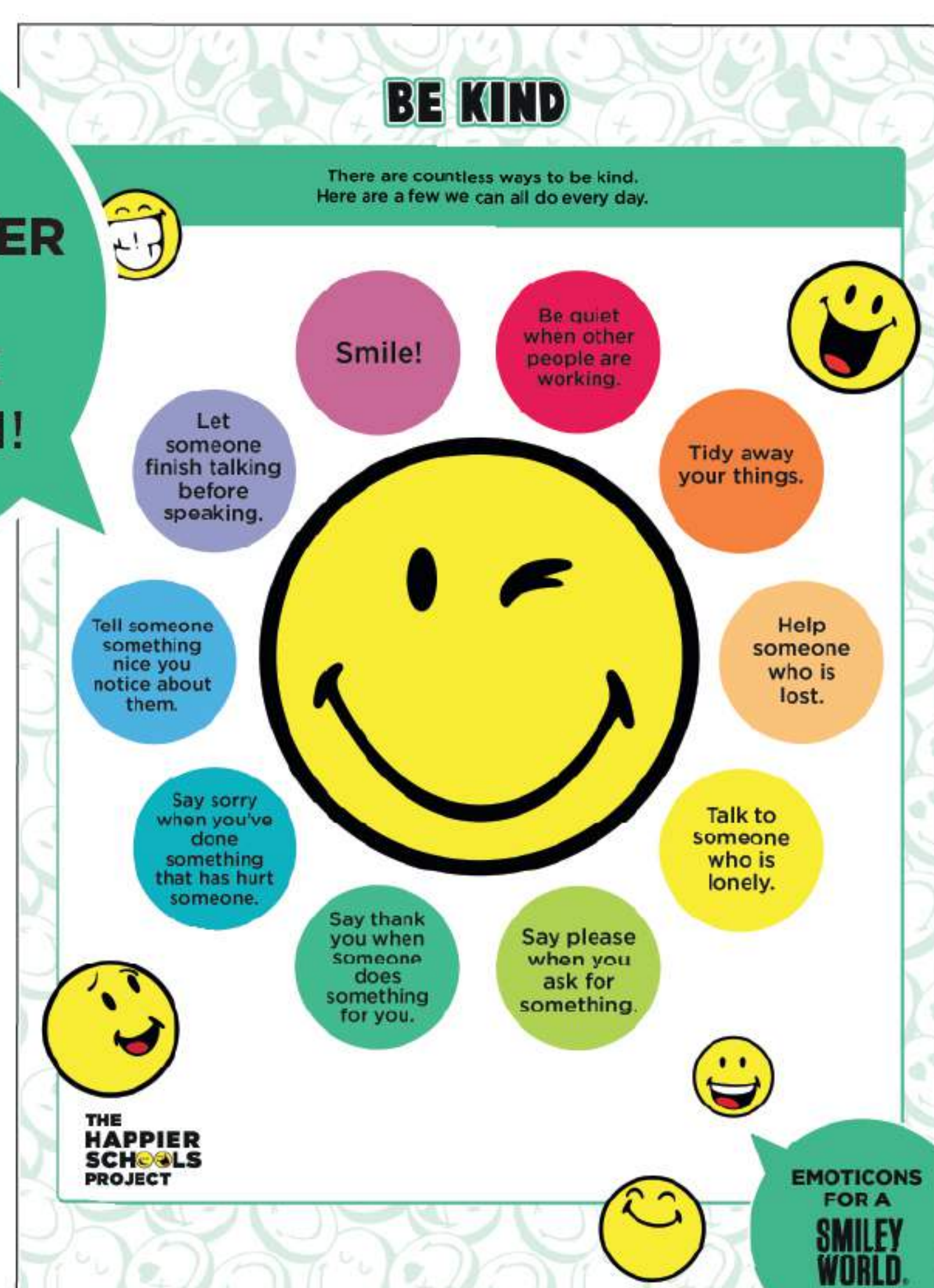
1. Tell pupils they should look for ways to be helpful to others.
2. Tell pupils they are to write a story about a time they were kind to someone when they were experiencing difficult emotions - for example, when they were sad or worried. What happened? What did they do? What was the result? Did the person feel better? If they can't think of a specific event, tell them to make up a story.



REVIEW OF BE KIND HOMEWORK

1. This homework should be marked before being discussed in class with pupils. When marking pupils' stories, notice the different ways in which pupils were kind to discuss with the class. Congratulate pupils on their actions, pointing out where they could improve.
2. When reviewing the homework with the class, mention some of the wonderful things pupils did. If pupils are happy to be named, talk about their good deeds and the impact they would have had on the recipient.
3. Remind pupils that kindness can spread - just as unkindness can spread - so we should always look for ways to be kind.

USE THE
BE KIND POSTER
TO HELP
ILLUSTRATE
THIS LESSON!



INDIVIDUAL WORK

LESSON PLAN 3
Understanding
and helping
others

This activity provides lesson notes to help consolidate learning.

Ask pupils to complete the blanks in the following passage. You can provide this as a worksheet to complete as part of their homework or ask pupils to copy the text into their books and check in the class that they understand the gaps. You can differentiate this by providing the words to choose from and the first letter of the missing word.

THE HAPPIER SCHOOLS PROJECT **UNDERSTANDING AND HELPING OTHERS ASSESSMENT PASSAGE: LEVEL 1** **LESSON PLAN 2 Understanding and Helping Others**

Read the passage and fill in the blanks with words from the selection below.

Our values affect how we think of other people. Everyone's v_____ are different. Our values also change with our experiences and m_____. So at different times, in d_____ situations, we might feel differently.

A person's f_____, school, community, c_____ and culture will all affect their values. This will change how they feel and behave. What we believe about the world will depend on our experiences of it. When we spend time with other people, we should r_____ that they may do things differently to us. It is polite and kind to try to understand other p_____.

When we talk to people, we should try to choose k_____ words. Using unkind words may make someone feel bad. When someone feels _____, they might not want to be nice to us.

When we _____ to other people, we should look at them, think about what they're saying and ask questions to understand. Listening to someone without thinking about what we're going to say _____ can show that we care.

THE HAPPIER SCHOOLS PROJECT **UNDERSTANDING AND HELPING OTHERS ASSESSMENT PASSAGE: LEVEL 2** **LESSON PLAN 2 Understanding and Helping Others**

Read the passage and fill in the blanks with words from the selection below.

Our values affect how we think of other people. Everyone's _____ are different. Our values also change with our experiences and _____. So at different times, in _____ situations, we might feel differently.

A person's _____, school, community, _____ and culture will all affect their values. This will change how they feel and behave. What we believe about the world will depend on our experiences of it. When we spend time with other people, we should _____ that they may do things differently to us. It is polite and kind to try to understand other _____.

When we talk to people, we should try to choose _____ words. Using unkind words may make someone feel bad. When someone feels _____, they might not want to be nice to us.

When we _____ to other people, we should look at them, think about what they're saying and ask questions to understand. Listening to someone without thinking about what we're going to say _____ can show that we care.

THE HAPPIER SCHOOLS PROJECT **UNDERSTANDING AND HELPING OTHERS ASSESSMENT PASSAGE: LEVEL 3** **LESSON PLAN 2 Understanding and Helping Others**

Read the passage and fill in the blanks with the words you think fit best.

Our values affect how we think of other people. Everyone's _____ are different. Our values also change with our experiences and _____. So at different times, in _____ situations, we might feel differently.

A person's _____, school, community, _____ and culture will all affect their values. This will change how they feel and behave. What we believe about the world will depend on our experiences of it. When we spend time with other people, we should _____ that they may do things differently to us. It is polite and kind to try to understand other _____.

When we talk to people, we should try to choose _____ words. Using unkind words may make someone feel bad. When someone feels _____, they might not want to be nice to us.

When we _____ to other people, we should look at them, think about what they're saying and ask questions to understand. Listening to someone without thinking about what we're going to say _____ can show that we care.

values
respect

UNDERSTANDING OTHERS WORKSHEET **UNDERSTANDING AND HELPING OTHERS ASSESSMENT PASSAGE: LEVEL 3** **LESSON PLAN 3 Understanding and Helping Others**

Read the passage and fill in the blanks with words from the selection below.

Our values affect how we think of other people. Everyone's values are different. Our values also change with our experiences and moods. So at different times, in different situations, we might feel differently.

A person's family, school, community, country and culture will all affect their values. This will change how they feel and behave. What we believe about the world will depend on our experiences of it. When we spend time with other people, we should respect that they may do things differently to us. It is polite and kind to try to understand other people.

When we talk to people, we should try to choose kind words. Using unkind words may make someone feel bad. When someone feels bad, they might not want to be nice to us.

When we listen to other people, we should look at them, think about what they're saying and ask questions to understand. Listening to someone without thinking about what we're going to say next can show that we care.

EMOTICONS FOR A SMILEY WORLD



INDIVIDUAL WORK

LESSON PLAN 3
Understanding
and helping
others

UNDERSTANDING
AND HELPING
OTHERS
WORKSHEET

HAPPIER
SCHOOLS
PROJECT

UNDERSTANDING AND HELPING OTHERS ASSESSMENT PASSAGE: LEVEL 3

LESSON PLAN 3
Understanding
and Helping
Others

Read the passage and fill in the blanks with words from the selection below.

Our values affect how we think of other people. Everyone's values are different. Our values also change with our experiences and moods. So at different times, in different situations, we might feel differently.

A person's family, school, community, country and culture will all affect their values. This will change how they feel and behave. What we believe about the world will depend on our experiences of it. When we spend time with other people, we should respect that they may do things differently to us. It is polite and kind to try to understand other people.

When we talk to people, we should try to choose kind words. Using unkind words may make someone feel bad. When someone feels bad, they might not want to be nice to us.

When we listen to other people, we should look at them, think about what they're saying and ask questions to understand. Listening to someone without thinking about what we're going to say next can show that we care.



SMILEY
WORLD
EMOTICONS FOR A



LESSON PLAN 3
Understanding
and helping
others

We have created some posters related to the content in this lesson plan that you can print out and display in your classroom to help reinforce the information being taught.

BE KIND
POSTER

BE KIND

There are countless ways to be kind.
Here are a few we can all do every day.



Smile!

Be quiet
when other
people are
working.



Tidy away
your things.

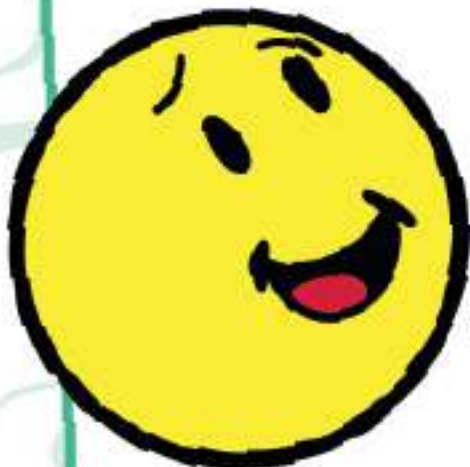
Let
someone
finish talking
before
speaking.

Tell someone
something
nice you
notice about
them.

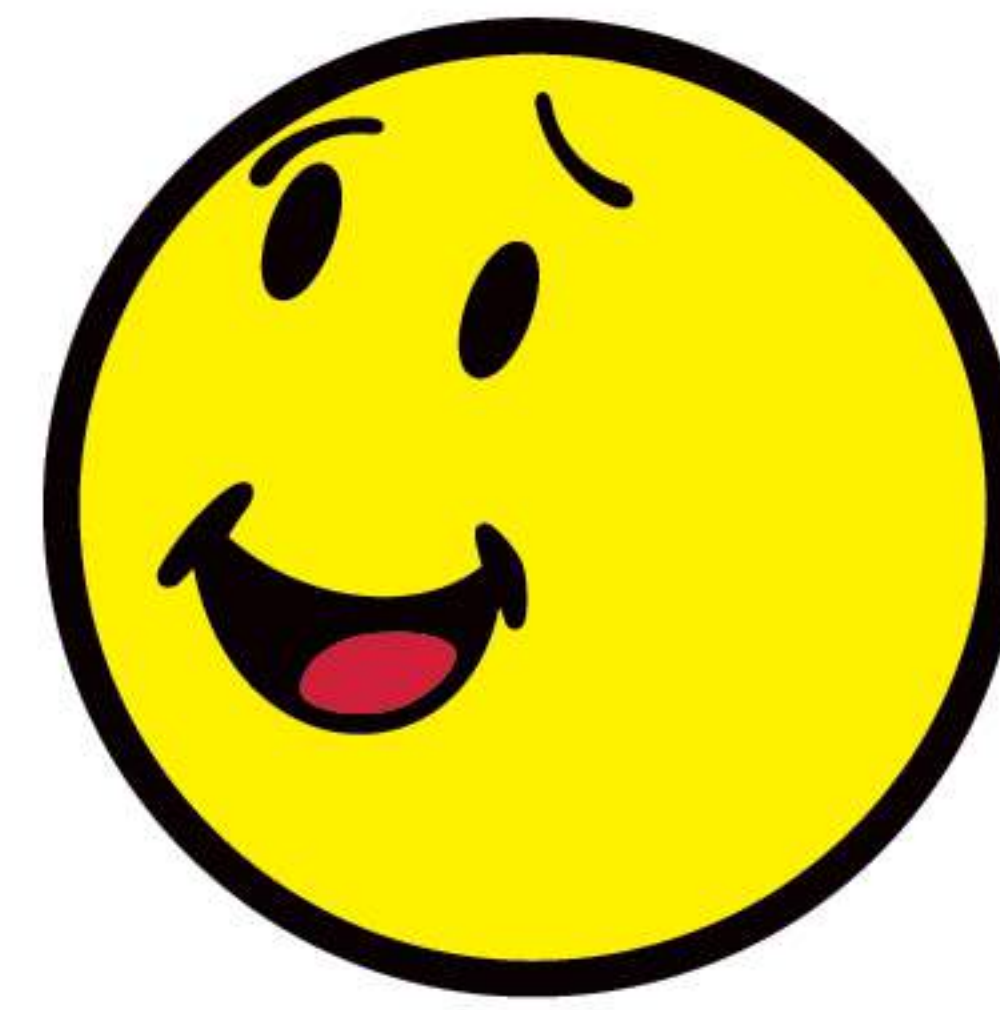
Say sorry
when you've
done
something
that has hurt
someone.

Say thank
you when
someone
does
something
for you.

Say please
when you
ask for
something.



THE
HAPPIER
SCHOOLS
PROJECT



STOP! FEED YOUR EARS

Active listening is a skill we can use to improve our understanding of people and help us communicate better and have deeper relationships.

Active listening means you:



STOP your thoughts



Focus on what is being said



Engage your eyes with the person speaking



Empathise with their emotions and imagine what they're saying



Don't interrupt - wait until they are finished



Encourage them to keep talking



Ask relevant questions



Repet or **S**ummarise key points to make sure you have understood

STOP!
FEED YOUR
EARS
POSTER

THE
HAPPIER
SCHOOLS
PROJECT

EMOTICONS
FOR A
SMILEY
WORLD.

LESSON PLAN 3
Understanding
and helping
others

