



# Edward Peake C of E VC Middle School

## PSHCE Planning

Subject: PSHCE	Unit: Health & Wellbeing	Term/Duration: Spring 2 / 6 Weeks	Year Group: 5
<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>● Intensity of feelings</li> <li>● Managing complex feelings</li> <li>● Coping with change and transition</li> <li>● Bereavement and grief</li> <li>● Personal identity (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>● Gender identity and biological sex</li> </ul> <p><b>Keeping Safe – Emergencies and First Aid</b></p> <p>Keeping personal information private; keeping safe online; first aid and techniques for basic injuries</p> <ul style="list-style-type: none"> <li>● How to respond in an emergency situation</li> <li>● How to deal with increased independence and responsibility</li> <li>● Resisting pressure</li> <li>● Knowing who is responsible for their health and safety</li> <li>● Where to get help and advice</li> </ul>		<p><b>Key Vocabulary:</b> Influences, opinions, decisions, situations, positively, negatively, feelings, strategies, expressing, difference, diversity, inclusion, protected characteristics, similarity, teams, teamwork, first aid</p>	
<p><b>By the end of this unit...</b></p>			
<p><b>All pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>● identify who or what may influence our opinions or decisions</li> <li>● describe what 'diversity' means and what a diverse team might look like</li> <li>● identify the diversity of skills and qualities that different people bring to a team</li> <li>● identify my own skills and qualities and how these are different or similar fro others'</li> </ul>			
<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>● recognise situations where people may be positively or negatively influenced</li> <li>● explain what I think about diversity. Is it important? Why?</li> </ul>			
<p><b>Some pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify steps we can take to manage negative influences on our opinions or decisions</li> </ul>			

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	Learning Objectives	Content	Resources	Success Criteria
1	LO: To learn about what influences our opinions and decision-making	<p><b>Re-establish Ground Rules</b></p> <p><b>Openness:</b> <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p><b>Keep the conversation in the room:</b> <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p><b>Non-judgmental approach:</b> <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p><b>Right to pass:</b> <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p><b>Make no assumptions:</b> <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p><b>Using appropriate language:</b> <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p><b>Asking questions:</b> <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p><b>Seeking help and advice:</b> <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p><b>Starter:</b>  <a href="#">Baseline Assessment</a>                      Ask pupils to make a list of who or what they think might influence a person's opinions or decisions</p> <p><b>Main:</b>  <a href="#">Activity 1: People and things that influence us</a>                      Ask pupils to use the concentric circle sheet to write or draw the people and things that influence them a) the most b) some but not as much c) some but not very much</p> <p>Activity 2: Giving opinions and recognising consequences</p>	Ask It Basket  PSHE Association  Concentric circle sheet  Resource 1 sheet  Resource 2 sheet	I can identify who or what may influence our opinions or decisions  I can recognise situations where people may be positively or negatively influenced  I can identify steps we can take to manage negative influences on our opinions or decisions

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		<p>Read the situations on Resource 1 sheet. Pupils to tick how much they agree with the situations Pupils to then write the reasons for their opinions</p> <p><u>Activity 3: Managing influences and making decisions</u> Pupils to read the stories about Arjun and Lily in Resource 2 Pupils to choose the 3 strategies that they think would be the most helpful for the children</p> <p><u>Endpoint assessment</u> Pupils to go back to the list they made at the beginning of who or what they thought might influence a person's opinions and decisions Can they add any new ideas based on what they have learned today?</p> <p><b>Plenary:</b> Pupils write a message to Arjun or Lily, giving them advice about how to make the best decision they can.</p>		
2	<p>LO: To learn how expressing your feelings can help you manage them</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Hand out the feeling cards so that each pupil has at least one. Either work as a whole class or in a small group. Ask each pupil to take turns to position the cards on a line across the floor or wall, in order from the most difficult feeling to the most positive feeling.</p> <p><b>Main:</b> Discuss: Does everyone agree? There are no right or wrong answers. Encourage some debate. We all experience our feelings in different ways. Ask pupils why we are doing this exercise. How can it help us? For example, to help us know what words to use to let someone know how we are feeling. Remind the class that we all feel differently about different problems and that is why we need a vocabulary to explain how we are feeling about something, not just what the problem is.</p> <p><u>Activity 1: Scale of feelings</u></p>	<p>Ask It Basket</p> <p>Feeling cards</p> <p>List of challenges</p> <p>Emoticon handout</p>	<p>I can recognise that our feelings are individual and unique</p> <p>I can understand that some feelings are harder to cope with than others</p> <p>I understand that talking about feelings can help</p>

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Ask pupils to stand in the middle of the classroom. One side of the classroom becomes scale ten, the other side zero. Alternatively use the emoticon sheet for pupils to point to the feeling they would have.

Read out challenges one at a time and ask pupils to stand where they would consider themselves on the scale in terms of this being a big challenge from them or not.

*\*some challenges won't be appropriate for KS2, so check the slides for which ones you should use.*

Be sensitive to any issues for pupils.

Ask volunteers to say why they have chosen to stand in a certain place.

Note that everyone is standing in a different place. After a few challenges, ask pupils what they have noticed.

For example, that we all feel differently about different challenges and that there is more than one factor that affects where we stand. What are these?

Ask pupils for ideas.

What might affect how we feel about a challenge?

Ask pupils to individually rate themselves on the scale from one to ten for each challenge depending on how big a challenge it seems to them.

Ask pupils to then share in pairs then in groups of four.

Pupils then feedback – what did they notice? Were they all different?

Note that everyone has rated the challenge differently.

After a few challenges, ask pupils what they have noticed.

For example, that we all feel differently about different challenges, and that there is more than one factor that affects where we stand.

What are these? Ask pupils for ideas.

Which challenges do they think would be hardest to talk about, and why?

### Extension:

Divide the class into five groups and give each group one of the sad, happy, angry, scared or worried cards.

Ask the groups to come up with as many ways to describe different feelings as they can

e.g. drawing, words, colour, pattern

Ask each group to share some ideas.

### **Plenary**

Explain that feelings are different for all of us.

It helps to use words to describe how intensely we are experiencing them.

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		Some feelings are easier to describe and talk about than others.  Ask the pupils: Do I feel able to express how I feel? How could this help me?		
3	<p>LO: To recognise the strengths and benefits that different types of people bring to teams, groups and communities</p> <p>To celebrate diversity and equality</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> <u>Team kick off</u> Show the slide with the team photos, including the Biggleswade Town FC team Click to reveal questions for pupils: What do they think 'team' means? <i>(A group that comes together with one goal)</i> What teams are they already part of? <i>(Teams come in many different shapes and sizes, e.g. a sports team, a team of friends, clubs, families, class or year group, wider community and/or faith groups)</i> Explain that today, pupils will be exploring teams and creating their own.</p> <p><u>Where do I stand?</u> Ask pupils to consider the statement on the slide and take a moment to silently reflect on their response to it. Click to reveal the agree/disagree continuum and ask pupils to stand along an imaginary line stretching across the classroom to show whether they strongly agree, strongly disagree or place themselves somewhere in the middle. Ask pupils in different positions along the line to explain why they have chosen to stand there.</p> <p>Encourage discussion by asking question such as: Why have you stood closer/further away from that end/in the middle? Why do you think that? Can you give an example? What might someone who thinks differently to you say? Is it possible to have a team where everyone is the same?</p>	<p>Ask it Basket</p> <p>Premier League Primary Stars: Roar! For Diversity</p> <p><a href="https://plprimarystars.com/resources/roarfordiversitypack">https://plprimarystars.com/resources/roarfordiversitypack</a></p> <p>Team player profile template (one per pupil)</p> <p>May want to take your class onto the playground for Team Up activity</p>	<p>I can describe what 'diversity' means and what a diverse team might look like</p> <p>I can identify the diversity of skills and qualities that different people bring to a team</p> <p>I can identify my own skills and qualities and how these are different or similar from others'</p> <p>I can explain what I think about diversity. Is it</p>

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	<p>Give pupils a chance to change their position based on what they have heard from others, or to stay where they are. Ask for reasons why pupils have moved/stayed in place.</p> <p><b>Main:</b> <u>Introduce 'diversity'</u> If it does not come up in the starter, introduce and explain the words 'diversity/diverse', emphasising that each individual is unique and we all have individual differences. There are lots of ways we can be different from one another – it might be our race, ethnicity, gender, age, physical abilities, religious beliefs, our background or our skills and characteristics. Explain that some characteristics are 'protected' by the law and give examples (see hidden slide 6, if using with pupils). Explain that these characteristics are protected because these groups of people have historically been more likely to be discriminated against.</p> <p><u>What does diversity mean to my team?</u> Click to play the film, which explores diversity from the perspective of different individuals from the world of cricket and football and explains why it is important to them and to their team.</p> <p><u>Activity 1: Jofra Archer's story</u> Talk through Jofra Archer's story. Explain that Jofra's upbringing is different from his teammates'. He grew up in a different country and did not have the same opportunities for playing cricket as some of his team mates might have had. But Jofra loved cricket and he and his stepdad would play every day. Moving away from his family was really difficult and even now that he has been living in England without them for years, he still misses them a lot.</p> <p><u>What does Jofra bring to his team?</u> Once pupils have considered question 1, click to reveal the second question. Click again to reveal possible strengths Jofra brings to his team. For example:</p> <ul style="list-style-type: none"><li>• Skills, like <b>fast bowling</b> and his talent at batting and fielding too</li><li>• His <b>resilience</b> and his willingness to embrace new challenges (he has had to overcome some difficulties)</li><li>• His <b>dedication</b> to the sport (he cared about cricket so much that he was willing to leave his home and his family)</li></ul>	<p>important? Why?</p>
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- He might bring a **different point of view** and **different experiences** because he grew up in a different country (Barbados)

### Activity 2: Sian Massey Ellis' Story

Talk through Sian Massey Ellis' story.

Explain that Sian is an assistant referee at football matches. That means she has the very important job of making sure the players stick to the rules and that the game is played fairly.

She needs to make difficult decisions under pressure, and be confident and calm to make sure they players listen to her.

Sian is passionate about football and about inspiring other girls and women to get into the sport.

### What does Sian bring to her team?

Once pupils have considered question 1, click to reveal the second question.

Click again to reveal possible strengths Sian brings to her team.

For example:

- Skills, like **communication** – being able to talk to lots of different players with different personalities
- **Decisive**. As a referee, Sian has to know the rules of the game and be able to make decisions quickly and confidently and stick to them!
- Her **good fitness** – Sian does lots of special training to make sure she has a high level of fitness so she can run up and down the pitch and keep an eye on the game at all times
- Sian's dedication to football and being the best referee she can be make her a **role model** for other girls and women who might want to get involved in football

### Activity 3: Team Up

Explain that pupils will be creating their own diverse teams and celebrating their different strengths and abilities.

Tell pupils that when they hear the instruction 'roam the pitch', they should move around the classroom (if outside, they could do something more active, like jogging).

When you say 'team of X' (X to be the number of pupils you want in each team) pupils should get into groups of the given number with those closest to them.

Check that each team represents a range of diversity (e.g. gender, ability, personality etc.) and that pupils are with those they may not normally work with. Explain that this is the pupils' team.

Click to reveal the instructions, which prompt pupils to discuss their similarities and differences:

- Can you find at least two things that you and your team members have in common?



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	<ul style="list-style-type: none"><li>• Can you find at least two things that are different about you and your team members?</li></ul> <p>Give pupils a time limit in which to choose a name for their team.</p> <p><u>Team Talk</u> Ask each pupil to think about the person on their left. Can they describe or name a strength that person brings to the team? Click to reveal the second question. Can pupils name one (or more!) different strengths, qualities and skills that they bring to the team, e.g. 'I am good at organising things and encouraging other people, and I can run very fast' <b>Support:</b> If pupils are struggling to think of strengths, click a second time to reveal a list of positive qualities and skills for pupils to choose from If pupils need additional support, use the scenarios on slide 22 to help them think about the strengths they bring in different situations.</p> <p><u>Activity 4: Create your own team player profile card</u> Give each pupil their own <b>team player profile</b> to complete. They can draw or add a photo of themselves, and list four strengths they bring to the team. Once they have done this, click to reveal the next slide which prompts pupils to put their team player profile cards together in order to create a team profile.</p> <p><u>Create your own team profile</u> Pupils can arrange their team player profiles in their groups. Pupils should use these to decide on the key strengths of their team. They can write or draw these strengths on a large piece of A3 paper to create a team profile. How do the team members' diverse skills and experiences make the team stronger? Once they have done this, you could ask pupils to choose a spokesperson from the team to talk about their team's strengths, skills and differences.</p> <p><b>Plenary</b> <u>Where do I stand?</u> Show pupils the statement they considered at the beginning of the lesson. Ask pupils to place themselves along the imaginary line again, according to what they think now.</p>		
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		<p>Ask pupils in different positions to explain why they have chosen to stand in that particular place. Has anyone chosen to stand in a different place than they did at the start of the lesson? Can they explain why?</p> <p>Ask pupils if anything they have learned in the lesson has made them think differently, or made them question anything they might have thought before the lesson.</p> <p>Click to reveal a second statement, 'Communities are stronger when they are diverse' and ask pupils to consider where they would stand in relation to this statement. Explain that diversity doesn't just benefit sports, but society as well.</p>		
4	<p>LO: To understand what first aid is</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b>  <u>Baseline Assessment</u>                      What does 'first aid' mean?                      Pupils to create a mind map in their exercise books</p> <p><b>Main:</b>                      Discuss what is meant by "first aid", you could define this as first person on the scene to help someone in need of aid/assistance.</p> <p><u>Activity 1: Why is first aid important?</u>                      Explain that you will share some statements one at a time. After each statement is read out or displayed, pupils choose whether they agree or disagree and move towards the side of the room with that label, if they are not sure they can stay toward the middle. If pupils are seated, you could: ask them to write their answers on a whiteboard.</p> <p>Reading out or displaying the statements, ask pupils to show if they agree or disagree or are undecided. After each statement, invite some learners with different opinions to give reasons why they agree, disagree or are undecided. There is no right or wrong answer – this is to get them thinking and to see that there are a range of perspectives.</p> <p><u>Activity 2: Giving first aid</u>                      Ask the pupils to form small groups. Hand out a large sheet of paper and marker pens to each group. Either give each child a worksheet or display the PowerPoint slides and ask them to draw a large outline of a person on the paper.</p>	<p>Ask it Basket</p> <p>Red Cross - <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a></p> <p>Outline of a person</p>	<p>I can learn first aid skills</p> <p>I feel able to help someone who needs first aid</p>

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		<p>As a group, ask the pupils to draw inside the person outline all the injuries and illnesses that might happen meaning they would need first aid e.g. bump on the head, burn on the hand, broken bone in the leg. What type of injuries or illnesses can happen?</p> <p>Drawing a line from the injury to the outside of the person, ask the group to think about what first aid the person might need to help them recover, e.g. bag of ice on the head, running a burn under cold water for 10 minutes What type of first aid might someone need to help them with an injury or illness?</p> <p>Now, around the outer edge of the paper ask the pupils to write what they could say to someone to comfort them e.g. Don't worry, help is on the way. What could you say to help them feel better?</p> <p><b>Plenary</b> Review the kinds of injuries or illnesses the pupils raised and the first aid they already know to help. Watch the video: <a href="https://firstaidchampions.redcross.org.uk/primary/">https://firstaidchampions.redcross.org.uk/primary/</a></p>		
5	LO: To learn first aid skills	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Ask pupils to recap what injuries or illnesses they discussed last lesson</p> <p><b>Main:</b> The pupils are going to learn what first aid to do for the following 8 injuries or illnesses:</p> <ol style="list-style-type: none"> <li>1) Asthma attack</li> <li>2) Bleeding</li> <li>3) Broken bone</li> <li>4) Burns</li> <li>5) Choking</li> <li>6) Head injury</li> <li>7) Unresponsive and breathing</li> </ol>	<p>Ask It Basket</p> <p>Red Cross – <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a></p>	<p>I can learn first aid skills</p> <p>I feel able to help someone who needs first aid</p> <p>I feel confident to help someone who needs first aid</p>



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	<p>8) Unresponsive and not breathing</p> <p>1. Asthma Attack How confident do the pupils feel to help someone who is having an asthma attack? Click on the link and complete the confidence scale as a whole class: <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/asthma-attack/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/asthma-attack/</a> Then watch the video</p> <p>2. Bleeding How confident do the pupils feel to help someone who is bleeding? Click on the link and complete the confidence scale as a whole class: <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding/</a> Then watch the video</p> <p>3. Broken bone How confident do the pupils feel to help someone who has broken a bone? Click on the link and complete the confidence scale as a whole class: <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/</a> Then watch the video</p> <p>4. Burns How confident do the pupils feel to help someone who has a burn? Click on the link and complete the confidence scale as a whole class: <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/</a> Then watch the video</p> <p>5. Choking How confident do the pupils feel to help someone who is choking? Click on the link and complete the confidence scale as a whole class: <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/choking/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/choking/</a> Then watch the video</p> <p>6. Head injury How confident do the pupils feel to help someone who has a head injury?</p>		
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		<p>Click on the link and complete the confidence scale as a whole class:  <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/</a>                  Then watch the video</p> <p>7. Unresponsive and breathing                  How confident do the pupils feel to help someone who is unresponsive and breathing?                  Click on the link and complete the confidence scale as a whole class:  <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing/</a>                  Then watch the video</p> <p>8. Unresponsive and not breathing                  How confident do the pupils feel to help someone who is unresponsive and not breathing?                  Click on the link and complete the confidence scale as a whole class:  <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-not-breathing/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-not-breathing/</a>                  Then watch the video</p> <p><u>Activities:</u>                  The children are then to get into small groups and practise what to do during one of the situations using the role play cards</p> <p><b>Plenary</b>                  Ask for volunteers and watch different role plays as a class, critiquing the group</p>		
6	LO: To explore the concept of helping others, and how adults can help others through bone marrow, stem cell and	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>                  Ask pupils to think quietly for a minute about the last time they helped someone. Who did they help, and what did they do? How did it make them feel? What difference did it make to the other person? Explain that they don't need to share this example.</p> <p><b>Main:</b>                  Explain to pupils that they are going to begin by thinking about two questions:</p> <ul style="list-style-type: none"> <li>• How can children like us help others?</li> <li>• Why might children like us help others?</li> </ul>	Ask It Basket  Giving to help others PowerPoint  Giving to help others card sorting activity	I can list different ways people can help each other  I can identify ways in which individuals can help different

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<p>blood donation</p>	<p>Ask pupils to write their answers on up to three post it notes per question, and put them on the wall or board. Tell them which colour post-it to use. They will need the other colour later.</p> <p><b>Support:</b> Pupils who need support can use their example from the last slide to help their thinking. Where needed an adult may scribe their answers/responses for them.</p> <p><u>Baseline Assessment:</u> These questions will serve as an initial assessment to find out the starting point of pupils. The activity will be repeated at the end of the session, in order to show evidence of progress made. For that reason, avoid supplying pupils with possible answers at this stage, encouraging them to offer their own ideas. Think about how you will tailor the session to the class depending on your pupils' responses.</p> <p><u>Activity 1: How can people help each other?</u> Explain that we are going to watch a video to explore the idea of giving to help others. Instruct pupils to look out for any examples of individuals helping each other. When the video is finished, ask pupils to list the examples they noticed.</p> <p><u>Activity 2: What different kinds of help did you see?</u> Ask pupils to look at the picture and consider this question: How could you group the types of help that you saw in the video? Think about the type of person doing the helping, and the type of help they are giving.</p> <p>Emphasise that there is no right answer. For example, pupils could mention that:</p> <ul style="list-style-type: none"> <li>•<b>different types of people help each other</b> in each example – children help adults, adults help children or children help children</li> <li>•some help is <b>physical/practical</b> (for example, Mrs Kahn helping Olivia or Leila helping Asha), some is <b>emotional</b> (like when Amira decides to play with Noah)</li> <li>•<b>different groups and communities</b> can help each other; whether it be helping others in the school community, the local community or the global community – helping people they haven't even met (just like Leila helped Asha!).</li> </ul> <p><b>Support:</b> The teacher could describe the different types of help listed above, and ask pupils to identify the correct pictures for each.</p>	<p>groups and communities</p> <p>I can explain that one way adults can help others is by donating bone marrow, stem cells and blood</p> <p>I can explain reasons why people might help each other</p>
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**Challenge:** Extend the activity by asking pupils to predict what effects the help given would have on those receiving the help.

### Activity 3: Card Sorting

Hand out a set of sorting cards to each table.

Explain that these cards list some of the different ideas Kofi has had for helping others.

In pairs or groups of three, pupils need to help Kofi to work out which group or community each of his ideas would help. They need to sort the cards under the four bold headings.

Once they have finished sorting the cards, they should think of at least one further idea on how Kofi could help each different group or community. Pupils should write these ideas onto the blank sorting cards.

**Support:** Use the picture version of the cards, and ask pupils to draw their ideas.

**Challenge:** Extend the activity by asking pupils to predict what effects the help given would have on those receiving the help.

Note: Slide 17 displays some answers – you may not wish to move onto this until pupils have finished their group discussions.

Once pupils have sorted their cards, show them how the cards might have been sorted.

For some of the cards you might want to ask:

- Could this card go under more than one heading?
- What other ways did you think of for Kofi to help e.g. his family and friends?

Ask pupils to share the other examples they thought of for how Kofi could help each different group or community.

**Challenge:** Extend the activity by asking pupils to predict what effects the help given would have on those receiving the help.

### Activity 4: Discussion

Explain that there are lots of ways people can help those they have never met. They can give to charity (money, things or time!) or they can look after the environment by recycling.

Ask pupils to consider why people might help those they have never met before.

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They can use the examples they have sorted to help them think about this.  
For instance, why might people give clothes and toys to a charity shop? (Because they want others to benefit from the clothes and toys they have enjoyed but no longer need.)

**Challenge:** Ask pupils what qualities and attributes people show when they help others? (Answers might include kindness or thoughtfulness. Ask if anyone knows the meaning of compassion and empathy, which are two attributes that people who help others often have.)

Remind pupils that Asha is Kofi's sister. She needed help because at the start of the film, some of her blood cells weren't healthy.

Explain to pupils:

- Each of our blood cells has a special job – whether that is to give us energy, help us fight disease or to form scabs (!). If a person's blood cells are not doing their jobs properly, they can become ill.
- **Bone marrow** is a soft, spongy tissue in the middle of some bones. It makes special cells, called **stem cells**.
- Stem cells are special because they become **blood cells**.
- If our bone marrow isn't working properly, it can start to make unhealthy blood cells which means our blood can't do its job.
- When this happens, a person needs to get new bone marrow that *is* working properly. This is called a **bone marrow transplant**.
- Doctors will see if their family has the right type of bone marrow to donate.
- If their family doesn't have 'a match', doctors will look at the British Bone Marrow Registry to see if anyone on the list matches.
- Another option is to have a **stem cell transplant**, where a person is given healthy stem cells, which can start making healthy blood.

Note: You might want to remind pupils about the ground rules, especially the Ask It Basket, and asking for help from trusted adults if they need it.

Additional information for teachers:

- Bone marrow produces blood stem cells, which are the building blocks of our blood.
- Stem cells can turn into:
  - white blood cells – which fight infection
  - red blood cells – which carry oxygen around the body
  - platelets – which stop bleeding.

# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p>Ask pupils:</p> <ul style="list-style-type: none"><li>•Who helped Asha? (Someone called Leila – we never see Leila. She does not know Asha or her family, or live in the local area.)</li><li>•How did Leila help Asha? (She gave her some of her bone marrow, or 'donated' it. She did this by signing up to a special register to be a potential bone marrow donor. This is the register doctors will look at when someone urgently needs new bone marrow.)</li></ul> <p>Explain that thanks to Leila, Asha is better and back at school by the end of the film.</p> <p>Ask pupils:</p> <ul style="list-style-type: none"><li>•Why do you think Leila helped Asha? (She felt empathy with people who are ill, put herself in their position, it made her feel good. We never get to see Leila in the film.)</li><li>•What kind of qualities do you think Leila showed when she donated? (Kindness, being caring, bravery. She is also just a normal person – not some kind of superhero! Most people over the age of 18 can give their bone marrow.)</li></ul> <p>Explain to pupils that lots of other people helped Asha too by <b>donating blood</b>. While she was waiting for her bone marrow transplant, the doctors and nurses will have given Asha something called a <b>blood transfusion</b>. This is when a person is given new, healthy blood cells to make them feel better.</p> <p>Explain that becoming a potential bone marrow, stem cell donor or a blood donor are important ways that adults can help other people.</p> <p>Ask pupils why might someone not be able to help by donating? (Explain that it is great to donate, or tell other people about donating stem cells, bone marrow or blood. However some people may have personal reasons why they can't donate, which you should always respect, and not press them to explain. They may have health issues themselves, and some people do not support donations on religious grounds. If you're talking to people about donation, it's good to use the same ground rules we're using today.)</p> <p><b>Support:</b> Explain that there are some people who may not believe in donation, or who cannot donate because of health reasons. Ask pupils how we should treat people who hold different beliefs or opinions to our own?</p>		
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# Edward Peake C of E VC Middle School



## PSHCE Planning

(Explain that these different reasons why people can't donate should be respected and we should not press them to explain.)

Additional information for teachers:

Some people do not support donations on religious grounds, but the major religions in the UK support the idea of blood and stem cell donation. NHS Blood and Transplant (NHSBT) is working with churches and faith leaders to spread the message that donation can be an important part of caring for the lives of others. For more information on faith and donation, visit the NHSBT page on [Faith and donation](#).

Explain to pupils that they are not old enough to sign up to be bone marrow, stem cell or blood donors., so how can children like them help?

Encourage pupils to share their own ideas on what they could do to help. Pupils may suggest telling their adults at home or doing something at school to raise awareness of donation and the need for donors.

Explain to pupils that Team Margot is a team of friends and family who came together to help a little girl called Margot who needed a bone marrow transplant. They campaign to get as many people as possible doing what Leila did - giving to help others they have never met!

Explain that pupils can help people like Asha by creating their own campaign (see [givingtohelpothers.org](#) for resources) to raise awareness of the need for potential donors.

Ask pupils to think back to the questions we explored at the beginning of the lesson:

**Q:** *How can we help others?*

**Q:** *Why might we help others?*

Ask pupils to write their answers on a different coloured post it note and stick it next to the post it note they posted at the start of the lesson.

Where needed an adult may scribe their answers/responses for them

**Q:** *What new ways of helping others have you learnt about?*

**Q:** *Have you learnt about any groups or individuals you can help, that you hadn't thought of before?*

**Q:** *Have you learnt any new reasons **why** people help each other that you didn't know about before?*

# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p><b>Plenary:</b> Use the Ask-It-Basket to provide the pupils with an opportunity to disclose in a safe, appropriate way any anonymous questions. Set aside some time to allow for pupils to write/ask a question if they wish. To avoid any pupils feeling self-conscious about writing a question, teachers could give all pupils a piece of paper and ask them to write their question, then put it in the box. If they don't have a question to ask, pupils can write down what they had for breakfast, and put that in the box. After the session, teachers should read the pupils' questions/comments and take appropriate action if any concerns are raised.</p>		
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**Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time**