

Year 1 . Newton Solney Infant School. PSHE. Being Responsible. Spring 3.

Session 1:- Being responsible by following the rules

Play a game where your child is asked to perform the opposite of your instruction. For example, stop means go, go means stop, up means down and down means up. Encourage them to listen carefully and use all their super skills! Could they create their own instructions that mean the opposite? Share ideas.

Ask the children to work with a partner (if possible). Provide them with bean bags and a bucket (any equipment will work for this, if you do not have appropriate balls and bucket, you could use screwed up pieces of paper and a bowl, it really doesn't matter!). Can they think of a game they could play with the equipment they have. What are the rules? What happens if someone breaks the rules? Practise and share the game developed. Did people work together? What would happen if the games didn't have rules? What are the consequences of not following the rules at school? For example, not listening, shouting out, not sharing, being unkind and not asking for help when you need it?

Activity

Complete the sentence:- Following rules are important because...
This can be done verbally, but encourage children to really think about why rules matter. They may want to think of 2 or 3 endings for the sentence.

To finish off

Think about the 'Do Be Values' that we have in school - Can your child remember any of them?

Do be Kind, Do be Friendly, Do be Responsible, Do be Respectful.

How do these 'Do Be' values link to following the rules?

Session 2:- Being responsible by playing fairly

How do we decide things?

For this activity you need to pretend that you are in school with all your friends!!

Today I want to play a game with you all in Robins class. I have 3 games to choose from and I don't have time to do all 3. I only have time for 1. How do I decide which one to play? The choices are: 'Duck, Duck, Goose', 'What Time is it Mr. Wolf' and 'Musical Statues'. (Hopefully your child would suggest that we take a vote with all the children.) How could we take a vote? Hands up, stand up, secret ballot? The vote needs to be fair. How do we decide after the vote which to play? How might you feel if you did not get your choice? Even though you are not in school, I am sure that your child will understand the need for things to be fair when they are in school. Ask them to think about which of the games would be their choice to play with their friends.

How could you make it fairer so that everybody got to play the game they wanted? Does getting what you want always happen? What skills could you use if you don't get what you want? Why do we have to play fairly?

Activity.

Play a game with your child - any game will work e.g. board game, card game, hide and seek etc. Make a point of cheating when you are playing the game. If a game with a dice, count on extra spaces (make it quite obvious that you are cheating and see what your child does!) If hide and seek, look where they are hiding while you are counting etc.

To finish off

Talk about how this makes them feel when you are cheating - remind them that this is how others would feel if they cheat. It also is not as fun to win if you have cheated to get there.

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Session 3:- Responsibilities at home and school

Ask your child what they are responsible for. Write up a list. These might include: Making my bed; tying my shoelaces; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; doing up my coat. Do they like having responsibilities? What would happen if they didn't do these things? How does having responsibilities help us?

Activity.

Draw pictures of 3 responsibilities they have at school and/or at home.

To finish off

Try to think about one extra thing you could be responsible for at home and at school that might make things easier for you, your friends, your parents or your teachers. What extra responsibility would you like?

Session 4:- Being Responsible by asking questions at the right time and listening to the answers

Use the booklet: <https://old.parliament.uk/education-resources/KS1/Find-out-about-Parliament-Questions-booklet.pdf>

Why is asking questions important? Read the story from the booklet and follow up with the questions. What did Evie learn about her Granny? Why was it useful for Evie to ask her Granny questions?

Imagine a time when you didn't understand something at school. What might happen if you didn't ask a question? Is it okay to ask questions? Show a picture of an MP, the Prime Minister and the Queen. What question would you like to ask them?

Activity

Role play asking different questions and taking it in turns to be different characters. What do you think their responses might be? Also role play not understanding something in class and asking a sensible question to help yourself.

To finish off

Discuss the importance of thinking of sensible questions to ask and that then it is important to listen to the answer. Why is listening really important? How do we show that we are listening?

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Session 5:- Being Responsible for what you believe in

Show your child the picture at the end of this document - a box of crayons all different colours: Some broken, some short, some with wrappers ripped. Ask your child why they think the crayons look like this? What might have happened to the crayons to make them this way? Look at the cover of 'The Day the Crayons Quit'. (Use the link below for the book)

<https://www.youtube.com/watch?v=489micE6eHU>

What do the children think the story might be about? (It is a good story for showing decisions being made and arguments being portrayed). Listen to the story and discuss what happened. We are going to hold a campaign to support the crayons. Discuss what a campaign is and how it is a way for groups of people with the same beliefs to sow their opinion for what they think should happen.

Activity.

Ask your child to choose a colour crayon to defend - a colour crayon that they really felt sorry for during the story.

Support your child to make a sign and prepare a short speech and a catchy slogan to explain what needs to change about their particular coloured crayon's treatment

To finish off

Present their argument to defend their chosen coloured crayon.

Session 6:- Being Responsible for our rubbish

A useful clip:

www.bbc.co.uk/education/clips/z9p9j6f What should I do with my rubbish? Ask the children what they do with their rubbish. How do they know what to recycle? Introduce a range of pictures or items. Place different signs at opposite sides of the room. Ask them to move to 'Yes' if they think the item can be recycled and to 'No' if it can't. Why is it confusing? What can we do if we are not sure? Why do people throw rubbish on the floor? What are the consequences?

Explore what 'reuse' and 'reduce' mean. Introduce a picture of a monster (at end of document). Tell the children about how wasteful he is, how he throws everything away, and also throws lots of his rubbish on the floor! Explore how they could help the monster to Reuse, Recycle and Reduce his rubbish. The link below helps to explain reduce, reuse, recycle.

<https://www.eco-schoolsni.org/eco-schoolsni/documents/006512.pdf>

Activity

Create a poster to inform people about the '3 R's'. to be displayed around school or home.

To finish off

Watch the following link together:

<https://www.youtube.com/watch?v=aTcMPy6L88E>

David Attenborough explains the importance of recycling plastics, and the impact it is having on our oceans. Can you work out a way of reducing the amount of plastic that you use?



