

Final Outcome: We are working towards creating a role play scene that reflects the motivations and impacts actions can have on people. The role play will also promote 'stop and think' approach to our actions.

Component 6: To create a role play encouraging 'stop and think'

What we will know after this sequence:

- The difference between planning ahead and acting on impulse.
- How to create a scenario where someone's feelings are harmed by the actions of others.
- How to stop a scene before the person shows how their feelings have been hurt.
- To explain how activities may affect their behaviour in the future.



Vocabulary: Planning ahead, impulse, consider, scene, scenario, harm, hurt, group, person

How will this feed into my next learning:

I will use my knowledge of living without harming other feelings and the idea of stop and think to ensure that I make positive decisions in society and the school community.

SEND: To be in mixed ability groups to support their understanding of different scenarios and to have pictorial representations if needed as well as word banks and sentence stems to structure 'talk'.

Component 4: To recognise situations in which harm may be caused.

What we will know after this sequence:

- To discuss possible motivations for harming others from different scenarios.
- How to give advice to an individual that potentially could be being harmed.
- To explain why people harm others with words and give steps as to how to act if they are witness to it.



Vocabulary: Harming, anger, jealousy, desire to win, frustration, wanting to fit in with a group

How will this feed into my next learning:

I will use my knowledge of motivations to now explore and predict the impact of my own actions on the feelings of others.

SEND: To have a first, next board to encourage them to think of steps they make take if witnessing people being unkind. To reflect upon scenarios they may have experienced.

Component 5: To understand the impact of harm on an individual's future actions

What we will know after this sequence:

- What the word 'consider' means and why is it important that you consider the most likely reasons for harming others with words.
- How to predict how an individual might feel in different scenarios and how this may impact how they may play in the future.

Vocabulary: Outcome, consider, harming, individual, scenarios, impact, future,



How will this feed into my next learning:

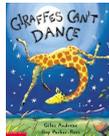
I will use my knowledge of different scenarios and predicting how others may feel in different contexts to then explore the concept of 'stop and think'.

SEND: To be in mixed ability groups to support their understanding of different scenarios and to have pictorial representations if needed as well as word banks and sentence stems to structure 'talk'.

Component 3: To identify the impact of unkind words

What we will know after this sequence:

- How to share ideas and reflect upon possible motivations for harming others.
- Identify from a story (Giraffes Can't Dance) when characters were harming another and why.
- Identify and describe impact of unkind words.



Vocabulary: Reflect, motivation, unkind, recognise, harm, physical, emotion.

How will this feed into my next learning:

I will use my knowledge of motivations to harming people to further explore: anger, jealousy, desire to win, frustration, wanting to fit in with a group.

SEND: To have visual representations of different feelings.

Component 2: To describe how they feel

What we will know after this sequence:

- How to describe using a range of words how they feel when they are 'hurt'.
- The importance of living our lives without harming others.
- Define command words: consider, reflect, believe, acknowledge, uphold, recognise.



Vocabulary: consider, reflect, believe, acknowledge, uphold, recognise

How will this feed into my next learning:

I am going to use my knowledge of living without harming others to look at possible motivations for harming others.

SEND: To have visual representations of different feelings and to have scenarios that may be relevant to them or that they have experienced or witnesses.

Component 1: Living without harming others (Contender Level Unit 2): To understand the meaning of harm

We should know:

- Different types of bullying, including direct, indirect and physical

What we will know after this sequence:

- What the word harm means.
- How harm can be both physical or emotional.
- That we have a duty to live without harming others.
- To share ideas openly in a group with fear of judgement.



Vocabulary: Harm, fear, physical, emotional, harm, consider, reflect, believe, acknowledge, uphold, recognise

How will this feed into my next learning:

I will use my knowledge to then explore further what the following command words mean and how I may implement them in my own life and actions.

SEND: Lots of visuals and role play opportunities to identify physical or emotional harm. To focus on emotions that they are better recognising than overloading with too many.

