EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)
YEAR: 4 TERM: Autumn (1) THEME: IT'S OUR WORLD

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To devise a class charter	• I can contribute towards making a class charter	• class • school • community • rules • charter • cooperate • agree	• Thought shower: refer to SEAL assembly story of the new world. • Group work: produce own charter for the classroom. Each group selects a representative to create a final class charter. • Children sign the charter and produce pictures, signs, symbols, photos to make the charter accessible to everyone. • Alternative activity might be school tree		• SEAL New beginnings, Yellow book p8 • Theme overview, New beginnings, p6&10
Wk 2	CIT	To understand how laws are made	• I can describe democracy in simple terms	• rules • laws • democracy • Parliament	• Give children some background information about Parliament and draw comparisons with decision-making in the class or school eg. school council • Look up word 'democracy' in a dictionary and write down meaning in their own words. As a class, discuss and agree a definition. • Using local newspapers, children find examples of democracy eg. in decision-making.		• QCA Citizenship, Unit 8 How do laws and rules affect me? – Sections 1-3
Wk 3	CIT	To know ways of saving energy (1)	• I know ways to save energy in the home and why we need to	• energy • save • waste • heating • insulation • compost • carbon • footprint	• Thought shower: ways of saving energy in the home – heating, insulation, compost. Why? Discuss alternative sources of energy eg. solar heating. Discuss idea of carbon footprint. • Pairs/group work: research via internet and/or books, then produce an information leaflet on how to save energy in the home and saying why.		• www.nationwideeducation.co.uk - Sustainable living, Sustainable houses 7-11, At home - 'Energy saving tips in the home'

Wk 4	CIT	To know ways of saving energy (2)	• I know some further ways to save energy and why we need to	• energy • save • water • waste • carbon • footprint	• Recap on work from previous week. • Discuss how water is used in school and at home and how it might be wasted. Imagine being a child in Africa and only having a certain amount of water – how would they use it and ration it? • Pairs work: draw a picture to show, or write a few sentences about, ways of saving water. • Extension activity: visit from a water company		• www.christianaid.org.uk/learn - primary teaching resources - assemblies – The water game • www.globalgang.org/reallife/funkyfacts-water.aspx • www.globalgang.org.uk • www.cafod.org.uk/primary/health-and-water - Water Challenge
Wk 5	CIT	To develop awareness of climate change (1)	• I understand what climate change is and its impact on the environment	• climate • change • global warming • environment • planet • carbon • emissions • planes • cars • rainforest • wildlife • weather	• Thought shower: what do you know 'climate change' or 'global warming'? • Show video on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. • Pairs work: write a few sentences about climate change • Group work: make a save our planet poster		• www.ourplanet.org.uk – climate change - video
Wk 6	CIT	To develop awareness of climate change (2)	• I understand what climate change is and its impact on the environment	• disaster • natural • drought • floods • developing • countries • save • environment • planet • hero	• Show video again from previous session and recap on discussion. Which part of the world is most affected by climate change (developing countries) and why? • Pairs/group work: create own story about how a superhero saves the planet from environmental disaster		• www.ourplanet.org.uk – climate change - video

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)
YEAR: 4 TERM: Autumn (2) THEME: SAY NO!

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE Drugs Ed	To appreciate the range of risks we might take	• I understand what a risk is and that it has pros and cons	• risk • pressure • consequenc -es • positive • negative • potential • pros • cons • advantage**s** • disadvantag -es • choice • decision • weigh up • resist	• Thought shower: examples of risks that children have taken recently and the consequences. Categorise eg. health, safety, belongings. • Opinion islands activity: give children a list of general risks eg. trying new food, lending a possession, not brushing teeth, drinking alcohol etc. and ask them to place themselves in one of the opinion islands marked 'very risky' or 'slightly risky'. Give reasons. • Group/pairs work: consider scenarios of risk-taking behaviour eg. a girl who eats sweets and chocolate all the time. Make a balance sheet – 2 columns 'what I'd gain from taking this risk' and 'what I'd lose from taking this risk' – and discuss whether the risk is worth taking. • Individual work: children set a goal to change their behaviour/improve their health		QCA PSHE DRUGS (KS1), Unit A, Risk-taking and dealing with pressure – Sections 1-3 Tacade: Skills for the Primary School Child, The World of Drugs: 12. Decisions and Choices
Wk 2	PSHE Drugs Ed	To know what legal and illegal drugs are	• I understand what a 'drug' is • I can identify some of the different types of drugs	• legal • illegal • substances • medication • pills • tobacco • alcohol • glue • caffeine • information	• Explain what a drug is ie. any substance that alters the way in which the body functions. Some medicines are drugs but not all drugs are medicines. All drugs can be dangerous if not used properly. • Group work: provide large sheet of paper with word 'DRUGS' in middle. Children write all the words or names they know associated with the word. • Each group to feedback. Summarise key points. What further information would they like to know? Write questions or concerns on a separate sheet of paper and put in question box for next session. • Children write about what they've learnt		QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Section 1 Tacade: Skills for the Primary School Child, The World of Drugs 9. Drugs and the Law

					and what they didn't know in a personal note book. Ask children to stand on an imaginary line to indicate how much they have learnt in this lesson.		

Wk 3	PSHE Drugs Ed	To know the effects and risks of smoking	• I understand the risks of smoking to my health	• smoking • cigarettes • risk • health • lung • damage • breathing • addicted • choice • habit	• Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking and in previous years PSHE. • Groups/pairs work: write down three reasons why they think people start to smoke and why it is hard to stop. Put up two posters – 'agree' and 'disagree' – at opposite ends of the room. Each group/pair reads out one of their suggestions and the rest of the class stand by the relevant poster. Ask for reasons why they are standing there. • Role play – what would you do if someone offered you a cigarette? Practise saying no. • Individual task: make a personal commitment to not smoke.		QCA PSHE DRUGS (KS1), Unit A, Risk-taking and dealing with pressure – Sections 1-3 Tacade: Skills for the Primary School Child, The World of Tobacco KS2 activities
Wk 4	PSHE Drugs Ed	To know the effects and risks of drinking alcohol	• I know how alcohol affects the body and health	• alcohol • liver • addicted • moderation • choice • risks • habit • drunk • unconscious	• Thought shower: favourite drinks and names of alcoholic drinks. Why do some people choose to drink alcohol? What are some of the positive and negative effects? Do children know the legal age for buying alcohol? Explore concept of use and misuse. • Group/pairs work: make an information leaflet recording the short and long-term effects of drinking alcohol, the effects on the body, health, feelings and behaviour.		QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Section 2 Tacade: Skills for the Primary School Child, The World of Alcohol KS2 activities
Wk 5	PSHE	To know how to keep safe in my local area (gangs)	• I can resist peer pressure • I understand	• groups • gangs • friends • belonging	• Thought shower; what different groups do we belong to? What's the difference between a 'group' and a 'gang'? Why do people join gangs? Do all gangs bully?		**Assessment:** **End of key stage activity:**

			the difference between a group and a gang	• choices • peers • pressure • influence	• Group work/role play different situations where one person is under pressure from a gang or a group to do something they do not want to do eg. stealing, giving away a possession.		
Wk 6	SEAL CIT	To develop strategies to prevent bullying *(National Anti-bullying Week)*	• I can tell you what bullying is • I can tell you how someone	• bullying • deliberate • included • excluded • telling tales • by accident	• Whole school assembly – link to theme of National Anti-bullying Week • School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour • Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)		• SEAL Say no to bullying, Yellow booklet

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)

YEAR: 4 **TERM: Spring (1)** **THEME: MONEY MATTERS**

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE CIT	To be able to keep track of personal money	• I know how to keep a record of my money	• records • manage • track • bank • account • balance • statement • overdrawn • debt	• Ask children to take on the role of a bank. They are going to keep a record of one of their account holders who has £50 but keeps no records. Read out a list of their purchases (which exceed £50) and ask children to record their spending. • Ask children why it is important for this person to keep a record of how much money they have. What might happen if the person continues to not keep a record?		• QCA PSHE, Unit 7, Looking after my money – Section 1
Wk 2	PSHE	To know how to pay for goods	• I know a range of different ways to pay for things, some may involve debt or credit	• payment • cash • debit • credit • cards • cheque • mortgage • lending • borrowing • interest • trust	• Show children images of various payment methods (pictures, adverts, real cards, cash). Ask them how would they pay for a range of items eg. sweets, a pair of trainers, a game, a car, a house? Explain that some ways of paying involve debt or credit (borrowing) and that interest is usually charged on borrowing. • Group work: discuss times when you have either lent or borrowed something from a friend? What is the risk involved? What is the different if you borrow from a bank?		
Wk 3	SEAL	To know what makes up family expenses	• I understand that families and individuals have commitments and manage their money in a range of ways	• bills • mortgage • rent • car • food • holidays • essential • non-essential • luxury • need	• Thought shower: what do your parents/carers have to spend money on? Ie. the essentials - food, bills, mortgage/rent etc. Are there non-essential ways of spending money? • Pairs work: divide a piece of paper into 3 columns headed 'essential', 'non-essential' and 'luxury'. Make a list of all the things in your bedroom which would fit in each column. How do we make the distinction between the 3 categories? Emphasise		

					personal and family values and lifestyle choices.		
Wk 4	PSHE	To know how to plan and budget	• I understand the reasons for and the importance of a financial plan to save money for a specific purpose	• plan • budget • save • spend • pocket money • purchases • regular • occasional • afford • wants • desires • needs • luxury	• As a whole class, create a character of the same age as the children and make a class list of what the character could spend money on, how much these items cost and whether they are regular or occasional purchases/luxury items. Add up total cost of items and give character a pocket money amount that is less than this. What can the character do if they don't have enough money? • Group work: imagine the character wants to buy an expensive luxury item eg. MP3 player that costs £40. Write a financial plan for the character – how they can save money over the weeks to get the item.? How can they earn extra money? • Groups present plan to class and discuss its advantage and disadvantages.		QCA PSHE, Unit 7, Looking after my money – Section 2 **Assessment: End of key stage activity:**
Wk 5	CIT	To understand what a charity does	• I can tell you the names of several charities and what they do	• charity • poor • poverty • vulnerable • fortunate • homeless • shelter • hungry • starving • giving • generosity	• Thought shower: recap on how our families spend and use money – mortgage, food, travel. Does everyone have this money? In the UK? In other countries? What happens if you don't have money? How do you feel towards people less fortunate than ourselves? • Discuss the work of a well-known charity eg. Age Concern, CAFOD. What does it do? How does it help people in other countries? What might poverty mean in a poorer country? • Group work: look in local and national papers and magazines for adverts for charities. Write a list of their names and what they do.		
Wk 6	SEAL	To set a simple goal: fund-raising for charity	• I can make a simple financial plan	• fund-raising • event • local charity	• Decide on a local charity to raise money for (could be whole school event) and how. • Group work: come up with ideas to raise money and write a plan. Present plan to		• SEAL Going for goals, Yellow booklet

					class.		
					• Write a few sentences about where chocolate comes from and how it is grown		
Wk 6	CIT	To explore why we need fair trade principles	• I understand what fair trade means	• fair • unfair • farmer • wage • trade • price • principle • rich • poor • cooperative • business • shop • factory • packaging	• Recap on work from previous session about average amount of money spent on chocolate in UK. If we are spending all that money on chocolate, do you think cocoa farmers are rich or poor? Invite discussion, then explain most farmers are poor because of not receiving a fair price for their cocoa. • Explain/draw a diagram or picture flow chart the role of the shop, the factory and the cocoa buyers in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry ie. processing, packaging, advertising, selling, distribution etc. Ask the children why this it is not fair that they receive such a low wage? Show power point presentation from Fair's fair assembly or Divine Chocolate website. Explain terms cooperative and fair trade principles. • Draw the Fair trade logo and write a sentence about what it stands for.		• www.christianaid.org.uk/learn - primary teaching resources – assembly 'Fair's fair' • www.divinechocolate.co.uk

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)

YEAR: 4 **TERM: Spring (2)** **THEME: WHO LIKES CHOCOLATE?**

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To understand what the real cost of chocolate can be	• I understand there is a moral and ethical side to cost	• moral • ethical • exploitation • consumer • demand	• Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Show pictures and prices of chocolate – ask why do they differ? • How much chocolate do we consume in the UK each year? - average £72 per person – which is more than a cocoa farmer in Ghana would earn in whole year. • Ask the children if this is fair? Explain most farmers are poor because they are not paid a fair price for their cocoa. Most of money spent on chocolate doesn't go to farmer but shop that sells it, to factory to manufacture the bar, packaging, distribution and selling costs. • Group work: draw a diagram or picture flow chart to show the role of the shop, the factory and other involved in the business in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry.		• www.christianaid.org.uk/learn - primary teaching resources - assemblies - 'Fair's Fair' and Chocolate can be good for you! http://www.fairtrade.org.uk/ • www.fairtrade.org.uk
Wk 2	CIT	To understand the principles behind fair trade	• I understand when something is fair or unfair	• fair • unfair • trade • exchange • logo • represent • ethical	• Thought shower times when children have felt something was unfair. What happened? Why was it unfair? Explore meaning of ethics and morality/right and wrong. • Group work: make a list of other fair trade objects – look at Cafod website interactive game Kidz Zone – Fair Trade Supper – for ideas.		• www.cafod.org.uk/primary/fairtrade -Kidz Zone Supper game

					• Write a few sentences about the principles behind fair trade.		
Wk 3	CIT	To understanding the potential influence of consumer power	• I can take part in a debate	• consumer • debate • opinion • choice • consider • agree • disagree	• Thought shower: what other items are sold under fair trade principles in the UK? Who are the consumers? What kind of power does a consumer have? • Show Cafod's power point story of Anna's shop to illustrate why Fair Trade goods might be more expensive. • Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion – "fair trade products are expensive and not worth it".		• www.cafod.org.uk/primary/fairtrade - Anna's shop
Wk 4	CIT	To understand how the media presents information	• I can talk about the different forms of media • I can explain bias	• news • media • newspaper • magazine • internet • television • information • bias • report • article • journalist • audience	• Thought shower: where do we get our news from? Name as many sources of communication as possible. • Group work: present children with several different versions of the same event in another country from a range of newspapers. Look for dis/agreement between the papers about the facts. Look for similarities and differences in the way the story is presented. • Discussion: what is bias? Is there any bias in the way the story is reported? Is bias right or wrong in a news item? Introduce concept of audience. • Group work: write a newspaper article about the Fair Trade movement/farmer's cooperative in one of the main cocoa-producing countries.		• QCA Citizenship, Unit 11, In the media – what's in the news? Section 1
Wk 5	CIT	To understand that advertising can influence what we buy	• I can tell you what a logo is and what its purpose is	• symbol • advertising • influence • image • brand • design • marketing	• Show advertisements from magazines about chocolate – what is the message? What time of the year is chocolate most advertised? • Examine the fair trade logo – what makes a good logo? Look at other well-known logos eg. WWF, Olympics, Nike		

					• Group work: design own logo for group or class. What do you want to represent in your logo – what message do you want to give?		
Wk 6	CIT	To recognise and challenge stereotypes	• I can tell you what a stereotype is	• stereotype • diversity • culture • respect • challenge • discriminat-ion • gender • race	• Discuss what a stereotype is (a mental picture of someone or a group). Give examples eg. girls like pink, boys like blue/football fans are violent. • Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion - 'chocolate makes us fat' or 'chocolate is bad for you' or 'chocolate appeals more to women than to men?' • Relate to work on Fair Trade – what images do you have of chocolate-producing countries?		

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)

YEAR: 4 **TERM: Summer (1)** **THEME: PEOPLE AROUND US**

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE CIT SEAL	To recognise there are similarities and differences between people	• I can appreciate why there are differences and similarities between people	• culture • group • gender • race • disability • customs • religion • diversity • respect • celebrate • multicultural	• Thought shower: what do we all have in common as people? What makes us different? • Pairs work: find 3 things that are different between us an individuals eg. physical appearance, likes, habits etc. Find 3 things that are the same. • Introduce terms – culture, race, gender, disability, religion. Which are visible differences and which are not? What would it be like to live in a world where everybody looked and acted the same? What are the benefits to us of difference? • List the things you like most about living in a world where there is so much variety.		• (link back to Unit Daring to be Different, session 1 – Similarities and differences')
Wk 2	SEAL	To explore how we are all connected	• I can appreciate the need for tolerance and respect for people's differences	• connection • tolerance • respect • helping • together • acceptance • Consider how we connect via the Internet & phones etc.	• Game: the tangled web. Throw a ball of wool around the circle or class to show how we are all interconnected and to illustrate similarities and differences. • Create a class collage called 'the human race' to illustrate and celebrate the richness of diversity. Use pictures and images from magazines and newspapers – faces, foods, buildings. • Invite representatives in from different local restaurants to talk about the food (and other customs) of their country of origin • Discuss how new technologies allow families & friends to stay in touch online.		• SEAL Getting on and falling out, Yellow booklet p6 • Survey use of online communication tools using tools in learning platform / environment
Wk 3	SEAL	To understand how to work cooperatively	• I can take on a role in a group and contribute to the overall outcome	• group • cooperation • role • listening • sharing • review • team work	• Group work: cooperation jigsaws. Make up five sets of puzzles for five groups. Aim is to complete puzzles as quickly as possible, in silence and without asking for pieces. • Review how they felt about this activity in the group and as a whole class using		• SEAL Getting on and falling out, Yellow booklet p6, p13-17 • SEAL whole school resources – Working together self-review checklist

					'working together self-review checklist'. • List key attributes of effective group work.		
Wk 4	SEAL	To recognise and challenge prejudice	• I know what prejudice is and have strategies to deal with it	• prejudice • racism • sexism • teasing • bullying • aggression • unkind • hurtful • excluded • victim • aggressor	• Divide class into groups of 3. Ask two of the children to talk together in pairs in whispers, taking turns to be the one who is excluded by the other two. Discuss in groups how it felt to be excluded. Repeat activity with pairs teasing the other about an imaginary difference. • Class discussion: make a list of feelings words to describe how they felt as 'victim'. Why does teasing happen? Why is it morally wrong to make fun of someone because of race, religion, gender, disability etc. • Pairs discussion: what would you do if someone made fun of your family? Discuss strategies to combat prejudice eg. assertive language 'I don't like that!' or telling an adult		
Wk 5	CIT	To explore gender stereotypes	• I can challenge assumptions about gender	• discriminate-ion • gender • race • assumption • expectation • categories	• Recap on meaning of 'stereotype' from previous unit. • Group work: give children a list of jobs or roles people do in the community eg. nurse, doctor, soldier, drug taker, teacher, bus driver, judge, ballet dancer. Ask them to discuss each one in terms of whether they think it is a male or female role. Ask for reasons. • Agree/disagree activity: place signs on the floor or wall – agree, disagree, not sure. Ask children to stand by the sign that represents their answer eg. women are better at caring for babies than men, boys shouldn't cry, men are stronger than women, boys are funnier than girls, men should earn the money and women stay at home etc. • Ask for reasons why they have placed themselves in which position. Ask them to persuade someone else to change their		• (link back to Unit Who Likes Chocolate, session 6 – 'Recognising and challenging stereotypes') Alternative lesson idea: (year 4)

					mind with a reasoned argument.		
Wk 6	CIT	To identify different jobs and careers in society	• I can tell you the range of jobs carried out in society • I can recognise the important contribution all jobs make to society	• jobs • work • employed • unemployed • satisfaction • motivation • training • contribution • teamwork • skills	• Thought shower the range of jobs that people do. • Group work: give each group a list of settings eg. school, supermarket, hospital, theatre, restaurant, leisure centre and ask them to draw or list at least four people who have different jobs within that setting. • Feedback and discussion: what are the most important jobs? Which job would they like to do? Which job would you least like to do? What sort of skills might be needed for various jobs? How do people develop these skills? • Possibly invite someone from the local community or a careers officer to come in and talk about skills needed within a particular setting.		Assessment: End of KS statement assessment activity

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)
YEAR: 4 TERM: Summer (2) THEME: GROWING UP

	Focus	Learning objective	Possible success criteria	Key Vocabulary	Suggested key activities REFER TO THE CWP LESSON PLANS FOR FULL DETAIL OF RSE SESSIONS	Differentiation	Resources, links & assessment
Wk 1	SEAL RSE	To explore the human life cycle	• Describe the main stages of the human life cycle • Describe the body changes that happen when a child grows up	Key vocabulary for weeks 1 - 3 Puberty Lifecycle Reproduction Physical Pregnancy Breasts	What is a lifecycle? I.e. the stages of life, including reproduction that a living thing goes through. Use the lifecycle pictures and word cards. Draw and Write Lifecycles: Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the Babies and Children worksheet, first ask the class to draw a baby and then write about what it can do. Secondly ask them to draw what they themselves look like now and describe how they've changed since they were a baby Closing round: 'one change that happens as we grow up is…'		• Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 1 Link to science curriculum • SEAL Changes, Yellow booklet, p7-8
Wk 2	PSHE RSE	To identify some basic facts about puberty, reproduction and pregnancy	• Know that during puberty the body changes from a child into a young adult • Understand why the body changes during puberty • Identify some basic	Sperm Egg Pubic hair Emotions feelings	• Define puberty • DVD – how did I get here • Having babies – do you know anyone who has had a baby…giving birth, fostering, adoption, family discussion. • Individually complete the 'our bodies' worksheet		• Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 2 Link to science curriculum

			facts about pregnancy				
Wk 3	PSHE RSE	To learn about the physical changes during puberty	Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently		• Recap on the human lifecycle and clarify the science word for this time of change (puberty). Remind the class that puberty can happen any time between age 8 and 16. • In pairs give out the body changes worksheet • Puberty discussion Go round: 'one good thing about getting older is…' (this will be further clarified in the next lesson).		• Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 3 Link to science curriculum Assessment: End of KS statement assessment activity
Wk 4	PSHE	To share my wishes, hopes and dreams	• I can name one way in which I would like to change in the future	• wishes • hopes • dreams • future • plan • ambition • physical • practical • personality • lifestyle	• Recap on previous session about the life cycle. • Individual task: draw or write four wishes, hopes or dreams for the future. Divide a piece of paper into 4 columns with headings – a physical change, a practical achievement, a personality trait (the kind of person they would like to be) and a change in lifestyle. Discuss and share examples before writing. Pairs work: share what you are looking forward to about growing up.		
Wk 5	SEAL	To embrace positive change	• I know that change can be good	• variety • freshness • challenge • opportunity • boredom	• Play a single note on a musical instrument repeatedly until the children show signs of boredom and restlessness. Show the children a sheet of paper with only one colour. Ask them to hop or repeat another movement		• SEAL Changes, Yellow booklet, p6, p11

					monotonously. Ask them what would it be like to live in a world without change? Why might change be sometimes good? • Group work: Positive changes worksheet. Each group take one of the changes and discuss as many positive aspects as possible.		
Wk 6	SEAL	To recognise and deal with unwelcome change	• I understand some of the reasons why change can feel uncomfort-able and know some coping strategies	• scared • anxious • worried • fearful • resentment • nervous • shock • belonging • accepted • rejected	• Play the belonging game and discuss afterwards • Agree/disagree statements: ask children to move along an imaginary line in response to questions about how they think they might feel in certain situations eg. having to go to a different school, moving home etc. Ask for reasons for responses and for as many feelings words as possible. • Discuss links between anger and fear/ embarrassment/hurt. Why is change sometimes scary and uncomfortable? Refer back to the need for belonging as shown in the belonging game. • Individual work: pupils draw pictures of themselves in all the groups they belong to (family, school, street, clubs etc.)		SEAL Changes, Yellow booklet, p13-15