

<p><b><u>Knowledge - what I already know</u></b></p> <p>I know the rules and expectation at Caroline Haslett school          I know some things that I am good at          I know some ways that we can work together</p>	
<p><b><u>Knowledge - what I will know by the end of this unit</u></b></p> <p>To devise a class charter          To identify personal gifts and talents          To explore feelings when starting something new          To develop ideas cooperatively          To be able to use a range of communication skills          To understand what a role model is</p>	<p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>● .Create a class charter. What rules do we need to ensure that our class is happy?</li> <li>● Produce a personal fact file to show how you are gifted and talented</li> <li>● Draw up a class list of helpful strategies to overcome fear or the feeling of starting something new</li> <li>● Discuss what a dream/ nightmare school looks like. What can go wrong in group work? How can we resolve it?</li> <li>● Compile a list of suggestions to take forward to the school council</li> <li>● Role play good and bad role models. What could be the effect on younger children?</li> </ul>
<p><b><u>Useful vocabulary</u></b></p> <p><b>Rights</b> - a moral or legal entitlement to have or do something  <b>Responsibilities</b> - the opportunity or ability to act independently  <b>Apathy</b> - lack of interest, enthusiasm or concern  <b>Attitude</b> - a settled way of thinking or feeling about something  <b>Gifts</b> - a natural ability  <b>Talents</b> - a natural skill  <b>Skills</b> - the ability to do something well  <b>Strengths</b> - a good quality or attribute of a person or thing  <b>Strategies</b> - a plan of action designed to achieve an aim  <b>Uncomfortable</b> - causing a feeling of unease, awkwardness or pain  <b>Team</b> - two or more people working together  <b>Contribution</b> - a part played to help something to advance  <b>Role</b> - a function assumed or part played in a certain situation  <b>Debate</b> - to argue about  <b>Respect</b> - a feeling of deep admiration towards someone  <b>Issue</b> - a problem or difficulty  <b>Role-model</b> - a person looked to as an example to be imitated  <b>Admire</b> - regard with respect or warm approval</p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>● Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</li> <li>● Identify and respect differences and similarities between people</li> <li>● Recognise choices they can make and recognise the difference between right and wrong.</li> <li>● Recognise the effect of their behaviour on other people, and cooperate with others</li> <li>● Understand clear rules in the classroom and why they are important</li> <li>● Identify skills and talents that are different from others</li> <li>● Can explore and understand why we have fearful feelings when starting something new</li> <li>● Understands why communication is important when we need to make a change</li> <li>● Understands the importance of good role models in school and society</li> </ul>