
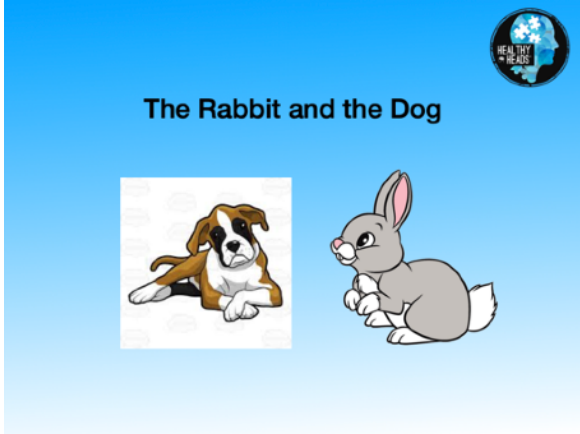




# Healthy Heads Lesson Plan

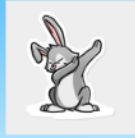
## Positivity - Year 1/2

- Our Aim:**
- I can think about what being positive means
  - I can see what positivity looks like
  - I can practise being positive when playing games

<b>Lesson Topic:</b> Positivity	
<b>Age:</b> Year 1/2	<b>Duration:</b> 1 hour - 30 min classroom + 30 practical
<b>Links to PSHE curriculum:</b> <ul style="list-style-type: none"><li>- About growing, changing and becoming more independent</li><li>- About ways to improve and learn</li></ul>	<b>Notes on the class:</b> <p>Gain overview of class - discussion with teacher.</p> <p>SEND      Medical      Behaviour      Other</p>
<b>Resources</b> <p><b>Theory:</b> Positivity presentation, positivity handout, positivity emoji's</p> <p><b>Practical:</b> cones, beanbags, dodgeballs</p>	
Organisation/Diagrams	Teaching Points/Questions
<p><b>Theory</b></p> <p><u>Introduction</u></p> 	<p>Introduce topic</p> <p>Set classroom expectations</p> <p>Share learning objective</p>
<p><u>Story</u></p> 	<p>Read: The Rabbit and the Dog</p> <p>BEGIN STORY HERE</p>



This was how the dog lost due to his **negativity**. Thanks to his instinct he'd already found the right place at the very beginning.



The rabbit found the carrot due to her **positivity** and the farmer knew he could always rely on his rabbit.

END STORY HERE

Ask: 3-5 Key questions

Examples of good key questions:

- Which is more helpful? positivity or negativity?
- Why was the dog unable to find the bone?
- What made it easier for the rabbit to find the carrot?

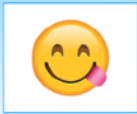
Task 1

Handout: positivity handout, emojis



Can you put the emojis in the correct place?

Positive	Negative



Share task 1 as shown on the slide.

Either using the handouts or straight from the slide, can children identify what emotion is being shown and if it's positive or negative?

Conclusion



**What's important?**

That we try our best to look at things as positively as we can

and..

Being positive will help us every single day with every single thing

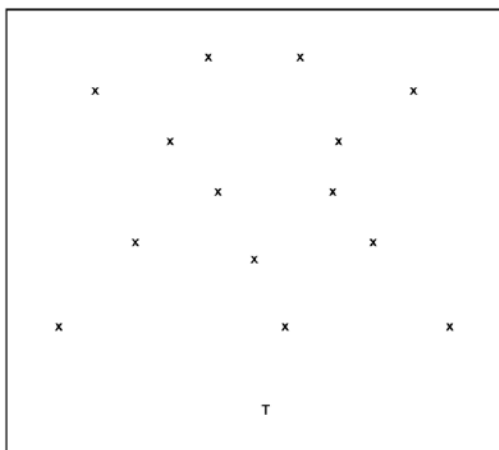


Share conclusions as shown on the slide.

Prepare children for practical. Emphasise that children will practise and discuss resilience during the practical.

## Practical

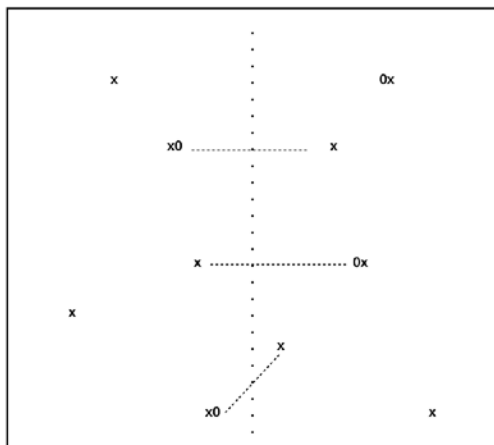
### Activity 1 - Jelly Beans



Key: Children - x Teacher - T

Children must stand in a space. When the teacher calls a type of bean, they must complete the action associated with that bean: String bean = stretch tall, Broad bean = stretch wide, Runner bean = Run fast on the spot, Baked bean = curl into a small ball, Jelly bean = wobble like jelly, Chilli Bean = rub arms as if cold, Jumping bean = jump up and down on spot, French bean = 'ooh laa laa', Beans on toast = Lie flat on the floor.

### Activity 2 - Dodgeball



Key: Children - x Dodgeball - 0 Cones - . Throw - - - -

Children will be split into two teams, or four teams if space allows. One team per half of the court and children cannot cross the middle line. They must throw the dodgeballs across to the other area trying to make the ball strike the opponent anywhere on the body (excluding the head). If a ball is coming towards them, they must dodge or catch the ball.

### Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Progress through the different types of bean

Progression 2 - Call the instructions faster

#### **Teaching points:**

**Ask:** How can you be positive during this game?

Examples of correct answers:

- Try your best
- Stretch up really tall
- Stretch really wide
- Belief you'll be able to keep up and complete all the activities

Progression 1 - A points game where no child is 'out' of the game, but they simply score points for every hit or catch.

#### **Teaching points:**

**Ask:** How can you be positive during this game?

Examples of correct answers:

- Try your best
- Believe you'll score some points by throwing the ball
- Believe you'll be able to dodge or catch a ball

