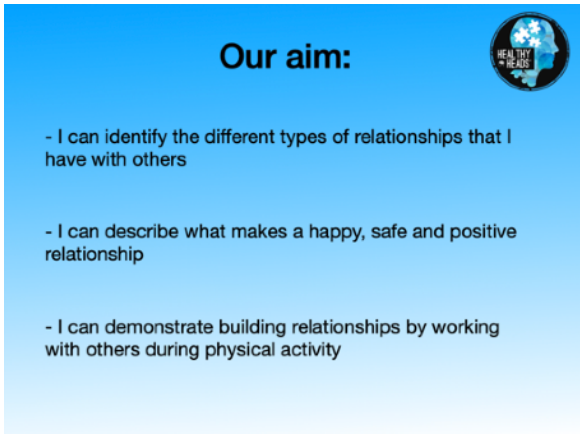
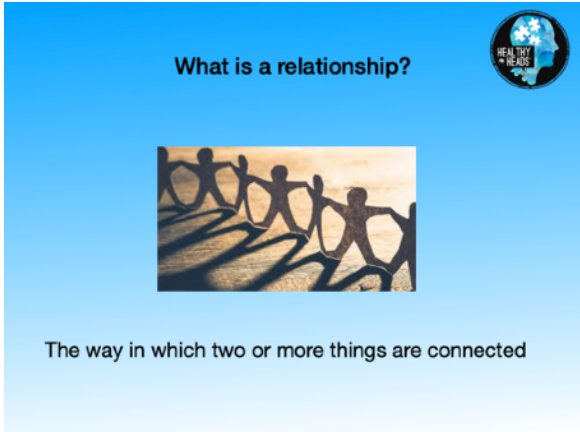





Healthy Heads Lesson Plan

Relationships - Year 3/4

- Our Aim:**
- I can identify the different types of relationships that I have with others
 - I can describe what makes a happy, safe and positive relationship
 - I can demonstrate building relationships by working together with others during physical activity

Lesson Topic: Relationships	
Age: Year 3/4	Duration: 1 hour
Links to PSHE curriculum: <ul style="list-style-type: none">- How to develop and maintain healthy relationships- About different types of relationships	Notes on the class: <p>Gain overview of class - discussion with teacher.</p> <p>SEND Medical Behaviour Other</p>
Resources <p>Theory: relationships presentation, relationships task 1 resource, paper strips</p> <p>Practical: cones, beanbags, dodgeballs</p>	
Organisation/Diagrams	Teaching Points/Questions
<p>Theory</p> <p><u>Introduction</u></p>  <p>Our aim:</p> <ul style="list-style-type: none">- I can identify the different types of relationships that I have with others- I can describe what makes a happy, safe and positive relationship- I can demonstrate building relationships by working with others during physical activity	<p>Introduce topic</p> <p>Set classroom expectations</p> <p>Share learning objectives</p>
<p><u>What is a relationship?</u></p>  <p>What is a relationship?</p>  <p>The way in which two or more things are connected</p>	<p>Ask: What is a relationship?</p> <p>Read description from slide.</p> <p>Explain: You can connect with other people, animals, objects and there are many different ways we can connect with others too.</p>

Why should we build relationships?



People will support us



We can support others



Ask: Why should we build relationships?

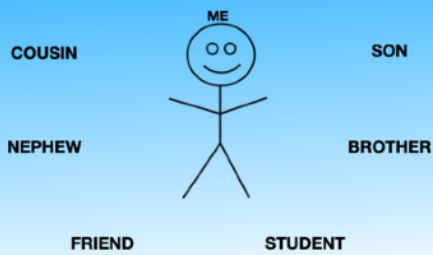
Read descriptions from slide

Give an example of someone that you support and that is supportive to you i.e. partner or parents.

Task 1

Handout: relationships task 1 resource

What different names do people give you to show your relationship?



Share task 1 as shown on the slide. Children will write the names that others will call them around the stick person.

Note: Some children may use names such as 'honey' or 'darling'. Remind them that you are looking for the title of the relationship i.e son or daughter.

Progression 1 - Write an example of how they support you i.e. Mum cooks me dinner.

What makes a happy relationship?



<https://www.youtube.com/watch?v=rweIE8yyYOU>

Play the video through the link provided

Ask: What happened in the video?

Correct possible answers:

- The boy shared his apple with the girl
- The girl picked up the money and returned it to the man
- The man helped the elderly lady with her luggage
- The elderly lady helped by making the baby laugh and the other passengers too
- The pilot helped the passengers to travel safely

Explain: Each person in the video was kind to another. Kindness is one of many things that make a happy relationship and it's one of the best ways to build a good relationship with another person.

Furthermore, if you pass on kindness to someone else, it may even come all the way back around to you. It could be passed all the way around school.

Task 2

Handout: paper strips

Can you write on your piece of paper, what you think is the most important quality in a friend?



As a class, can you now make one big friendship chain?



Share task 2 as shown on the slide. Give each child a small piece of paper. Children must write what they think the most important quality is in a friend. With help from the teacher, children can make a big friendship chain.

Note: If you are running out of time, children can glue the chain together at a later date with their teacher.

Conclusion

What's important?

Having happy and positive relationships with others is important



In a positive relationship, we'll feel supported and we will support them too

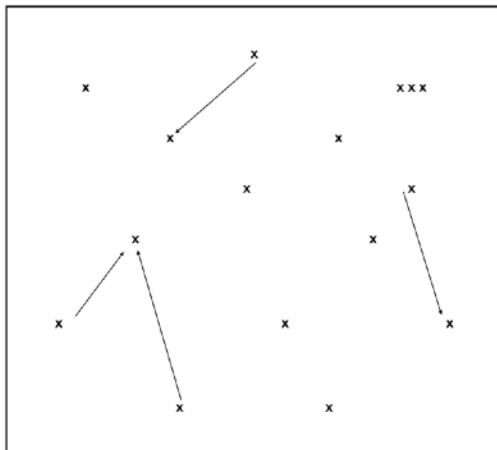


Share conclusions as shown on the slide.

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

Practical

Activity 1 - Group game



Key: Children - x

Children must run around in the area. Call a number. When this number is called, children must get into a group of that many people. For example, a call of 4 would mean children will get into groups of 4.

Activity 2 - Cross the swamp



Key: Children - x Dodgeball - 0 Cones - .

Working together in their teams, all children must cross the swamp from the cone where they start to the cone on the other side of the area. Children can only move across the swamp if they are touching the dodgeball. Once across, the first team in a straight line is the winner.

Conclusion

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

Progression 1 - Make group numbers progressively larger

Progression 2 - Call two numbers. The first number is the group number the second number is how many feet they collectively need to balance on i.e. 4 and 5 is groups of 4, 5 feet.

Teaching points:

Ask: How can build relationships when we play this game?

Examples of correct answers:

- Letting other people into the group (even if you end up having too many)
- Make a group with other children that you may not normally speak to
- Helping each other to balance (progression 2) - building trust

Progression 1 - Children must now move across one at a time, opposed to all children moving across together.

Progression 2 - If the ball touches the floor, the team must go back to the start. Children must work together to make a chain to make it across the swamp.

Teaching points:

Ask: How can build relationships when we play this game?

Examples of correct answers:

- Help team mates to cross the swamp successfully
- Be kind and encouraging to your team mates if they drop the ball
- Sit/stand in a straight line with your team once across