



Healthy Heads Lesson Plan Relationships - Year 5/6

- Our Aim:**
- I can recognise what makes a positive relationship
 - I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
 - I can demonstrate how to build positive relationships during physical activity

Lesson Topic: Relationships	
Age: Year 5/6	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum: - About how to develop and maintain healthy relationships	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: Relationships lesson presentation, task handout (toolkits) Practical: cones, bibs, dodgeball, beanbags	
Organisation/Diagrams	Teaching Points



Theory Introduction

Our aim:



- I can recognise what makes a positive relationship
- I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
- I can demonstrate how to build relationships by negotiation and compromise during physical activity

What is a RELATIONSHIP?



The way in which two or more things are connected

Introduce topic
Set classroom expectations
Share learning objectives

Ask: What is a relationship?

Explain: (use slide for support) a connection between two or more things or in our case people.

Task 1

Relationships

Can you think of as many things as you can that would make a good relationship?



- You feel like you can be yourself around that person
- People that listen to each other
- When you feel safe around another person
- When both people are honest
- People that try to understand each other (empathy)

So ... what makes a bad relationship?

- When somebody is telling you what to do ALL the time
- If somebody calls you names or makes you feel bad
- When you feel unsafe around that person
- When someone pressures you to do something you don't want

Why do we want good relationships?



They help us to feel happy

We can learn more about ourselves

People will help us

We can help others

We will feel supported

Ask: Can you think of as many things as you can that would make a good relationship?

Gather children's responses, share and use them as assessment for learning throughout the lesson.

Share examples of answers on slide.

Ask: What makes a bad relationship?

Again, gather children's examples and then share examples of answers on slide.

Ask: Why do we want good relationships?

Gather children's responses and then share examples of answers on slide.

Conflict

What is conflict?



An active disagreement between people with opposing opinions or principles

Ask: What is conflict?

Explain: an active disagreement between people. They will often have opposing opinions, values or beliefs.

Share video with children: <https://www.youtube.com/watch?v=HECLEQPnG24>

When finished, review learning with children.

Ask: what did you learn?

Gather children's responses. Review learning step 1, 2 and 3.

STOP, RELAX AND THINK



<https://www.youtube.com/watch?v=HECLEQPnG24>

Task2

Our choices toolkit

What can we do if we disagree with someone?



Can you write down a few things you can do to resolve a disagreement and put them in your toolkit?



Ask: what can we do if we disagree with someone?

Handout worksheets - toolkits, 1 per child. Allow children time to complete whilst visiting children to discuss their ideas. Share some good ideas aloud with class throughout.

Examples of good answers:

- stop, relax, think,
- Show respect
- Understand from their position
- Compromise/meet in the middle
- Etc

Conclusion

What's important?

That we build and maintain positive relationships with others



If we experience conflict, we must try our best to deal with the disagreement in a positive way

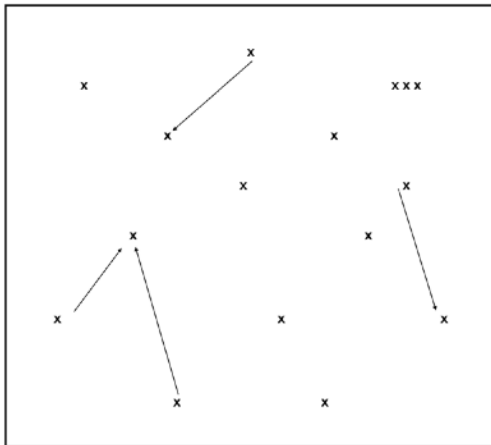


Share conclusions as shown on the slide.

Prepare children for practical activity. Emphasise that we will practise and discuss **positive relationships** throughout the session.

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

