

Spring 1 2023 Cycle B Woodpeckers PSHE: Working Together

What should we already know? Children have helped to create the class rules and discuss why they are important to keep us safe. Children are familiar with good and bad choices and have looked at how to be a good friend in previous Anti Bullying weeks. The children have learnt about conflict resolution and compromise in the previous PSHE unit.

Enquiry questions:

Can we identify our own strengths, those of others and skills we would like to develop?

Can we understand and show good listening skills, take turns and feel confident to express our opinions and ideas?

Can we work as a group by discussing, negotiating and co-operating to solve a problem?

Can we appreciate the input of others and show perseverance with a challenge?

Can we evaluate a group task, giving feedback?

Discussion:



Vocabulary:

Belonging: Feeling like you have a place within a team, family or class etc.

Boundaries: Limits or rules.

Collaborate - working with someone else or as part of a team.

Compromise: Settling a dispute by each side making a solution acceptable to both sides. You may have to give up something that you want in order to reach an agreement.

Communication: exchanging information with a person or group of people either verbally, electronically, using signs, symbols or gestures or through written communication.

Co-operate- Working together to achieve a goal.

Conflict resolution: Fixing an argument or finding a way to make a problem between parties better.

Develop: to improve or make something better

Discussion: A conversation between 2 or more people.

Empathy - the ability to understand and share the feelings of another.

Evaluate: Assess the quality of something using evidence.

Explain: To make something clear and understandable to others.

Skills:

Year 2:

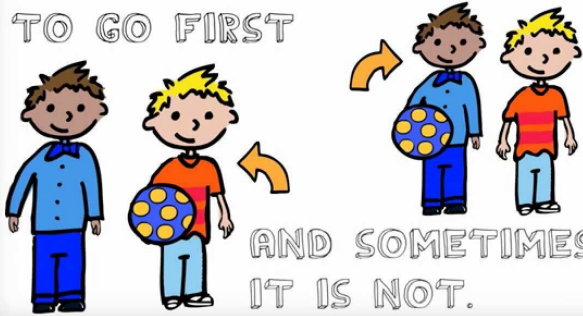
- Be able to name some of their own strengths and skills
- Be able to identify a new skill to develop
- Understand and practise listening skills, take turns and make clear explanations
- Understand and practise group work skills, including discussion, negotiation and co-operation
- Be aware of how their strengths and skills can be useful in a group
- Be able to evaluate a group work task.

Year 3:

- Be able to identify their own strengths and skills and those of others
- Be able to identify skills they would like to develop
- Take part in a class learning challenge
- Know how to show they are listening using their body, express opinions confidently and ask open questions
- Be able to work as a group to make decisions and solve a problem
- Know how different people can contribute to a group task
- Be able to persevere at a task

Turn taking

SOMETIMES IT IS MY TURN
TO GO FIRST



AND SOMETIMES
IT IS NOT.

4892
twinkl



Feedback: Giving somebody information about your reaction to something to help them improve.

Negotiate: To reach an agreement by finding a way through a problem.

Mutual respect: Due regard for each other's feelings, wishes, rights or traditions.

Persevere: To keep going and not give up.

Problem solving: Fixing an issue or finding an answer to a problem.

Self image: How we see ourselves.

Support: Give assistance to and be on somebody's side.

Sympathy: Feeling sorry for somebody. Understanding how someone else is

Skill - the ability to do something well.

Strength - the quality or state of being strong.

Talent - A skill that someone has which means they are able to do something very well that other people may find difficult.

Turn taking: Doing something one after another and repeating this in order play effectively and make a situation fair.

Weakness: Something you aren't good at.



• Be able to evaluate a group task, including giving and receiving feedback.

Teamwork:



Collaboration:



Cross curricular links: RE- Judaism- repentance. Assemblies- Antio Bullying Week- Literacy- adjectives to describe.