

PRIMARY PSHE

**BOOK
B**
AGES 5-6 YEARS

Prim-Ed
Publishing
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**Personal, Social, Health and Economic Education
for a Happy and Healthy Life**



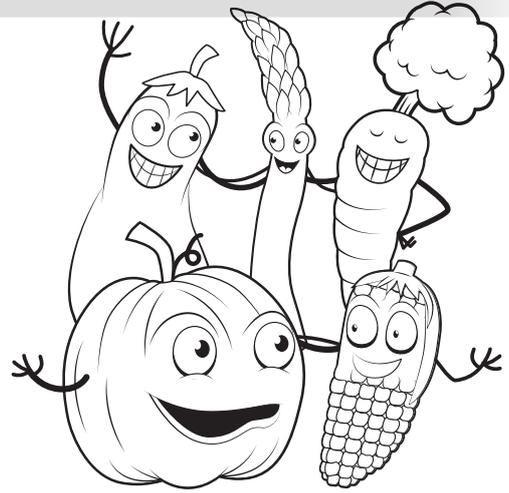
LESSON PLANS • COPYMASTERS • TEACHER RESOURCES

SAMPLE - NOT FOR SALE

FOREWORD

Primary PSHE is a seven-book series written to support teachers with their planning and designing of a PSHE programme of education for their pupils and locality.

Primary PSHE has a variety of photocopiable activities, covering a wide range of PSHE topics. Each unit of work contains a teachers page, in lesson plan format, and a variety of supporting activity pages. The aim of the activities is to help and encourage pupils to lead happy and healthy lives.



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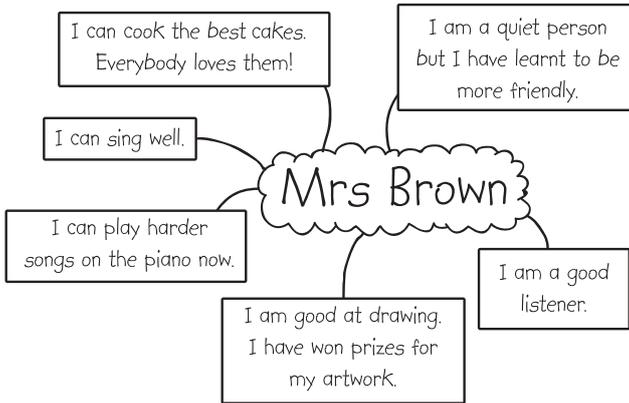
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The Lesson

Introduction

- We are all unique. Make up a diagram that tells what makes you (the teacher), you. On the board, create a concept map like the example below, incorporating things that you are good at, enjoy doing or have achieved.



- Read and discuss the items as they are added to the concept map.

Development

- Provide each pupil with a copy of page 3 to complete by drawing or writing. Ask them to include one thing they do well, one character trait and one thing they have learnt to do. Ask them to colour the smiley face that shows how they feel about their achievements or strengths. While the pupils are working, walk around and select pupils to share one strength or achievement.

Differentiation

Encourage more capable pupils to attempt to write all their own words. Adult helpers can assist those who require help.

Conclusion

- Ask pupils to find a partner and share some of the information recorded on their worksheet.
- Select pupils to share one strength or achievement of their partner.

Objective

- develop an appreciation of and talk about personal strengths, abilities and characteristics

Resources

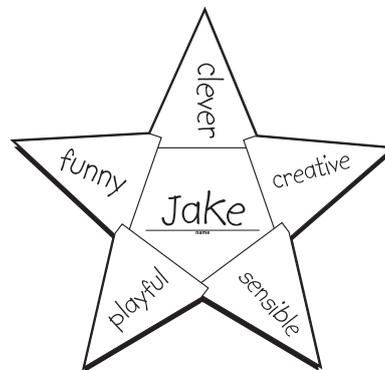
- One copy of page 3 for each pupil

Assessment

- Oral responses or worksheet samples will indicate that pupils can state personal strengths or achievements about themselves or their partner.

Going Further

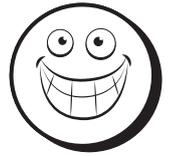
- Use the teacher's concept map created in the introduction to make up descriptive words that best suit the personal identify. For example, creative, quiet, clever. Ask the pupils to use their completed copy of page 3 and find words to describe themselves. (A partner or adult helper may assist with ideas.) Write/Copy the words onto coloured triangles, attach to a circle on which the pupil's name is written, then join all together to create a star shape. Display under the heading 'I'm a Star!' Refer to the completed example below.



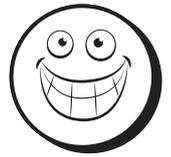
- The template on page 4 may be used as an alternative to coloured paper shapes.
- In pairs, pupils use the interview questions on page 5 to find out strengths and achievements of others.
- Read books about personal identity such as *That's What Makes Me Special!* by Tabitha Peyton Wood and *Marvellous Me: Inside and Out* by Lisa Bullard.



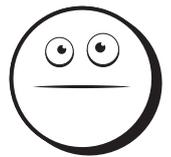
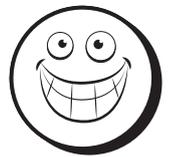
I can ...



I am ...



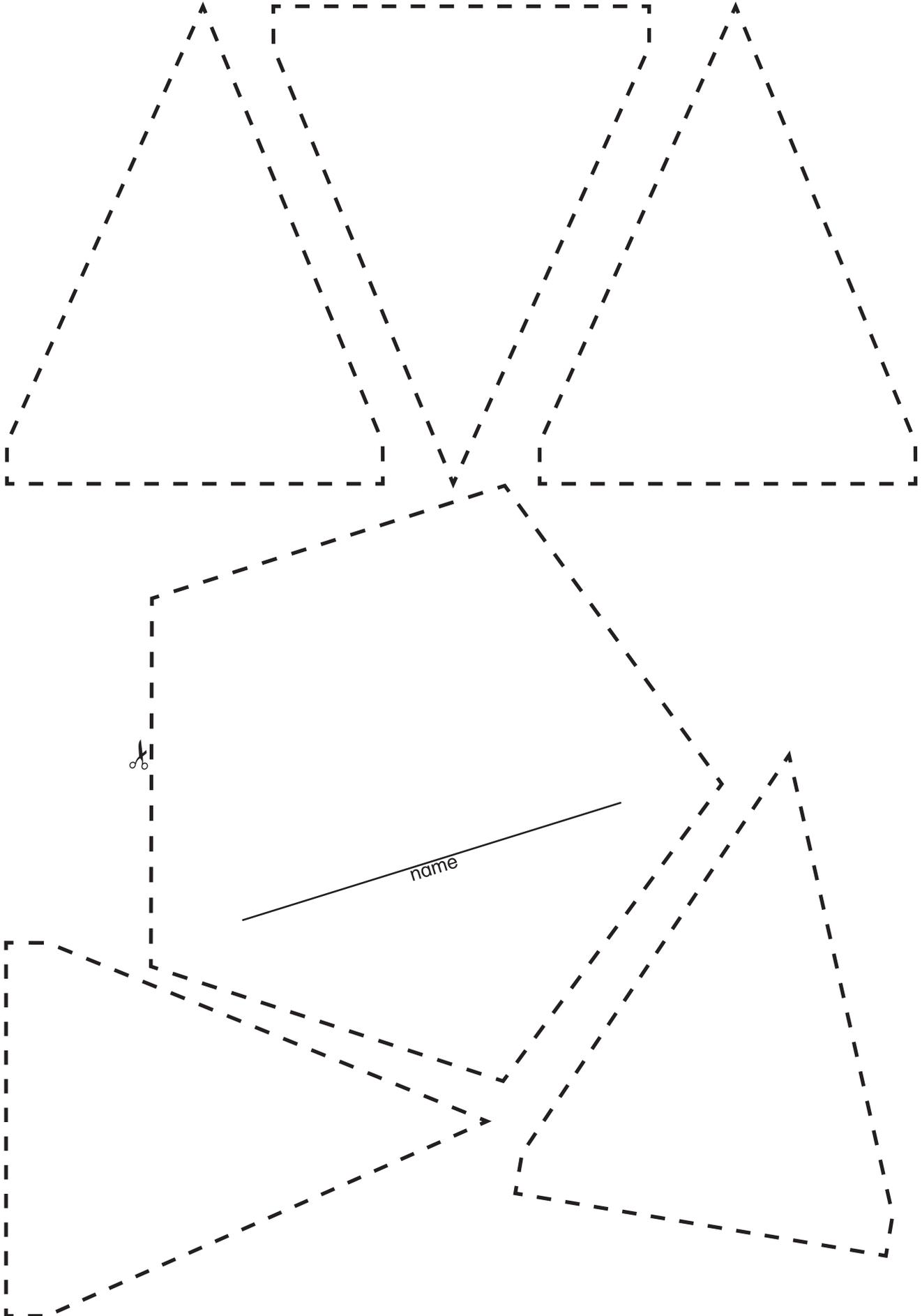
I learnt to ...



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'I'm a Star' Template



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Interview Questions

1. What things are you good at?



2. What is one physical activity you do well?

3. What is one thing that you couldn't do that you learnt how to do?

4. How did you feel when you learnt how to do this for the first time?

5. How would you describe yourself?

SAMPLE - NOT FOR SALE



The Lesson

Introduction

- Read the story on page 7 with the pupils.

Differentiation

More capable pupils should be encouraged to follow along and read the words as the teacher reads.

Development

- Discuss the story.

Who are the two main characters? What were they doing? What was the problem? How was the problem solved? What was Mrs Jones like? What words would you use to describe her? What was the little pony like? What words would you use to describe him? Why did he succeed in what he was trying to do? How was he strong (in character)?

- Discuss pupils' personal experiences.

When have you encountered something new you had to do? Did you think you could do it or not? Did you give up? Did you keep trying? Did you learn how to do it? How did you feel when you succeeded and learnt to do it?

Conclusion

- As a class, compose a sentence (or list of bullet points) to complete the sentence beginning 'Strong people ...'.

Objective

- develop an appreciation of and talk about personal strengths, abilities and characteristics

Resources

- One copy of page 7 to read with the pupils—hard copy or scanned for the whiteboard
- One copy of page 8 for the assessment (optional)

Assessment

- Ask the pupils to complete the sentence 'I am strong because ...' using a copy of page 8. Responses should indicate that pupils can identify one personal strength or achievement.

Differentiation

Teachers or adult helpers can scribe for those pupils who need assistance writing their own sentence.

Going Further

- Read the story on page 9 and discuss how Todd's strength helped his team achieve success.
- Each day, ask the pupils to repeat the affirmations as shown on the poster at <http://tinyurl.com/zeeundt>. (The yoga poses associated with each affirmation may also be performed.)
- Ask the pupils to write their strengths on strips of coloured paper, then link and glue them through each other to create a 'strong' chain. Hang the chains where the pupils can access them easily, so they can add additional strips to their 'strong' chain as they gain new skills.



The Little Pony that Tried

‘Chug! Chug!’ A little old car went along the dusty road.

‘Splutter! Splutter!’ The car came to a stop.

In the car, Mrs Jones cried out, ‘Oh, no! How will I get David’s birthday present to him now? I’ll miss the party!’



Along came a little pony pulling a cart.

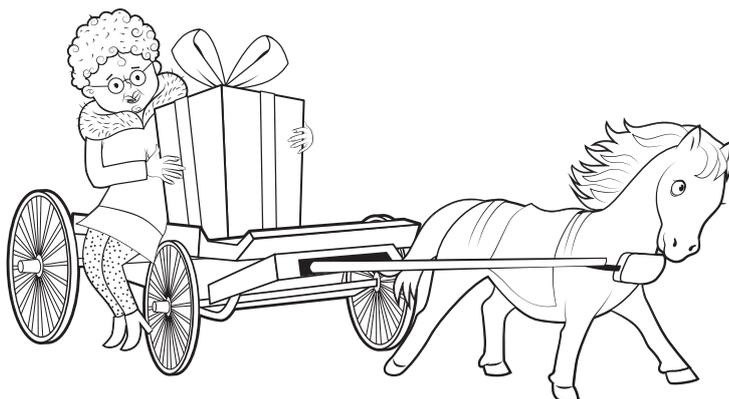
‘Can you please help me?’ asked Mrs Jones. ‘I need to get David’s birthday present to him!’

‘I’d like to help’, said the little pony. ‘I have never gone that far before, but I can try.’

So Mrs Jones climbed into the back of the cart. She put David’s present in her lap and held on tightly. The little pony began to move.

‘I can if I try! I can if I try!’ the little pony kept saying to himself. Bit by bit, he pulled the cart.

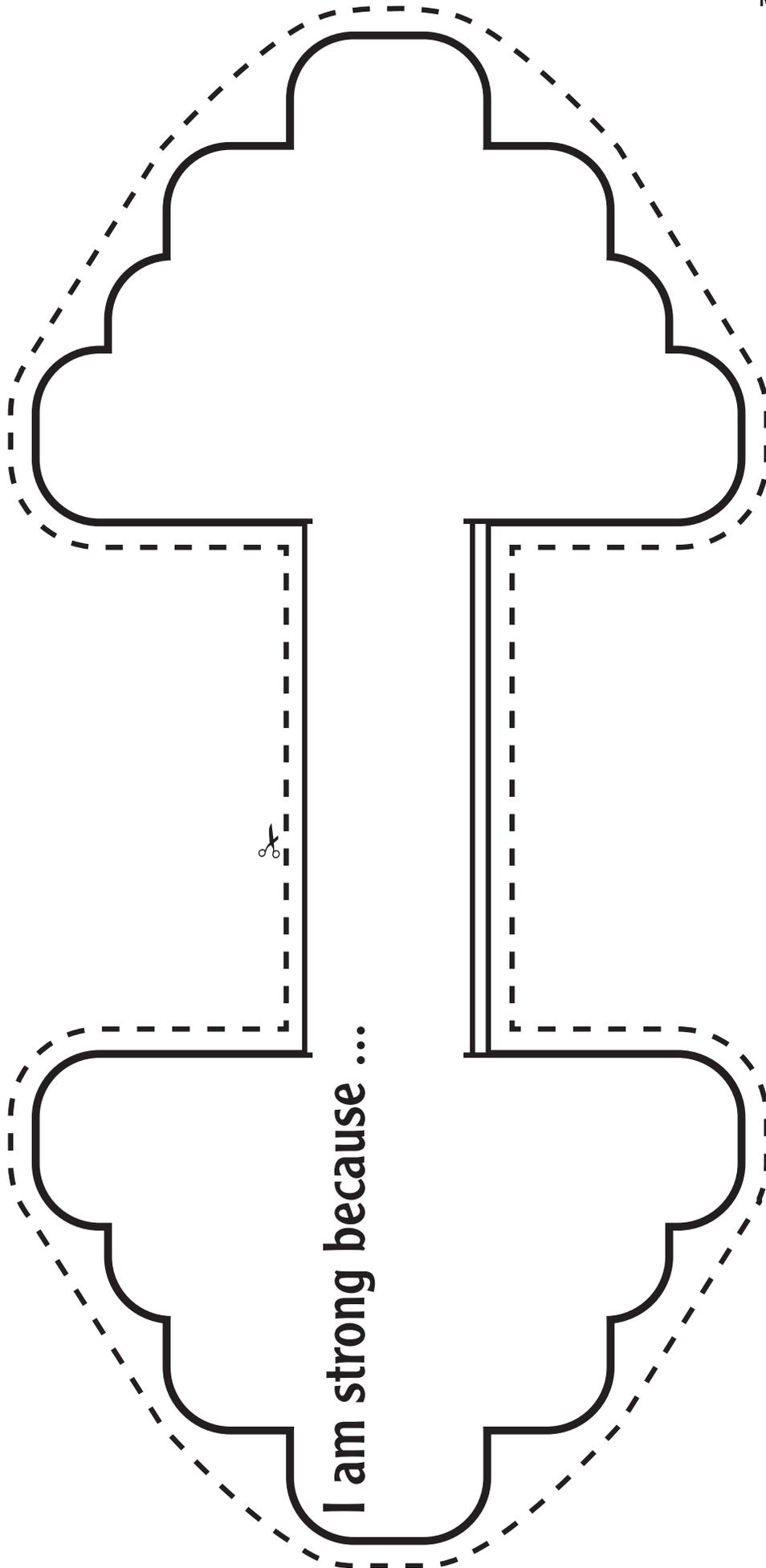
Soon they reached David’s house. Mrs Jones was very happy.



David was very happy because he got his birthday present.

The little pony was happy because he tried and he found out he could.

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SAMPLE - NOT FOR SALE



Getting in the Way

Todd played football. He played football because his dad liked sport. He played football because his dad wanted him to be active.

Todd did not really like playing football. He was not a quick runner like Brad. He was not a good kicker like Dylan.

Every Wednesday, he went to football training. Every Saturday, he put on his football kit and played with his team.

One Saturday his team, the Skunks, played a team called the Red Ants. The Red Ants were a very good team. They had lots of quick runners. They had lots of good kickers.

Todd stayed at the back. He was used to no-one passing the ball to him. Out of the corner of his eye, he saw a Red Ant player with his arms in the air. He was shouting for one of his team to pass the ball. No Skunk player was near him. Todd was not the best football player but he was a good thinker. He couldn't see anyone from his team near the Red Ant player. He knew if the ball got to him, the Red Ants could score a goal.

Todd moved close to the Red Ant player. The ball came near. Todd got in the way. He stopped the ball and tapped it away. The Skunks got the ball and took it back down the field.

Todd 'got in the way' a lot that day. He knew he couldn't run fast with the ball. He knew he wasn't a good kicker. But he was good at 'getting in the way'. The Skunks won the game.

Todd didn't mind playing football after that. He enjoyed 'getting in the way'. His team mates liked when he 'got in the way'. Every time he played, his running got better. Every time he kicked, his kicking got better.

But best of all, he got very, very good at 'getting in the way'.





The Lesson

Introduction

- Read the story on page 11 to the pupils. Discuss what is happening. *How are the characters feeling? What did they do to make themselves feel bad? Could they have treats without feeling so bad? How? Why don't they want to go out and be active like Mum? Why do you think Mum doesn't feel like them? Have you ever felt like this? When? Why?*

Development

- Explain that some foods, when eaten, make you feel happy and energetic; other foods make you feel tired and lacking in energy. Explain that foods that make you feel energetic and happy are healthy foods and should be eaten every day. Foods that make you feel tired and lacking in energy are unhealthy and should only be eaten sometimes.
- Ask pupils to name healthy foods or drinks.
- View *The Guide to Healthy Eating* as listed in *Resources*. Look at and discuss the different food groups, what sort of food makes up each group, the water image and the foods that should be eaten in small amounts and only 'sometimes and in small amounts'.

Conclusion

- Using *The Guide to Healthy Eating* as a reference, name foods. Pupils must look at the guide as a food or drink is given and move around the room in a happy, energetic manner if it is a healthy food or drink. If the food or drink belongs in the 'eat only small amounts' or 'eat only sometimes and in small amounts' group, pupils must move in a slow, lethargic way, demonstrating lack of energy.

Objectives

- explore the importance of food for promoting growth, keeping healthy and providing energy
- appreciate that balance, regularity and moderation are necessary in the diet
- identify some requirements for growth and development in the human

Resources

- One copy of page 11 to read to the pupils—hard copy or scanned for the whiteboard
- *The Guide to Healthy Eating* at <<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>>

Assessment

- Provide each pupil with a copy of page 12. Completed work samples should indicate that pupils identify that eating healthy food makes people feel better, more energetic and happier than eating unhealthy food.

Going Further

- Provide each pupil with a copy of page 13. In each labelled section, the pupils draw an appropriate food.

Differentiation

1. Pupils who are able should write, as well as draw, to label the food or drink.
 2. This activity may be completed on a large paper plate that has been pre-divided into the appropriately-sized sections.
- Discuss what would happen if a person kept eating only unhealthy food or ate more unhealthy food than healthy food.



It was late on Easter Sunday morning. The Buchanan family was enjoying a fun snack of rich, chocolatey eggs and warm, soft hot cross buns spread with butter. It was such a special treat that Butch, Barb and Dad kept filling their mouths with the delectable delights.

‘Just one more bun won’t hurt!’ said Dad, as he demolished another.

‘I’m going to have some more tiny eggs!’ said Barb. ‘I like the crunchy ones best! I might eat the last few!’

‘I like the plain chocolate ones best!’ said Butch, as he popped two more into his mouth.

Before long, they were sprawled on the sofa.

‘I am so full that I can’t move!’ said Butch.

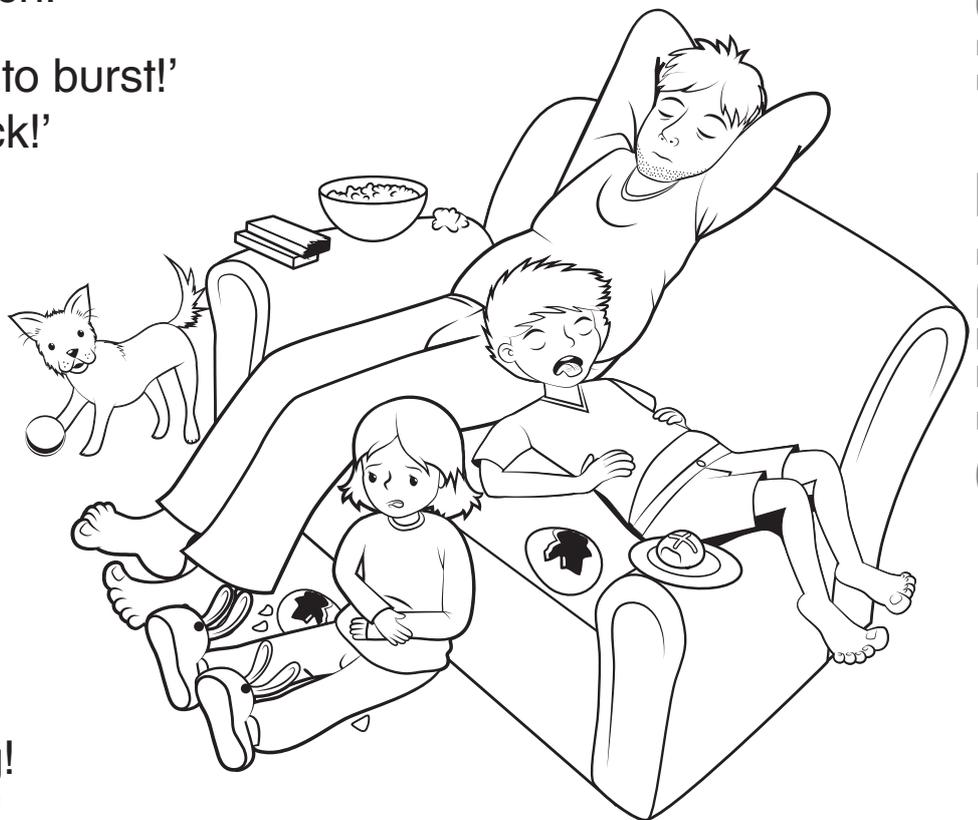
‘I think I ate too much!’

‘My tummy’s about to burst!’ said Barb. ‘I feel sick!’

‘I don’t think I have the energy to do anything!’ said Dad. ‘I think I’ll just sit here and have a nap.’

Just then, Mum entered the room. ‘I’m going outside to play with the dog! Is anyone coming?’

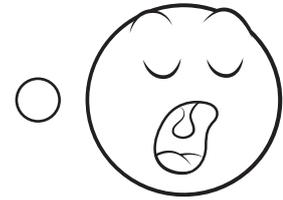
Butch, Barb and Dad just groaned.



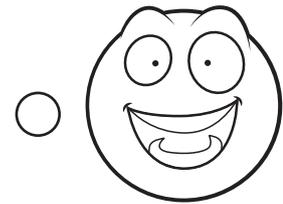


1. Draw a line to match the beginning to the end of the sentence.

Eating healthy food makes you feel ...



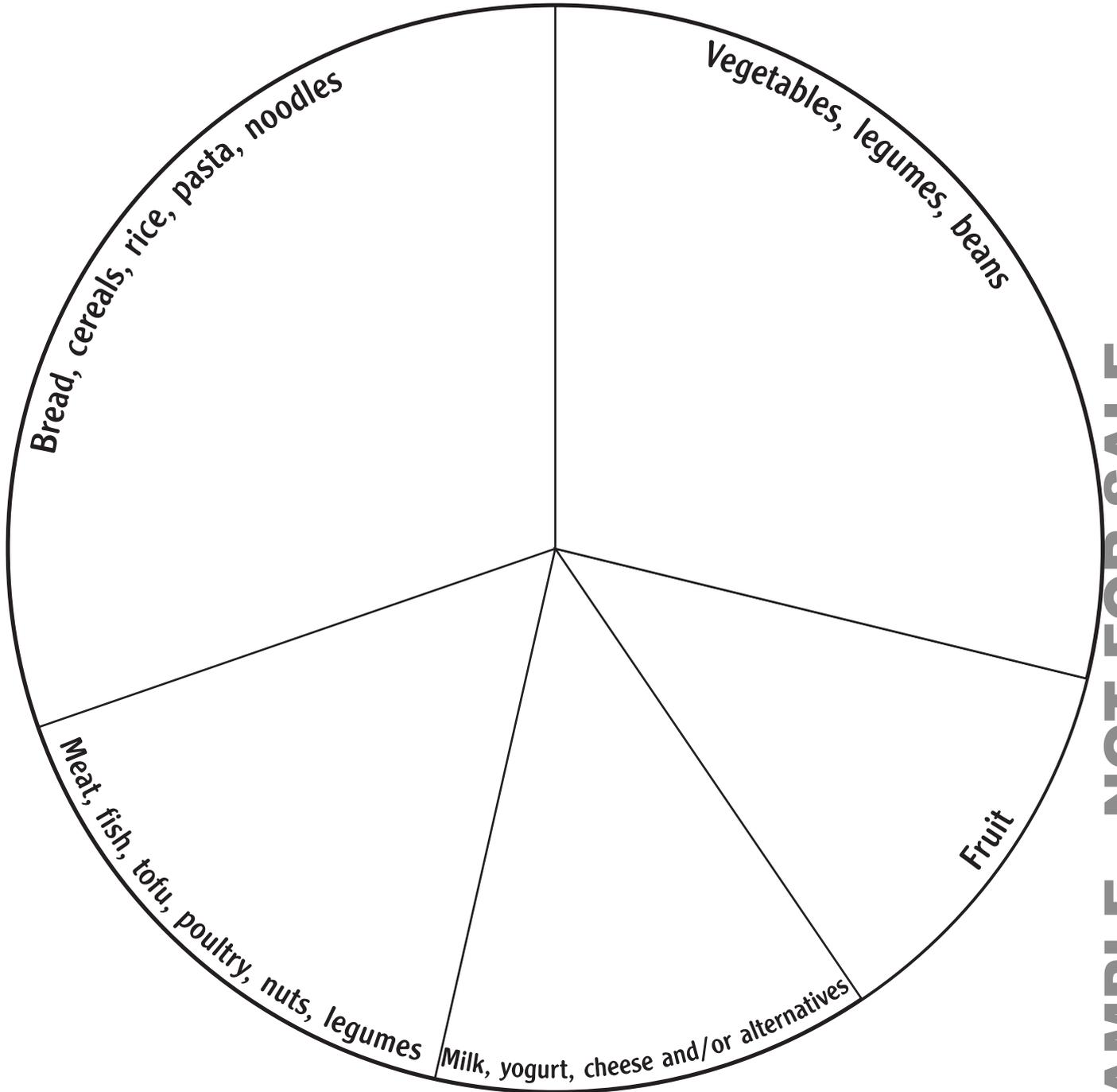
Eating unhealthy food makes you feel ...



2. Draw

some healthy food.	some unhealthy food.

SAMPLE - NOT FOR SALE



SAMPLE - NOT FOR SALE

Drink lots	Small amounts	Sometimes and in small amounts
