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What does **SMILE** stand for?



Feeling **S**afe

Having **M**otivation

Demonstrating **I**ndependence

Understanding **L**eadership

Showing **E**mpathy

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Who can you help



**SMILE?**



Little  
leader



# Being and feeling Safe

Lesson Number: 1

## The Safety Tree

**Lesson Objective:** To describe who makes you feel safe? To explain who makes you feel safe and why?

**Learning Outcome:** Children can explain who makes them feel safe and why.

**Success Criteria:** Children can identify the key things to look for in a person that makes them a safe person to talk to. Children are able to explain why some people are safe to talk to and why others aren't. Children are able to identify key topics they might want to talk about with a safe person.

Time	Activity	Teacher comments
Starter 5 minute	Discuss as a table or with a partner who in the world makes you feel safe. ** can write these down on a piece of paper.	Children could draw a safe person on a mini white boards.  Use pictures to prompt learning.
5-10 minutes	Discuss as a class who makes you feel safe in the world?  Why do they make you feel safe?  What makes them good people?  Fill in the Page 2 – the safety tree. Discuss what things you might talk to these people about.	<i>Ideas include: friends, mum, dad, police, fireman, nurses, doctors, teachers etc. plus a mother with a baby or young child. An adult with one of your school friends.</i>  <i>These people make us feel safe because: they are people we know, they are in uniform. They wear ID badges, they do a community service job, they are with other children.</i>
5 minutes	As a class share your safety tree. Class teacher to pick some children to stand at the front and talk about their safety tree.	Ensure you have a range of safety people being shown to the class.

**Resources:** Work Booklet, task Cards, pictures of different service people, costumes for children to dress up in (optional).

### Differentiation:

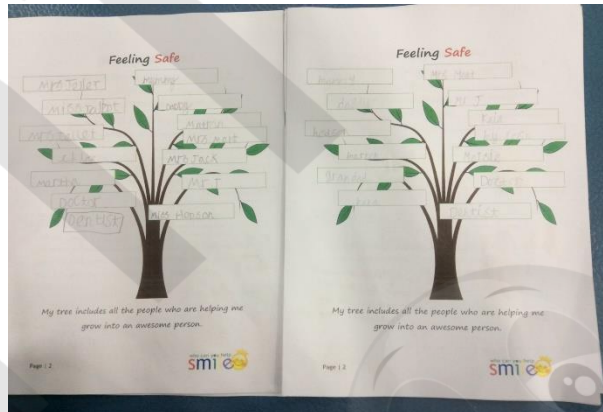


Can identify why someone is a safe person. Can list topics they might want to talk about with a safe person. Simple drawings with minimal explanation.



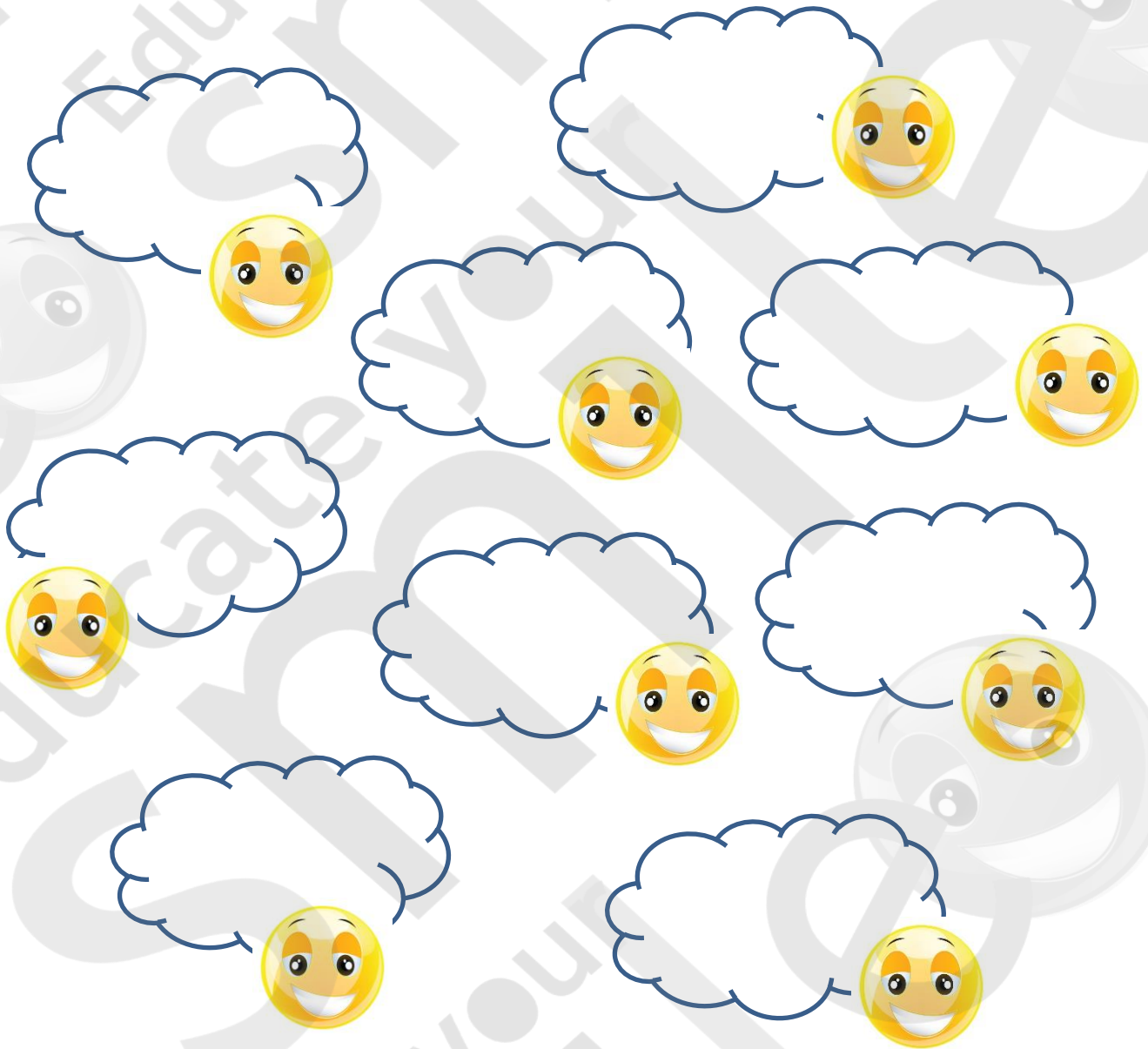
Can explain why someone is a safe person. Children can understand that different people have different safe people. Children can explain different topics they might want to discuss with a safe person. Detailed drawings with detailed explanation.





# Understanding Leadership

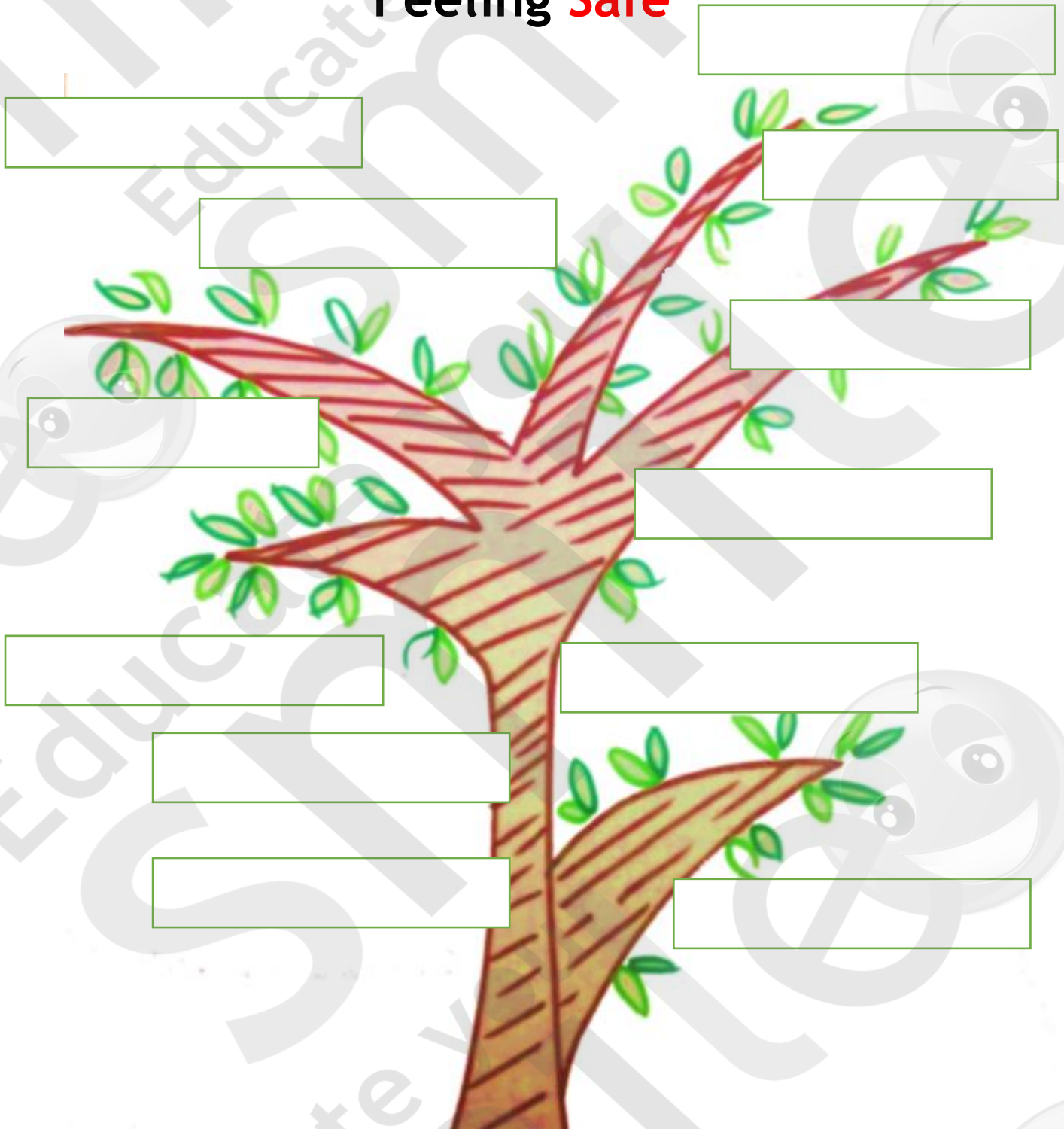
Being a leader requires many skills/qualities; can you write them in the clouds? For example: A Good Listener



Now think about when you have shown these qualities. Please tick off the ones you have done and try hard to demonstrate the others within the next week.

Finally, how could you help someone else be a good leader?

## Feeling Safe



My tree includes all the people who are helping me grow into an awesome person.



# Showing Empathy

Lesson Number: 3

## Be your own emoji

**Lesson Objective:** To understand how our bodies are used to express our feelings.

**Learning Outcome:** To understand how reading body language can help with building better friendships and understanding.

**Success Criteria:** Children can identify and explain different emotions, they can start to read body language.

Time	Activity	Teacher comments
Starter 5 minute	Teacher shouts out an emotion. You have to use your body and face to show it.	Excited Sad Happy Proud Grumpy Tired
5-10 minutes	Spend 5-10 minutes with a partner working on pretending to be emoji's. One of you must guess what the other is being. Swap jobs.	Allow children to think up their own emotions. If they struggle you could put a list from the previous lesson on the board.
5 minutes	Discuss with your partner or as a class how reading someone's body language might help you?	Make sure children understand that if you understand how someone else is feeling you might be able to help them. What would you want if you were feeling sad? What would you want if you were feeling worried? What would you want if you were feeling happy?

**Resources:** Work Booklet Page 31.

### Differentiation:

🧐 Children are given key words to help prompt them.

😊😊 Children can explain all different feelings and can suggest ways to help others if they can guess how they are feeling. Children also demonstrate an understanding that not everyone wants the same treatment even if they have the same feeling.