



# It could happen to anyone

Vocabulary used and taught in this lesson

Caring Positive relationships

## Introduction

Tell a story where something embarrassing happened (real or made up). Describe how other people reacted and how that made you feel [e.g. laughter made you feel worse, a kind smile made you feel better].

## Activity

### Activity - thinking about reactions

We're going to think about some different situations and the different ways that people might react. We're also going to think about the consequences of that reaction – how it might make them and you feel.

Split into groups of 4 or 5. Each group has a set of cards on the *It could happen to anyone* Scenario cards sheet and a dice. The scenario cards need to be cut out and each given a number - 1 to 6 - on the back. (Either do this before the lesson or get children to cut them out at this point).

#### Part 1

1. Spread the cards out so that the numbers are face up.
2. Take turns to roll the dice.
3. Turn over the card with the corresponding number.
4. Read the situation and discuss all the possible responses to that situation, not just the 'right' or kindest ones.
5. Then consider the consequences of that response – how would they feel, how would you feel?
6. Repeat with other cards. If that card has already been used, roll again.

Discuss responses as a class.

#### Part 2

Give each group the 3 *It could happen to anyone* Scenario sheets. Ask children to record how the different actions and responses shown would make them or the person involved feel. Before children begin this activity you can go through one of the scenarios to help explain what to do using the IWB slide provided.

(Note - this activity could be done as in pairs or individually (rather than as a group) where each child or pair has just *one* of the three scenarios).

If time ask the pupils to share their responses. Did all the groups agree on how they or the people involved in the scenario would feel?

### Plenary

Share thoughts based on this activity, either in groups or individually.

Does it have any implications for how we behave towards each other in class, at school, at home, with friends (at school or outside school)?

Ask if it is realistic to imagine everyone rushing over to help if someone has fallen over? (No, and that wouldn't be helpful, it would be overwhelming.)

Perhaps next time someone does something that they might be embarrassed or uncomfortable about, we could all think about how our reactions might affect them and us and about being a caring friend. Reiterate this at appropriate times in the week following the lesson.

### Learning outcomes:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.