

# Year 2

## Autumn 1





# Self Control and Dignity

*'No man is free who is not master of himself'*  
Epictetus

## Description

Self-control is being in charge of your body and your actions. Acting with dignity means treating yourself and other people with honour and respect. We can use our self control and dignity to help us to stay clean, calm and safe and to care for others. Having self control means we 'press pause' to think about the right way to act. Sometimes having self control means stopping ourselves from doing something we want to do because we know it will be better for other people, or us, in the long run.

When we have self control we can delay gratification, show patience, and persevere at things even when they're hard.

Reception	We know how to act with self control and dignity.
Year 1	Self control means I am in charge of my body.
Year 2	<b>Self control helps me make decisions which are better in the long run, even if they're difficult now.</b>

## Core Story

*Christopher Nibble* by Charlotte Middleton. Guinea pig Christopher Nibble loves munching dandelion leaves. In fact, everyone loves eating dandelion leaves and one day there are none left! Christopher Nibble discovers the very last dandelion. Resisting the temptation to eat it, he nurtures the dandelion patiently until it has produced a perfect head of tiny seeds. Then he blows the seeds so that each dandelion seedling takes root and grows into a new plant until there is enough for everyone again.

*Before reading the story to the class, set up Activity 1.*

## Drawing out the virtue

This story helps children to understand the concept of delayed gratification. Through the example of Christopher Nibble, children can understand the temptation to eat the dandelion for instant gratification. However, Christopher Nibble knows that if he can resist eating the dandelion now there will be much greater rewards later on. Through the activities, children are encouraged to understand that putting off something appealing in order to secure a greater goal is part of what it means to have self control. Examples of this could be doing their homework instead of watching television, practising the piano instead of going out with their friends.



### Activity 1: The Marshmallow Experiment

Before reading the story, ask the class to sit in a circle and place a marshmallow in front of each child. Tell the children they can choose to eat their marshmallow while you are reading the story, or they can choose to wait until the end of the lesson. The children who wait until the end of the lesson will be given another marshmallow! This is a real test of their ability to control themselves in order to receive a greater reward later on.

### Activity 2: 10,000 hours

Malcolm Gladwell's 10,000 hours theory suggests that practising any skill for 1000 hours a year for 10 years is what it takes to be an expert in something. This video 'Novak Djokovic Made by Determination' <https://www.youtube.com/watch?v=VasWcH5vCTs> describes how the Wimbledon champion grew up in Serbia, and despite living in very uncertain times, would dedicate hours to practising tennis skills against a wall. In the video Djokovic explains how he developed his ability with the help of a mentor – and motivated himself by making a pretend trophy which helped him to visualise his win. Although this video

does talk about 'talent' the purpose is to show children that having the self control and determination to work hard now, pays off later in life.

#### Sayings

- Good things come to those who wait.

#### Library books

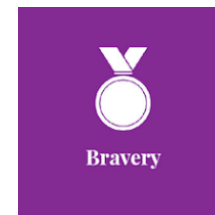
*The Dog and His Reflection* - Aesop's Fable

*Oh No George* by Chris Haughton

*The Great Paper Caper* by Oliver Jeffers

*The Bad Tempered Ladybird* by Eric Carle

*Little Beauty* by Anthony Browne



# Bravery

*'The first duty of man is to conquer fear; he must get rid of it, he cannot act until then.'*

Thomas Carlyle

## Description

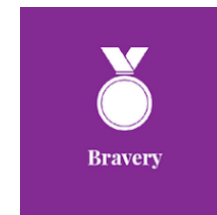
Bravery is making a good choice even if you think you won't enjoy it, and even if you feel frightened or might find it difficult. Deciding to do a brave thing sometimes happens very quickly (like standing up for your friend in the playground), but sometimes you have time to think about being brave (like going to the dentist). We can help ourselves to be brave by saying, 'Just do it!' or, 'I know I can do this if I try!' Everyone has different fears or worries, but we can all show bravery and help each other to be brave. Sometimes we feel scared of things because they are dangerous. This is a sensible feeling and it can help us to stay safe, for example, being scared of diving into deep water if you cannot swim. Sometimes though, we are scared of things that we think might be difficult, but make us feel proud and happy when we have done it, like speaking in front of the class. Part of using your bravery is doing things that are right, and feel right. This can mean using bravery to tell a trusted adult if someone touches us or speaks to us in a way we don't like. Being brave helps us to be safe. We can also refer to bravery as courage or being bold. The opposite of bravery is cowardice. An excess of bravery can lead to foolhardiness.

Reception	I can be brave and use a confident voice.
Year 1	We should be brave enough to be ourselves and not follow the crowd.
Year 2	<b>Sometimes our body rightly tells us to be afraid. Other times we should take a deep breath and control our fear.</b>

## Core Story

*The Rabbit who Overcame Fear* - A Jataka tale. A little white rabbit is startled by a falling conker and becomes terrified that an earthquake is coming. The rabbit warns everyone he meets until the panic has spread to all the animals in the forest and they're all running in a blind panic closer and closer to the edge of a cliff. It is only when a brave lion emerges and teaches them to cope better with fear that they realise the danger they had put themselves in.

*Before reading the story to the class, set up Activity 1.*



## Drawing out the virtue

In this lesson, the activity should be done before reading the story. The activity builds children's understanding of what fear feels like and will therefore help them to understand the story better.

To introduce this topic talk about how fear can make small things seem more frightening, for example hearing a strange noise is much scarier if you are alone in a dark forest than if you are with your friends at home. Ask the children to talk about times when they have felt afraid. What happens when you feel scared?

### Activity 1: The body when we're afraid

What feelings do we get when we feel afraid? Give groups of pupils the worksheet [Y2 Bravery](#) which has an outline of a human body. Ask pupils to label how the body tells us we're scared (brain working really fast, dry mouth, rapid heartbeat, trembling hands etc.)

Talk about how these feelings help us to know we are afraid. Sometimes they warn us about danger – but many things are not as scary as they seem! Talk to the children about strategies they might use to help them when they feel like this e.g. taking a deep breath, talking to a friend, visualising themselves achieving the thing they are afraid to do.

Now share the story together as a class.

How did the rabbit's imagination make him more frightened in this story?

What danger did their fear nearly lead them into?

Why did the other animals stampede after him?

How does being frightened affect the people around you?

How did the Lion help them?

### Sayings

- Butterflies in your stomach.
- Goosebumps.
- Blood turns cold.
- Hairs stand on end.

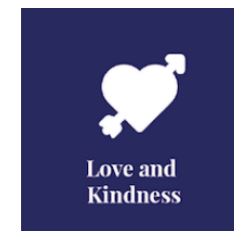
### Library books

*Jack and the Beanstalk*

*The Timid Little Tiger* by J. Palecek *David and Goliath*, Bible story.

*Brave Irene* by William Steig

*Red Ted and the Lost Things* by Michael Rosen



## Love and Kindness

*'The best portion of a good man's life is his little, nameless, unremembered acts of kindness and of love.'*

William Wordsworth

### Description

Love is when we care about someone and they are very special to us. It means turning the arrows outwards, away from ourselves. Love often means putting what someone else wants first, even if it means giving up something yourself. We can love lots of people in lots of different ways. You can show love through actions as simple as smiling and speaking nicely (please/thank you), helping or encouraging others. Kindness is caring for each other in all we do and say.

We can also refer to love and kindness as: caring, giving support and showing friendliness. The opposite of love is hate or meanness, and the opposite of kindness is cruelty. If we don't find ways to love and be kind, we can end up feeling very lonely.

Reception	When we listen patiently we are showing kindness to our peers.
Year 1	Love and kindness help us to make lots of friends.

Year 2	<b>We can show love and kindness in many different ways.</b>
--------	--

### Core Story

*Frog and Toad are Friends* by Arnold Lobel. This book contains five short stories about the friendship between Frog and Toad. For this unit use the story 'The Letter'.

In this story Frog notices Toad looks sad. Toad explains that he is waiting for the post, although he never receives a letter. Feeling sad for his friend, Frog goes home, writes a letter addressed to Toad, and asks a snail to deliver the letter to Toad's house. Returning to Toad's house, Frog tries to convince Toad to wait for the post to arrive. When Toad asks why, Frog eventually explains about the letter and describes what he wrote in it. This cheers Toad up enough to wait for the letter. It takes four days for the snail to reach Toad's house, but he arrives with the letter and Toad is very happy to know the wait was worth it.





## Drawing out the virtue

Once you've read the story, ask your class the following questions:

- Why did Frog write a letter for Toad?
- Why did it upset Toad that nobody wrote to him?

## Activity 1: How can we show kindness?

Use the PowerPoint **Y2 Love and Kindness** to prompt children to think about how they are, and can be loving and kind at different times of the day. Ask perfect partners to discuss each new slide, and think of a sentence beginning with "To show kindness I would ....". Then ask one or two pupils to share their full sentence each time.

Then ask pupils to sit in a circle on the carpet, and think about times when they have helped someone. Encourage them to think about things that happened with parents, friends, teachers, strangers and in school, on the bus, in the park, at home, etc. Talk about how sometimes very small acts of kindness (saying hello, carrying a bag, tidying pens, smiling, asking how they are) can make a big difference.

Holding a special object (that denotes the child allowed to speak), ask them to share, beginning with "I was kind to XXX when ....."

After each story you could ask them "Did he/she show love and kindness?" or state "You are very helpful and kind".

- Would you too like to be friends with Frog? Why is that?
- Could you do what frog did?

## Activity 2: Puppy raisers

Gently introduce the subject of disability by explaining that everybody is different and some things that are easy for you can be really difficult for others. Sometimes they need crutches or a wheelchair to help them to do what you do with ease.

Explain that some people who have a disability are helped by Assistance Dogs. Play the video We Are Dogs for Good <https://www.youtube.com/watch?v=MR406Fm5lpk&list=PLRB5qbvEeiOKD32c9aPB7SWFjR5P3Ag6z&index=1> and ask the children to remember as many things as possible the dogs do to help their owners (*e.g. putting money on the counter, guiding them in the street, fetching the post, collecting shopping etc.*)

Ask the children how the puppies know how to do all those helpful things – *they are trained*. Volunteers called 'puppy raisers' look after the puppy for the first 18 months of the puppy's life and prepare it to become an assistance dog. Look at the PowerPoint **Y2 Love and Kindness** and use it to prompt what a puppy raiser's responsibilities might include –



- Talk about why it is important to give the dog a balanced diet – would it be loving and kind to feed the dog treats all day? Why not?
- Talk about why it is important to train the dog - would it be loving and kind to let the dog play all the time? Why not? Would that help it to become a useful assistance dog?

Being loving sometimes means you have to be a little bit strict instead of letting them have exactly what they want.

After all of this, puppy raisers must agree to give the puppy away to people who really need it as soon as the dog is ready.

- Would this be easy?
- Why would you give the puppy away?
- How might you feel about this?

The point here is that although the children can imagine they would become attached to the puppy, the kindest thing would be to give the puppy to someone whose life it could really benefit.

### Sayings

- Being cruel to be kind.

### Library books

*Dogger* by Shirley Hughes

*The Keeping Quilt* by Patricia Polacco

*The Cathedral Mouse* by Kay Chorao

*The Value of Friends* – a Jataka Tale

*Ali Baba and the Forty Thieves* by Margaret Early

*Puss in Boots* by Charles Perrault

*A Bit Lost* by Chris Haughton

*Ebb and Flo and the Baby Seal* by Jane Simmons

*Lovabye Dragon* by Barbara Jooose

*Jamica and Brianna* by Juanita Havill

*The Biggest Thing in the World* by Kenneth Steven

*The Bog Baby* by Jeanne Willis.



# Year 2

## Autumn 2



Leadership  
and Teamwork



Fairness



Service



## Leadership and Teamwork

*"Leadership is the art of getting someone else to do something you want done because he wants to do it."*

Dwight D. Eisenhower

### Description

Teamwork is working in a group to achieve something together. It means taking responsibility – knowing something is your job and getting on and doing it. Sometimes working together means we can do something better than we could if we were working by ourselves. If it is your turn to be the leader, you are in charge of making sure the team works together nicely and the job gets done. A good leader does not have to be the loudest or the most popular person. They should set a good example for everyone to follow, and make sure everyone in their team feel valued.

We can also refer to teamwork as: working together, cooperation, collaboration and pulling together. The opposite of good teamwork is when everyone is out for himself or herself, rather than for the good of the team. If everyone pulls in different directions nothing gets done! The opposite of good leadership and teamwork is wanting to do everything yourself, without any help, and/or wanting all the praise.

Reception	We can have more fun and achieve more when we work together.
Year 1	Together we can achieve things that are difficult on our own.
Year 2	<b>Good leaders use persuasion rather than force.</b>

### Core Story

*The Northwind and the Sun.* This is an Aesop's Fable See PowerPoint **Y2 Leadership and Teamwork** for Floreat's version. The North Wind and the Sun hold a competition to see which of them is the most powerful. They decide the one to get the traveler's coat off wins the competition. The wind blows but it just makes the traveler pull his coat on more tightly. The sun shone brightly and the traveler took off his coat showing that persuasion is better than force.

### Drawing out the virtue

In this unit children focus on the qualities of a good leader and focus on the idea that good leadership means motivating and



helping people to do things rather than shouting at them or being bossy. This can be difficult because sometimes leaders need to get people to do things they don't want to do! Read the story of the Northwind and the Sun and ask the children what was different about the way the Northwind tried to get the man to do what he wanted and the way the Sun did it? Which one was more successful? How do you feel when

### Activity 1: Is Mary Poppins a good leader?

Tell the children that in the clip you are about to show them the children's Nanny wants them to tidy the nursery – but the children don't want to. What might be a good way for her to persuade them to do it?

What could she do that would make them not want to do it?

Show the children this video clip from Mary Poppins.

[https://www.youtube.com/watch?v=vLkp\\_Dx6Vdl](https://www.youtube.com/watch?v=vLkp_Dx6Vdl)

In the clip Mary Poppins wants Jane and Michael to tidy the nursery. The children find this unappealing at first but Mary Poppins persuades them through her song that the job of tidying can become fun, or even treated as a game. Instead of just telling the children what she wants them to do, she also joins in with the tasks herself. She persuades the children so effectively that Michael says he would rather tidy the nursery again than go to the park!

Facilitate a class discussion about how Mary Poppins got the children to do what she wanted them to do.

N.B. Mary Poppins does also have the benefit of magic in this situation. Don't allow your class to become distracted with that. The point is she leads through example and by turning a job into something fun.

someone tries to force you to do something? What can this help us learn about being a good leader and getting people to do what we want them to do?

*In every job that must be done  
There is an element of fun  
you find the fun and snap!  
The job's a game  
And every task you undertake  
Becomes a piece of cake  
A lark! A spree!  
It's very clear to see  
That a...  
Spoonful of sugar helps the medicine go down  
The medicine go down  
The medicine go down  
Just a spoonful of sugar helps the medicine go down  
In a most delightful way  
A robin feathering his nest  
Has very little time to rest  
While gathering his  
Bits of twine and twig  
Though quite intent in his pursuit  
He has a merry tune to toot  
He knows a song  
Will move the job along  
For a...  
Spoonful of sugar helps the medicine go down  
The medicine go down  
The medicine go down*

*Just a spoonful of sugar helps the medicine go down  
In a most delightful way*



Leadership  
and Teamwork

## Activity 2: Leadership scenarios

Discuss the following scenarios with your class. How could the child best show persuasive leadership rather than being bossy?

- Your little brother takes ages to finish his dinner. How can you help?
- You want to play a particular game at breaktime, but your friends want to play something else. What will you do?
- You want your parents to help you with some homework but they're busy. What will you do?

## Sayings

- A spoonful of sugar helps the medicine go down.
- The carrot and stick approach.

## Library books

*The Bundle of Sticks* – Aesop's Fable

*Mr Gumpy's Outing* by John Burningham (*bad teamwork*)

*Ruff and the Wonderfully Amazing Busy Day* by Caroline Jayne Church

*Henny Penny* by Vivian French and Sophie Windham

*Little Croc and the Whale* by Tony Maddox



Fairness

## Fairness

*'Fair and softly goes far'*

Miguel de Cervantes

### Description

Fairness means playing by the rules (not cheating), sharing and taking turns.

Fairness can be misconstrued by children as entitlement. To prevent this, link fairness to 'turning the arrows outward' which we looked at under love and kindness.

Children should recognise that to show kindness (e.g. giving their last chewy bar to someone else) they might experience momentary unfairness, and that what's fair may not always mean getting *the same* as others, instead what's important is to make sure the poorest people have what they need.

Fairness also means speaking up about injustice.

The opposite of fairness is prejudice and injustice.

Reception	Fairness does not always mean everyone getting the same thing.
Year 1	We have to see things from all sides to know what's fair, because fairness can mean giving more to people who have less.
Year 2	<b>Being fair is not only about being equal, but showing love and kindness whenever we can.</b>

### Core Story

*Four Feet, Two Sandals* by Karen Lynne Williams. When relief workers bring clothes to the refugee camp, everyone scrambles to grab whatever they can. Ten-year-old Lina is thrilled when she finds a sandal that fits her foot perfectly, until she sees that another girl has the other shoe. When Lina and Feroza meet they decide it is better to share the sandals than for each to wear only one. As the girls go about their routines washing clothes in the river and waiting in long lines for water sharing the shoes is a symbol of friendship that endures in difficult times.

### Drawing out the virtue

A refugee is a person who has had to leave their country because it isn't safe (that might be because of war or natural disaster). Many refugees live in makeshift camps. Some, like Lina and her family are able to resettle in places like Europe or the United States. Lots of refugees are children and some of them have lost members of their family or had to leave them behind. In this story Lina and Feroza have difficult lives, full of uncertainty, and have very little to call their own. Despite this, each is willing to sacrifice their sandal so the other can wear the pair. This provides a rich foundation for discussions around fairness.



Fairness

- Why do you think she hadn't worn shoes for two years? What would that be like?
- Why does Feroza give the shoe back to Lina the first time they meet?
- What idea does Lina have about the sandals? Is this a good idea? Why?
- At the end of the story Feroza gives Lina one sandal to take to America – why does she do this when it means she won't be able to wear it?
- When life isn't fair, how should you respond?

This story can be used as an introduction to much deeper questions about fairness:

- Why do refugees have to leave their homes?

*Refugees are forced to leave when it is not safe for them to stay in their own country, perhaps due to war or natural disaster.*

- What is life like for Lina and Feroza at the refugee camp?

*They are very poor and do not have many belongings, the girls did not have shoes to wear.*

*They have to queue to collect water from a well. They have to wash their clothes by hand in the stream.*

*They live in overcrowded accommodation and endure long queues (point to the illustrations).*

*They work hard, although she is only 10 years old Lina walks for miles carrying her little brother, does the washing and queues for jugs of water which she carries back with her.*

*They miss their families – Lina's father and sister had been killed and Feroza's grandmother is her only remaining relative. There is uncertainty about their future - they dream of a new home, but are separated as Lina's family leave for the United States.*

*Only the boys are allowed to go to school – the girls want to write their names but make mistakes because they have not been to school. Is this fair?*

### **Activity 1: Fair shares for others**

We are going to talk about fairness and ask 'is our world fair?'. You will work as a class to decide whether you think it is fair or not, and if you decide it is not, what we can do to try to change that.

Divide the children into groups, one large group of about half the class, two groups of around seven children and a final group of two children. These numbers can be altered, what is important is that the groups vary in size.





Tell the children you have 100 sweets. Ask them to work in their groups to work out how many sweets you should give to their group and why, and how many sweets should be given to the other groups and why.

Give the children time to discuss this and then ask the groups to feedback to the class. The children are likely to raise the idea of fairness in their reasons.

Tell the children you have decided how to allocate the sweets. Count out loud as you give them out so the children know how many each have been given. Give the large group 10 sweets, the middle about 20 each and give the remaining 50 to the group of two children. Ask what the children think about this – why isn't it fair?  
Ask the children to imagine their group is a country – what country might they be?  
Tell the class the smallest group represents the United Kingdom – what could those children do to make things more fair?

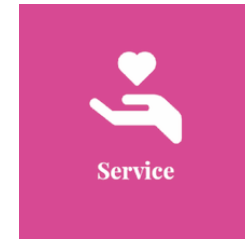
Explain to the children that the world is not always a fair place. Explain that there are people around the world who have very little to eat and others have far more than they need. Explain further that this means we should be very grateful for what we have, and remember others less fortunate next time we want to complain that something isn't fair.

Classroom language	Sayings
<ul style="list-style-type: none"><li>Fairness is about treating people equally but not always the same – different people sometimes need different things.</li><li>Turn the arrows outwards</li></ul>	<ul style="list-style-type: none"><li>The Lion's share.</li></ul>

### Library books

*The Rainbow Fish* by Marcus Pfister  
*Beaky the Greedy Duck* (Ladybird classic)  
*Denver* by David McKee

## Service



*'True heroism is remarkably sober, very undramatic. It is not the urge to surpass others at whatever cost, but the urge to serve others at whatever cost.'*

Arthur Ashe

### Description

Service is helping anyone and everyone without expecting any reward. When we help the people around us, it is good for everyone in the community, but it may not always be easy or fun for us (but we often feel good about it later!).

Service means looking for things that you can do to help other people and make things better for everyone else. Instead of thinking 'that's not *my* job' think of all the things you *can* do to help others. Putting other people's needs before your own, even when you are very tired or busy makes the world a much nicer place to live in.

We can also refer to service as: lending a helping hand; doing good deeds without expecting rewards or prizes.

The opposite of service is not helping others and only doing things for yourself.

### Core Story

*The Monkey King and The Mango Tree* - A Buddhist tale.

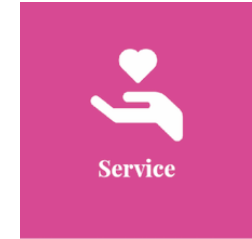
[http://www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship/collectiveworship\\_stories/festivals/monkey\\_kings\\_sacrifice](http://www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship/collectiveworship_stories/festivals/monkey_kings_sacrifice)

Reception	I can serve my class by being tidy and orderly.
Year 1	I can serve other by doing my bit to care for the environment.
Year 2	<b>Serving others means putting them before ourselves, even if we're tired or busy.</b>

[eworship/collectiveworship\\_stories/festivals/monkey\\_kings\\_sacrifice](http://www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship/collectiveworship_stories/festivals/monkey_kings_sacrifice)The mango tree bears fruit that is so delicious, when the humans discover it they want it for themselves. Despite the best efforts of the monkeys to guard it the humans find it and try to capture the monkeys. The only escape is for the Monkey King to create a bridge over the river with his own tired body to enable his subjects to run to freedom in a great act of self sacrifice.

### Drawing out the virtue

This story features two leaders: the Monkey King and the Human King. Discuss with pupils how the Human King is only interested in serving himself and satisfying his own greed. The



Monkey King however, is a very selfless leader. Play the video or read the story up until the point where the Human King gives the order 'Not a single monkey is to be left alive!'

Discuss the ways in which the two leaders are different. What are the different ways the Monkey King serves the others? *He tells the monkeys to protect the mangos so they can all share them rather than keeping them for himself, he protects the little monkey.*

Finish the story. Ask the children why the Monkey King lets the other monkeys escape to safety using his body as a bridge across the river even though his body is too tired and sore for him to survive this - *e.g. because he wanted to make sure the other monkeys were safe, he wasn't thinking about himself.*

Talk about the effect seeing this had on the Human King. How did the Human King change when he saw the sacrifice and model the Monkey King had made? – *e.g. He sent an order for the Monkey King to be untied, he made him a comfortable bed and said he would try to be a great leader like him, and declared that all the creatures would be allowed to share the mangos.*

### Activity 1: Water flows over my hands

This task is designed to encourage pupils to focus on the present moment, and develop a mindful attitude towards a daily activity. There is an ancient technique which involves repeating a short verse to help us to remember the

importance of living with heightened awareness. In this session, the everyday activity is washing hands. Other activities

that can be completed with heightened awareness include walking, smiling, speaking, listening and eating.

For this activity ask pupils to sit in a circle. Set up a washing-up bowl full of warm water and soap and place it in the centre. Ask pupils to come to the front one by one to wash their hands and say the words 'water flows over these hands, may I use them skillfully to preserve our precious planet'. Encourage pupils to really think about the sensation of the water on their skin and how they can use their hands to do good.

### Activity 2: Dilemmas

Show the PowerPoint **Y2 Service** and ask the children how they could serve others in these situations. The purpose is for pupils to recognise that serving means putting the needs of others first, even when that means forfeiting some benefit themselves.

At the end, ask the class who and how they have served today?

#### Sayings

- Above and beyond.
- Going the extra mile.

### Library books

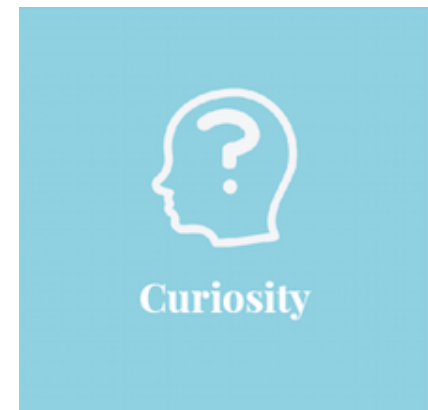
*The Selfish Giant* by Oscar Wilde

*The Lion and the Mouse* – Aesop's Fable

*The Snow Lambs* by Debi Gliori

# Year 2

## Spring 1





## Perseverance

*'Just don't give up trying to do what you really want to do'*

Ella Fitzgerald

Reception	If I find something difficult I can tell myself to keep on going.
Year 1	When things are difficult I can persevere.
Year 2	<b>Believing I can do something helps me to persevere, even when it is difficult for me.</b>

### Description

Perseverance is keeping going with something even if it is really tough and feels like you'll never finish it. When we are working towards something we can face setbacks. Showing perseverance means learning to bounce back and carry on. If we get stuck at something, we might need to find a new way to finish it. Persevering and working hard makes it more likely that you'll succeed. Sometimes perseverance can help us to achieve something big, like climbing a mountain or finishing a race but perseverance can also help us get a little bit better at things we practice every day.

It means that we should try not to get frustrated if we make mistakes along the way because practicing will help us to get better.

We can also refer to perseverance as: trying hard; keeping going; seeing a job through. The opposite of perseverance is giving up.

### Core Story

*The Hare and the Tortoise* – Aesop's Fable. An audio version is available at:

[http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops\\_fables/1-8/hare\\_tortoise](http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops_fables/1-8/hare_tortoise) with a full transcript.

The hare bragged about how fast he could run and challenged the other animals to a race, certain he would easily win. None of the animals dared to race against him, except the tortoise who agreed to race on the condition he could have a week to train. The hare agreed, laughing at the thought of racing against the slowest creature in the world. He was so sure he could outrun the tortoise that he decided to stop to have a snooze in the sun. While he was sleeping, the slow and steady tortoise crossed the finishing line and won the race.

### Drawing out the virtue



The focus for this unit is to teach pupils that believing in their ability to reach a goal through hard work can help them to achieve great things.

- Why don't any of the other animals offer to race against the hare? *They are all intimidated by how fast he is, they don't believe they could ever win against him.*
- Why does the tortoise insist on racing the next week instead of straight away? *He wants a week to prepare – he knows the hare is very fast and that he will have to practise a lot before competing against him.*
- How does the tortoise respond when the other animals laugh when they see him training? *He tells them this is his first attempt (he will keep going) and he keeps going.*
- Discuss the fact the hare arrived for the race running and wearing a brand new tracksuit. How do you think the tortoise must have felt when he saw this? *Intimidated, and worried that he would never win. He might have wanted to give up.*

Discuss the fact that sometimes things that we find hard might seem easy to other people. This can make us feel like we will never be as good as them - but like the tortoise it is important to keep trying and not be put-off by how good other people seem to be.

### **Activity 1: Establishing yourself as a role model for perseverance**

Take this opportunity to tell your class about something with which you have persevered. It might be something you're currently learning, or that you mastered as a child.

Ideas include: playing a musical instrument, learning a language, driving, learning to play a sport, knitting, cooking, reading harder books, keeping a diary, reading when you'd rather watch TV.

Particularly emphasize how difficult this was for you at first, and how it felt when others seemed to be able to do it effortlessly while it took you hours of concentration and practise.

Talk about the things that helped you to stick at it – having a teacher who showed you how to improve, asking for help, doing it together with a friend, setting aside half an hour every day, taking it with you everywhere so you could practise, setting small goals along the way, showing other people along the way so they could give encouragement.

Don't forget to talk about the rewards your perseverance has brought as well as the challenges and how you dealt with them.





Classroom language	Sayings
<ul style="list-style-type: none"><li>You have persevered with that, even though it was difficult at first.</li><li>Even though it is difficult, you need to persevere to finish it.</li></ul>	<ul style="list-style-type: none"><li>“I think I can. I think I can!” from <i>The Little Engine that Could</i> by Watty Piper.</li><li>“Just keep swimming, just keep swimming” from <i>Finding Nemo</i>.</li><li>Keep putting one foot in front of the other.</li></ul>

Refer to the Service Learning Project on the Floreat Character Programme website for details of how to run a significant needlework project that gives children a genuine experience of perseverance and the sense of accomplishment it can bring.

### Library books

*The Fox and the Grapes* – Aesop’s Fable  
*The Velveteen Rabbit* by Marjorie Williams

## Activity 2: Long term Needlework Project



## Optimism and Joy

*'Joy is not in things. It is in us'*

Richard Wagner

### Description

Optimism means looking on the bright side of life and seeing the good in people and situations, even difficult ones. Optimism is a good choice because when we imagine good things they are more likely to happen in the future! It helps us to persevere and not give up. Optimism tells us that we are not yet everything we can be, and it helps us to dream.

Joy is the bubbly feeling inside which comes when we are thankful for good things around us. We can choose to find joy and optimism in every day things and play a part in making our own lives happier.

We can also refer to optimism as: looking on the bright side; being positive and seeing the good in things. The opposite of optimism is pessimism and seeing the worst in everything and everyone. This can make us sad, hopeless and even despairing.

Reception	I can find joy in everyday things.
Year 1	We can find reasons to be happy, even when things aren't always how we want them to be.
Year 2	<b>I can choose to look on the bright side, which helps me persevere.</b>

### Core Story

*Reach for the Stars* by Serge Bloch. This uplifting book follows the characters on their journey through life, using a series of well known idioms such as 'fork in the road' 'uphill battle' and 'reach for the stars' to encourage them to look on the bright side of life, even when they face challenges.

### Drawing out the virtue

This story explains that although things might not always go to plan for us, we should be optimistic and 'reach for the stars'. This unit is designed to teach children that they can choose to look at things in a cheerful way. The idiomatic language such



Optimism  
and Joy

as ‘in over your head’ and ‘in the doghouse’ helps to communicate this message because despite the situations they describe, the phrases are still cheerful or humorous. By reminding us that everyone gets into difficult situations and faces challenges, they also encourage us to gain some perspective, and not worry unduly.

### Activity 1: Poem

Read this poem to the children. See the poem in **Y2 Optimism and Joy**. Talk about how the author feels. Remind pupils that optimism is about the way you choose to look at things. Now read the poem backwards, starting from the bottom line working up to the top to reveal a message of hope and optimism. None of the words have changed, just the way you are looking at them. Ask pupils to think about their day, and remind them they can choose to focus on the good things.

### Activity 2: Tinted Glasses

Get some plastic glasses and put yellow tissue over one pair and black or grey tissue paper over the other. Let children look through them. The yellow paper and the black paper give a different view of the same thing. Which one makes them feel happier? You could make the same point by editing photos –

#### Sayings

- Look on the bright side of life.
- Having a sunny outlook.

and seeing the different ‘effects’ – how one photo can be made to look different. In the same way, we can all look at the same experience but with a different attitude.

### Library books

*Augustus and His Smile* by Catherine Rayner  
*The Ugly Duckling* by Hans Christian Anderson  
*Petar’s Song* by Pratima Mitchell and Caroline Birch  
*Twinkle Twinkle Squiglet Pig* by Joyce Dunbar  
*The Heart and the Bottle* by Oliver Jeffers



Curiosity

## Curiosity

*'The only reason people don't know much is because they do not care to know. They are incurious. Incuriosity is the oddest and most foolish failing there is'*

Stephen Fry, *The Fry Chronicles*

### Description

Curiosity is wanting to learn lots about people, places and things. It means asking lots of questions and trying to find out their answers. For the benefit of teachers, curiosity can be divided into two types – Epistemic and Diverse.

Diverse curiosity is driven only by novelty. It is shallow and strives for instant gratification, which over time is dulled because the novelty wears off. This type of curiosity controls people, unlike epistemic which is controlled by the person.

Epistemic curiosity drives us to learn for learning's sake; to dig deep and think hard on a topic. It requires will and effort, but is often repaid through deeper learning and understanding, which is joyful. By exposing children to the effort and joyful rewards of epistemic curiosity, we aim for them to habituate these behaviours also.

We can start by being curious about the things and people we see everyday. At first they might seem ordinary, but curiosity and concentration can lead us to discover interesting things we never knew before! By being curious we can keep

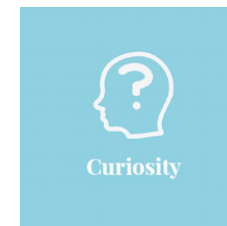
discovering, becoming specialists and

experts ourselves. We can also refer to curiosity as: searching; asking questions; digging-deeper. The opposite of curiosity is not being interested or always needing novelty to stave off boredom.

Reception	We can be curious about everyday objects.
Year 1	Curiosity can help me find out about important things in the world.
Year 2	<b>I need curiosity to keep me safe.</b>

### Core Story

*That's not Lemonade!*, written for Floreat (see **Y2 Curiosity**). Henry is playing football with his friends on a sunny day. They become very thirsty so they go inside to ask Henry's mum for a drink of lemonade. Henry walks into the kitchen to find his mum cleaning the kitchen floor. Just as he finishes asking for a drink, the phone rings and his mum tells him to wait. Henry is so thirsty; he wants a drink immediately. He picks up the bottle of yellow liquid his mum has put down on the side. Can his friends warn him in time?



Before reading the story to the class, set up the topic by doing Activity 1. This introduces the topic and will help pupils to understand the story fully.

### Drawing out the virtue

This story has been chosen for curiosity because children should always use their curiosity to ask questions to help them make safe and sensible decisions. During the story the pause button shows where teachers can stop to ask pupils for their responses to what is happening. Henry should have 'pressed pause' and asked himself some questions such as 'does this belong to me?' 'Has this bottle got a label?' 'Do I know this is safe to drink?'

### Activity 1: A mysterious bottle

Before reading the story ask the class to sit in a circle. Place a bottle full of liquid in the middle of the circle. It is important that the bottle should not have a label on it. Tell the children you found this bottle in the classroom but you don't know where it came from. Ask the class whether you should try it to find out. Take some comments and opinions from the children without affirming or correcting any answers. Now share the story with the class.

At the end of the story bring the class' attention back to the bottle full of liquid. What do they think now? Use this as an opportunity to explain that you should never drink anything that doesn't have a label, or you don't know exactly what it is and where it is from. Even if it looks safe.

The next section of PowerPoint **Y2 Curiosity** is intended to teach pupils to

recognise labels which show that a substance is dangerous. The last few slides are an opportunity to discuss how similar safe and unsafe items can look. The message is that even if it looks safe, you must always read the label or ask an adult.

### Activity 2: Medicines

Ask the children to think of a time when they were ill – what helped them to get better? *Medicines, rest, care from parent.* Emphasise that medicines are not always needed to feel better if you are unwell. Ask the children what different forms of medicine they know e.g. *tablets, liquid, cream, spray.*

Bring in some empty medicine boxes and bottles for the children to look at. Discuss what information is always on the packet - *ingredients, dosage and 'keep out of reach of children'*. Discuss why each of these is important. Explain that if you don't take the right dosage, or if you take medicine that isn't meant for you then it can make you very ill.

### Sayings

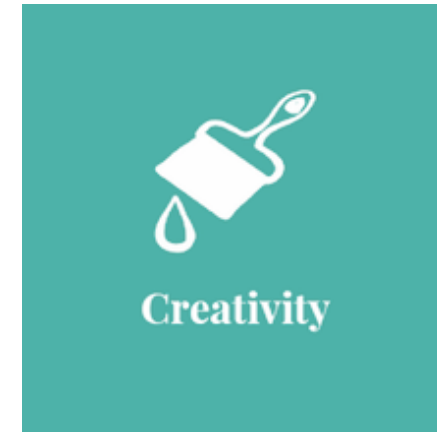
- To pique someone's curiosity.

### Library books

Encyclopedias  
Non-fiction books about birds, trees, plants, animals, different countries, transport.  
*We're Going to Build a Dam* by Gillian McClure  
*How Do the Flowers Grow?* Usborne Flip Book  
*The Curious George* series by Margaret Rey  
*The Snail and the Whale* by Julia Donaldson.

# Year 2

## Spring 2







## Creativity

*'If I have seen further, it is by standing on the shoulders of giants'*

Isaac Newton

### Description

Creativity means we use our knowledge in new ways. It helps us to solve problems, imagine new things and express ourselves in meaningful ways.

Creativity is not about starting from scratch to create something new, but is based on what has come before. When we use our knowledge in new ways to make something different we are being creative. This concept is demonstrated by the fact that pupils who read widely themselves will write the best and most imaginative stories. The work of J.M.W Turner is another example of this, since Turner is renowned for basing his own masterpieces heavily on works by other artists, having spent years studying the composition and techniques they used. By using his knowledge to create something new Turner became one of Britain's most celebrated artists. Therefore, the best way to nurture creativity is to develop our knowledge.

We can express our creativity in different ways— through words, pictures, shapes, sounds, movement, and great new ideas. We can use our imagination to enjoy stories and to play games. Everyone

can choose to create something. Some people like creating with paint, some with

Lego, some with words or ideas – there are so many ways to create!

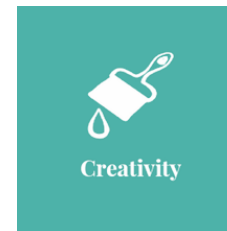
Reception	It's fun to be creative.
Year 1	Learning new knowledge helps me to be more creative.
<b>Year 2</b>	<b>Studying great paintings and stories helps me be more creative.</b>

### Core Story:

*The Beautiful Oops* by Barney Saltzberg. Making a mistake is not the end...but the beginning! With a little imagination a smudge or crossing out can become something brilliant!

### Drawing out the virtue

This story gives children lots of examples that they may not otherwise think of for how they could be creative with a piece of paper. It also shows them that even if something starts out



a mistake, with optimism and creativity it can become something better.

Before reading the story show them a sheet of paper with an oops on it (see activity 2). Ask them to think how they could make the oops into something better? Then read the story. Now show them the oops again, and ask for more creative ideas. Have a discussion about how reading the book helped them to have more creative ideas.

### Activity 1: Turner

Now make a link from this to the famous painter JMW Turner. The PowerPoint **Y2 Creativity** explains that Turner, an artist world renowned for his artistic skill and achievement, deliberately copied artists he admired in order to improve his own work. The fact that people have noticed similarities between Turner's paintings and others has not prevented Turner from being celebrated as an amazing artist in his own right. The purpose of the activity is to show children that to become great at something, we must all first learn from others.

### Activity 2: My Beautiful Oops

Give pupils a sheet of paper with what first appears to be a splodge, mistake, tear, dog-ear etc., (i.e. an oops) like in the story. Ask pupils to transform their particular oops into something wonderfully creative. Encourage the children to have as much fun as possible letting their imaginations run wild, and to refer to the story book, or knowledge they have

learned in science/geography/history etc., if they need inspiration.

#### Sayings

- You are standing on the shoulders of giants.

#### Library books

*The Magic Bed* by John Burningham

*Time to Get Out of the Bath, Shirley* by John Burningham

*The Pencil* by Allan Ahlberg

*The Story Machine* by Tom McLaughlin



Honesty

## Honesty

*'We're all travelers in the wilderness of this world, and the best we can find in our travels is an honest friend'*

Robert Louis Stevenson

### Description

Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed, and even when you really wish you hadn't done it.

Honesty isn't about "not getting caught" because honest people do the right thing even when no one is looking. We can also refer to honesty as truthfulness. Knowing that somebody is honest helps us to believe what they say. Honesty builds trust which is important for being good friends.

Sometimes we keep some information to ourselves for a short time, for example if we are planning a party or present for someone. The fact that the other person does not know makes it more fun for them when they eventually find out! We shouldn't keep secrets for adults or keep secrets about things that worry us or hurt other people.

The opposite of honesty is dishonesty. It is dishonest to make things up. It is good to make up stories and games, but it is dishonest to say something is true when you know it isn't. It is

dishonest to take something that belongs to someone else.

### Core Story:

*The Boy Who Cried Wolf* - Aesop's Fable. An 5 minute audio version is available at:

[http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops\\_fables/33-40/boy\\_who\\_cried\\_wolf](http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops_fables/33-40/boy_who_cried_wolf) with a full transcript.

A boy dishonestly raised the alarm that a wolf was approaching so many times, that people did not believe him. When there really was a wolf and the boy raised the alarm, none of the villagers believed him.

Reception	Being honest means telling the truth and it's always the right thing to do.
Year 1	It is always best to admit if I have done the wrong thing.
Year 2	<b>Being honest helps people to trust me.</b>



Honesty

### Drawing out the virtue:

Stop the audio at 4:08 when the boy is ringing the bell to call for help. This time he really has seen a wolf. Ask the children to predict what will happen next – will the villagers come running again? Why /why not? What will happen if he doesn't get help?

### Activity 1: Reflection Alley

Ask the children to imagine they are at the point in the story where the boy is sitting on the hill and is feeling very bored. He has two options: He could continue looking after the sheep all by himself, or he could shout 'wolf' and lots of people would come running.

Write 'look after the sheep' and 'cry "Wolf!"' on two pieces of paper and hang them at opposite ends of the room. Divide the class into these two groups. The groups each need to work out what they would say to the boy to persuade him to take that course of action

e.g. someone on the first team might say 'you promised the old man you would look after his sheep' or 'the people in the village will be frightened' while someone on the opposite team would say 'there's no-one to talk to on the hill' 'do you want to watch sheep eating grass all day?'

Once they have had time to prepare, ask the children to form a line with their group and stand opposite each other so there is an 'alley' down the middle. Choose a child to be the shepherd boy and ask them to walk very slowly through the middle. Tell the children that when the shepherd boy passes them, they should tell him their advice.

The groups should alternate to enable the children to hear each other clearly and better contrast the different arguments.

When the shepherd boy emerges at the end, he will have heard lots of different arguments about what he should do next. Ask the class to comment on what they really think the boy should do, and what the consequences might be? You could also then have a conversation about what children can do in school so that, when they leave and get a job, they can choose between jobs, and find one that suits what they enjoy.

### Sayings

- Honesty is the best policy.
- A man is only as good as his word.

### Library books

*Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin

*The Whopper* by Rebecca Ashdown

*On the Way Home* by Jill Murphy

*The Wolf's Story* by Toby Forward

*Pinocchio*

*The Pied Piper of Hamelin*

*Not me* by Nicola Killen

*The Worry Monster* by Caroline Uff



## Humour

*'I love people who make me laugh. I honestly think it's the thing I like most, to laugh. It cures a multitude of ills. It's probably the most important thing in a person.'*

Audrey Hepburn

### Description

Humour is looking at the funny side of things. Sometimes it helps if we can laugh at ourselves and laugh at different situations – life feels lighter when we're laughing together. Laughing together helps us to be friends. We can cheer someone up by being funny in a nice way, but only if they like it.

Humour must be used carefully so that others don't get upset. Sometimes people tell a joke that hurts someone's feelings. This might be on purpose or by accident. Laughing at other people when they don't like it, or calling people names to make people laugh is unkind. Bullying is when people keep making fun of someone and is very serious. We shouldn't use humour to hide the fact we are upset or need more help.

We can also refer to humour as seeing the funny side. The opposite of having a great sense of humour is being gloomy

and miserable or being spiteful to other people.

Reception	Laughing together is good for us.
Year 1	Some people use humour to hide the fact they need more help.
Year 2	<b>We need to use love and kindness before we use humour.</b>

### Core Story:

*Chrysanthemum* by Kevin Henkes. Chrysanthemum thinks her name is perfect – until she starts school and the other children tease and make fun of her. However, the other children soon come to realise that it is wonderful to be named after a flower and the bullies soon try to adopt flowery nicknames, though none of them are as perfect as Chrysanthemum.



### Drawing out the virtue:

- Why is Chrysanthemum so upset?
- What kinds of things did the other children say about her name?
- *They say her name is too long, they pretend to pick and smell her because she's named after a flower. They say that she lives in the ground with worms.*
- Are any of the things the children say true?
- Are they funny?
- How does this teasing make Chrysanthemum feel? *She felt miserable, she had nightmares about it, she didn't want to go to school.*
- What reason did her mum and dad give to explain why the children were unkind about her name? – *the other children are jealous.*

### Activity 1: When laughing isn't funny

Role-play, with puppets or another adult in the room, making fun at someone else's expense. For example, the puppet slips over or gets a question wrong. How could being funny hurt someone's feelings? What sorts of funny but nasty things can children do that hurt other children's feelings? *Mimic; laugh if they make a mistake; call names; say funny things about their name or family, or something they do or don't have.* As a class make a list of words to describe how it feels when someone makes fun of you. What could we do to make sure we don't hurt other children's feelings? *Think about how we would feel if someone did the same thing to us.*

### Activity 2: Being assertive

Explain that bullying is when someone keeps on being unkind to the same person.

Bullying isn't something that happens once but it happens over and over again. A bully might hurt someone's body or their belongings, or they might be unkind with words. Any kind of bullying is very serious and can be very upsetting, just like the Chrysanthemum in the story is upset.

Lead a discussion with pupils – if someone starts to be mean to you, what could you do? Teach them to make a 'stop' gesture with their hand and list these strategies.

1. Ignore them
2. Move away
3. Ask them to stop in a polite voice.
4. Tell them to stop in a confident voice 'Stop! I don't like it!' 'Leave me alone!'
5. Tell a teacher

Show pupils the PowerPoint **Y2 Humour** to show that when animals feel threatened they also do things to warn people and other animals to leave them alone. This includes making themselves look bigger than they really are. Ask pupils to work in Perfect Partners and practise standing tall, looking each other in the eye without smiling and saying 'Stop!' in their confident voices.

#### Sayings

- Sticks and stones can break my bones but words will never hurt me.



# Year 2

## Summer 1



Judgement  
and Prudence



Forgiveness



Appreciation  
and Awe



## Judgement and Prudence

*'When you have money, think of the time when you had none'*

Japanese proverb

### Description

Judgement is thinking hard and having good reasons for your actions. It means you think very carefully about the best thing to do before you make a decision. Prudence is using all of the information that you have learned to make the right choice. Having good judgement means being fair towards people. Some things might seem like a good idea at first but when you really think about it, it turns out not to be. You might be desperate to wear your brand new white trainers but it would not be very prudent to wear them on a wet and muddy walk to school. Sometimes the best thing to do might not be the easiest or most attractive option.

We can also refer to judgement and prudence as: making a good choice; having common sense; making a sensible decision; wisdom. The opposite of judgement is being foolish and hasty; not taking a decision seriously enough; not thinking things through; being short sighted.

Reception	When I think about my options carefully, I make a good judgement.
Year 1	I use my judgement to decide how best to react to things.
Year 2	<b>I know what it means to be prudent with money.</b>

### Core Story

*The Lost Coin* adapted for Floreat from Christianity (see **Y2 Judgement and Prudence**). In this version of the story, the lady earns money by growing strawberries which she sells and makes into jam. She also makes money by teaching her neighbour's children how to make jam. The lady cannot grow strawberries during the winter so she prudently saves her coins to get her through the cold seasons. When one of the coins is lost, the old lady searches diligently until it is found, knowing that she will need it for a rainy day.



### Drawing out the virtue:

Before you read the story give 6 children in the class a coin each and tell them to look after them carefully. This will be particularly effective with real rather than plastic coins. As you are reading the story and the lady earns coins, ask the appropriate number of children to put a coin in the jar. Use the story as a starting point for a discussion about where money comes from. It is important that children learn that there are different ways to earn money and that it is important to be careful with money and make good decisions about spending and saving. Tell them that this is called being prudent.

- What were the different ways the lady earned money? *Use the story to demonstrate there are different ways to generate money/income. You can earn it by selling something or helping someone with something. Introduce the saying 'money doesn't grow on trees'.*

- The lady couldn't earn money during the winter, how did she survive? *She saved the money she earned in the summer.*
- Why do you think she keeps the coins in a jar? *To keep them safe.*
- Why doesn't she spend her coins? *The lady is prudent, she knows there might be a time when she really needs them.*
- She still had 9 coins, does it matter about the missing one? *The lady has worked hard for every*

*coin, because she is prudent she looks after it properly and makes sensible decisions about it.*

The story can also be used as a stimulus to talk about whether you need money to be happy.

### Activity 1: Money mindmap

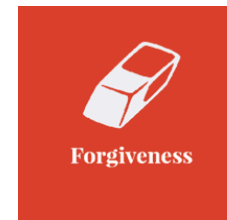
Make a mindmap as a class of the different ways children can think of to earn money. Encourage children to think about ways adults earn money, and about the ways that they can earn money for their school or a charity.

Examples include: *Pocket money, going to work, being given money as a gift, cake sale, non-uniform day, car washing, sponsorship, selling old clothes and books, winning prizes, donations and collections.*

Classroom language	Sayings
Well done, you can explain why the lady was prudent.	<ul style="list-style-type: none"><li>• Money doesn't grow on trees.</li><li>• Saving for a rainy day.</li></ul>

### Library books

*Lost in the Snow* by Claire Alexander  
*Chameleon's Crazy Colours* by Nicola Grant  
*Belling the Cat* – Aesop's Fable  
*The Ant and the Grasshopper* – Aesop's Fable  
*The Crow and the Pitcher* – Aesop's Fable  
*The Country Mouse and the City Mouse* – Aesop's Fable



## Forgiveness

*'He who is devoid of the power to forgive is devoid of the power to love. There is some good in the worst of us, and some evil in the best of us'*

Martin Luther King Jr.

### Description

If someone has done something wrong it can make us sad or angry. Carrying around these bad feelings can make us feel even worse. Forgiveness is letting go of the anger or resentment we feel when someone has treated us unfairly.

When we have been wronged there is often a desire not to let the offender 'get away with it'. There can be a sense that the forgiver is doing all of the giving and the offender all of the taking.

Far from being an act of weakness and submission, the willingness to forgive someone who has treated you badly is an act of moral strength. It is a generous gift which acknowledges the inherent value in every person.

Forgiveness does not mean forgetting what has happened, but instead letting go of the bad feelings attached to it. This makes it less likely our anger will be transferred into other areas of our lives or to people who do not deserve it. Forgiveness is not the same as reconciliation because reconciliation means restoring trust. If someone refuses to

repent or change their ways you might forgive them, but it is unlikely you will trust them.

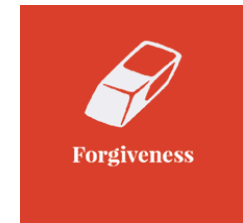
We can also refer to forgiveness as: putting hurt behind you and moving on; rubbing out a wrong. The opposite of forgiveness is wanting others to suffer because you have suffered. This is called vengefulness.

The decision to forgive someone rests with the individual, and children cannot be forced to forgive someone if they don't want to.

Reception	I feel better when I forgive.
Year 1	It can feel very unfair to forgive someone, but it's better for you in the long run.
Year 2	<b>When someone hurts me, I show love and kindness by forgiving them.</b>

### Core Story:

*The Prodigal Son.* A father welcomes his son home after he went away for a long time and wasted the fortune he had been given.



When reading the story, stop at the point when the son returns home and begin Activity 1 before finishing the story.

### Drawing out the virtue:

This story contains two character who are asked to forgive. Use it to help children understand how unjust forgiving can feel, but to also see beyond the immediate and recognise how when we choose forgiveness, we also choose a happier future for ourselves.

### Activity 1: Alternative endings

Pause in the middle of the story when the son returns home. Ask the children how they think the father will respond to seeing his son again? What will he say and do? Then ask what he could do to show love and kindness? *Forgive him and welcome him home.* Then finish the story.

Now split the class in half to act out alternative endings. In smaller groups ask the children to play-out the story when the father is angry and doesn't forgive; or when he shows love and kindness by forgiving his son. Make sure someone plays the other son each time.

Discuss which ending is best for the Father. Then discuss the injustice the other son experiences. Talk about whether he too should forgive? How life would be if he chose to forgive or not? Acknowledge

how, although it's the right thing for him in the long term, it will take great moral strength to do this.

### Activity 2: Discuss resolutions

In small groups, everyone remembers a situation in which somebody did not behave in the correct way towards them. Pupils take turns to tell their story. After each pupil has spoken the group have to consider what would need to happen to show love and kindness to the person who did the wrong thing. Finally, the pupil has to say in their particular case how they would approach and speak to their friends and give them a new opportunity.

Classroom language	Sayings
<ul style="list-style-type: none"><li>You might need to use forgiveness to repair your friendship.</li><li>How might forgiveness change things in this situation?</li></ul>	<ul style="list-style-type: none"><li>Let bygones be bygones.</li><li>A fresh start.</li><li>Wipe the slate clean.</li></ul>

### Library books

*The Painter's Cat* by Sharon Wooding  
*The Fox and the Stork* – Aesop – this tale shows that tit for tat doesn't work



## Appreciation and Awe

*'Dwell on the beauty of life. Watch the stars, and see yourself running with them.'*

Marcus Aurelius

### Description

Appreciation is choosing to notice good things. We stop and look or listen or touch or smell or feel the wonder of life: a painting, the mountains, a piece of music some flowers. Sometimes we feel speechless because the world is so beautiful, so powerful, so varied – we wonder how it was made. It is nice to stop and look carefully at the small things that we don't usually notice, or to look more carefully at something we see everyday.

Appreciation is taking care to notice all the things that are special in our surroundings and in each other. It means we enjoy the fact that everyone is unique and we like finding out about the things that make us the same and the things that make us different.

We can also refer to appreciation and awe as: wonder, amazement, drinking life in. The opposite of awe is either not noticing good things, or not being grateful for them, or finding fault with them.

Reception	When I stop and am still, I can see beautiful things around me.
Year 1	Everybody is unique and special.
Year 2	<b>I can appreciate other people's interests and differences.</b>

### Core Story

*Stone Girl, Bone Girl* by Laurence Arnholt. This story is based on the real life story of Mary Anning. It is about a girl who was fascinated by fossils. Despite being teased by her peers she pursued her hobby and met some scientists who helped her discover the treasures to be found all around her.

*Before reading the story use the information on the PowerPoint Y2 Appreciation and Awe to show the children some pictures of fossils.*

Explain briefly that some fossils are the hard remains of living things like teeth or bones, and some fossils are traces of living things - like footprints. Explain that they show us that





creatures living in prehistoric times were different to the creatures that live now and fossils help us to understand what creatures were like millions of years ago. Further optional information is available on the PowerPoint if you wish to go into more detail with your class after reading the story.

### Drawing out the virtues:

The focus in this unit is on appreciating other people’s interests and differences. The story explains that Mary’s interest in fossils was considered very unusual, especially for a girl in this period.

Read the story together. Stop at the point when the children chant ‘Stone Girl, Bone Girl, Out on Your Own Girl!’

- Why do you think the children taunt Mary?

*They are afraid of things/ people who are different. Perhaps they don’t understand what fossils are or why they are special. Rather than appreciating that her interests are just different they feel insecure.*

Finish reading the story and then at the end, ask the children: So in the end, who had appreciated Mary, and how did they each show their appreciation of her?

- *Her mother said she was clever.*
- *Her father taught her things about Curiosities and helped her to look for them.*
- *The Philpot sisters invited her to see their collection of Curiosities.*

- *The customers on the beach bought her Curiosities and said how beautiful they thought they were.*
- *The quarrymen helped her to carry the fossil home.*
- *The scientists came a long way to see the Fish Lizard.*
- *Even the other children appreciate her in the end when they came to see what she had discovered.*

### Activity 1: She sells sea shells

Teach the children this tongue twister which is about Mary Anning: *She sells sea shells on the sea shore. The shells that she sells are sea shells I’m sure.*

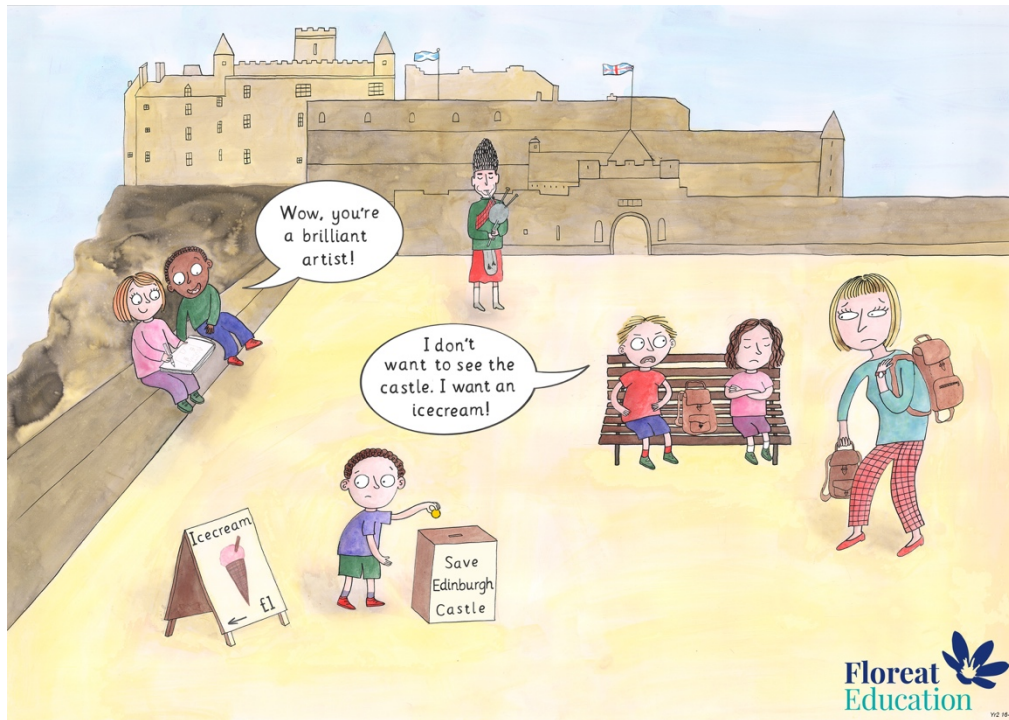
Classroom language	Sayings
<ul style="list-style-type: none"> <li>• I like the way X is showing his appreciation of ...</li> <li>• Remember to stop and appreciate things.</li> </ul>	<ul style="list-style-type: none"> <li>• Each to their own.</li> <li>• Beauty is in the eye of the beholder.</li> </ul>

### Library books

- Augustus and His Smile* by Catherine Rayner
- Wow! Said the Owl* – by Tim Hopgood – Nursery
- Leah’s Christmas Story* by Margaret Bateson-Hill
- Dear Greenpeace, There’s a Whale in Emily’s Pond* by Simon James
- The Big Big Sea* by Martin Waddell
- When I Was Born* by Isabel Minhos Martins and Madalena Matso

# Year 2

## Summer 2



Humility



Empathy and Perspective



Gratitude



# Humility

*'Humility is the wisdom of accepting the truth that you might just be wrong.'*

Richard Paul Evans, Michael Vey

## Description

Humility is about elevating the value of other people. Being humble means having an honest view of yourself, and while it is important that we take pride in our achievements, being humble means not showing off. When we are humble we admit that we don't know it all and say sorry when we are wrong.

We are happy to point out when someone else has done something really good, to take our pride out of the way, and recognise that different people have different strengths.

We can also refer to humility as: being humble, being modest. The opposite of humility is thinking too much of yourself, pride, boasting or showing off.

Reception	Being humble means not showing off, and is better than pride.
Year 1	Being humble means we notice when people other than us are good at things.
Year 2	<b>Being humble helps me to be a good friend.</b>

## Core Story

*Eeyore finds the Wolery*, A.A. Milne (see **Y2 Humility**). When Owl's house falls down Winnie the Pooh and his friends help him to search for a new home. Eeyore is delighted when he thinks he has found the perfect place. When he takes everyone to see the house he found, Piglet is astonished that he is being led to his own home! Everyone forgets it's Piglet's home, and agrees it will make a wonderful home for Owl. Piglet shows his humility by not saying a word and allowing Eeyore and Owl their happiness in having solved Owl's problem.

## Drawing out the virtues:

- Eeyore finds a new house for Owl. What's the problem with this house? *It's Piglet's house.*
- What does Piglet say or do? *Nothing, he keeps quiet.*
- How is Piglet a good friend to Owl? *He lets him have his house to live in.*
- Is the situation fair for Piglet? *No not really, but Piglet is humble and is thinking more about Owl than himself.*

## Activity 1: Strengths



Have a pile of friendship qualities cards at the front of the room (see the resource **Y2 Humility**). Ask the class to stand up. Choose a pupil to take a card from the pile and read it aloud to the class. They should choose a classmate they think displays this quality and use a full sentence to explain a reason for their choice e.g. 'I think Katie is caring because she helped me when I fell over'. When a pupil has been chosen, it is their turn to come to the front and choose a card. They should return to their place but sit down so they cannot be chosen again. The children are showing humility by recognising others' strengths and also by noticing when their classmates have done something humble.

### Classroom language

- Thank you X, for showing your humility by praising your friend.
- How might other children feel when you say that?

### Library books

*The Little Peacock's Gift* by Cherry Denman

*The Magic Goldfish* by Demi

*Mufaro's Beautiful Daughters* by John Steptoe (an African tale)

*Fox and Fables* by Dawn Casey

*The Frog and the Ox* – Aesop's Fable

*The Fox and the Crow* – Aesop's Fable

*Young Crab and Her Mother* – Aesop's Fable



## Empathy and Perspective

*"I was complaining that I had no shoes till I met a man who had no feet."*  
Confucius

### Description

Empathy is putting yourself in someone else's shoes and imagining how they feel. To have empathy we have to listen to people and change our behaviour to show them kindness.

We can also refer to empathy as: showing understanding of others; seeing things from another's point of view. The opposite of empathy is hard-heartedness or being so taken up with yourself that you can't see anything from another's point of view.

Having perspective is weighing things and seeing what is and isn't important. Perspective helps us to take important things seriously and not to make a fuss about things that don't really matter.

Reception	When I think about other people's feelings I show empathy.
Year 1	I try to see things from other peoples' perspective.
<b>Year 2</b>	<b>Having perspective helps me to appreciate how lucky I am.</b>

### Core Story:

*'Did I Ever Tell You How Lucky You Are?'* by Dr Seuss. Underneath these witty rhymes about unfortunate mishaps lies an important message – there is always someone, somewhere, worse off than ourselves. This book reminds children how lucky they really are, not to be in some of the sticky situations described in this book.

### Drawing out the virtue

In this unit pupils are encouraged to understand what is meant by 'putting things in perspective'. The core story introduces the idea that there is always someone less fortunate than themselves. It gives examples of the perilous and difficult situations in which people find themselves and encourages children to consider how lucky they are.

Building on this theme, the activities guide pupils to consider the difference between 'want' and 'need'. This engages pupils in a discussion about what is truly important. Perspective means understanding that having food and shelter is more important than having a computer or puppy. Thinking about wants and needs in this way helps pupils to recognise just how



lucky they are to have the things they do, and that there are people who are less fortunate than themselves. There are strong links to be made with gratitude in this unit. Activity 2 which introduces children to Article 22 of the Universal Declaration on Human Rights follows on from the first activity.

### Activity 1: Wants and Needs

The activity here is based on the *Robert Kennedy Foundation's Speak Truth to Power* lessons designed for Kindergarten.

Ask the children to sit in a circle and arrange two hoops on the floor in the centre so they are slightly overlapping, like a venn diagram. Have the words 'want' and 'need' placed inside each hoop. Talk to the pupils about the meanings of those words. Next, hand each pupil a card (see resource **Y2 Empathy and Perspective**) and pupils take turns, one at a time to decide whether the item on their card is something they want, something they need, or something in between. Make links with the knowledge curriculum by concluding that humans' three basic needs are food, clothing and shelter. The cards will help children to discuss the difference between wants and needs by discussing for example, which category to choose for a winter coat.

- Are these the only things we need?
- Does everybody have these things?
- Does everybody have what they want?

Link this to the story 'Did I ever tell you how lucky you are'. This is also an opportunity to make a link to gratitude.

### Activity 2: Discussing the Declaration

There is a set of rules called Human Rights which says that 'every person in the world should have their basic needs met – and should have everything they need to live with dignity'. Use the information on the PowerPoint **Y2 Empathy and Perspective** to briefly explain Article 22 of the Universal Declaration on Human Rights to the class. Ask pupils to recall what the three different needs were (food, clothing, shelter).

- What would happen if you didn't have those things?
- What foods do we need and what foods do we want?
- Do we always need the same clothes? Why?
- What kind of shelter do we need? What different types of shelter can you think of?
- Is it fair if some people have only the things in the 'need' section when others have lots in the 'want' section as well?

#### Classroom language

- You have explained why something is fair/unfair very well and given excellent reasons.

#### Library books

*My World, Your World* by Melanie Walsh

*Upside Down Babies* by Jeanne Willis and Adrian Reynolds

*Me and You* by Anthony Browne





Gratitude

## Gratitude

*'It is not happy people who are thankful. It is thankful people who are happy.'*

Anon

### Description

Gratitude is feeling thankful for what you have and what others have done for you. It means enjoying the simple things and enjoying now. You can show gratitude to others by saying thank you. Gratitude brings joy into your heart – a feeling a bit like happy bubbles inside as you remember the good things in your life.

We can also refer to gratitude as: thankfulness and happiness. The opposite of gratitude is taking things for granted, or having a feeling of entitlement, which means thinking that you alone deserve all the best things and that nothing is ever fair.

### Character focus:

Reception	I can identify lots of things to be grateful for in my life.
Year 1	We should remember to be grateful for people in our lives.
Year 2	<b>We should remember to be happy with what we have, rather than envious and always wanting something else.</b>

### Core Story:

*The Stonecutter* by Laura Barella. This story is based on a Japanese folktale in which a stonecutter wishes for more riches and power. His wish is granted when he becomes king, but the sun is too powerful for him. He becomes the sun but he cannot shine through the rainclouds and the wind. He becomes the rainclouds and the wind but he is not powerful enough to cut the rock. He ends up wishing he was a stonecutter and realises the great strength and contentment he had in the first place.

### Drawing out the virtue

At the beginning of the story was the Stonecutter happy with his life in the mountains? *Yes*

Then what happened? *He became envious of others.*

What did he realise in the end? *That his original life was best after all!*



### Activity 1: Gratitude quotes posters

Quotes are like road signs. They give you directions for our life journey, and provide reminders, motivation and inspiration along the way. The PowerPoint (**Gratitude Y2**) contains a collection of quotes on the subject of gratitude. Ask the class to work in pairs. Give each pair a strip of paper with a quote on it. Ask the pupils to discuss with their partner what they think the quote means. Choose some children to share their ideas with the class. Now working individually, ask the children to create a poster on sugar paper. The poster should be beautifully presented and include the original quote, the pupils' interpretation in their own words, and a visual representation. These can be made into a gratitude classroom display.

This lesson is adapted with gratitude from [www.SpreadingGratitudeRocks.com](http://www.SpreadingGratitudeRocks.com)

### Library books

*The Awesome Book of Thanks* by Clayton Dallas  
*Sam and the Lucky Money* by Karen Chinn  
*Heart of Gold: A Jakarta Tale* (Dharma Publishing)  
*A Christmas Carol and Other Favourites* by Jim Weiss  
*Sausages* by Jessica Souhami  
*Zoo Girl* by Rebecca Elliott – Year 1  
*Boy* by James Mayhew  
*Small Bunny's Blue Blanket* by Tatyana Feeney  
*Kicking a Ball* by Allan Ahlberg

Classroom language	Sayings
<ul style="list-style-type: none"><li>I like the way you said thank you to that person for doing something kind for you.</li><li>Remember that we always say thank you for the kind things people do for us.</li></ul>	<ul style="list-style-type: none"><li>Counting your blessings.</li><li>The grass is always greener on the other side.</li></ul>

