



PRIMARY PROGRAMME

Wonder!

Inviting Primary 3/4 to wonder at how amazing and unique they are, to value and appreciate the people around them, to recognise and manage their feelings and emotions, and to understand the importance of keeping healthy and staying safe.



INTRODUCTION

Context

In each programme we create a storyline to help us share our information effectively throughout the Key Stages. This creates an opportunity for the pupils to consider the information objectively. There are a number of characters in our story, but Oscar and Martha are the hero characters. They feature throughout all the programmes, growing up with the pupils through their school years.

Wonder! | Setting the scene

In "Wonder!" Oscar & Martha visit a School Fair where they take part in all the exciting activities, such as a Coconut Shy, or Hook a Duck, that you might find there. We invite the pupils to take part too and in doing so, we explore how we think through feelings and emotions, how our emotions can affect others and how we manage them well.

Throughout the School Fair, our pupils go on a journey with the characters and consider the qualities they feel make a good friend, helping them form good friendships and become good friends themselves.



CONTENT OVERVIEW

Overview

Wonder! is an exciting and interactive presentation for Key Stage 1 pupils.

It is jam packed with inspiring content to encourage self-awareness and build self-esteem, and to highlight the importance of having respect for your amazing body and that of others. Pupils will unpack what a healthy friendship looks like, as well as how to deal with conflict in a constructive way. Through fun activities and stories, the pupils will be able to celebrate being part of a diverse community made up of wonder-fully unique people!

Topics Covered in the Presentation

- Self-esteem & uniqueness
- Valuing community & diversity
- Keeping the body healthy and safe
- Exploring and managing emotions
- Friendship
- How to get help (helping them identify their trusted adults, from whom they can seek help)



Curriculum Links

Learning Intentions	Being part of a school community Their uniqueness Their amazing bodies How to stay safe The different ways to manage their emotions The qualities of a good friendship How to develop strategies to deal with emotions
Skills & Capabilities	Thinking, Problem-Solving, Decision-Making Working with Others Self-Management
Learning Experiences	Media-rich Active and Hands On Investigation and Problem Solving Ongoing Reflection Relevant and Enjoyable
Attitudes & Disposition	Self-Confidence Concern for Others Community Spirit Tolerance Respect



PRESENTATION OVERVIEW

Introduction

The presenters introduce themselves and the work of Love For Life.

We introduce Oscar & Martha here.

We introduce and set the scene of the school fair that we will journey through.

We introduce some guidelines for the time ahead – ensuring that everyone can have a positive experience of the programme.



Valuing community & diversity

We talk about all the people who are part of our school community, allowing the young person to identify and understand that they are part of a school community and there are lots of people within that community that can offer help.

We move on to think about other places of help and support. The young person is encouraged to shout out someone from home, school and another place (this can be a sports coach, leader of an organisation or another family member).



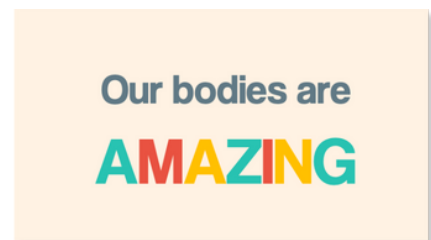
Self-esteem & uniqueness

We then introduce the 'lucky dip'. Each item Oscar and Martha pull out is different. This starts the conversation about how we are all different too.

We then bring our own lucky dip barrel. Inside are different traits/skills young people may have. Young people are encouraged to stand up/raise hands if the trait/skills apply to them. Examples include: speaks a different language, is good at sport, good at art, can touch their nose with their tongue.

We highlight how everyone was on their feet at different stages for different things, and from this we establish that we are all incredibly unique.

We further consider that we all have unique skills which also means that we can learn from/help each other.



Keeping the body healthy and safe

We start this section by getting involved in an interactive video where we move our bodies, from stretching, to bouncing, to showing emotions.

We also acknowledge that every 'body' is incredible, though some people need some help for their bodies e.g. if someone is in a wheelchair or needs a guide dog, their bodies are still incredible and amazing.

We talk about our body being like a gift. When we get a new gift we want to look after it and take care of it, just like how we need to take care of our bodies.

Young people are encouraged to watch and see how the girl looks after her body in an animated video. After, a small bag with different resources is used to explain further how we use items and look after ourselves, e.g. a toothbrush, shower gel, water bottle, etc.

We then talk about another way to look after ourselves, introducing the topic of appropriate and inappropriate touch.

We start by mentioning that hands are the best and most appropriate form of touch, when you meet someone new you may shake hands, fist bump, etc. We acknowledge that sometimes hands are used badly, when hitting someone, and it's encouraged that we talk to someone about this.

We then talk about 'Okay' forms of touch, this would be forms that may be 'okay' for you, but not someone else. For example our feet, stomach, head. We encourage the young person to recognise that communication and asking is important and if someone says no, we respect that.



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We then conclude with considering inappropriate touch, which is the place where underwear covers. We acknowledge sometimes you may need to ask for help by a parent or professional, but most of the time, that area is private. If someone asks to keep secrets, we should report this and we can always say 'No' to something that makes us feel uncomfortable.

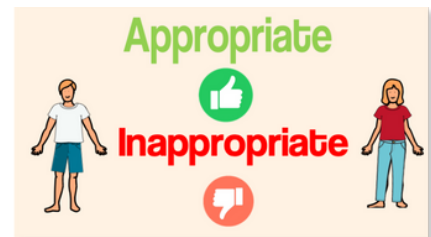
Exploring and managing emotions

We introduce this section with a social story about two characters trying to win a prize, they experience lots of emotions, from feeling nervous, excited right through to angry.

We recognise that it's normal to have a range of emotions, but there is a good way to deal with them. The main example used is 'anger' and how to deal with it, with examples of counting to ten, walking away and talking to someone.

We recognise the role of friendship when it comes to emotions and how we as friends can respond well.

We conclude this section by looking at the role of body language and how it's important not only to listen to someone, but acknowledge what their body is saying.



Friendship

We invite various young people up to the front to partake in a game 'hook the duck': each time they hook a duck, they are encouraged to share the friendship trait that is on the bottom; the other classmates will respond with a thumbs up or down to indicate if that trait is being a good friend or not so good.

We conclude this section with some scenarios and asking young people how they would respond to that situation and be a good friend.

How to get help

Throughout this programme we are directing young people to lots of places for help and support. From the people at home, to the people in their schools and other places like sports coaches, youth leaders, etc.

We conclude this programme by reflecting and wondering about everything that we learnt today.

