



PRIMARY PROGRAMME

Treasured

Welcoming Primary 1/2 into an adventure story to understand how amazing and unique they are, to value the people around them, to name 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.

Treasured | Setting the Scene

In Treasured, Oscar and Martha take their teddies on a geocaching picnic trip to the forest or the beach (the pupils get to choose!). Along the way, they meet a Ranger or a Lifeguard, who teaches them about staying safe, caring for themselves and their environment, and discovering who in their community can help them.

Through their adventuring, picnicking and treasure-hunting, pupils learn about naming their feelings and emotions and taking care of each other (and their teddies!), how to keep friendships going – even when you fall out – and helping friends who are feeling lost and sad.

Our adventure will invite the pupils to participate in songs, rhymes, stories and scenarios which help to relay the key learning messages of recognising their value, identifying who is there to help them and overcoming tricky situations, like losing their lunch.

Throughout the programme, pupils are encouraged to develop empathy and show kindness to others in their choices. The programme allows pupils to work through relevant friendship scenarios and empowers them to speak up when they need help.



CONTENT OVERVIEW

Overview

Treasured is an exciting and interactive adventure story for Key Stage 1 pupils that is full of inspiring content to show them that they themselves are the best treasure! Pupils will explore how unique and valuable they are, learn about the people in their community who can help them, and think through how to greet others appropriately. Through fun activities and stories, they will explore how to keep friendships going (even when friends fall out) and discover that their bodies are amazing and deserve to be looked after.

Topics Covered in the Presentation

- Value and uniqueness
- Respect and responsibility
- Choices and kindness
- Identifying and processing emotions
- Greeting people well and consent
- Valuing community and diversity

Curriculum Links

Learning Intentions	We are unique Our choices have an impact on others Recognising emotions and handling them well Understanding different ways to greet people appropriately Practicing kind choices makes our community kinder Our bodies can do amazing things, and we need help to look after them We are valued and treasured
Skills & Capabilities	Thinking, problem-solving and decision making Working with others Self-management
Learning Experiences	Interactive narrative Active and hands-on Investigative and problem-solving Relevant and enjoyable
Attitudes & Disposition	Self-confidence Community spirit Respect Tolerance Concern for others

PRESENTATION OVERVIEW

Introduction

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

We set the scene of a teddy bears' picnic by introducing the presenters' teddies.

We ask pupils to describe their favourite teddy to each other. We use this to introduce the concept of their uniqueness. We acknowledge that just like every teddy is different so are we and we want to celebrate this today.

We introduce Oscar and Martha and their teddies.

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

We talk through the need to be prepared for an adventure. We discuss how Oscar and Martha are prepared, and the class helps pack their backpacks.

The class then gets the opportunity to vote on the location of the teddy bears' picnic. This helps to introduce simple ways to make choices e.g. what is the best thing about each location?



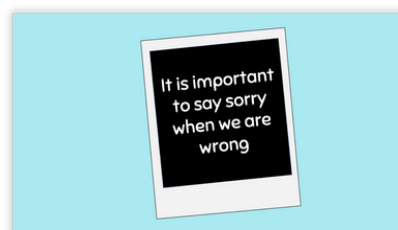
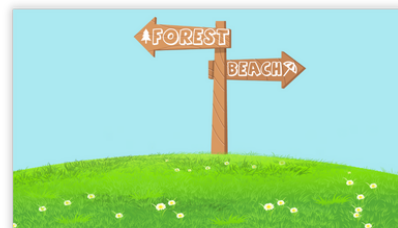
Our choices have an impact on others

The presenters tell the story of how Martha makes fun of Oscar for not getting to go to his favourite location and they end up falling out.

The presenters name the different emotions that Oscar is feeling.

We help the class discuss different ways that Oscar and Martha could fix the situation including seeking help from trusted adults.

We highlight 'saying sorry' as the best way to overcome a conflict in friendship. We recognise that we can all make mistakes in friendship but we can learn from these and make our friendships stronger.



Recognising emotions and handling them well

This is demonstrated in a number of places throughout the story, e.g. when Oscar and Martha fall out, when greeting people, when Martha has lost her lunch, and when something goes wrong with our bodies.

Understanding different ways to greet people appropriately

The presenters continue the story and introduce a new character, either the Park Ranger or the Lifeguard depending on the location chosen by the class.

Martha immediately hugs this new character as she is so excited to be on this trip. The presenters pause the story and help the class discuss if Martha has made an appropriate choice.

We introduce the concept of greeting people depending on how well we know them. The presenters ask for help from the pupils to identify lots of different ways that we can greet people, including high five, waving, etc.

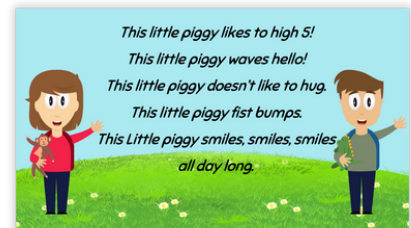
The presenters then give the class different examples and, using a hug, explain that this is an appropriate way to greet some people and not others, the level of closeness (trust) in the relationship being the deciding factor, e.g. your auntie vs your dentist.

In order to help the class further understand this aspect of consent the presenters introduce a rhyme using five little piggy puppets. Each of the pigs likes to greet people in different ways. The rhyme helps them to understand that they have a choice in how to greet people and sometimes we have to check with the person before we hug, for example.

The presenters will also explain that sometimes a hug might leave someone feeling icky. They highlight that if ever the pupils feel icky, confused or upset by how someone has greeted or touched them, they can tell a trusted adult about this.

Practising kind choices makes our community kinder

The presenters continue the story explaining that Martha has lost her lunch and is really upset. Oscar notices how upset she is and the presenters discuss with the class what Oscar could do. Should he share his lunch or talk to the teacher? The presenters point out that both of these options would be a kind thing to do.



We discuss how being kind is really important, even when it is hard, but it is also something that we can get better at with practice. Other examples are singing, playing piano, football, writing – kindness is a skill.

The presenters introduce an activity where the class can help Oscar and Martha discern which choices are kind and which are not. In the activity, the kind choices help the characters move closer to their goal, indicating that kind choices help us to grow to be kinder people.

The presenters conclude the activity by reminding the class of their uniqueness and explaining that this is the reason we need to be kind to each other – that when we choose to be kind it inspires and encourages others to do the same and all of this makes a better community for us to be part of.

Our bodies can do amazing things, and we need help to look after them

In the story, the teacher lights a campfire and Oscar and Martha's class sing an action song about their bodies using their teddies.

The presenters then lead the class through this action song. They highlight the amazing things that their bodies did, e.g. turning around, stretching high, sleeping, breathing.

We ask the class how we could look after our amazing bodies and we highlight sleeping, exercising and eating healthily.



We then discuss what happens when we are sick/hurt and who can help us. The presenters will also use this to further discuss aspects of consent, e.g. if my tummy is sore do I lift my top and show my teacher/friend/stranger/doctor?

This helps to build understanding that one way we look after our bodies is to keep them safe and ask trusted people for help when we need it.

We are valued and treasured

The story continues and Oscar and Martha find a shiny box hidden in the mud/sand. They really want to know what is inside, but it won't open.

The presenters ask for volunteers to come up and find the key hidden in a tunnel full of paper leaves and seashells.

When they have found the key, they use it to open the tin box, revealing 'treasure' inside. The presenters explain that the box is full of lots of different items that their friends see as treasures. They choose a few examples and explain.

The presenters then show the class that there is something different at the bottom of the tin box - a mirror. They explain that it shows the most valuable and most treasured thing in the room today - each of the pupils. They then pass the tin box with the mirror around letting each child see themselves as the treasure.



Conclusion

The story ends with repeating the rhyme the class have been learning the whole way through. The presenters show them the polaroid picture of Oscar and Martha from their trip with their class and also share the summary points from the story.

They ask the class to sit back and snuggle their teddy (or imagine this) and think about their favourite part of the story.

The presenters will give out a polaroid picture with the summary points of the story to each pupil.

