



## A KS1 RESOURCE FOR SCHOOLS AND EDUCATORS

### About the All of Us programme

The activities and resources in this programme have been designed for upper KS1 teachers and informal educators. After registering on the All of Us website all teaching materials, resources, access to the All of Us animated film and any updates are available to you free of charge. An All of Us preparation and training session is available as an after school, daytime or evening session for schools or youth organisations.

We also provide a KS2 activity and resource pack and encourage KS1 and KS2 teachers to familiarise themselves with both curricula to gauge which activities are most suitable for your cohort of young people.

The All of Us syllabus is designed as a stand-alone programme but can help teachers deliver aspects of the PHSE national curriculum. Please see below for more details. We strongly recommend that you re-watch the All of Us film before you deliver these lessons. Viewing the film at least twice will make following the lesson plans much easier. The film is referred to throughout the lessons and is the main resource at the heart of this campaign. The programme can be delivered over the course of an academic year, with 1-2 lessons delivered per term, as a shorter programme with all activities delivered in one term, or as an intensive one day off-timetable activity with an assembly in the afternoon.

Teacher evaluation forms are linked on the website. We require all teachers using these free resources, lessons and activities to complete evaluation forms at the end of the programme. We look forward to receiving your feedback which guides in producing further free teaching materials.

### This lesson plan contains the following:

- One introductory lesson with accompanying presentation and resources.
- Two follow-on lessons with accompanying resource presentations and resources.
- One assembly plan with accompanying presentation.
- Two of the activities (from lessons 1 and 2) can be turned into a classroom display, we have therefore also included templates to help you with these displays.
- Teacher evaluation forms – we require all teachers delivering these lessons and activities to complete evaluation forms at the end of the programme.
- Two versions of the All of Us film.
  - Version 1 uses a voiceover.
  - Version 2 is without voiceover.
  - We recommend KS1 and Lower KS2 teachers use the version with a voiceover and Upper KS2 use the film without voiceover.

## KEY CONCEPTS AND ACTIVITIES:

### **CONFLICT:**

By watching the All of Us film and taking part in drama activities, pupils learn about a fictional conflict and about how some of the characters feel about the conflict.

### **SIMILARITY AND DIFFERENCE:**

Through class discussion and individual worksheets pupils develop a language to discuss the similarities and differences between them.

### **EMOTIONS - DEALING WITH ANGER AND SHOWING KINDNESS:**

Exploring how a fictional character could deal with their anger can help pupils manage their own angry feelings. Taking part in a group activity on kindness helps pupils see how their kind behaviour can positively affect others.

### **TOGETHERNESS:**

To stimulate ideas around how pupils and staff in the school can continue positively contributing to the safety and wellbeing of the school and community.

## KEY MESSAGES:

Sending messages to (fictional) people affected by conflict can help us to become better friends and be kinder people in real life.

There are things that make us individual and there are things we have in common with others. There is room for both similarity and difference in our school and both similarity and difference should be respected and celebrated.

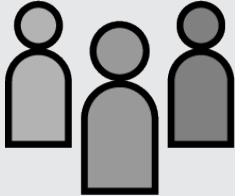
We all have angry feelings and there are ways that can help us feel better when we are angry. We also all have kind feelings and it makes everyone feel better when we share kind words with each other.


We all have brilliant ideas and we all share responsibility for making our community safe, happy and free from discrimination. As a school community, we can find ways to come together and challenge prejudice from others and within ourselves.

## Links to the National PHSE curriculum

The All of Us KS1 and KS2 programme covers some aspects within the national PHSE curriculum. It is designed to help schools deliver some parts of the compulsory PHSE curriculum.

Specifically, the All of Us KS1 programme explores:

<p><b>Core Theme 2: RELATIONSHIPS</b></p> 	<p>How to recognise and manage emotions within a range of relationships</p> <p>How to respect equality and diversity in relationships</p>
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<p><b>Core Theme 3: LIVING IN THE WIDE WORLD</b></p> <p>Economic wellbeing and being a responsible citizen</p> 	<p>About respect for self and others and the importance of responsible behaviours and actions</p> <p>About different groups and communities</p> <p>To respect diversity and equality and how to be a productive member of a diverse community</p>
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Each of the All of Us lessons focuses on a different aspect within these core themes. To see these specific learning points, please read the All of Us lesson plans below.

## Lesson 1: CONFLICT

Understanding that there is a conflict happening in a fictional community; trying to understand how some of the characters feel about the conflict.

### OBJECTIVES:

Conflict: By watching the All of Us film and taking part in drama activities, pupils learn about a fictional conflict and about how some of the characters feel about the conflict.

### KEY MESSAGES:

Sending messages to (fictional) people affected by conflict can help us to become better friends and be kinder people in real life.

### LESSON LENGTH:

55 minutes

### RESOURCES:

All of Us Film – we recommend ‘with voiceover’ for KS1  
Freeze Frame Images 1 – 5  
Paper and Pens  
Speech Bubble Templates  
Classroom Display

### LINKS TO PHSE CURRICULUM

#### Core theme 2: Relationships

*Pupils should have the opportunity to learn:*

R1. To communicate their feelings to others, to recognise how others show feelings and how to respond

R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

## ACTIVITY 1

**AIM:**

To get students thinking about themes of conflict and community.

**TIME:**

0-7 minutes

**RESOURCE:**

All of Us Film

**The All of Us Film**

Preamble to film:

Let students know that they are about to watch a short animated film, or cartoon.

Ask them how best to watch a film as a member of an audience – paying attention, not distracting others or talking.

Let students know there might be some worrying bits in the film but also funny and colourful parts too.

Watch the film (length without credits:05:41).

## ACTIVITY 2

**AIM:**

To stimulate discussion about conflict and how it can affect people, particularly how it affects children.

PHSE R5

**TIME:**

7-15 minutes

**RESOURCE:**

None Needed

## ACTIVITY 2 - Continued

### **Post film – whole class discussion:**

Respond quickly to any immediate questions or emotional responses.

### **Understanding that there was a conflict:**

Ask the class the following questions, there are images on the PowerPoint to help you / the class follow along:

- What was happening in the film, what was it about? (two groups of people at war with each other)
- What were the children in the film doing? (trying to play together, trying to see their friends)
- What were the adults in the film doing? (fighting, stopping the children from playing with each other)
- Who is behaving in a better or kinder way, the children or the adults? (the children are showing us how to be kind to each other and play together)

## ACTIVITY 3

### **AIM:**

To put students in the shoes of some of the characters in the film and to begin to explore those characters feelings.

### **TIME:**

15-25 minutes

### **RESOURCE:**

Printed 'Freeze Frame' Images 1 – 5 (1 per group)

### **Freeze Frame Activity**

#### **Freeze Frame definition:**

Dramatic images where the action in a scene is frozen. A good way to describe a freeze frame is that it is like pressing the pause button on a remote control, taking a photo or making a statue.

Teachers should always model a freeze-frame first, for example show the class a freeze frame of 'playing tennis'.

### ACTIVITY 3 - Continued

Put students into five groups.

Each group will be asked to create a freeze frame from a section of the film.

They will be given an image from the film to work from. Each image is from a different section of the film:

- 1: The Children Plan
- 2: Reunited on the bridge
- 3: In the playground where the conflict began
- 4: The guards break the bridge
- 5: Will the girl fall?

NB: You can call these Freeze Frames different names if you prefer. Just be aware that these are the corresponding names in the resource pack.

Give groups around 5 minutes to create their one freeze frame.

**Additional option:**

If there is a sixth group, perhaps a higher level group, you can ask them to create a freeze frame of what they think happens next in the film: what happens after the cliffhanger – do the girls get saved somehow?

### ACTIVITY 4

**AIM:**

To put students in the shoes of some of the characters in the film and to begin to explore those characters feelings.

**TIME:**

25-35 minutes

**RESOURCE:**

None needed

## ACTIVITY 4 - Continued

### Sharing Freeze-frames

Ask each group to show their freeze frame to the class, from numbers 1 – 5.

As pupils show their Freeze Frames emphasize and congratulate the character work the students do – the excellent expressions, their physicality etc.

As they are showing their Freeze Frames ask the class how they think the children and adults are feeling during the different sections of the film.

For example, during Freeze Frame 2 you can ask the class:

What do you think the children are thinking/feeling?  
Do you think they are scared, excited, angry? Etc.

## ACTIVITY 5

### AIM:

To show that children may often have really great ideas for how to connect with people who are different to them.

### TIME:

35-50 minutes

### RESOURCE:

Paper and Pens (drawing)  
Speech Bubble Templates (word/sentence)

### Message to the children in the film

The pupils will now have the chance to individually create a message (in the form of a drawing, word, or sentence) to the children in the film.

This is an opportunity for pupils to think more deeply about what these characters might be feeling.



## ACTIVITY 5 - Continued

You can frame this activity in the following way:

- You're now going to create a drawing / word / message for the children in the film.
- What drawing / word / message do you want to give to the cartoon children?
- It could be a drawing / word / message of friendship that shows your hopes for the children's future.

If the children are drawing you will need paper and pencils, if they are writing a word or message use the speech bubble templates.

Keep these materials for the 'what we would say' Classroom Display

## ACTIVITY 6

### **AIM:**

To allow pupils time to reflect on how their peers' messages might differ from their own and therefore to begin to see that there are many different ways to reach out to other children.

### **TIME:**

50-55 minutes

### **RESOURCE:**

None needed

### **Summary**

Select some (or all) students to share their messages, words or sentences.

## CLASSROOM DISPLAY

The children's drawings, words and sentences can form the basis for the 'what we would say' Classroom Display. Refer to the display template for guidance.

## Lesson 2: SIMILARITY AND DIFFERENCE

How do you see yourself? How do you see others? Recognizing and celebrating similarity and difference.

### OBJECTIVES:

Similarity and Difference: Through class discussion and individual worksheets pupils develop a language to discuss the similarities and differences between them.

### KEY MESSAGES:

There are things that make us individual and there are things we have in common with others. There is room for both similarity and difference in our school and both similarity and difference should be respected and celebrated.

### LESSON LENGTH:

55 minutes

### RESOURCES:

All of Us Film  
KS1 Lesson 2 PowerPoint Presentation  
Discovering Similarity Gingerbread Cutouts (one per pupil)  
Classroom Display

### LINKS TO PHSE CURRICULUM

#### Core theme 2: Relationships

*Pupils should have the opportunity to learn:*

R8. To identify and respect the differences and similarities between people

#### Core theme 3: Living in the wider world – economic wellbeing and being a responsible citizen

*Pupils should have the opportunity to learn:*

L4. That they belong to different groups and communities such as family and school

L8. Ways in which they are all unique; understand that there has never been and will never be another 'them'

L9. Ways in which we are the same as all other people; what we have in common with everyone else

## ACTIVITY 1

**AIM:**

To remind students the aims/themes of the programme.

**TIME:**

0-10 minutes

**RESOURCE:**

Presentation Slide 1

All of Us Film

**Previous lesson recap/Re-watch film**

Show the class a still image of the All of Us film. Ask pupils what they remember from the film and from the previous All of Us lesson.

Watch the film again (05:41 minutes).

Have a brief class discussion to recap the main themes of the film: that there is a conflict happening between two groups of people and that conflict is bad for both groups, especially the children on both sides.

## ACTIVITY 2

**AIM:**

Stimulating discussion to get the class thinking about what makes them unique / individual and, and what connects them to others.

PHSE L8 & L9

**TIME:**

10-20 minutes

**RESOURCE:**

Presentation Slides 2-3

## ACTIVITY 2 - Continued

### Discovering similarity and difference – discussion

Ask the class – are the people in the film the same as each other or different to each other?

You can use the images in slides 2 and 3 to help students think about this question.

Take a few responses. There is no 'right' or 'wrong' here as the people in the film share both similarities and differences.

Tell the class that they are now going to talk about what makes them different to each other and what makes them the same as other people in the class.

In pairs/groups ask the pupils to finish the following sentences:

- One thing we have in common with each other is...
- One thing that makes us unique/individual is...

There probably won't be time for sharing these sentences, but it will lead into the next activity...

## ACTIVITY 3

### AIM:

To get the students reflecting on their own uniqueness.

PHSE L4 & L8

### TIME:

20-45 minutes

### RESOURCE:

Discovering Similarity Gingerbread Cutouts – one per pupil  
Presentation Slide 4

## **ACTIVITY 3 - Continued**

### **Discovering similarity and difference – activity**

Let the class know that they are about to create mini versions of themselves using the gingerbread cutouts.

They can draw and decorate their cut outs with their favourite colours, draw/write their favourite foods, things that represent any special religious holidays they celebrate.

There is also the chance for multi-lingual students to write special words in their languages.

Make sure all students write their names on their sheets and keep all papers back for the Classroom Display.

## **ACTIVITY 4**

### **AIM:**

To create a space for both similarity and difference between the students to be listen to, respected and celebrate.

PHSE R8

### **TIME:**

45-55 minutes

### **RESOURCE:**

None needed

### **Sharing**

Leave time for every student to share at least one thing from their gingerbread workshop with the rest of the class..

## **CLASSROOM DISPLAY**

The children's gingerbread cut outs can form the basis for 'Similarity and Difference' Classroom Display. Refer to the display template for guidance.

## Lesson 3: EMOTIONS

Dealing with anger and showing kindness to each other.

### **OBJECTIVES:**

Emotions - Dealing with anger and showing kindness: Exploring how a fictional character deals with their anger can help pupils manage their own angry feelings. Taking part in a group activity on kindness helps pupils see how their positive behaviour affects others.

### **KEY MESSAGES:**

We all have angry feelings and there are ways that can help us feel better when we are angry. We also all have kind feelings and it makes everyone feel better when we share kind words with each other.

### **LESSON LENGTH:**

55 minutes

### **RESOURCES:**

All of Us Film

KS1 – Lesson 3: PowerPoint Presentation

Anger Management Worksheets

Angry Character Image

Ball of String

### **LINKS TO PHSE CURRICULUM**

#### **Core theme 2: Relationships**

*Pupils should have the opportunity to learn:*

R2. To recognise that their behaviour can affect other people

R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong

## ACTIVITY 1

**AIM:**

To get pupils thinking about how their behaviour can impact other people.

**TIME:**

0-10 minutes

**RESOURCE:**

Presentation Slide 1

**Previous lesson recap/Re-watch film**

Show the class a still image of the All of Us film. Ask pupils what they remember from the film and from the previous All of Us lesson.

If necessary, watch the film again (05:41 minutes)

In this brief class discussion ask the class the following:

- What could the people in the film have done to stop the conflict from happening?

## ACTIVITY 2

**AIM:**

To discover strategies that can help pupils deal with difficult emotions such as anger.  
To make them aware that there are trusted adults within the school that can help them with difficult feelings.

**TIME:**

10-30 minutes

**RESOURCE:**

Option 1: Anger Management Worksheets – one per pupil (or pair)

Option 2: Angry Character Image – printed, one per pair

Presentation Slides 2-3

## ACTIVITY 2 - Continued

### Dealing with anger...

Children are given an image/worksheet from the film featuring a character that is angry.

#### Option 1: For older groups

Individually or in pairs, pupils will use a worksheet to respond to questions about anger and how a character from the All of Us film can deal with their anger.

The questions on the worksheet are:

- What is this person feeling?
- What do you think is making them feel this way?
- If this person is angry, what could they do to make them feel less angry?
- If they are angry with someone else, how might that person be feeling?
- What helps you when you are angry?

#### Option 2: For younger groups

In pairs, pupils are given an image of a character from the All of Us film - a character that appears to be very angry.

Ask pairs to talk through what they think this character is feeling and what this character could do to help them feel less angry.

For both options, once pupils have discussed/filled out the worksheet, open up a class discussion, exploring some of the anger management strategies they have written/talked about.

Here are some examples of anger management strategies you can talk through with the class:

- Count to 10
- Walk away from the situation
- Breathe slowly and deeply
- Go to a private place to calm down
- Talk to a trusted person
- Ask yourself if there is something worrying you? Maybe something is happening that is making you feel unsafe or worried. Make sure you talk to a trusted adult about what is making you angry or worried.



### ACTIVITY 3

**AIM:**

To create a space for pupils to feel valued by others in the class. To appreciate that their kind behaviour can positively benefit their peers.

PHSE R2 & R4

**TIME:**

30-50 minutes

**RESOURCE:**

Ball of String

**Web of Kindness**

Get the students into a circle. Let them know that the class is about to play a game that is all about being kind and fair to each other.

Ask/choose a volunteer to start the game. Give this pupil a piece of string and ask them to think of a kind thing to say to someone else in the class e.g. 'I like playing with x at break time'.

This piece of string then extends from pupil 1 to pupil 2.

Pupil 2 then thinks of a kind thing to say to someone else in the class.  
The string then goes from Pupil 2 to Pupil 3.

Play this game until everyone has said something kind to someone else in the room.

### ACTIVITY 4

**AIM:**

To help make students aware that the 'web of kindness' extends beyond the classroom and beyond the lesson.

**TIME:**

50-55 minutes

**RESOURCE:**

None needed

**Summary**

Hold a brief discussion that asks the students: what happens when we break the web?

We ALL need to feel valued in order to keep our web to stay connected.

# ASSEMBLY: TOGETHERNESS

What makes a good community?

## **OBJECTIVES:**

TogetherNESS: To stimulate ideas around how pupils and staff in the school can continue positively contributing to the safety and wellbeing of the school and community.

## **KEY MESSAGES:**

We all have brilliant ideas and we all share responsibility for making our community safe, happy and free from discrimination. As a school community, we can find ways to come together and challenge prejudice from others and within ourselves.

## **ASSEMBLY LENGTH:**

30 minutes

## **RESOURCES:**

All of Us Film

KS1: All of Us Assembly PowerPoint Presentation

## **PREPARATION WITH STUDENTS PRIOR TO THE ASSEMBLY**

This flexible assembly plan is called 'What Makes A Good Community?'

The assembly involves pupils co-presenting with a teacher and sharing what has been covered in some of the All of Us lessons. Pupils will be presenting materials generated in the lessons as part of this assembly.

It's up to teachers to decide which element to present and focus on. For example, it might be more relevant for a school to emphasize aspects around anger management. In which case, teachers can choose to present the Anger Management activity in the assembly. See the assembly plan below for more details on how to do this.

Teachers should decide which pupils should be co-presenting the assembly. It could be a small group of students from across KS1, or it could be a whole class presentation.

Either option requires brief preparation time and we encourage teachers to arrange this in whichever way works best for the school.

## ACTIVITY 1

**AIM:**

To get students thinking about their ideal community.

**TIME:**

0-10 minutes

**RESOURCE:**

Presentation Slide 1

All of Us film if relevant

Let students know that during this assembly you will be talking about:

**What makes a good community**

OPTIONAL

If the school has delivered the All of Us programme to all of KS1 it may not be necessary to re-watch the film as all students will have viewed it at least once.

If the All of Us programme has only been delivered to the presenting students we strongly recommend that you screen the All of Us film and have a quick post-film discussion about the themes of the film with the pupils.

## ACTIVITY 2

**AIM:**

To get students sharing ideas about their ideal community.

**TIME:**

10-15 minutes

**RESOURCE:**

Presentation Slide 1

**Think, pair share:**

Ask the students to discuss:

- What makes a good community?

Give pupils 2 minutes to talk to each other about this question.

Allow around 3 minutes to take a few suggestions.

### ACTIVITY 3

**AIM:**

To deepen the learning of the presenting students.

**TIME:**

15-25 minutes

**RESOURCE:**

Presentation Slide 3

Relevant material from lessons

**Selected students share what they have learnt:**

For this section, bring the presenting pupils to the front.

It's the choice of the teacher/school to choose which activity to share back from the lessons.

We recommend that you use the following structure/script for the presenting students to use regardless of what you choose to present:

**Presenting Students:**

We are going to talk about...

*(Kindness, anger, similarity and difference)*

In the lessons we...

*(Presenting students describe the activity/discussion)*

Let's show you an example...

*(Students share a little of the activity. E.g. they could show a short version of web of kindness, they could share their gingerbread people etc.)*

This helps us to make a good community because...

*(Kindness helps make everyone feel safe, celebrating similarity and difference shows respect etc)*

## **ACTIVITY 4**

**AIM:**

n/a.

**TIME:**

25-30 minutes

**RESOURCE:**

None needed

**Wrapping up**

The teacher ends the assembly by reminding the pupils that it is everyone's responsibility to make a good community; that there are small actions we can do every day such as showing kindness, or reducing our anger that can help make everyone in the community feel safe, happy and valued.