



**People who
are special
to me**



People who are special to me

Classroom Notes

Age Range: KS1

Suggested timing:

This resource has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes or select those that best suit the needs of your pupils and your time-frame.

The corresponding PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions.

Curriculum references:

Citizenship:

- To learn that family and friends should care for each other (4.d).

PSHE:

- To identify and respect the differences and similarities between people (R8);
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another (R9).

Related Lesson Plans:

- Caring for our community
- Who can help?
- I'm unique
- My goals

Lesson overview:

In this lesson pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.

Lesson objectives:

- To think about the people who are special to me;
- To explain why some people are special to me;
- To learn about the people who are special to others.

Resources:

- PowerPoint
- Activity sheet 1-The special people in my life
- Activity sheet 2- Special people awards



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Introduction: What makes something special?

Prepare a bag of things from home that have special meaning to you to share with the class.

For example:

- A childhood toy;
- A photograph;
- An item you have created yourself;
- An item of jewellery;
- Something you have inherited;
- A gift from a friend.

Project the word 'special' on **slide 2** and go through each item in your bag, explaining why it is special to you.

On **slide 3** the Go-Givers give further examples of things that are special to them. Ask the class to think, pair, share:

Q: What things are special to you? Why are they special?

Slide 4 concludes the introduction by explaining that pupils will now be thinking about the most special things of all, special people.

Activity 1: People who are special to me

Ask the pupils to work in partners to think about:

Q: Why might a person be special to us?

Answers might include because:

- We love them;
- They care for us;
- They make us feel happy;
- They are in our family;
- They are a friend;
- They help us;
- They keep us safe;
- They teach us.

Take ideas and note them at the front of the room so that pupils can refer back to them later in the activity.

Go through **slides 5-10** in which the Go-Givers discuss pictures they have drawn showing the people who are special to them and why they are special.

Please note: The Go-Giver examples reflect a diverse range of 'special people' including families with same sex parents and foster carers. Please be sensitive to the pupils in your care, all PowerPoints can be adapted by the teacher to suit the needs of their class.

Slide 11 reflects that the Go-Givers identified special people as those who:

- Care for them;
- Love them;
- Learn with/teach them.



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Activity 1: People who are special to me (Continued)

Alongside the characteristics mentioned on **slide 11**, remind pupils of the criteria for special people that they identified earlier in the activity and ask them to take turns interviewing a partner about:

Q: Who is special to you?

Q: What makes them special?

Once all pupils have had the chance to share their ideas with a classmate, **slide 13** instructs them to draw the people who are special to them and also try to illustrate the reasons why they are special. **Activity sheet 1** provides a template for pupils' drawings and reflections.

On completing their pictures, split the pupils into small groups so that they can take turns presenting their drawings.

Slide 14 points out that every person's picture of special people looks very different and asks the class:

Q: Does that matter?

Refer to **slide 15** to conclude that while families, friendship groups and communities might look very different, the important thing is that the special people in our lives make us feel happy, loved and cared for.

Activity 2: Celebrating the special people in our lives

Slide 16 introduces pupils to the idea of award ceremonies.

Award ceremonies- events that celebrate people's achievements.

Slide 17 asks pupils to imagine that they are having an award ceremony for the special people in their lives. Ask them to think about who they would award the following prizes to:

- The person who helps me the most;
- The person who makes me smile the most;
- The person I can always go to with a problem.

Invite members of the class to share who they would award these prizes to and ask them to explain why they deserve this prize.

Slide 18 asks pupils to suggest other awards that they could give to special people in their lives.

Provide pupils with blank certificates on **activity sheet 2** on which they can design their own award. Challenge the most able pupils to include their reasons for awarding this prize.

Completed awards can be gifted to the pupils' special people, used to create a display or as evidence of their participation in this lesson.



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Plenary:

Reflect with the class that while it is lovely to give awards, it is not something that we can do every day. Ask the pupils to consider:

Q: How else can we show people that they are special to us?

Suggestions might include:

- Tell them;
- Use kind and thoughtful language (please, thank you);
- Smile;
- Hug;
- Offer to help;
- Do something kind for them without being asked.



People who are special to me

Activity Sheet 1

The special people in my life

I have drawn _____

They are special to me because _____



People who are special to me

Activity Sheet 2

Certificate

