

Education Support Pack

Citizenship/PSHE Relationships

Me and My Friends

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Introduction

This Pack

How does using Kar2ouche help students address issues related to PSHE and Citizenship? In order to explore the ideas covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise with others and investigate issues in more depth. However, many of the themes to be discussed are sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications.

However, depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate ideas to others.

The suggested units in this pack integrate class, group and pair discussions with a range of computer activities. These will help you work with students as they develop awareness of their own relationships with others. Not only will they understand more about friendships, resolving problems, keeping safe, looking after their bodies and body parts, they will also consider their own roles as responsible citizens. In each unit there is a range of suggested activities linked to the National Curriculum. It is up to you to decide in which order you ask students to work through these. However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build on these activities. In

particular you may like to do some work to explore the key words listed in the Teacher Notes for each unit.

Each unit consists of 2 to 3 lessons so the suggested introduction, development and plenary may need adapting, according to your preferred timings, the length of lessons and your students' attention spans. You may also need to consider reshaping work where you only have access to 1 or 2 computers at a time. Some of the storyboards could be picked out for students to complete by writing in words. Others work well with small groups. The aim is to provide a flexible tool that can be adapted to individual circumstances.

If you would like to share your plans or storyboards with other teachers and so add to this shared resource, you can e-mail them to support@imed.co.uk.

Assessment

According to QCA there will be no requirement for end of key stage assessment for PSHE and Citizenship. However it is expected that schools will keep records of each child's progress and report to parents/carers. A description of assessment, recording and reporting for KS 1 & 2 is given in QCA's Initial Guidance for schools on PSHE and Citizenship, which was sent to schools or is available on the QCA website at <http://www.qca.org.uk/ca>.

Examples of evidence they suggest can be assessed includes:

- students' diaries and other individual written work
- case studies
- quizzes and questionnaires
- observation of participation in group tasks including role-play and drama
- discussions and debates
- games and outdoor activities
- assemblies
- performances and productions
- visits and field trips
- problem solving and responding to challenges.

Most of the work involving Kar2ouche requires students to work in pairs or small groups and ultimately to present ideas and work to larger groups. It is therefore worth spending some time with students exploring the skills of good group work and presentation. If they establish the criteria with you, they can then as a group reflect

on how well they have done and identify the skills they want to improve.

The product from their work is usually a storyboard, animation or publication and can therefore provide evidence of their achievements. Students can be engaged in self and peer-reviews of these presentations, but will again probably need some modelling of constructive criticism. Such self and peer review can inform redrafts and improvements before some work is formally submitted for your assessment.

Opportunities for presentation and review are indicated in the Teacher Notes of each unit.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

Information – processing skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score
- fashion show to show fashions of the time.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels

- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

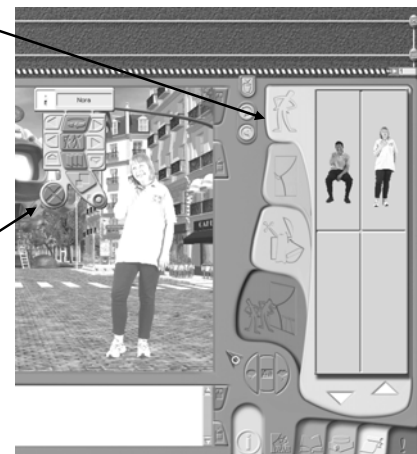
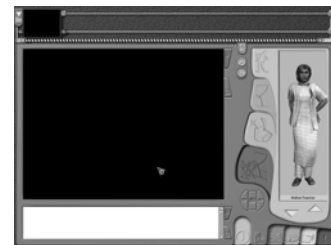
The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.

To create a title frame

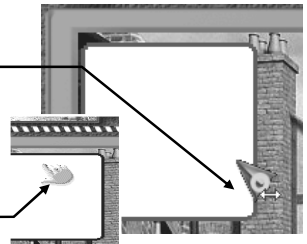
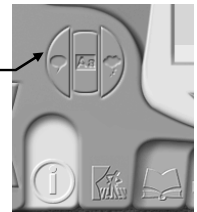
1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.



- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character they click on the arrow heads either side of the central characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



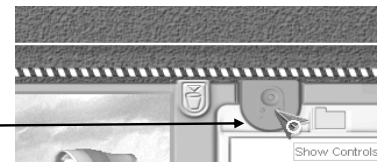
4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the bubble until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the **orange folder**, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

Useful Contacts

General Citizenship and PSHE Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and coverage.

Support Agency	Phone Number	Description
Anti-bullying Campaign	Main: 0207 378 1446 Helpline: 0207 354 8321	Advice line for parents
Childline	0800 1111	Confidential free phone for children in trouble or danger
Child Protection Helpline	0808 800 5000	
Asian Helpline	0800 096 7719	5 different languages
Text Helpline	0800 056 0566	
Kidscape	0207 730 3300	Provides bullying counsellor

Websites

Bullying

Charity presents school bullying policy guidelines and advice for parents and children affected by bullies. With legal advice, tips and links. <http://www.bullying.co.uk>

Childline – Bullying

Identifies the many forms bullying might take and supplies useful advice for children on getting help and stopping the bullies. <http://www.childline.co.uk/factsheets/bullying1.htm>

Safety

Worksheets available on different aspects of children's safety and health. <http://www.school.discovery.com/teachingtools/worksheetgenerator.html>

Personal Hygiene

Caring for teeth and oral hygiene information. www.dentalhealth.org.uk

Healthy Eating

Provides food and nutritional information for teachers and students including worksheets, posters and flash cards.

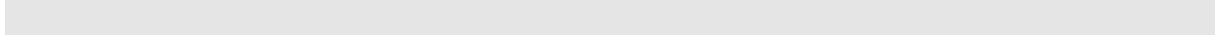
www.nutrition.org.uk

Contains information on healthy eating, balanced diets and food hygiene. Includes an interactive quiz and other activities for students. **www.lifebytes.gov.uk**

All web addresses were correct at the time of going to press, but are subject to change. *You may like to add other addresses you come across below:*

Website	URL	Comments

Units



Teacher Notes

Unit 1 Citizen Chrissie

Key Stage/Year	Key Stage 1/Years 1 and 2
Group Organisation	Some small group work but mainly in pairs with some class discussion.
Suggested Timing	Two to three lessons.

Overview of Task

This unit provides students with the opportunity to consider what is meant by the terms 'citizen' and 'citizenship'.

Key Words: citizen; citizenship; community; responsibility

Objectives

All students will: be able to define a 'citizen' and 'citizenship'.

Most students will: recognise good and bad citizenship behaviour.

Some students will: understand that they have a responsibility to play an active role within their local and national communities.

Curriculum References

National Curriculum**KS1 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities**
 - 1b to share their opinions on things that matter to them and explain their views
- 2 Preparing to play an active role as citizens**
 - 2a to take part in discussions with one other person and the whole class
 - 2c to recognise choices they can make, and recognise the difference between right and wrong
 - 2f that they belong to various groups and communities, such as family and school

4 Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work cooperatively

5 Breadth of opportunities

5a take part in discussions

Outcomes

By the end of this activity, students will have:

- completed a storyboard on types of communities you belong to
- added to storyboards considering good and bad citizenship
- produced a poster showing a good citizen.

Resources

Kar2ouche *Me and My Friends* Content Library

- **Communities Starter** storyboard
- **Trouble** storyboard
- **No Trouble** storyboard
- **Citizen Chrissie Starter** storyboard

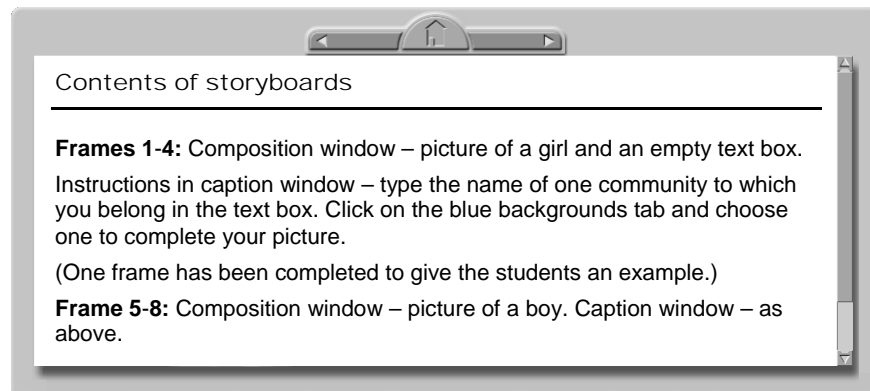
Unit 1 Sheet 1.1 *Trouble in the Playground*

Activities

Introduction



- 1 In groups of 4/5 the students brainstorm different groups or communities they belong to. You may want to use the example of 'belonging to this class' to start them off.
- 2 Each group feeds their answers back in a class discussion.
- 3 Working in pairs, at a computer, the students open Kar2ouche and load one of the two available (one male and one female) **Communities Starter** storyboards.



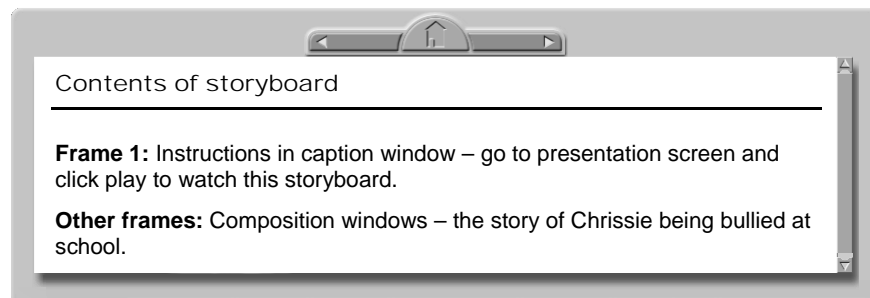
- 4 They complete the storyboard by adding text and a suitable background to illustrate their ideas. You may need to explain where the background tab is located on the screen and how to choose and add a background. If students wish they can also add more text boxes. Remind them that they can use the QuickStart guide to help them at any stage.
- 5 The students save and print their work for display.

Development

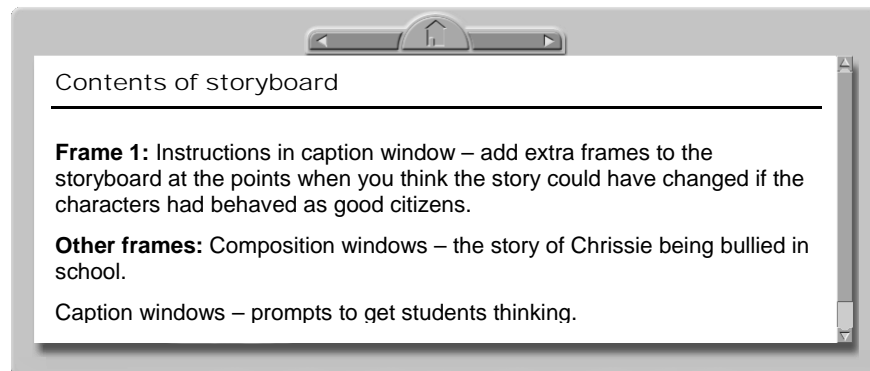
- 6 Put the following dictionary definition of 'citizen' on the board for the students to discuss what the words mean and what this term has got to do with them and the communities to which they belong.

Citizen: a person living in a town, city or a country, usually with certain rights and duties. **Concise Oxford Dictionary 10th Edition**

- 7 The students decide on a class definition of a citizen and write this on the board. Ensure that you establish that everyone has a right in law to be a citizen.
- 8 Introduce the term 'citizenship' and explain that these are the actions we take, as a citizen, in carrying out our responsibilities.
- 9 As a class read through Sheet 1.1 *Trouble in the Playground* and then in their groups of four or five ask students to list three good and three bad examples of citizenship described in the story.
- 10 In discussion allow the groups to share their ideas about citizenship with the rest of the students.
- 11 The students load and watch the **Trouble** storyboard.



- 12 In pairs, the students load and complete the **No Trouble** storyboard.

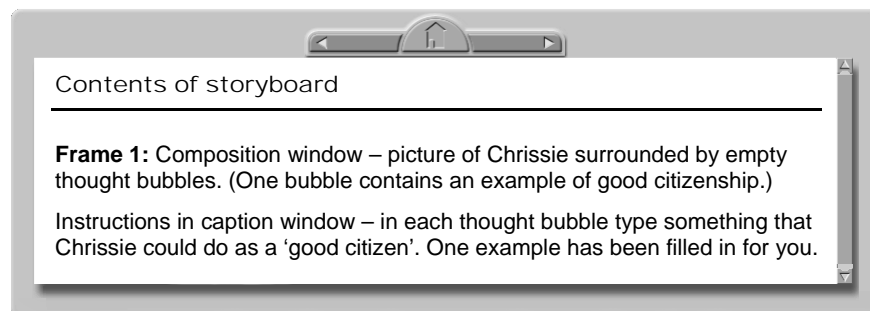


- 13 The students complete the storyboard by adding 2 to 3 frames showing how the story could have been different at various points if all of the characters had been good citizens. You may need to explain to the students how to add extra frames or alternatively direct them to the QuickStart guide.
- 14 Allow the different groups the opportunity to share their storyboards with the other children.

Plenary



- 15 Discuss the good examples that the students demonstrated through their storyboards and ensure that they understand that these are the sorts of actions they need to perform in real life to enable them to carry out their responsibility of being a good citizen.
- 16 Back in their pairs, at a computer, the students open up the **Citizen Chrissie Starter** storyboard. Their task is to write examples of 'good citizenship' into each of the thought bubbles to complete the poster.



- 17 The students could save and print their posters when they have finished and put them up on the wall for display.

Extension/ Homework

- 18 Ask the students to do one act of 'good citizenship' at home or in their own neighbourhood and to share this with the class in the next lesson.

Student Notes**Unit 1 Citizen Chrissie****Objectives**

During this activity you will get the chance to think about the different ways people treat others in everyday life. You will understand that what people do makes them good or bad citizens.

Outcomes

By working through this activity you will:

- make a storyboard that shows you are a member of many groups or communities
- add to a storyboard to show examples of 'good' and 'bad' citizenship
- produce a poster describing a good citizen.

Resources

To complete the activity you will need:

Kar2ouche *Me and My Friends* Content Library

Unit 1 Sheet 1.1 *Trouble in the Playground*

Activities**Introduction**

- 1 With your group brainstorm the different groups or communities you belong to.
- 2 Feed back your group's answers in a class discussion.
- 3 With a partner look at the **Communities Starter** storyboard.



Click here to open the **Communities Starter** storyboard.

- 4 Type the names of the communities to which you belong in the text boxes. Add backgrounds and extra text boxes if you want. Use QuickStart if you need help.
- 5 Save and print your work for display.

Development

- 6 Talk about the word 'citizen' and what it means to you.
- 7 Decide with your class what we mean when we say someone is a 'citizen'.
- 8 Read the story of *Trouble in the Playground*. In groups write down three good examples of citizenship from the story. Now write three examples of bad citizenship.
- 9 Share your group's examples of good and bad citizenship with the rest of the class.
- 10 Load and watch the **Trouble** storyboard.



Click here to open the **Trouble** storyboard.

Student Notes

- 11 Next, look at the **No Trouble** storyboard.



Click here to open the **No Trouble** storyboard.

- 12 Finish the 2 or 3 frames that have questions to show how the story could have been different if all the characters had been 'good citizens'. Ask your teacher for help or use the QuickStart guide.
- 13 Share your storyboard with the class.

Plenary

- 14 Talk about the examples of good citizenship with your class.
- 15 With your partner open up the **Citizen Chrissie Starter** storyboard. Your task is to finish off the poster by typing examples of 'good citizen' actions into each of the thought bubbles.



Click here to open the **Citizen Chrissie Starter** storyboard.

- 16 When you have finished, save your poster. Ask your teacher if you can print it out for a display.

Extension/Homework

- 17 Carry out one act of 'good citizenship' at home or in your own neighbourhood and tell your class about it in the next lesson.

Sheet 1.1

Trouble in the Playground

Chrissie did not want to go to school. Mummy asked her why. She said she had a tummy ache.

Daddy said, 'You seem to have had a lot of tummy aches since you began your new school.'

Chrissie blushed.

'Come on, I'll take you,' Daddy said cheerfully and gave her a hug.

She tried to smile then went to get her schoolbag.

Daddy left her in the playground. She looked around her then made a dash for the school door. She was too slow! Simon and Hannah stood in front of her grinning.

'Morning Cry-baby,' Simon said as he pushed her.

'Does the baby need her daddy?' Hannah asked nastily.

'Please just leave me alone,' Chrissie said. She was trying very hard not to cry.

'Why should we?' Simon snapped.

Just then, Miss Lloyd came round the corner and asked, 'Is everything okay here?'

Simon and Hannah looked very hard at Chrissie who just looked at her feet and nodded.

'Good,' the teacher said and disappeared into the school.

Simon sniggered. 'Got any sweets in that bag?' he asked pointing.

'No,' Chrissie began to sniff.

'Give it here,' Hannah said snatching the bag.

A big, fat tear rolled down Chrissie's cheek.

'Perhaps we should leave her alone,' Simon muttered.

'Don't be wet,' Hannah replied as she searched the bag for sweets and crisps.

'What's going on here?' Freddie asked.

Nobody replied.

'Come on this doesn't look nice. What's the matter Chrissie?'

Again nobody said anything.

Freddie asked Hannah, 'Is that your bag?'

Simon began to walk away, but Hannah just stared.

Firmly, Freddie said, 'Give it back to Chrissie.'

Without Simon Hannah didn't feel so brave. She put the bag on the ground then kicked it before turning and walking away.

Freddie shook his head then turned to Chrissie.

'You okay?' he asked as he helped her put things back in her bag. 'Come on let's go into class. You can sit by me if you like.'

Chrissie looked down. She didn't know what to say.

Freddie kept talking, 'It's horrid being new isn't it? Come and meet some of my friends. You'll like them: they're good fun.'

Freddie picked up Chrissie's bag and said, 'Follow me.' Chrissie smiled for the first time that term.

Teacher Notes

Unit 2 Friendly Freddie

Key Stage/Year	Key Stage 1/Years 1 and 2
Group Organisation	Mainly working in pairs with some class discussion.
Suggested Timing	Two to three lessons.

Overview of Task

During this activity students will have the opportunity to consider what qualities make a good friend, how they can improve their friendship skills and what they can do when relationships go wrong.

Key Words: friend; relationship; quality; skills

Objectives

All students will: understand the qualities of a good friend.

Most students will: explore what is required of a good friend.

Some students will: accept that relationships can go wrong, but consider various methods to deal with this.

Curriculum References

National Curriculum**KS1 PSHE & Citizenship**

1 Developing confidence and responsibility and making the most of their abilities

1b to share their views on things that matter to them and explain their views

1c to recognise, name and deal with their feelings in a positive way

1d to think about themselves, learn from their experiences and recognise what they are good at

2 Preparing to play an active role as citizens

2a to take part in discussions with one other person and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

4 Developing good relationships and respecting the differences between people

- 4a to recognise how their behaviour affects other people
- 4b to listen to other people, and play and work cooperatively
- 4c to identify and respect the differences and similarities between people
- 4d that family and friends should care for each other

5 Breadth of opportunities

- 5c take part in discussions
- 5b make real choices
- 5c ask for help

Outcomes

By the end of this activity, students will have:

- completed a storyboard showing the qualities of a good friend
- identified the various qualities of a good friend through completing a multi-threaded storyboard
- considered various methods of 'making up' by completing starter storyboards.

Resources

Kar2ouche *Me and My Friends* Content Library

- **Good Friend** storyboard
- **What Type of Friend?** storyboard
- **Falling Out** storyboard
- **Friendly Freddie** storyboard

Activities

Introduction

- 1 Inform the class that they are going to do some activities around friendship and the qualities of good friends.
- 2 Allocate pairs of students a computer and instruct them to open Kar2ouche.
- 3 The students click on the **Good Friend** storyboard and read the qualities in each of the text boxes around the central picture of Freddie.

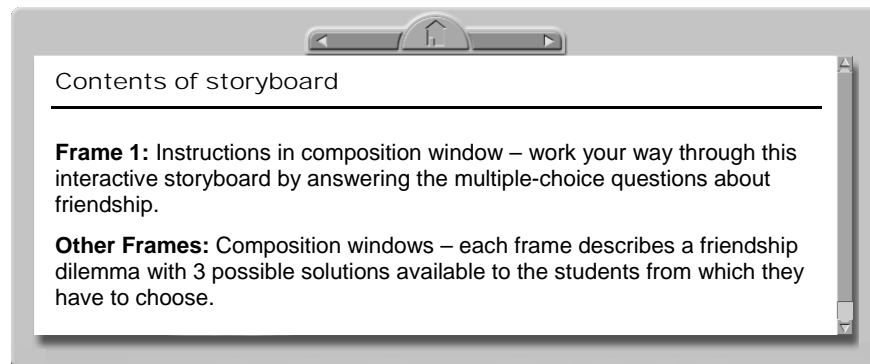


- 4 Inform the students that their task is to decide which of the qualities describe a good friend and which do not. They need to delete the unwanted qualities by clicking and dragging them into the waste bin. To complete the storyboard, the students fill in the two blank text boxes with other good qualities.
- 5 Hold a class discussion on the qualities they have left and then if the students can come up with new qualities not found on the storyboard, get them to add more text boxes.
- 6 The students could save and print their posters and put them up for display.
(You may want to remind the students that they can use QuickStart at any time to help them to use Kar2ouche.)

Development



- 7 Inform the students that the next task is to watch an interactive storyboard on friendship, during which they need to give their answers to various questions.
- 8 The students return to their computers, open and work their way through the **What Type of Friend?** storyboard.

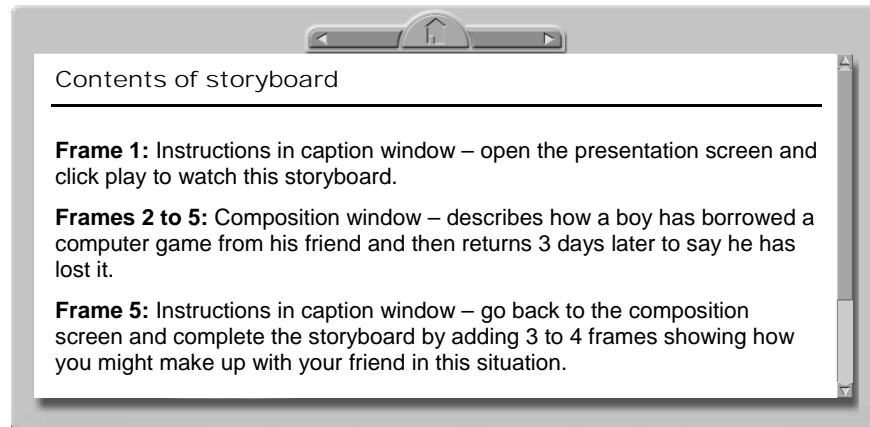


- 9 Hold a class discussion on the questions and answers in the storyboard. Try to highlight the good skills and qualities that each student has or should have as a good friend.

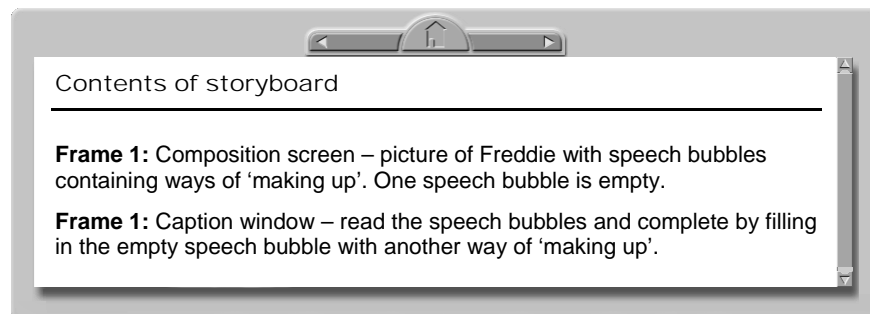
Plenary



- 10 Explain that sometimes people fall out and that 'making up' is a useful skill.
- 11 The students open up and watch the **Falling Out** storyboard which describes a typical situation where friends are having problems.



- 12 Each pair of students completes their storyboard by showing how they would 'make up' with their friend in this situation. Remind them to save their work under a new file name.
- 13 If necessary, the students can watch the **Friendly Freddie** storyboard for more ideas and a summary of skills needed for 'making up'.



- 14 Give the students the opportunity to show their completed storyboards to the other groups.
- 15 Hold a class discussion on methods of 'making up' with friends.
- 16 Ask the students to imagine that something important has happened to them. Their task is to write down the five important qualities that they would want a friend to have before they would be prepared to tell this person about it.

Extension/ Homework

Student Notes

Unit 2 Friendly Freddie

Objectives

Working through this activity will help you to decide what you need to be a good friend and what to do if you fall out with your friends.

Outcomes

By working through this activity you will:

- complete a storyboard showing the qualities of a good friend
- finish an interactive storyboard about friendships
- produce a storyboard showing ways you can 'make up'.

Resources

To complete the activity you will need:

Kar2ouche *Me and My Friends* Content Library

Activities

Introduction

- 1 Talk with your class about what makes a good friend.
- 2 Open the **Good Friend** storyboard. Read the words in each of the text boxes around the picture of Freddie. These words are examples of the sorts of things that could make a good friend.



Click here to open the **Good Friend** storyboard.

- 3 Decide which of the words describe a good friend and which do not. Get rid of the text boxes that do not describe a good friend by clicking on them and dragging them into the waste bin. Leave the words that do describe a good friend on the screen.
- 4 Discuss your ideas about what makes a good friend. If someone tells the class about something not found on your storyboard, add this by making a new text box. If you need help use the QuickStart guide.
- 5 Save your work and print your poster for display.

Development

- 6 Open and watch the **What Type of Friend?** storyboard. Decide what you would do in each of the situations by clicking on one of the three choices.



Click here to open the **What Type of Friend?** storyboard.

- 7 Discuss the questions and answers in the storyboard with your class.

Student Notes**Plenary**

- 8 Discuss how people 'fall out'. How do people 'make up' afterwards?
- 9 Watch the **Falling Out** storyboard.



Click here to open the **Falling Out** storyboard.

- 10 Finish the storyboard showing how you would 'make up' with a friend in this situation. Remember to save your work with a new name. Your teacher will tell you how.
- 11 If you need some ideas, watch the **Friendly Freddie** storyboard.



Click here to open the **Friendly Freddie** storyboard.

- 12 Show your storyboard to other groups.
- 13 Talk about the best methods for 'making up'.

Extension/Homework

- 14 Imagine that something important has happened to you and you want to tell someone about it. What things would you want in a friend before you would share this with them? Write down the five most important to you.

Teacher Notes

Unit 3 Healthy Hannah and Harry

Key Stage/Year Key Stage 1/Years 1 and 2

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing Three lessons.

Overview of Task

During this unit students will learn the names of the main body parts. They will also have the opportunity to consider how to look after their own bodies including taking care of personal hygiene, the food they eat and the role exercise plays.

Key Words: organs; diet; nutrition; hygiene

Objectives

All students will: identify and name the main body parts.

Most students will: understand the importance of personal hygiene, a balanced diet and exercise in maintaining a healthy body.

Some students will: understand the impact a healthy body can have on their future lives.

Curriculum References

National Curriculum**KSI PSHE & Citizenship****1 Developing confidence and responsibility and making the most of their abilities**

1d to think about themselves, learn from their experiences and recognise what they are good at

1e how to set simple goals

2 Preparing to play an active role as citizens

2c to recognise choices they can make, and recognise the difference between right and wrong

3 Developing a healthy, safer lifestyle

- 3a how to make simple choices that improve their health and well being
- 3b to maintain personal hygiene
- 3c how some diseases spread and can be controlled
- 3e the names of the main parts of the body
- 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

4 Developing good relationships and respecting the differences between people

- 4a to recognise how their behaviour affects other people

5 Breadth of opportunities

- 5c to take part in discussions
- 5d make real choices

Outcomes

By the end of this activity, students will have:

- completed a storyboard identifying and naming main body parts
- produced a poster about personal hygiene
- made healthy eating choices using a multithreaded storyboard
- designed their own exercise storyboard.

Resources

Kar2ouche *Me and My Friends* Content Library

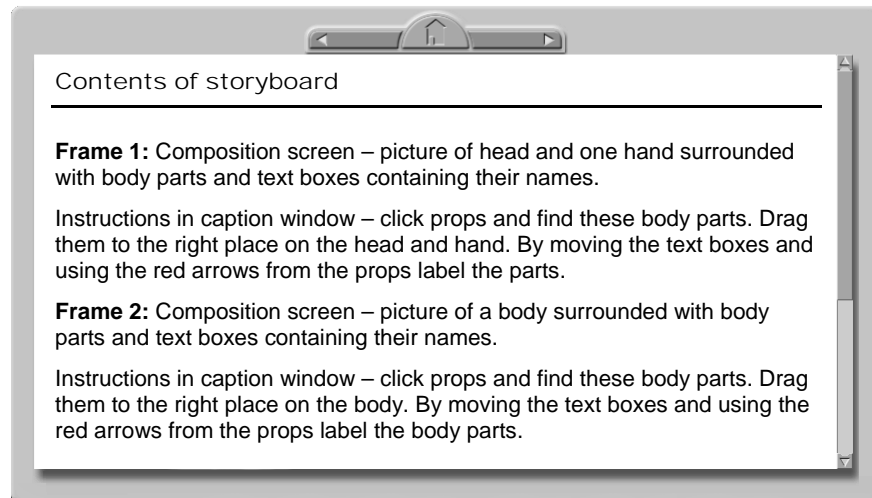
- **Body Parts** storyboard
- **Example Body Parts** storyboard
- **Healthy Hannah/Harry** storyboard
- **Food Choices** storyboard
- **'Keep Fit' Poster** storyboard

Activities

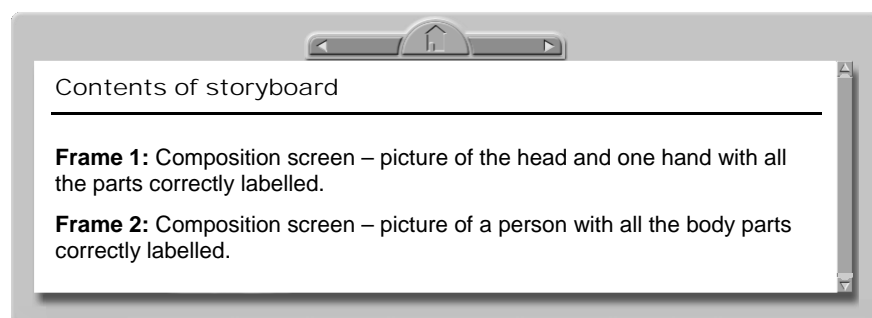
Introduction



- 1 In pairs, working at computers, students load the Kar2ouche **Body Parts** storyboard.



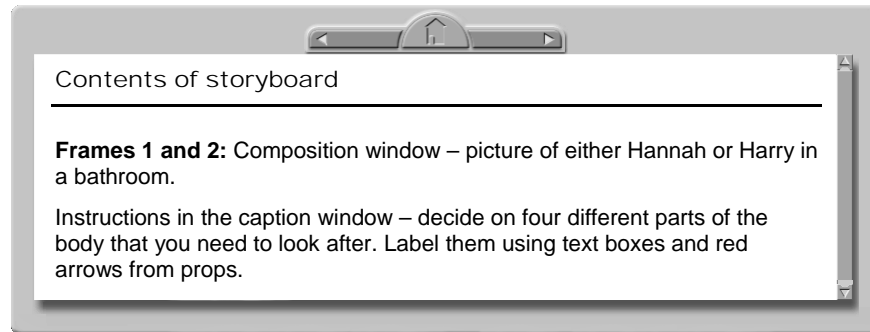
- 2 The students drag the body parts onto the body; label them by moving the text boxes and using red arrows from the props palette. Remind them to save their work under a new file name.
- 3 The students check their work by loading the **Example Body Parts** storyboard. They could swap their work with a partner.



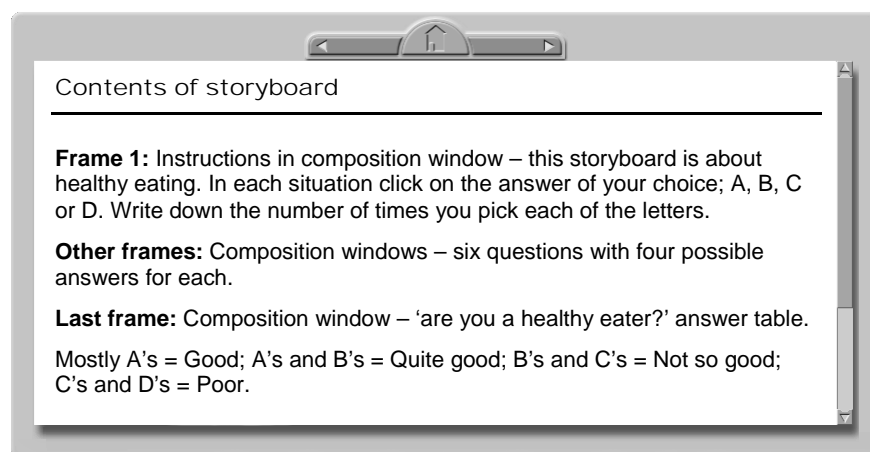
Development



- 4 Hold a class discussion on why it is important to look after our bodies and introduce the phrase 'personal hygiene'.
- 5 The students load the **Healthy Hannah/Harry** storyboard, choose one to work on and delete the other.
- 6 They label four different parts of the body that they should look after in terms of personal hygiene. These should include some of the following: hair, teeth, hands, skin, nails, ears, feet, armpits and genital area.



- 7 Allow the students to share their ideas through a class discussion.
- 8 The students return to their chosen storyboard and produce a personal hygiene poster by labelling all the body parts they should look after. They could type in a clear message about personal hygiene and also drag in props from the asset list to make their posters more interesting. Eg toothbrush and toothpaste; soap, shampoo or deodorant.
- 9 They save their work under a new name and print their posters for display.
- 10 Explain that personal hygiene alone is not enough for a healthy life. What we do or don't eat, and exercise are other important factors.
- 11 In pairs, back on their computers, the students load the interactive **Food Choices** storyboard. They follow the storyboard and when required click on one of the multiple-choice answers.



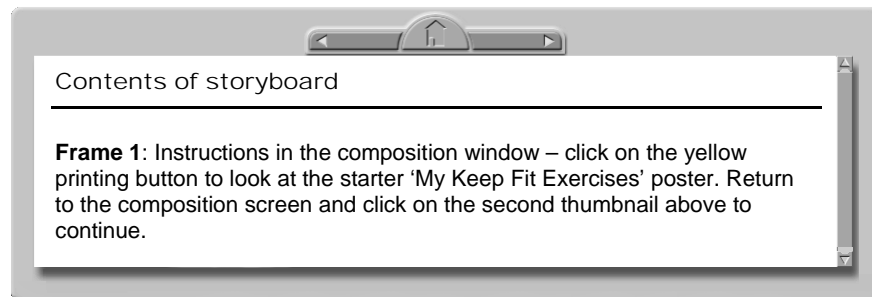
- 12 They record, on a piece of paper, the number of A, B, C or D answers they clicked on and total these up at the end of the questions.

- 13 The students compare their totals with the answers table on the last frame of the storyboard so they can see if they are a healthy eater.
- 14 Explain to the students that they need to include a balance of fruit and vegetables; bread, other cereals and potatoes; meat, fish or alternatives; milk and dairy foods; and food containing some fat/sugar in their diet, if they want to be healthy. A healthy diet should consist of around 58% carbohydrate, 30% fat and 12% protein.

Plenary



- 15 Point out to the students that exercise is also important for good health. Ask them to complete the '**Keep Fit**' Poster storyboard showing four different physical exercise activities that they could do to keep fitter.



- 16 Finish by reminding the class that what we do and eat is very important to our health and that everyone has to take some responsibility for their own body.

Extension/Home work

- 17 Ask the students to keep an exercise diary for a week.

Student Notes

Unit 3 Healthy Hannah and Harry

Objectives

This unit will help you find out more about your body and what you can do to look after your health.

Outcomes

By working through this activity you will:

- complete a storyboard about the main body parts
- make a poster about personal hygiene
- find out if you are a healthy eater by completing a storyboard
- produce a poster on how you can keep fit.

Resources

To complete the activity you will need:

Kar2ouche *Me and My Friends* Content Library

Activities

Introduction

- 1 Load the Kar2ouche **Body Parts** storyboard on your computer.



Click here to open the **Body Parts** storyboard.

- 2 Using your mouse, drag the body parts and their names to the right part of the body. When you have finished, save your work under a new file name and print a copy.
- 3 To check your work, look at the **Example Body Parts** storyboard or get a friend to check it for you.



Click here to open the **Example Body Parts** storyboard.

Development

- 4 Discuss why it is important to look after your body.
- 5 Open up the **Healthy Hannah/Harry** storyboard. Pick one of the children to work on and delete the other.
- 6 Decide on four parts of the body that you should look after. Use the red arrows from the props and text boxes to label these on your storyboard.



Click here to open the **Healthy Hannah/Harry** storyboard.

Student Notes

- 7 Share your ideas on body parts and personal hygiene in a class discussion.
- 8 Return to your storyboard and add other ideas by labelling all the parts that people should look after. Make a personal hygiene poster by adding a clear message about keeping clean. Drag props in to make the poster more interesting. For example, you could add a toothbrush and toothpaste; soap and shampoo; bubble bath and deodorant and other props that are useful.
- 9 Save your work and print your poster for display.
- 10 Load and watch the **Food Choices** storyboard. Every time you get to a question, click on one of the answers A, B, C or D.



Click here to open the **Food Choices** storyboard.

- 11 Make a list of the number of A, B, C and D answers you chose. Count how many you have of each.
- 12 Look at the 'Answers Chart' at the end of the storyboard. Compare your totals for A, B, C and D to the chart. Are you eating a healthy diet?
- 13 Talk about healthy eating with your teacher.

Plenary

- 14 Exercise is also important for good health. Load the '**Keep Fit**' Poster storyboard and complete by adding four pictures of different physical activities that you could do to 'keep fit'.



Click here to open the '**Keep Fit**' Poster storyboard.

Remember: *Everyone has to take some responsibility for his or her own body.*

Extension/Homework

- 15 Keep a diary of all the exercise you do in one week.

Teacher Notes

Unit 4 Safe Simon

Key Stage/Year	Key Stage 1/Years 1 and 2
Group Organisation	Mainly working in pairs with some class discussion.
Suggested Timing	Three lessons.

Overview of Task

In this activity the students will have the opportunity to consider potential problems posed by modern day society including road safety and danger from others as well as looking at the implications of safe and unsafe behaviour.

Key Words: danger; uncomfortable; appropriate

Objectives

All students will: explore how to keep safe.

Most students will: recognise safe and unsafe situations.

Some students will: appreciate that their actions will affect others as well as themselves.

Curriculum References

National Curriculum

KS1 PSHE & Citizenship

1 Developing confidence and responsibility and making the most of their abilities

1a talk and write about their opinions, and explain their views, on issues that affect themselves and society

1c to recognise, name and deal with their feelings in a positive way

2 Preparing to play an active role as citizens

2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

2d there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that they can sometimes conflict with each other

3 Developing a healthy, safer lifestyle

3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

4 Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view

5 Breadth of opportunities

5d make real choices

5h ask for help

Outcomes

By the end of this activity, students will have:

- completed a storyboard showing the proper use of a pelican crossing
- responded to a storyboard by choosing appropriate methods of dealing with the potential danger of a stranger
- produced a poster showing how to keep safer while playing.

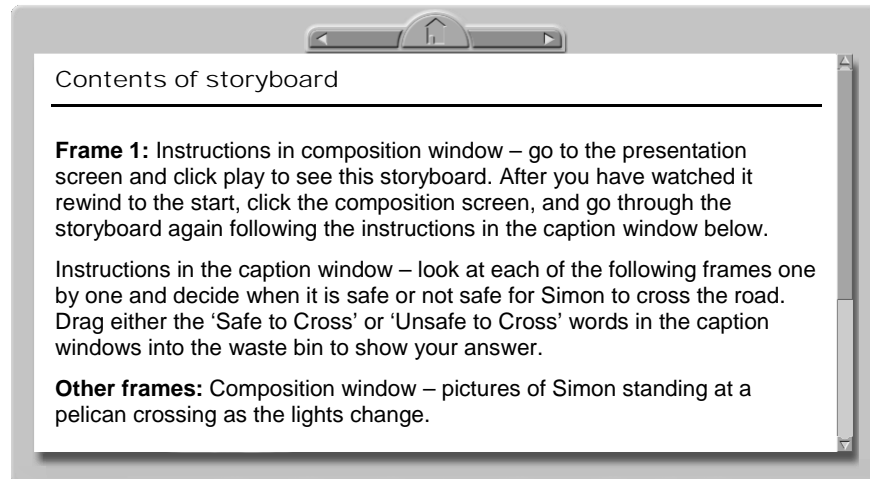
Resources

Kar2ouche *Respecting Diversity* Content Library

- **Pelican Crossing** storyboard
- **Stranger** storyboard
- **Playing Out Starter** storyboard
- **Keeping Safe** storyboard

Activities**Introduction**

- 1 In pairs, the students open the **Pelican Crossing** storyboard.
- 2 They watch the storyboard and decide when it is safe or not safe for Simon to cross.

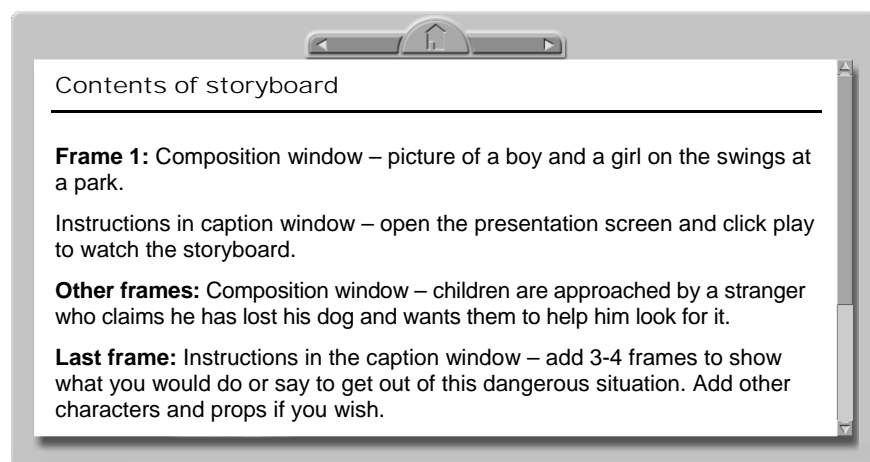


- 3 The students rewind to the start of the storyboard and play it again. This time they remove the words **SAFE TO CROSS** or **NOT SAFE TO CROSS** from the caption windows according to their answers.
- 4 Allow the students to share their work and hold a class discussion on the correct method of using a pelican crossing.
- 5 Give the students the opportunity to go back to their **Pelican Crossing** storyboard and make any necessary corrections in light of the class discussion. Remind them to save their work.

Development



- 6 Explain to the students that crossing the road is not the only danger they face when out and about. Being approached by others is another potential danger.
- 7 The students load the **Stranger** storyboard.



- 8 They complete the storyboard, by adding extra frames, to show how they should react in this situation. Remind them to save their storyboards.

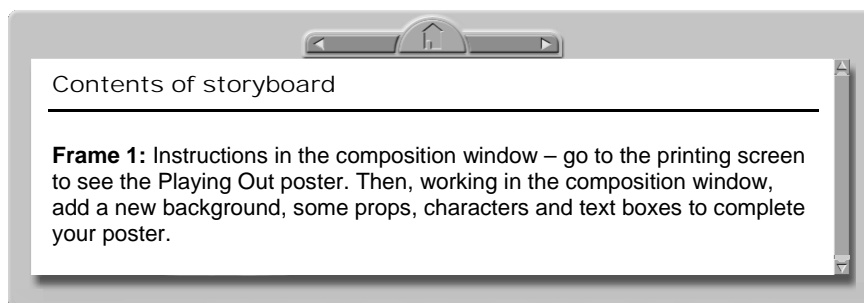
- 9 Allow each pair to share their storyboard with the class.
- 10 The class decide which storyboards show the best method of dealing with strangers.

Note: There are additional soundfiles available in the text/audio palette for further extension work on this topic. Refer to Appendix 1 for more details.

Plenary

In order to consolidate what they have already done, and think about further potential dangers they could face during everyday activities, ask students to think of five rules that would help children to keep safe when playing out.

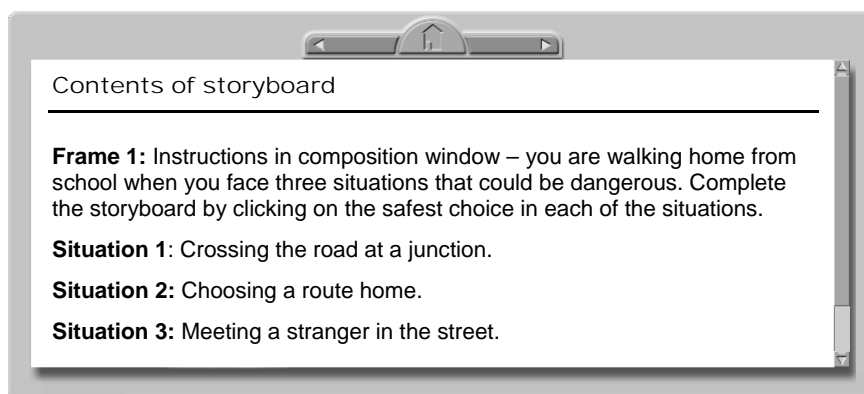
- 11 Using a new storyboard, the students can make a poster showing how to keep safe when playing out. They should use characters, props and suitable backgrounds as well as text boxes to give clear safety information.
- 12 Students who need more help can use the **Playing Out Starter** storyboard in which they are asked to add safety information to the frames that have been partially created.



- 13 The students save and print their posters for display.

Extension/ Homework

- 14 Students load and complete the **Keeping Safe** storyboard. This storyboard shows three potentially dangerous situations for children on their way home from school.



Student Notes**Unit 4 Safe Simon****Objectives**

This activity will help you to find out about road safety and other dangers. You will also learn that your safety can be affected by the things you do and the places you go.

Outcomes

By working through this activity you will:

- complete a storyboard on how to use a pelican crossing
- finish a storyboard dealing with a stranger
- produce a poster showing how to play out more safely.

Resources

To complete the activity you will need:

Kar2ouche *Me and My Friends* Content Library

Activities**Introduction**

- 1 With a partner open and watch the **Pelican Crossing** storyboard.



Click here to open the **Pelican Crossing** storyboard.

- 2 Decide when it is safe, or not safe for Simon to cross the road.
- 3 Delete either the SAFE TO CROSS or NOT SAFE TO CROSS words from the caption windows, at the bottom of each frame.
- 4 Show your storyboard and discuss the right way to use a pelican crossing.
- 5 If you need to, change your **Pelican Crossing** storyboard to make it right.

Development

- 6 Load the **Stranger** storyboard. Finish the storyboard, by adding extra frames, showing what you would do and say in this situation.



Click here to open the **Stranger** storyboard.

- 7 Save your work and share your storyboard with the class.
- 8 Decide which storyboards show the best methods when dealing with strangers.

Student Notes**Plenary**

- 9 Think of five rules that would help you to keep safer when playing out.
- 10 Open a new storyboard and make a poster showing how to keep safe while playing. Use characters, props and suitable backgrounds. Add in text boxes to give clear safety information.



Click here to open a new storyboard.


- 11 If you want some help with this activity then open the **Playing Out Starter** storyboard. Follow the on-screen instructions and add information to complete your poster.



Click here to open the **Playing Out Starter** storyboard.

- 12 Save and print your poster for display.

Extension/Homework

- 13  Load and follow the instructions to complete the **Keeping Safe** storyboard.

Teacher Notes

Unit 5 Sensible Sue

Key Stage/Year Key Stage 1/Years 1 and 2

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing Three lessons.

Overview of Task

In this activity the students will have the opportunity to consider the use and misuse of medicines. They will also identify the potential dangers resulting from the misuse of household products. This unit links closely to the QCA 'Drug, alcohol and Tobacco Education' Scheme of Work – *Keeping ourselves and others safe*.

Key Words: medicines; prescription; misuse; poison; dangerous; hazardous

Objectives

All students will: understand the dangers of misusing medicines.

Most students will: identify the different ways that medicines are used.

Some students will: consider the wider implications of safety in the home.

Curriculum References

National Curriculum

KSI PSHE & Citizenship

- 1 Developing confidence and responsibility and making the most of their abilities
 - 1a talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 2 Preparing to play an active role as citizens
 - 2a to take part in discussions with one person and the whole class
- 3 Developing a healthy, safer lifestyle
 - 3f that all household products, including medicines, can be harmful if not used properly

3g school rules about health and safety, basic emergency aid procedures and where to get help

4 Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people/s feelings and try to see things from their point of view

4d that family and friends should care for each other

5 Breadth of opportunities

5c take part in discussions

5d make real choices

Outcomes

By the end of this activity, students will have:

- finished off a storyboard that looks at the dangers of misusing tablets and medicines
- completed a storyboard identifying potentially dangerous household products
- produced a leaflet about the dangers of misusing medicines and household products.

Resources

Kar2ouche *Respecting Diversity* Content Library

- **How to Take Medicines** storyboard
- **Dangerous Tablets** storyboard
- **Sue's Medicine Safety** storyboard

Unit 5 Sheet 5.1 *Types of Medicines*

Unit 5 Sheet 5.2 *Medicines and Household Products*

Activities

Introduction

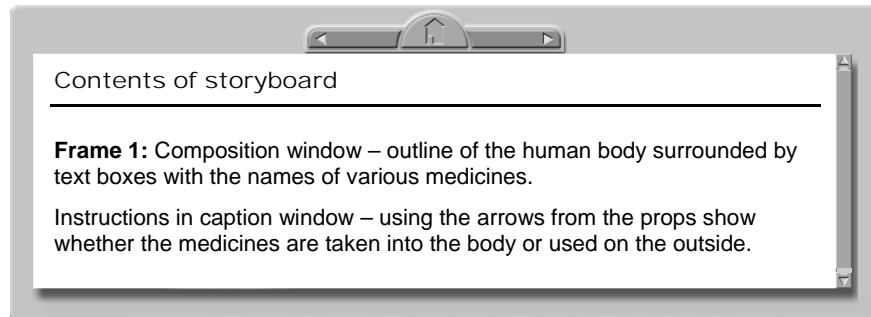
- 1 Ask the class to brainstorm the names of medicines they know and/or might find in their homes.
- 2 Hold a class discussion on the different types of medicines pointing out that they can either; prevent illness, for example, vaccinations; ease pain, for example, headache tablets; help the body fight illness, for example, antibiotics; or help the body work properly or better, for example, inhalers.



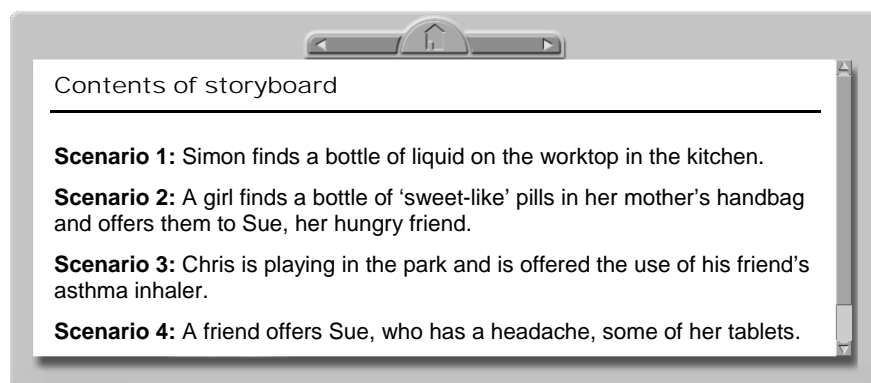
Development



- 3 Using Sheet 5.1 *Types of Medicines* ask students to list the medicines under one of the four headings listed above.
- 4 Explain that medicines can be used in different ways and that it can be dangerous to misuse them. For instance, it could be very harmful to swallow an ointment.
- 5 Working in pairs at a computer, students should open the **How to Take Medicines** storyboard.



- 6 Students are asked to decide whether the medicines in the text boxes should be taken into the body or used on the outside.
- 7 Bring the class together to discuss their completed storyboards. Explain that as well as not following instructions for use, mistaking medicines for other things like sweets is also unsafe.
- 8 The students load and follow the interactive **Dangerous Tablets** storyboard. At the end of each of the four scenarios they decide which of the three options they would choose.

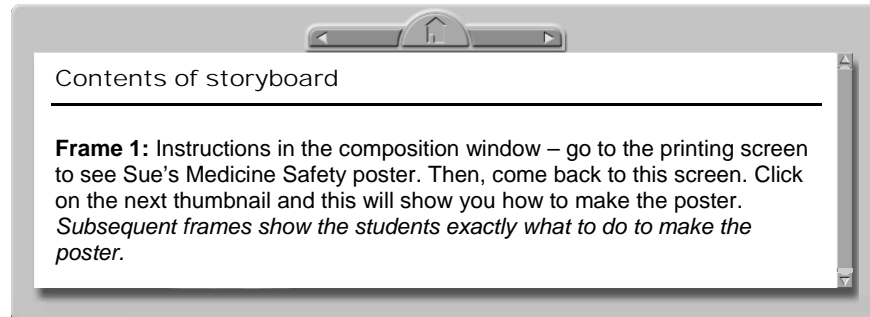


- 9 Hold a class discussion on the students' responses to the scenarios. Ask them to identify the things they consider to be the biggest dangers to them and why.

Plenary



- 10 In their pairs the students open the **Sue's Medicine Safety** storyboard. This will allow you to see how much they have learnt by completing the previous activities.



- 11 They complete the leaflet by filling in five safety rules to do with medicines and other household products.
- 12 The students save and print their leaflets for display.
- 13 Using Sheet 5.2 *Medicines and Household Products*, students carry out an audit on the different types of medicines and hazardous products found at home. This is intended to raise awareness, so tell them to get a responsible adult to help with this.

**Extension/
Homework**



Student Notes

Unit 5 Sensible Sue

Objectives

This activity will help you to find out about how medicines can be harmful if you don't take them properly.

Outcomes

By working through this activity you will:

- finish a storyboard that shows the dangers of misusing medicines
- complete a storyboard identifying dangerous household products
- produce a leaflet about the dangers of misusing medicines and household products.

Resources

To complete the activity you will need:

KarZouche *Me and My Friends* Content Library

Unit 5 Sheet 5.1 *Types of Medicines*

Unit 5 Sheet 5.2 *Medicines and Household Products*

Activities

Introduction

- 1 What medicines do you know? Tell the class their names.
- 2 There are different types of medicines. You do different things with each type. Talk with your teacher about these.
- 3 Your teacher might ask you to write your medicines on Sheet 5.1 *Types of Medicines* under the different headings.

Development

- 4 Work with a partner. Open the **How to Take Medicines** storyboard.



Click here to open the **How to Take Medicines** storyboard.

- 5 Should the medicines in the text boxes be taken into the body or used on the outside? Drag the arrows to the right place.
 - 6 Talk about what you have done with your class. How dangerous is it to use a medicine in the wrong way?
 - 7 Load and watch the **Dangerous Tablets** storyboard.
- A small square icon with the text 'click here' and a cursor arrow pointing to the right.
- Click here to open the **Dangerous Tablets** storyboard.
- 8 Complete the storyboard by choosing one of the three options.
 - 9 Share your answers with the rest of the class. Tell a partner where you think you are most in danger from medicines and why?

Student Notes**Plenary**

- 10 Open the **Sue's Medicine Safety** storyboard.



Click here to open the **Sue's Medicine Safety** storyboard.

- 11 Finish the leaflet by filling in the five safety rules to do with medicines and other household products.
- 12 Save and print your leaflets for display.

Extension/Homework

- 13 Using Sheet 5.2 *Medicines and Household Products* list the different types of medicines and dangerous products found in your house. If you can, get an adult to help.

Sheet 5.1

Types of Medicines

Prevent illness	Ease pain	Help the body fight illness	Help the body work properly or better

Sheet 5.2

Medicines and Household Products

Ask an adult to help you with this. Talk with them about the medicines in your house and what they do. Next, talk about other household products that could be dangerous. Look at your lists and think about what things are done to stop people harming themselves. For instance, do tablets have safety lids, are instructions clear, are there any warning signs ...?

Tablets	Other Medicines	Dangerous Household Products

Appendices

Appendix I Text and Audiofiles

The following text replicates what is in the text/audio palette of Kar2ouche and is included here for your reference when planning activities for students.

The accents have been varied to avoid students developing stereotypical views about particular regions. There are, however, insufficient scenarios to cover all possible accents. Other accents will be represented in subsequent PSHE/Citizenship Content Libraries.

Text/audio for Unit I

Trouble storyboard **Scene: Chrissie talking to her mum and dad in her kitchen**

Narrator: Chrissie did not want to go to school. Mummy asked her why. She said she had a tummy ache. Daddy said,

Father: You seem to have had a lot of tummy aches since you began your new school.

Narrator: Chrissie blushed.

Father: Come on, I'll take you.

Narrator: Daddy said cheerfully and gave her a hug.

Narrator: She tried to smile then went to get her schoolbag.

Narrator: Daddy left her in the playground. She looked around her then made a dash for the school door. She was too slow! Simon and Hannah stood in front of her grinning.

Simon: Morning, Cry-baby.

Narrator: Simon said as he pushed her.

Hannah: Does the baby need her daddy?

Narrator: Hannah asked nastily.

Chrissie: Please just leave me alone.

Narrator: Chrissie said – she was trying very hard not to cry.

Simon: Why should we?

Narrator: Simon snapped.

Narrator: Just then, Miss Lloyd came round the corner and asked.

Miss Lloyd: Is everything okay here?

Narrator: Simon and Hannah looked very hard at Chrissie who just looked at her feet and nodded.

Miss Lloyd: Good.

Narrator: The teacher said and disappeared into the school.

Narrator: Simon sniggered.
Simon: Got any sweets in that bag?
Narrator: He asked pointing.
Chrissie: No!
Narrator: Chrissie began to sniff.
Hannah: Give it here!
Narrator: Hannah said snatching the bag.
Narrator: A big, fat tear rolled down Chrissie's cheek.
Simon: Perhaps we should leave her alone.
Narrator: Simon muttered.
Hannah: Don't be wet.
Narrator: Hannah replied as she searched the bag for sweets and crisps.
Freddie: What's going on here?
Narrator: Freddie asked. Nobody replied.
Freddie: Come on this doesn't look nice. What's the matter Chrissie?
Narrator: Again nobody said anything.
Narrator: Freddie asked Hannah.
Freddie: Is that your bag?
Narrator: Simon began to walk away, but Hannah just stared.
Narrator: Firmly, Freddie said.
Freddie: Give it back to Chrissie.
Narrator: Without Simon Hannah didn't feel so brave. She put the bag on the ground then kicked it before turning and walking away.
Narrator: Freddie shook his head then turned to Chrissie.
Freddie: You okay?
Narrator: He asked as he helped her put things back in her bag.
Freddie: Come on let's go into class. You can sit by me if you like.
Narrator: Chrissie looked down. She didn't know what to say.
Narrator: Freddie kept talking.
Freddie: It's horrid being new isn't it? Come and meet some of my friends. You'll like them: they're good fun.
Narrator: Freddie picked up Chrissie's bag and said.
Freddie: Follow me.
Narrator: Chrissie smiled for the first time that term.

Text/audio for Unit 2

What Type of Friend? Storyboard

Scenario 1 – Scene: A boy is sitting at home looking at his watch

Narrator: You are meant to be going out but your best friend is late.

Narrator: Do you:

Simon: ... go without him?

Simon: ... fall out with him when he turns up?

Simon: ... wait for him and ask him why he was late?

Answers:

Simon: Go without him.

Freddie: No, unless you have to be somewhere by a certain time.

Simon: Fall out with him when he turns up.

Freddie: No, falling out doesn't help anyone.

Simon: Wait for him and ask him why he was late.

Freddie: Yes! He may have a very good reason. If he hasn't then explain that he needs to improve his timekeeping.

Scenario 2 – Scene: In a classroom

Narrator: You are told off for talking but it was your friend.

Narrator: Do you:

Nabella: ... accept the blame and say sorry?

Nabella: ... say nothing?

Nabella: ... tell the teacher who was talking?

Answers:

Nabella: Accept the blame and say sorry.

Freddie: Wrong. Never accept the blame for something you haven't done.

Nabella: Say nothing.

Freddie: Wrong. By keeping quiet you may appear to be accepting the blame.

Nabella: Tell the teacher who was talking.

Freddie: Yes. It may feel bad at the time, but it may save your friend from getting into more serious trouble in the future as they may continue to misbehave if they feel other people will cover up for them.

Scenario 3 – Scene: Two girls in a bedroom

Narrator: Your friend keeps asking if she can copy your homework.

Narrator: Do you:

Hannah: ... say no?

Hannah: ... say yes?

Hannah: ... ask her if she has a problem doing homework?

Answers:

Hannah: Say no.

Freddie: Well done! Never allow other people to copy your work.

Hannah: Say yes.

Freddie: Wrong. If you let them copy once, they will ask you over and over again and you could both get into trouble.

Hannah: Ask her if she has a problem doing homework.

Freddie: Good idea. You may be able to help her, which is very different from copying.

Scenario 4 – Scene: Some boys in a playground

Narrator: One boy is calling your friend names.

Narrator: Do you:

Chris: ... say nothing?

Chris: ... hit the boy?

Chris: ... ask the boy why he is calling your friend names?

Answers:

Chris: Say nothing.

Freddie: Wrong. By saying nothing you are not supporting your friend and the name caller will continue.

Chris: Hit the boy.

Freddie: Wrong. You may feel this is supporting your friend but you will end up in trouble and this will not help your friend.

Chris: Ask the boy why he is calling your friend names.

Freddie: Correct. This is a good way of supporting your friend as well as making the name caller think about their behaviour.

Scenario 5 – Scene: Some girls in a school playground

Narrator: A girl tells you that your best friend has been saying horrible things about you.

Narrator: Do you:

Chrissie: ... stop talking to her?

Chrissie: ... hit her?

Chrissie: ... find out the truth by asking her if she has been nasty about you?

Answers:

Chrissie: Stop talking to her.

Freddie: Wrong. You must talk to her to find out if there is any truth in the rumours.

Chrissie: Hit her.

Freddie: Very wrong! You must talk to her to give her the chance to say whether she has been nasty to you or not.

Chrissie: Find out the truth by asking her if she has been nasty about you.

Freddie: Yes. Talking is the best way of finding out facts before you end up falling out with your best friend for no reason.

Scenario 6 – Scene: Boys in the school playground

Narrator: Your best friend asks you to play truant with him.

Narrator: Do you:

Harry: ... agree to go with him?

Harry: ... ask him why and find out if he is having problems in school?

Harry: ... say no?

Answers:

Harry: Agree to go with him.

Freddie: Wrong. Never truant. Also try to stop your friend from truanting.

Harry: Ask him why and find out if he is having problems in school.

Freddie: Correct. You may be able to help with a problem or suggest someone who could help.

Harry: Say no.

Freddie: Correct. You could get into big trouble in school or out of school if you play truant.

Falling Out
*storyboard***Scene: Two boys in a bedroom playing at a computer**

Chris: That's a great game. Can I borrow it?

Simon: Here, of course you can.

Scene: Three days later in the same bedroom

Chris: You know that game you lent me; I've lost it!

Simon: That was my best game. I'm not playing with you again!

Text/audio for Unit 3**Food Choices**
*storyboard***Scenario 1 – Scene: Hannah in a fast food shop**

Attendant: What would you like for breakfast ...

Hannah: A: Chips and cola?

Hannah: B: Burger and sweets?

Hannah: C: Cereal and tea?

Hannah: D: Fruit and lemonade?

Scenario 2 – Scene: A group of students in a school canteen

Hannah: What have you got in your packed lunches ...

Chrissie: A: Sweets, biscuits and milk?

Nabella: B: Crisps, lemonade and a doughnut?

Chris: C: Fruit, Apple juice and a tuna sandwich?

Harry: D: Pasta, peanuts and cola?

Scenario 3 – Scene: Hannah with her mother in their kitchen

Mother: What do you want for tea ...

Hannah: A: Chips and cola?

Hannah: B: Milk shake, burger and chips?

Hannah: C: Fish, chips, peas and tea?

Hannah: D: Pasta and cola?

Scenario 4 – Scene: Hannah with her father in their living room

Dad: Do you want some supper?

Hannah: Yes please. I'd like ...

Hannah: A: Biscuits and cola.

Hannah: B: Crisps and lemonade.

Hannah: C: Toast with milk.

Hannah: D: Doughnut and a cup of tea.

Information frames

- Hannah: You should eat at least five portions of fruit and vegetables every day.
- Hannah: You should eat starchy food like bread, cereals or potatoes as the main part of your meals.
- Hannah: Milk and dairy products help keep your bones and teeth healthy so you should have some of these foods every day.
- Hannah: Eat a variety of meat or meat alternatives every day.
- Hannah: Only have small amounts of food containing sugar and fat.

Text/audio for Unit 4**Stranger**
*storyboard***Scene: Two girls in a playground**

- Chrissie: It's your turn to have a swing.
- Sue: Thanks.
- Chrissie: I'll push you.

A stranger approaches them

- Stranger: Excuse me, have you seen a dog?
- Sue: No.
- Stranger: I was taking him for a walk when he ran away into the park.
- Stranger: Will you help me find him? We could start by looking in the bushes over there.

Text/audio for Unit 5**Dangerous**
Tablets *storyboard***Scenario 1 – Scene: A boy finds a bottle in his kitchen**

- Simon: That looks nice; I've not tried this before.
- Narrator: Should he:
- Narrator: ... drink it?
- Narrator: ... sip it, to see what it tastes like?
- Narrator: ... ask his parents what it is?

Answers:

- Narrator: Drink it.
- Hannah: No! It could be a poisonous chemical that would make him ill or even kill him.
- Narrator: Sip it.
- Hannah: No! It could be poisonous. Even a little sip could make him very ill or kill him.
- Narrator: Ask your parents what it is.

Hannah: Yes! He must always make sure he knows what he is drinking. If he is not sure, he should ask an adult or leave the bottle alone.

Scenario 2 – Scene: Two girls in the living room of a house

Sue: I'm hungry, have you any sweets?

Nabella: No, but there's my mum's handbag, lets see what's in there.

Nabella: Look here is a bottle of sweets, I think. Do you want some of these?

Narrator: Does she:

Narrator: ... say yes?

Narrator: ... say no?

Narrator: ... just try one?

Answers:

Narrator: Say yes.

Hannah: Wrong; they might look like sweets but they could be very dangerous tablets.

Narrator: Say no.

Hannah: Correct; she should not even open the bottle.

Narrator: Just try one.

Hannah: Wrong; even one tablet could be dangerous to her health.

Scenario 3 – Scene: Children playing sport

Harry: What's wrong?

Chris: I'm out of breath (coughing). I can't breath properly.

Harry: Here, I've an inhaler. Have a puff.

Chris: But I'm not asthmatic.

Narrator: Does he:

Narrator: ... have a puff?

Narrator: ... wait for a few minutes and then have a puff if he's still out of breath?

Narrator: ... say no and tell his parents what happened when he gets home?

Answers:

Narrator: Have a puff.

Hannah: No! If his doctor hasn't given him an inhaler on prescription, he shouldn't use it.

Narrator: Wait for a few minutes and then have a puff if he's still out of breath.

Hannah: No! If his doctor hasn't given him an inhaler on prescription, he shouldn't use it.

Narrator: Say no and tell his parents what happened when he gets home.

Hannah: Yes! He should never use someone else's medicine and he must tell his parents what happened to him.

Scenario 4 – Scene: Two girls in a school playground

Sue: I have a really bad headache.

Nabella: Here, have one of my headache tablets.

Narrator: Should she:

Narrator: ... say yes, they look like the ones I take at home?

Narrator: ... say no and suffer the headache?

Narrator: ... say no and tell a teacher or other adult about her headache?

Answers:

Narrator: Say yes, they look like the ones I take at home.

Hannah: Wrong! Even if she is allowed headache tablets at home she must not take them without her parents knowing.

Narrator: Say no and suffer the headache.

Hannah: Well done for saying no, but she does not have to suffer all day and should tell her teacher or another adult.

Narrator: Say no and tell a teacher or other adult about her headache.

Hannah: Correct! By telling her teacher or other adult, she can get help, when they contact her parents or carers.

Additional Sound/Audio for PSHE Relationships: Me and My Friends

The following audio can be used as a stimulus for students to create their own storyboards and plays based on themes explored in Unit 4 Safe Simon. They can then discuss the ideas raised by these or their own stories. Alternatively you can use them to create your own resources and storyboards.

- Simon: Walk away from any strangers no matter what they say to you.
- Simon: Never go anywhere with a stranger.
- Simon: If strangers follow you scream loudly and run towards other people.
- Simon: Don't take sweets or anything else from a stranger.
- Simon: If a car stops and the driver calls you over, walk away in the opposite direction.
- Simon: Never get in a car with a stranger.
- Simon: Never give your name and address to a stranger.
- Simon: Tell your teacher or parents if you see a stranger hanging around school, a park or other places that children play.
- Simon: Always walk or ride your bike with a friend or adult.
- Simon: Do not go near empty buildings, building sites or other unsafe places.
- Simon: Never play near public toilets.
- Simon: Do not go off on your own. Always play with other children.
- Simon: Always tell a family member or other adult in charge where you will be at all times, and what time you will be home.

Appendix 2 Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that you are always considering ways of differentiating the lessons that you teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that you and/or a learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely-used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that not only were they more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with special needs more than success, especially when their peer group

can see that success is demonstrated on an equal basis without allowances being made.’ (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by you to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, you can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief soundclips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to you, support research projects and use findings to develop additional features that will help to move learning forward.

