

Friend or Foe

Teacher Follow-up Activities

The Friend or foe follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales.

Friend or foe (LKS2) Additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. 'In your face'	L(O)sp L(O)l L(O)l&d	<ul style="list-style-type: none"> ▪ Empathise with others' experiences and feelings 	<ul style="list-style-type: none"> ▪ Understand the range of their own and others feelings and emotions
2. Positive and negative expressions	L(O)sp L(O)l L(R)rs L(R)la	<ul style="list-style-type: none"> ▪ Empathise with others' experiences and feelings 	<ul style="list-style-type: none"> • Understand the range of their own and others feelings and emotions
3. 'Trust me.'	L(O)sp L(O)l N(DNR)ipc	<ul style="list-style-type: none"> ▪ Work cooperatively to solve problems ▪ Form personal opinions and make informed decisions 	<ul style="list-style-type: none"> ▪ Develop respect for themselves and others ▪ To understand the importance of personal safety
4. The 'Uh oh!' Feelings	L(O)sp L(O)l L(R)rs L(R)r&a	<ul style="list-style-type: none"> ▪ Apply learning to similar situations ▪ Ask for personal support and advice 	<ul style="list-style-type: none"> ▪ Take an increasing responsibility for keeping the mind and body safe and healthy ▪ To understand what to do or to whom to go to when feeling unsafe
5. The body warning signals	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> ▪ Use appropriate techniques for personal reflection ▪ Empathise with others' experiences and feelings 	<ul style="list-style-type: none"> ▪ Feel positive about themselves and be sensitive towards the feelings of others.



1 - In your face - As the teacher begin by making various facial expressions using body language and without speaking using the emotion cut up cards (1.a)

Ask the pupils what message is given out by each facial expression. Example - Teacher - "Guess how I feel" Now make faces so the children can guess e.g. happy, sad, grumpy, angry, ill. Pupils can score the teacher's efforts. Now undertake the pupil activity in pairs, 'Face to face'. Photocopy and cut up enough cards for your pupils to use in pairs (1.a). Pupils with their partners, undertake a similar role in turn to guess the expression correctly on the card. Identify the best performers and get them to demonstrate their facial expressions and body language to the class.

Draw attention to how important the eyes and mouth are in every expression. Ask them what happens to the eyes and mouth when you are happy, sad, crying, laughing, frightened, amazed, and hungry, in pain, hate, in love. Ask the pupils if they trust what the other is portraying - or are they acting out? Ask them if they can tell if someone is pretending?

Show the PowerPoint-Guess the feeling (1.b) and play the game. You will need space as this activity incorporates VAK learning. This is a great opportunity to get all your pupils involved and children with different learning styles will appreciate this game.

Place four cards labelled A, B, C and D (1.c) in four places in the room. Begin the PowerPoint explaining the rules on the first slide. Time the children to get to their chosen answer A, B C or D and reveal the correct answer.

2. Positive and negative expressions - a cut and paste activity. Photocopy enough sheets for your class of resource (2d, e and f). Pupils can either cut out and paste the faces only, or can cut and paste words and faces or can paste faces and write descriptive words unaided.

Children could add more words/faces to the sheet using Internet, magazines, and dictionaries for correct spelling. They could also draw their faces and add body language expressions. Use facial images of famous and anonymous individuals collected from newspapers, magazines or from the Internet. Print off these images or create your own PowerPoint to extend the topic to help them recognise other people's feelings.

These might be people in the public eye: Sport - Politics - Music / TV - celebrities or anonymous individuals: Consider facial expressions, colour of skin, clothing, age. Encourage class to identify various feelings and emotions, which might be shown in these faces.

3 - Trust me... Explain that some people are very good at pulling faces and not showing their true feelings, therefore, it is important to consider whom you can trust. It is not possible to judge a person purely on his or her looks, clothing, colour or facial expression.

Show the children the PowerPoint (2a) -Who can I trust? Have some fun creating the faces using the hyperlink <http://flashface.ctapt.de/>

This is a website where you can make up thousands of faces changing eyes, nose, hair, mouth etc... Give the children nasty faces and kind faces to construct.

Place the children in groups of four. Read out the group task from the slide on the PowerPoint (2.a. slide 3) and allow 15 minutes for them to cut and paste the words from the list onto the diamond grid. (2b and 2c) The people they would trust most at the top and the people they would trust least at the bottom. Generate class discussion based on their results.

The outcome should be that they trust the people they KNOW.

Even though they may not know a police officer or fire fighter these people can be trusted in our society because they are officially recognised. It is important that the children become aware that emotions and expressions alone cannot to be trusted. Conclude with if someone is a stranger, even if they look nasty or nice, you cannot trust them because you do not know them.



Continue the activities by playing the 'What would you do?' game. Look at the two scenarios where Anna finds herself lost in the park and in the town centre. (2.a slides 4 - 16) As you click through the slides ask the children to have their A, B, C and D cards (1.c) ready to show which person they would trust most out of the four options.

Think - pair - share (2.a, slides 17 - 19) Read through the scenario with the children. Firstly, ask the children to put them in the order of people they would trust. Secondly, ask them to share their result with a partner. Thirdly, ask for volunteers to share with the whole class and generate discussion as to why they would choose the people in that order.

4 - The Uh oh! Feelings - Explain that it is important to recognise that sometimes we feel unsafe, unsure or anxious about someone or in a situation. Play the PowerPoint (3a) - The Uh Oh! Feeling Work through the PowerPoint stopping for discussion at relevant places.

In pairs, ask the children to attempt the 'uh oh feelings' worksheet - identifying the pleasant and unpleasant words. (3.a.) Make enough copies for one between two. Have enough orange and blue pens available for the children to use. Have some dictionaries available for the more able who could add some words to their lists.

Show the PowerPoint - 'Pleasant or Unpleasant?' (3.c)

Explore the questions in pairs and feedback the responses.

- Consider how do you feel?

Ask the class to identify examples when they have felt threatened and have experienced the 'Uh oh!' feeling, and to explain how they felt.

Draw a picture of your face to show how you felt at the time.

N.B. This activity may lead to the disclosure of sensitive information from a pupil. If this should occur please refer to your school policy for guidance of what support to offer and the appropriate steps to take.



5. The body warning signals - Recap on Activity 3 and ask the pupils who experienced the 'uh oh!' feelings how they felt. Some might mention they had things happen to their body like feeling butterflies in their tummy or having a really dry mouth. Explain that these are completely normal - the body reacts like this to protect you.

Show the class the PowerPoint - Body warning signals (4.a)

Encourage the class to 'read the signs':

- Heartbeat- rapid
- Muscles - tense
- Hands - shake & sweat
- Breathing - rapid
- Teeth - clench
- Mouth - dry
- Stomach - pain
- Body - shakes

The class could act them out!

Activity - The Body warning signals. (4.b.)

Assemble children into small groups. Photocopy and enlarge to A3 each of the six scenarios. (4.b) Ask each group to read their specific task and to write down:

- a. How they might feel were they in that situation
- b. What they should do to feel safe and keep safe

Write a short sketch for other pupils in school to show how the body behaves when it feels threatened and suggest ways to deal with the situation when you feel unhappy. The sketch could be performed at a school assembly or to another class.

