Year 2. Happy and Healthy – Teacher Guide

Chapter 2: Alice comforts Marianne
2 Pages

Chapter 1: Back to school
2 Pages

Chapter 4: I am Unique
3 Pages

Chapter 5: I Take Care of Myself
2 Pages

Chapter 6: The Golden Rule
2 Pages

Unit 2. Fitting in with those around me

Chapter 7: The Story of The Little Red Hen
3 Pages

Chapter 8: Charlie's Rubber Disappears
2 Pages

Chapter 9: Alice Lends Her Things to George
2 Pages

Chapter 10: Charlie Behaves Badly
2 Pages

Activities
Reflection

Chapter 11: Teasing Kevin
2 Pages

Chapter 12: A Chance Meeting
2 Pages

Unit 3. Together, life is beautiful!

Chapter 13: Charlie and Bad Language
2 Pages

Chapter 14: A Visit From The Major
2 Pages

Chapter 15: End of Term
2 Pages

Chapter 3: Remembering the Holidays
2 Pages

Chapter 10: Charlie Behaves Badly

Key Points

- Understanding that rules are necessary for the smooth running of any community.
- Learning the importance of obeying them and always telling the truth.

Objectives

Knowing

To understand why we need rules and how they connect with rights and duties.

Accepting

To accept and abide by rules because they help everybody live together.

Doing

To consciously obey rules while thinking why they exist for us and for others.

Chapter Lesson Notes

The importance of honesty and owning up

Children have a strong sense of justice, as can be seen when they are playing a game. They know instinctively that it is wrong to peek or make a false move when no-one is looking. Other people's cheating makes them indignant and they are the first to complain if they think their rights are not being respected.

At the same time, they can shy away from admitting, even to themselves, that they have acted in error and they will often try to blame somebody else or tell a half-truth. Owning up in public demands courage and it is fundamental principle of **Alive to the World** that it is more important to help children to be honest and to own up than it is to punish them for their misdemeanours. Young children have a strong temptation to cheat when winning is so important to them, and, like Charlie in the story, they will often find it difficult to think through their actions to their consequences.

Children need to learn how to stand up for justice while at the same time being kind and respectful towards those who have tripped up. Modelling this as the teacher helps the class follow suit.

Chapter Content
0% COMPLETE | 0/2 Steps

Activities

Reflection

Year 2. Happy and Healthy – Teacher Guide

Introduction
- Using the Teachers Guide — 4 Pages
- Introduction to Alive to the World — 7 Pages
- Overview of Course Content — 4 Pages

Unit 1. Getting to know myself
- Chapter 2: Alice comforts Marianne — 2 Pages
- Chapter 1: Back to school — 2 Pages
- Chapter 4: I am Unique — 3 Pages
- Chapter 5: I Take Care of Myself — 2 Pages
- Chapter 6: The Golden Rule — 2 Pages

Unit 2. Fitting in with those around me
- Chapter 7: The Story of The Little Red Hen — 3 Pages
- Chapter 8: Charlie's Rubber Disappears — 2 Pages
- Chapter 9: Alice Lends Her Things to George — 2 Pages
- Chapter 10: Charlie Behaves Badly — 2 Pages
  - Activities
  - Reflection
- Chapter 11: Teasing Kevin — 2 Pages
- Chapter 12: A Chance Meeting — 2 Pages

Unit 3. Together, life is beautiful!
- Chapter 13: Charlie and Bad Language — 2 Pages
- Chapter 14: A Visit From The Major — 2 Pages
- Chapter 15: End of Term — 2 Pages
- Chapter 3: Remembering the Holidays — 2 Pages

Activities

Lesson plan

Charlie and Alice course book:

Charlie and Alice course book: Chapter 10, "Charlie behaves badly", (pp. 20-21).

- Get the children to look at and comment on the picture.
- Read the story.
- Get the children to retell the story. Can they empathise with Charlie hesitating to own up? What made Charlie tell the truth? Explain how the Golden Rule helps him.
- Ask the children to look at the picture and comment.

Downloadable Activities

I can understand and explain why we must respect rules and tell the truth

Download Activities

Other suggested classroom activities

1. George Washington and the cherry tree myth.

There is a story well known to every American child about their first President, George Washington, who as a young boy, is said to have used the present of a new hatchet to cut down his father's much prized cherry tree. His father was very cross and asked who had cut it down. George owned up and his father praised him for being honest. This was said to be one of the strengths of character which led to George's success in later life.

For a simple retelling of this and two additional childhood stories of George Washington, see: **Reading AZ Level I. Childhood Stories of George Washington – YouTube** (3.12 mins)

Ask the children why George chopped down the cherry tree, how he felt when he had done so, what his father felt, and how George reacted. Do they think they would have owned up? What are the lessons they can learn from George?

2. Sing along

Following the rules song **(2.35 mins)**

3. **Sanctions.**

- Explain that these are designed:
- To help us understand the difference between good and bad behaviour;
- to help us to understand the impact of bad behaviour;
- to help us to learn, so we avoid repeating the same mistake;
- to help us understand when we need to say sorry and/or make up for what we have done wrong;
- to provide a way of repairing damage/ relationships.

Set a number of scenarios before the children and ask them as a group what they think fair sanctions might be. Examples could include: failing to tidy up their toys, continuing playing when they have been told to go to sleep, refusing to eat something they dislike, not coming when they are called to leave a friend's house, breaking a plate in a temper, knocking a vase over by mistake, failing to do their homework.

Help them to see that sanctions remind us that rules don't just apply to other people: they also apply to me.

4. Trashket Ball

Divide the children into teams. Write various scenarios on slips of paper (you could use some from Activity 3) and hand them out to the children. Alternating between the teams, select the children to read their scenario and think of an appropriate sanction which hasn't been used before. If the response is appropriate and novel, the child may crumple the paper into a ball and throw it at the bin, scoring points for their team if it goes in.

5. Owning up (illustrated exercise, p. 1)

Ask the children to think about an occasion when they did something wrong, the sanction they were given, and why they think that particular sanction was chosen. Ask them to write about, or draw, the event.

You might want to ask for volunteers to read out what they have written or get the pupils to share with a partner.

6. The Policeman's whistle (illustrated exercise, p. 2)

Why is the policeman blowing his whistle? Draw out answers from the children pointing out that the bicycle went through a red light (and the cyclist has a very large loud-speaker on his back!). Cyclists, just like car drivers, should respect the highway code. If not, they risk being hit.
The man is crossing the road in front of a car without looking and without waiting for the "green man". If the green man had been on and it had been his right of way, could the man have crossed without looking right? Look right, look left and right again before crossing.

It is sometimes annoying to have to wait, but traffic lights and the police are there for our safety and actually help circulation.

7. Sing along

Barney Clean Up Song (1.13 mins)

Year 2. Happy and Healthy – Teacher Guide

Introduction

Using the Teachers Guide
4 Pages

Introduction to Alive to the World
7 Pages

Overview of Course Content
4 Pages

Unit 1. Getting to know myself

Chapter 2: Alice comforts Marianne
2 Pages

Chapter 1: Back to school
2 Pages

Chapter 4: I am Unique
3 Pages

Chapter 5: I Take Care of Myself
2 Pages

Reflection

Ask the children why rules are important. Ask them why it is hard to own up to a fault. Is it the fear of punishment? Or because one must admit one has done something incorrect? Embarrassment? Does it make a difference how big the fault is, or is it the circumstances and the people involved that can make it more embarrassing? Suggest that if we get into the habit of saying sorry for small things regularly it is much easier to own up to bigger things when they occur.

Family links

Suggest the children make a simple chart with their family at home in which they can mark up the times in which they have said sorry, to their siblings and friends as well as to their parents. They can keep the results private. What difference does it make?