



Sharing the Present – Shaping the Future

This shared learning activity has been developed for Key Stage 1 pupils to celebrate the first Shared Education Week in Northern Ireland's schools

Anticipated Outcomes

Learning Outcomes (General)

Teachers may need to consider more specific Learning Outcomes, which are relevant to the particular group or groups of learners.

Children will:

- Know the names of the children in their group
- Participate in and contribute to group discussion
- Respond to reading
- Select relevant information from reading
- Justify opinions
- Record information in a variety of formats
- Generate and express their ideas using a written stimulus
- Work together collaboratively
- Listen to each other
- Share and negotiate their input
- Make decisions
- Reflect on their learning



KS1 Lesson 'Pals'

Icebreaker – We're All Pals!

This icebreaker is at the beginning of the shared lesson.

For the activity, the teacher will need to provide:

Small sticky labels or post-its, one per child

One of the words below should be written on each;

- Friend
- Chum
- Pal
- Classmate
- Mate

For example:

Chum

Mate

Icebreaker-Part One

The aim of this activity is to integrate the learners, to ensure they work with each other.

The labels should be distributed randomly to the children. Then the teacher should explain that the children are going to create **'a group of friends'**. To do this they must join up with a person who has a different word to theirs. They should move on together until they have a group of five children (groups of four can be created by removing one of the words, depending on group size or number). Each child in the group will have a different word, each one a synonym for 'friend' or 'pal'.

Therefore, the children have to move around an area such as the hall, yard or classroom showing their word to others. They need to end up with a group of five, each of whom has a different word. The teacher may ask them to do this in silence or they may be allowed to talk.

Each group will have one child with 'chum', one with 'pal', and one with 'friend' and so on.

When the children have their complete group, they should sit down together. When everyone is finished and seated in their group the teacher could lead a brief discussion based on the meaning of the words they were using.

Time should be taken to ask how the words all have similar meaning and that we have actually created a **'group of friends'**. This group is now going to do some work together.

Icebreaker-Part Two

The children are ready for the next step of the icebreaker. For this, the children are going to create a 'round robin'. So, one child can be picked to start. The teacher might designate a child or the group could negotiate which of them will begin. The first child must introduce themselves to the group and read their word. Therefore, they will end up creating a round robin something like this:

First child:

Hello I am.....(name)..... and I am your 'friend'

The next:

Hello she is ...(name).....and she is our 'friend'.

I am(name).....and I am your 'chum'.

The next picks it up:

She is(name)..... And she is our 'friend'.

He is(name).....And he is our 'chum'.

Hello I am.....(name)..... And I am your 'mate'.

The next picks it up:

She is(name)..... And she is our 'friend'.

He is(name).....And he is our 'chum'.

He is(name)..... And he is our 'mate'

Hello I am.....(name)..... And I am your 'pal'.



The next picks it up:

She is(name)..... And she is our 'friend'.

He is(name).....And he is our 'chum'.

He is(name)..... And he is our 'mate'

She is(name)..... And she is our 'pal'.

Hello I am.....(name)..... And I am your 'classmate'.

The first child can try to say it all.

Then the teacher can ask for 'name calling'! Now that they have completed these two parts of the icebreaker can each child see if they can recall all the names of the children in their group.

Icebreaker-Part Three (Optional)

A bowl of sweets can be given, if the teacher wishes. The sweets can be jelly babies, smarties, skittles or similar.

During this part of the activity, the children can extend the round by each selecting a different colour of sweet from the bowl. Now they must include the colour of their sweet and their reason for picking it into the round. So, now they might say something like:

'I am Anne and I am your friend. I picked a red sweet for my favourite football team.'

Again the children can go round adding their colour and statement to the round.

Then, again the teacher can ask for 'name calling'! Can each child see if they can recall all the names of the children in their group?



Main Body of Lesson Part One

For this part, the teacher will need to provide:

- **Copies of the poem, 'Pals'**
- **Copies of the helping hand proforma (below)**

Now the children can remain in their groups to take part in the main part of the lesson. For this part, the teacher will need to provide them with a copy of the poem, 'Pals'. (See below)

The teacher could read the poem to and with the class/ group of learners.

Once the teacher has discussed the poem briefly, the children can use the following pro forma to record their thoughts as to which of the ideas in the poem demonstrate how we can be 'good pals'. They can pick out the statements which tell us what 'good pals' do.

Once they have had a chance to identify the statements in the poem. The children could work in pairs or groups of three, to pick out which **five** of the ideas expressed in the poem, are the best, in their opinion. They should be encouraged to discuss which are the stronger statements and which they think demonstrate friendship better than the others.

When they have decided upon which five they are going to select, they can record one idea on each of the fingers of the 'Helping Hand' proforma provided below. This proforma is provided for the children to evidence their decision.

They could be asked to identify if there are any of the statements which they could try to achieve during their day working together.

These statements could be recorded and used as targets for what the children set out to do during the rest of the day.



Pals

I can be a **pal** by smiling at you!

I can be a **pal** by asking, "How do you do?"

I can be a **pal** by being honest and kind!

I can be a **pal** by listening to what's on your mind.

I can be a **pal** by at home, school or play!

I can be a **pal** just by spending the day.

I can be a **pal** by sharing my stuff!

I can be a **pal** when things seem tough!

I can be a **pal** by helping you out!

I can be a **pal** when no one else is about.

I can be a **pal** though we're not the same!

I can be a **pal** when I don't even know your name.

I can be a **pal**! Be your biggest fan!

I can be a **pal**, just because I can!

Anne McErlane



According to the poem we are good pals when we:

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.



A Helping Hand Record Sheet

*Pick the five ideas from the poem which you think best show someone being your **pal**.*

Write one idea from on each finger:



Discuss which ideas you picked in your groups. Explain your choices.

Main Body of Lesson Part Two

Now the children could work again in pairs or small groups to decide upon five other ways, not mentioned in the poem, we can employ to show that we are good pals. Again, they could record their ideas on the same type of proforma. (Provided below)

Once again the pairs or groups could come together to share their ideas. Then they could negotiate in their groups, to select the five that they think are their strongest answers. They could focus on ideas that they could do on the days that they come together.

Ideas such as;

- Share our things
- Get to know one another
- Respect each other
- Listen to each other
- Learn our names

Then, the groups could share their answers and the teacher could collate all of their responses.

The ideas from each group could be displayed for everyone to see and the teacher could help the class identify five statements, which they are going to adopt as a group. These statements will form the basis of a **Pals' Pledge** that they are going to compile.

Then they are going to make the pledge as a group.



Five ways we think we can be good pals:



Our Pals' Pledge

We can be pals by

We can be pals by

We can be pals by

We can be pals by

We can be pals by

We can be pals by

(The teacher can decide how many to include)

The pledge can be written up and displayed in each participating classroom. Children could also sign the pledge.



Plenary Activity

During this activity the teacher is going to use the word PAL as an acronym.

The teacher should tell the children that the word PAL can stand for the words:

PLAY AND LEARN

The teacher should ask the children to think about their day and what they have been doing together. The teacher could pose the following questions for the children:

What did we play?

How did we play?

What did we learn?

How did we learn?

How were we pals today?

What did we play?	How did we play?
What did we learn?	How did we learn?
How were we pals today?	

The children could write or draw their thoughts and ideas.



Extension Activity:

PAL = PLAY AND LEARN

The children could be asked to consider how we can be PALS beyond our classrooms:

At home



At school



In our community

