## Monty the Manatee - PSHE planning (PSED for Reception)

### Session 1 of 6

**Key Question - Should we judge people by how they look?**

<table>
<thead>
<tr>
<th>Introduction:</th>
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<tr>
<td>Introduce the children to the story 'Monty the Manatee'. What type of animal is a manatee? Google some real images of a manatee and look at the pictures on the first double page spread. Show the children. What do they think of this animal? What does it look like? What words would they use to describe it? You could create a spider diagram. Does the animal look cute like a kitten? Dangerous like a tiger? Beautiful like a unicorn?</td>
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<tr>
<th>Circle Time:</th>
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<td>Sit the children in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don't want to share an idea, pass the object on. Start the session with a quick question, to allow everyone to have a turn at talking. <strong>What is your favourite animal?</strong> Pass your object around the circle and the children can share their idea. In this session we are going to think about the difference between what someone looks like and what they are like on the inside. Would you like to be friends with a manatee? With someone who doesn't look like you? Does it matter what someone looks like? We are going to think about what type of person we like to be friends with. Send your object round the circle and ask the children to share a characteristic they hope to find in a friend. For younger children, you may need to model some ideas first. The children will probably mention traits such as, being kind, helpful, good at football, a good listener, laughs at my jokes, likes the colour blue. Does it matter what colour hair your friend has? What clothes they wear? If they are tall or short? Of course not!</td>
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| **If you choose to continue this session for more than a 20-minute carpet session:** |  |
| Activity: |  |
| In small groups, create a poster in the shape of a heart, all about being a good friend. What do you look for in a friend? Key stage one children could create their poster in pairs. Reception children, or those children who find writing a barrier can share their ideas and an adult can scribe. They can then add pictures. I print the heart onto A3 paper. |

| Plenary: |  |
| Share a couple of heart posters with the class. Do any of the posters talk about what someone looks like? Hopefully not. What have we learned today? Talk to your talk partner. Share back their ideas. Ideally the children will share that we shouldn't judge people by how they look, but instead find out what type of person they are. |
“If you look around I think you will find, the world is a better place when we all BE KIND.”

MONTY THE MANATEE
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<tr>
<th>Session 2 of 6</th>
<th>Key Question - What different feelings do we have?</th>
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**Introduction:**
Read the first two pages of the book ‘Monty the Manatee’. Which emotion was mentioned in the first line? Read it again. Monty was feeling shy. Why might he be feeling shy? If the children can’t remember, reread the paragraph. He is going to school for the first time. Why might that make you feel shy? When else have the children felt shy? Give some examples of when you have felt shy in the past – when you went to a party at a new place, when you had to take assembly in front of the whole school. Children to work with a talk partner to gather ideas. Share some ideas. Does everyone feel shy in the same situation? No, why not?

**Circle Time:**
Sit in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don't want to share an idea, pass the object on. Start the session with a quick question, to allow everyone to have a turn at talking. *What is the best thing about one of your friends?* Pass your object around the circle and the children can share their idea.

In this session we are going to think about all the different emotions we might feel over the course of a day/week/year. Go around the circle and ask the children to name an emotion. This will be a good assessment to find out if the children only mention sad/happy/angry or if they have a wider experience of emotions. Have some faces of children feeling different emotions. If the children have only mentioned a couple of emotions, just introduce two or three new ones. If they mentioned a wide range, have a larger selection ready. With the pictures in the middle of the circle, begin to tell a story of a child’s day. At each appropriate point, ask a child, or all the children, to come and pick/say the emotion that might be being felt. There may be points where children disagree, encourage them to explain why.

*Example Story: One morning John got up and found his room was very cold. He then went downstairs and saw his mum had made him his favourite breakfast. Mum reminded John that at school today there was going to be a visitor. At school John saw his best friend.*

You can continue for as long as appropriate for your class.

*If you choose to continue this session for more than a 20-minute carpet session:*

**Activity: (linked to ICT)**
In small groups, have a camera or iPad. Get the children to take photos of each other showing different emotions. Print them out and make an emotions book. For children who are confident to write, they can label the faces. Otherwise an adult can label the pictures.

**Plenary:**
Talk about ways that we could use our emotion book. If we are feeling a certain emotion, but can't explain it, we can use the photos. We can use it during a story to show how characters might be feeling. How else could we use it?

Finish by asking, is it ok to feel different emotions? Of course it is, but we must find ways to manage our emotions. Can we think of some ways to manage our feelings if we feel sad? Or angry?
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<table>
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<tr>
<th>Session 3 of 6</th>
<th>Key Question - What should we do if someone is being unkind? What is bullying?</th>
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**Introduction:**

Refresh the children’s memory of the book ‘Monty the Manatee’. What have we found out so far? Monty is starting school and feels a little shy. Read the next few pages of the book, up until the page when the sea creatures stop and notice a dark shadow. The children will most likely be cross that the sea animals have been so unkind to Monty.

**Circle Time:**

Sit in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don’t want to share an idea, pass the object on. Start the session with a quick question, to allow everyone to have a turn at talking. **What do you do to make you happy?** Pass your object around the circle and the children can share their idea.

In this session we are going to think about what we should do if someone is unkind to us or one of our friends. Have two apples, one that is normal and one that you have dropped repeatedly prior to the lesson. Show them the apples. Do they look the same? Yes. Take the unbruised apple and say really nice things to the apple. Pass it round the circle and give each child a chance to say something kind. Then take the apple that has been bruised (the children don’t know this), this time say unkind things to the apple. Pass the bruised apple round and the children can be mean to it. Do they still look the same? Yes. Open the apples up. Do they look the same now? No – when someone says unkind words, you can’t always see it on the outside, but it will hurt the person on the inside, just like the apples.

**Activity:**

In small groups, discuss how it feels when someone says unkind things, leaves us out of games or isn’t very nice. Use the emotions book or pictures from the last session. What should we do if someone is mean to us or someone we know? Share ideas. Explain you need to tell someone. A friend who can tell an adult, our parents, our teachers – whoever we trust. Ask the children to draw around their hand and cut it out. Write one person that they trust on each finger. An adult can scribe. Decorate the hand and make a display.

**Plenary:**

**What is bullying?**

Sometimes children struggle to understand what bullying is, thinking that a one-off incident is bullying. Our school council came up with a phrase to help our school: ‘**Bullying is when someone is unkind again, again and again and it is not OK – tell someone.**’ Talk to the children about how bullying is something that is happening to the same person, by the same person, repeatedly. Try and think of your own class motto.
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| Session 4 of 6          | Key Question - How can we make new friends? How can we be kind to people? |

**Introduction:**
What do we know so far about the book 'Monty the Manatee'? Monty has started school and the other sea creatures aren't being very nice. Reread up until the sea creatures stop and notice a dark shadow. How does Monty try to make new friends? He asks if he can play and he offered to share with them. Are these good ideas? Yes. Can you think of any other ideas that Monty could have tried? Make a list as a class. Some ideas may include, finding out what he had in common with the sea creatures, asking them about their family/friends/hobbies, being kind towards them or asking them to show you where something is.

**Circle Time:**
Sit in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don’t want to share an idea, pass the object on. Start the session with a quick question, to allow everyone to have a turn at talking. *When you are sad/cross/angry, what do you like to play with to help you feel happier?* Pass your object around the circle and the children can share their idea.

In this session we are going to think about how we can be kind to someone. Give the children an example situation. The children can then explain how they would respond with kindness. Allow four or five children in the circle to answer, and then start a new scenario. Scenarios could include:
- a child falls over, what would you do?  - you see someone playing alone, what would you do?
- you see someone being mean to another child, what would you do?
- another child really wants to play with the toy you have, what would you do?

How can we be kind to our parents and other adults such as teachers and dinner ladies? (opening doors, helping with the chores etc). What about showing kindness to people who are not as fortunate as ourselves? (Talk about giving old toys to local hospital, fundraising etc.)

**If you choose to continue this session for more than a 20-minute carpet session:**

**Activity:**
In small groups, use the sheet of ideas included. Have two hoops on the table. Decide which hoop will represent how to be a good friend and which hoop represents not being a good friend. Some ideas may be in the middle and will need discussing. Cut the ideas up and ask the children to sort them. Children who can read could work in pairs. As an extension, ask the children to add their own ideas for each hoop.

**Plenary:**
Think about the activity you have just done. Which ideas were obvious? Were any statements a bit trickier to sort? Why?
<table>
<thead>
<tr>
<th><strong>A good friend</strong></th>
<th><strong>Not a good friend</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares their toys and games.</td>
<td>Says hello when they see you.</td>
</tr>
<tr>
<td>Teases you and calls you names.</td>
<td>Takes your things.</td>
</tr>
<tr>
<td>Has fun with you.</td>
<td>Always tells the truth.</td>
</tr>
<tr>
<td>Smiles at you.</td>
<td>Allows you to play their games.</td>
</tr>
<tr>
<td>Pushes you.</td>
<td>Listens when you talk to them.</td>
</tr>
<tr>
<td>Helps you.</td>
<td>Helps when someone else is mean.</td>
</tr>
<tr>
<td>Joins in when people laugh at you.</td>
<td>Snatches toys away from you.</td>
</tr>
<tr>
<td>Cuddles you all the time.</td>
<td>Always plays with you.</td>
</tr>
<tr>
<td>Only plays with you and no one else.</td>
<td>Tells you what games to play.</td>
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Session 5 of 6

Key Question - How can we show we are sorry?

**Introduction:**
Put your hand up if you always do the right thing and never ever do anything wrong. Some children might put their hand up. If they do, dig a bit deeper and try to encourage them to realise that everyone does things they maybe shouldn’t sometimes. Talk about their siblings, do you always share with them? Are you always kind when they come in your bedroom? Soon no hands should be up, including adults.
Talk about how it is normal for everyone to occasionally make a silly choice. What’s really important is that we learn how to say sorry and also show we are sorry.
Read ‘Monty the Manatee’ from where you left off last session, to when Monty saves the day and the sea creatures were sorry.

**Circle Time:**
Sit in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don’t want to share an idea, pass the object on.
Start the session with a quick question, to allow everyone to have a turn at talking. **What does a good friend do?** Pass your object around the circle and the children can share their idea.

In this session, we are going to think about saying sorry. Is it ok to just say sorry for not tidying up, but then next time, decide to not tidy up again? Why not? We must show we are sorry, by changing our behaviour. How could the sea creatures show Monty that they are sorry? Pass the object around the circle and ask the children to share their ideas. What should the sea creatures never do again?

**If you choose to continue this session for more than a 20-minute carpet session:**

**Activity:**
Ask the children to think about something they are going to try and work a little harder at. If they know they always try and get away with not tidying their room, maybe they could tidy it without being asked today. If they always chat in the line, maybe they could try and line up silently. This task requires the children being able to reflect on their own behaviour, which can be harder for younger children. The children could draw and/or write their idea down. They can then come back to it in a few weeks, to see if they have achieved their goal.

**Plenary:**
Think about the sentence ‘Monty agreed that they should all be friends, he just wants the awful bullying to end’. Do they children think Monty made the right choice to forgive the sea creatures? Why? Should he forgive them if the bullying starts again?
My goal - I will work harder to...
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<tr>
<th>Session 6 of 6</th>
<th>Key Question - Why is it amazing that we are all so different?</th>
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**Introduction:**
Read the end message in 'Monty the Manatee'. We are all different, even identical twins have differences, including their finger prints and their likes and dislikes. Is it good that everyone is different? What would it be like if everyone liked playing football, but hated computers? What would happen if everyone wanted to be a nurse, but no one wanted to be a firefighter? Not only would it be boring if we all liked the same things, it’s also essential we have different skills and interest.

**Circle Time:**
Sit in a circle and explain your usual circle time rules. Only the person with the object can talk. We must listen to each other. If you don’t want to share an idea, pass the object on. Start the session with a quick question, to allow everyone to have a turn at talking. **What is your favourite food?** Pass your object around the circle and the children can share their idea.

Have an ink pad and some paper. Go around the circle and ask everyone to put their finger print on the paper. Quickly photocopy the sheet and ask the children to look at the finger prints in pairs. Use magnifying glasses. Are they the same? No. Everyone has unique finger prints. We all look different, have different likes, dislikes, interests and talents. **What is your talent?** Go around the circle and tell everyone what you are good at.

**If you choose to continue this session for more than a 20-minute carpet session:**

**Activity:**
Everyone is unique and special. It is nice to make everyone feel valued. Today we are going to send each other a kindness card. Give each child the name of another child or adult in the class, hopefully someone they don’t play with. (Make sure you note down who is with who, as they may forget!) They will then make that person a friendship card. Model this to the children. Explain you are making a card for your teaching assistant. Say you are going to draw a football on the front, because YOU love footballs, then you are going to colour it green because YOU love green etc. Is that the right way to do it? Of course not! You must think about what the person likes and what makes the person unique. You can always go and ask them! For those who can’t write, adults can scribe, or they can focus on drawing.

**Plenary:**
Sit in a circle. One child at a time, hand the cards out. Make sure each child can deliver their own card. Look at the cards. How has receiving the card made them feel? Are any cards the same, or are they all unique like every one of us?