

# CAN YOU SEE ME?

LIBBY SCOTT & REBECCA WESTCOTT

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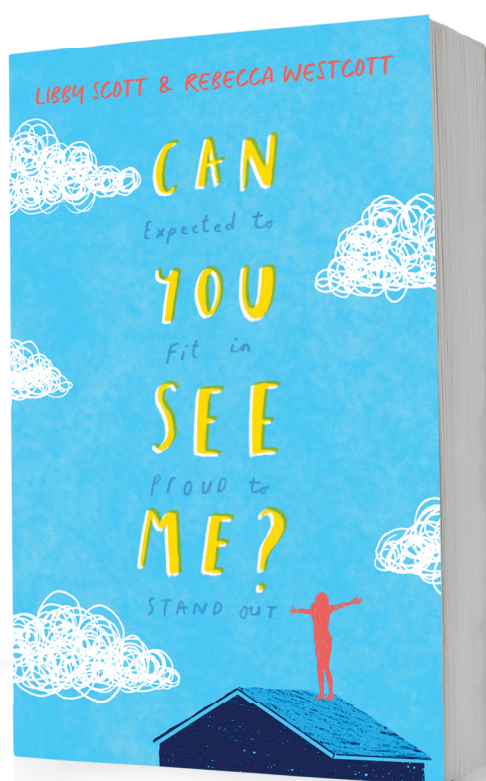
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## LESSON PLAN 1 LOWER KS2

### LESSON OBJECTIVES

- To explore feelings and emotions
- To explore empathy

### OUTCOMES

Children will explore their own feelings and emotions about events that they feel uncertain about, for example, a school production, sports day etc. They will use this exploration to help them write a diary entry concentrating on their feelings and how they dealt with things.

### RESOURCES

*Can You See Me?* book  
Resource Sheet 1 – Emotion graph  
Resource Sheet 2 – Emotions and feelings  
Resource Sheet 3 – Diary



### LEAD IN

Read and explore Chapters 6 and 7 with the children, in particular the feelings of Tally when she was attending the fair with her family. Ask questions such as: What feelings do Tally and her family show? How is Tally's feelings different to her sister's feelings? How does her dad deal with the situation? Is this different to how the children in class feel? (Chapter 16 can also be used as Tally was attending a sleepover which was a new situation for her.)

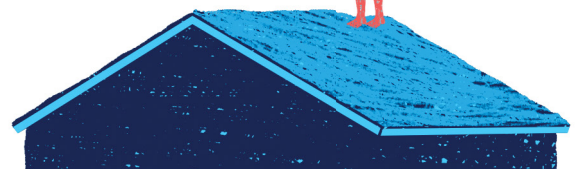
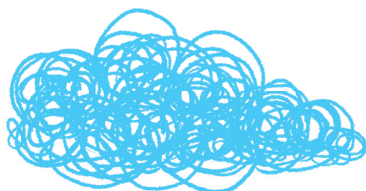
Using Resource Sheet 1, 'Emotion graph', ask the children to plot Tally's feelings and emotions during the fair, using Tally's own anxiety ratings.

### TASK

Discuss with the children how they felt when an unusual event came up. Examples could include when they got the lead in a school production and it was the opening night, when they were about to go see their favourite band, when they played in the biggest sports tournament of their lives so far, birth of a sibling etc. How did this event make them feel?

Using Resource Sheet 2, 'Emotions and feelings', the children should explore their own feelings at different points in time. Discuss with the children that even though feelings of excitement can happen, feelings of anxiety can also be experienced simultaneously. Discuss with the children how the character Tally had an additional challenge as her autism can make anxious feelings occur much more frequently. Explore how she was helped to deal with this and manage in such situations.

Using Resource Sheet 1, 'Emotion graph', the children can plot their own emotions, like they did for Tally, for their own unusual event. Discuss with the children what they noticed about their feelings before, during and after the event.



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## LESSON PLAN 1 LOWER KS2

### EXTENSION

Read and explore the diary event in Chapter 7 and page 89, written by Tally, paying particular attention to the anxiety levels. As an additional extension, read Chapter 21 which explores events that don't quite go according to plan and the extreme emotional responses that result. Explore the children's own responses when some things don't go according to plan, for example, losing a football game, getting somewhere to find it was closed etc.

The children can use Resource Sheet 3, 'Diary', to write their own diary entry of the unusual event but they must share their feelings before, during and after the event.



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## LESSON PLAN 2 UPPER KS2

### LESSON OBJECTIVES

- To develop empathy using friendship as a guide
- To compare and contrast qualities of friendship
- To create a storyboard and story book using different friendship scenarios



### OUTCOMES

Children will discuss and develop ideas about the qualities of supportive friendships. They will use this to prioritise important qualities and develop this into different top tips to support those who find making friends difficult.

### RESOURCES

*Can You See Me?* book  
Resource Sheet 1 – Qualities of a friend  
Resource Sheet 2 – Scenarios  
Resource Sheet 3 – Story map

### LEAD IN

Throughout the book, the character Tally shares some dos and don'ts. Explore these with the children. Chapter 7, page 89 is an example of such dos and don'ts. Discuss with the children how Tally felt when she was sharing these. Why did she write them? Key: these were to her parents to help them in their parenting of her.

### TASK

Using Resource Sheet 1, 'Quality of a friend', discuss the qualities of supportive friendships in the same way as the dos and don'ts. What type of qualities would be found in friends who supported each other? Why is this important to help with developing friendships?

Explain to the children that they may disagree and discuss why and how we disagree appropriately. There is at least one statement that could be in either column.

Cut out the cards from Resource Sheet 1, 'Quality of a friend', and organise them under the headings; **A supportive friend IS...** and **A supportive friend IS NOT...** Once the children have organised the cards, they then can consider them in more detail and decide what order they ought to go in from most important to the least important.

### EXTENSION

Using Resource Sheet 2, 'Scenarios', in small groups, the children could act out or freeze frame the scenarios about friendship. Each time the scenario is set, and the question is 'What would a supportive friend do?' This activity could be photographed and then story mapped to create a story book or cartoon strip about how to handle different challenges with friendships for future use. Resource Sheet 3, 'Story map' may help with the planning of the story book.

This task can be extended to create a 'top tips for fabulous friendships' to help those who find making friends difficult and provide them with some help and advice from their peers.



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## CURRICULUM LINKS

### LKS2 ENGLISH – PUPILS SHOULD BE TAUGHT TO:

#### READING – COMPREHENSION:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

#### WRITING – COMPOSITION:

- plan their writing
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

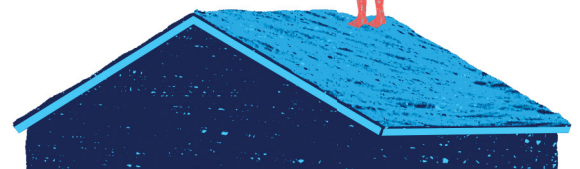
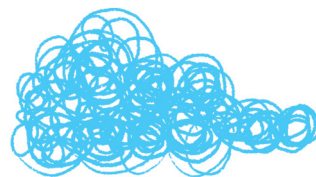
#### WRITING – VOCABULARY, GRAMMAR AND PUNCTUATION:

- develop understanding of the concepts
- indicate grammatical and other features
- use and understand grammatical terminology.

### UKS2 ENGLISH – PUPILS SHOULD BE TAUGHT TO:

#### READING – COMPREHENSION:

- maintain positive attitudes to reading and understanding of what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and fiction
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views.



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## CURRICULUM LINKS

### WRITING – COMPOSITION:

- plan their writing
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### WRITING – VOCABULARY, GRAMMAR AND PUNCTUATION:

- develop understanding of the concepts
- indicate grammatical and other features
- use and understand grammatical terminology.

### KS2 PSHE (FROM THE PSHE ASSOCIATION PROGRAMME OF STUDY) PUPILS SHOULD HAVE THE OPPORTUNITY TO LEARN:

**H6.** to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

**R1.** to recognise and respond appropriately to a wider range of feelings in others

**RI1.** to work collaboratively towards shared goals

**RI3.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

**RI4.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

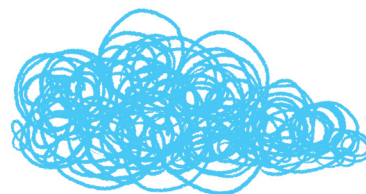
**RI8.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

**L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

**L8.** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

**L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally

**LI2.** to consider the lives of people living in other places, and people with different values and customs

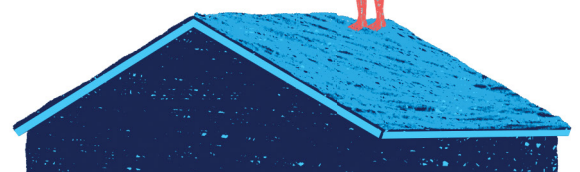
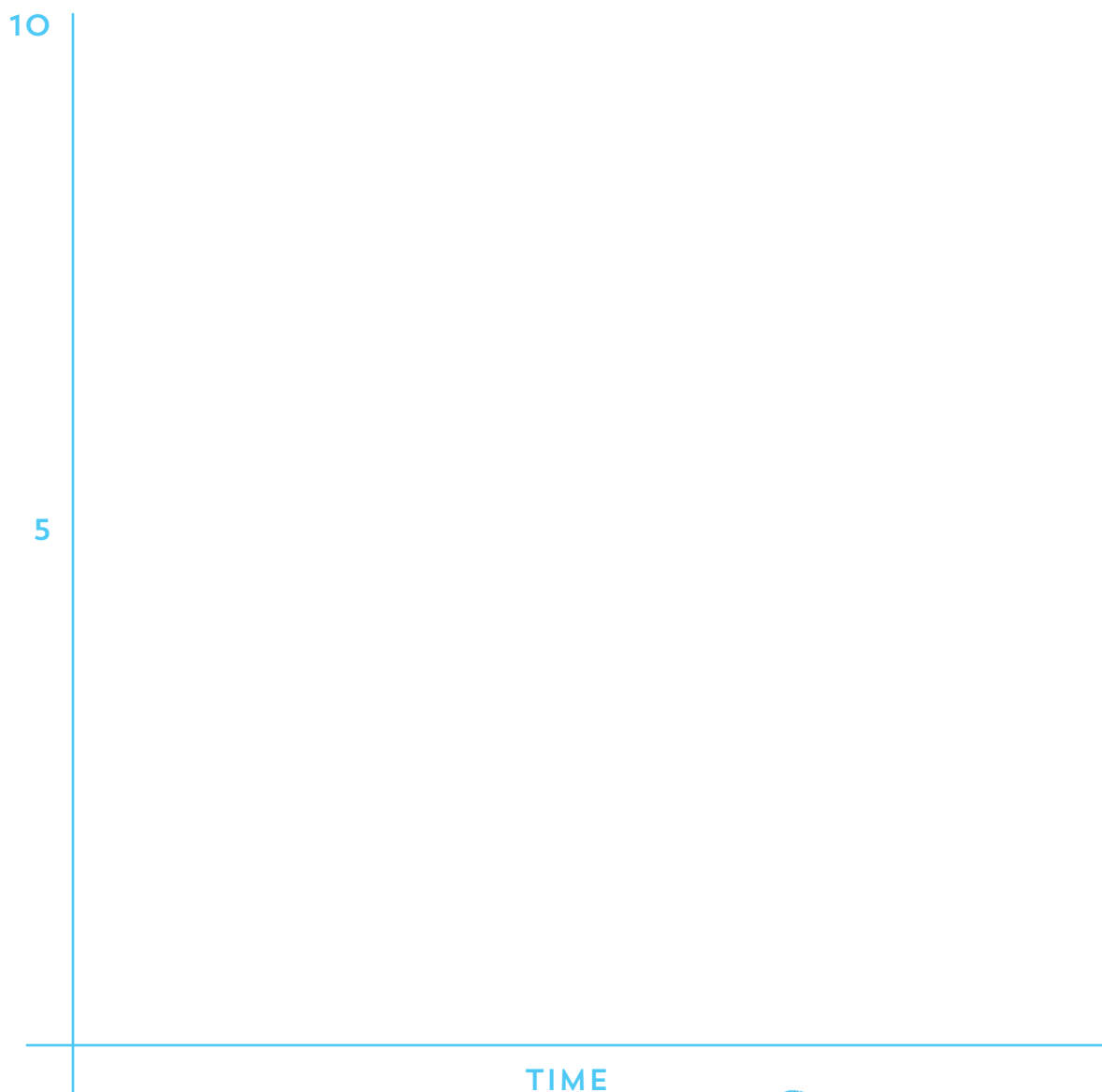


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## LESSON PLAN 1 LKS2 RESOURCE SHEET 1 EMOTION GRAPH

Using the 'Emotion graph' below plot Tally's feelings and emotions during her time at the fair. Remember, her anxiety scale goes from 1 (completely calm) to 10 (the worst anxiety ever). You can also use this for your own 'emotion graph' when thinking about your unusual event and feelings surrounding it.



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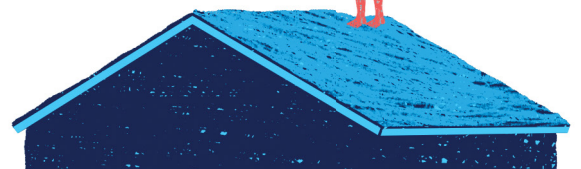
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## LESSON PLAN 1 LKS2 RESOURCE SHEET 2 FEELINGS AND EMOTIONS

Think of an unusual event that has occurred in your life and how you felt e.g. you got the lead in a school production and it was the opening night, you are about to go see their favourite band, you are about to play in the biggest sports tournament of their lives so far, etc.... How did this make you feel?

Using the table below explore your own feelings at different points; before, during and after.  
This will help you transfer it on to an emotion graph of your own.

BEFORE	DURING	AFTER





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LESSON PLAN 1 LKS2 RESOURCE SHEET 3

## DIARY

Write your own diary entry of your unusual event like Tally did in the book. Use your work from resource sheets 1 and 2 to help you write about your feelings and emotions before, during and after the event.

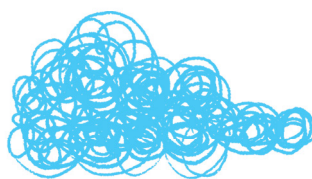
DATE:

SITUATION:

HOW I FEEL:

ANXIETY RATING:

DEAR DIARY,



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## LESSON PLAN 2 UKS2 RESOURCE SHEET 1 QUALITIES OF A FRIEND

Cut out the statements below and place them under 2 headings:

**A SUPPORTIVE  
FRIEND IS . . .**

**A SUPPORTIVE  
FRIEND IS NOT . . .**

Once you have done this, priorities the 'A Good friend is' list into the most to least important

**SUPPORTIVE WHEN  
THINGS GO WRONG**

**SOMEONE WHO SHARES  
THINGS WITH OTHERS**

**A SELFISH PERSON**

**SOMEONE WHO TELLS  
TALES ABOUT OTHERS**

**SOMEONE WHO GIVES  
COMPLIMENTS TO OTHERS**

**SOMEONE WHO MAKES  
FUN OF OTHER PEOPLE**

**SOMEONE WHO TAKES  
THINGS WITHOUT ASKING**

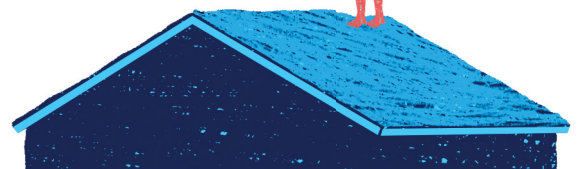
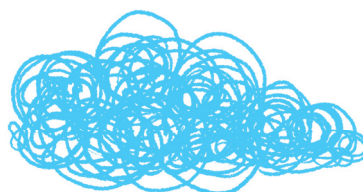
**SOMEONE WHO KEEPS  
THEIR PROMISES**

**SOMEONE WHO  
LISTENS ONLY WHEN  
THEY WANT TO**

**SOMEONE WHO  
ALLOWS OTHERS TO  
JOIN IN GAMES**

**SOMEONE WHO TELLS  
YOU SOMETHING YOU  
MIGHT NOT WANT TO  
HEAR**

**SOMEONE WHO BLAMES  
OTHERS WHEN THEY  
HAVE DONE SOMETHING  
WRONG**



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## LESSON PLAN 2 UKS2 RESOURCE SHEET 2 SCENARIOS

Look at the scenarios below. Read them carefully and think about what you might do if you were a supportive friend in these situations. In small groups act out or freeze frame the scenarios. Remember, it needs to be clear how you would act as a supportive friend.

**YOU ARE PLAYING A GAME ON THE PLAYGROUND AND ONE OF YOUR FRIENDS STARTS SHOWING OFF. WHAT WOULD A SUPPORTIVE FRIEND DO?**

**A FRIEND SHARES WITH YOU THAT THEY ARE HAVING SOME PROBLEMS AT HOME AND GETS UPSET AS THEY ARE TELLING YOU. WHAT WOULD A SUPPORTIVE FRIEND DO?**

**A NEW CHILD JOINS YOUR CLASS AND LOOKS LOST ON THEIR WAY TO THE DINING HALL? WHAT WOULD A SUPPORTIVE FRIEND DO?**

Now think of one of your own – it could be something that has really happened to a member of your group or a scenario you have made up. If it was one where someone showed how not to be a supportive friend, how could it have been different?

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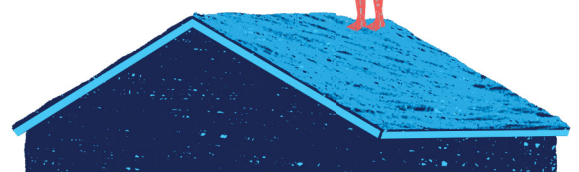
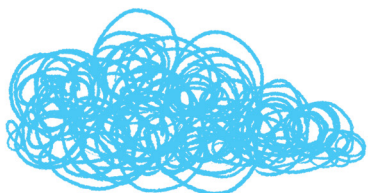
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LESSON PLAN 2 UKS2 RESOURCE SHEET 3

## STORY MAP

Use this storymap to help you work through the scenario you are thinking of. This will help you sequence the events in the right order. You can draw, write your ideas or do both if you would prefer.

You do not have to use every box

