

## Activity Pack: Lesson 6

**Lesson Title:** Agony Aunts

**Description:** A lesson focusing on developing children's skills of creative writing and empathy.

Learning Intentions	Activity	Resources	Points to Note
<p>Pupils will:</p> <ul style="list-style-type: none"> <li>▶ Develop their creative writing skills as they write letters to Charlotte.</li> <li>▶ Be able to write for a variety of audiences and purposes.</li> <li>▶ Develop their sense of empathy.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▶ Before the lesson, arrange pupils into small groups- preferably mixed ability groups.</li> <li>▶ Distribute class whiteboards and pens (if available).</li> <li>▶ Play audio entitled 'Lesson 6, Audio 1'. This video will contain a recorded message from Charlotte's mum. She discusses how she is worried about how Charlotte will react to the move- Charlotte has told her she is worried about her new school and making new friends.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Charlotte's mum audio: Lesson 6, Audio 1 &amp; Transcript.</li> <li>▶ Charlotte audio: Lesson 6, Audio 2 &amp; Transcript.</li> <li>▶ Whiteboards</li> <li>▶ Whiteboard pens</li> <li>▶ Word banks/ sentence starters for weaker pupils.</li> <li>▶ Differentiated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cross curricular links- Literacy; PDMU.</li> <li>▶ Character link: Charlotte.</li> <li>▶ Instead of playing the audios, teacher may wish to read 'as Charlotte/ Charlotte's mum' or adapt this slightly – if so, transcripts are provided.</li> <li>▶ There may be the</li> </ul>



	<p><b>Main Activity</b></p> <ul style="list-style-type: none"><li>▶ In their small groups- have children discuss some of the things that might be on Charlotte's mind about moving school and how she might be feeling about the move. Have children note these ideas down on their whiteboards.</li><li>▶ Reconvene as a larger class to share these ideas- teacher may want to guide discussion with a focus on children moving to a new school next year (if appropriate to do so) to help develop a sense of empathy.</li><li>▶ Discuss as a whole class what language would be needed in order to write the letter- for example, reassuring language. Teacher should model some appropriate phrases that children should include such as, "don't worry" or, "I know how you are feeling."</li><li>▶ Children will then independently write a letter</li></ul>	<p>writing frames for children to record their letters.</p>	<p>opportunity to relate this to some pupils in the class- perhaps a child who has moved to a new house and school during their time at primary school.</p> <ul style="list-style-type: none"><li>▶ This could also link well for P7 pupils preparing to move to a new school. Carefully use this for class discussion on how they may be feeling and what advice they would perhaps want someone to give to</li></ul>
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	<p>of advice to Charlotte to help her cope with her family moving house, along with offering Charlotte some advice on how she can make new friends at school.</p> <p><b>Plenary</b></p> <ul style="list-style-type: none"><li>▶ Teacher may want to ask some children if they feel comfortable reading out their letter of advice to Charlotte.</li><li>▶ Have the class decide on a final 5 'top tips' to give Charlotte to make her feel better about her big move.</li><li>▶ Play audio entitled 'Lesson 6, Audio 2' from Charlotte herself, in which she, thanks the class for taking the time to write to her, talking about how she can't wait to read the letters and how she knows they will make her feel so much better.</li></ul>		them.
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**Extension Idea:** This lesson could be continued further to include class discussion surrounding transition into post-primary schools- if the class teacher feels this would be relevant to the class.

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