



# CLEAN SPEECH UK

PROMOTING POSITIVE SPEECH



## *Y1 Syllabus*

a joint project of

Seed GIFT

# Lesson 1: Friendly Speech

## Lesson Objectives:

To understand that the words you use send a message to others about what sort of person you are.

To know and use a vocabulary of 'friendly' words and expressions.

## Lesson Materials:

- Smart board activity. Who could be your friend?
- Friendly Frog craft materials and words sheet
- Bingo activity cards and card cover tokens
- Large ball of string or wool

## STAGE 1



### Activity 1

#### Introduction:

**Scenario 1:** Teacher and assistant act out a playground scene. One playing the child with nothing to do in the playground and the other not wanting to include them. For the sake of discussion after the scenario, it would be useful to give the children names. However, you should not use names of children in the class.

Child One, eagerly approaches Child Two asking, 'Can I join your game?'

The second child refuses to include them in the game using harsh words: **'I don't like playing with you',**

**'I have friends to play with go and find your own friend'.**

Child number one repeats his request to play.

**'They are all busy, but I know this game, please can I play?'**

Child number two is clearly fed up with the request, saying, **'I told you to go away'.**

Discuss with the class what happened in the scenario:

How do you think the children felt, and why?

Shut your eyes and think if anything like that has ever happened to you. Which child were you, the one with friends or the one without friends? Don't tell us about it, just think about it. (Remind the children that we don't want to hear any Lashon Hara in the classroom). Talk about how each child felt in the scenario.

**Scenario 2:** Teacher and assistant act out a playground scene. One playing the child with nothing to do in the playground and the other not wanting to include them. Phrases used by the second child are not spiteful or rude but they are dismissive. Child One, eagerly approaches Child Two asking,

**'Can I join your game?'**

Child Two responds: **'I'm play with other children now but you could play with Ben, he also has nothing to do'.** Child

Two points to where Ben is sitting on a bench by himself.

Child does not argue but walks away with his head down towards Ben.

Talk with the class about anything different in the two scenarios.

Point out that in the first one there was an angry voice and unkind words. In the second no one seemed angry.

Does the child with no friends to play with still feel the same?

Does he have anyone to play with?

Explain that it is always better not to use angry words and expressions. You always need to think about what

you are saying, especially if you are feeling a bit angry.

Is the child with no friends to play with still upset with you? Why?

Does he think you are a kind friendly child?

Wouldn't you rather be some who everybody thought was a nice kind friendly person?

#### Pose the questions:

What could have been said instead?

Could both children have said something different? Allow for two minutes of partner talk with adult help where needed.

## STAGE 2



Write on the board any phrase given by the children. Teachers should also add their own phrases. Talk about each one as they are recorded acknowledging why they are 'friendly' words used by friendly people.

## STAGE 3



### Activity 2 - Friendly Frog:

**Stage 1:** Review previous activity. Ask children if they remember some of the speech that was 'friendly speech' and why it is important.

**Stage 2:** Show the children Friendly Frog. Chose children to come and hold Friendly Frog and make him say something friendly to the class.

**Stage 3:** Explain that everyone is going to make their own Friendly Frog . Instruction can be found on this link [How to make a frog puppet out of a paper plate - YouTube](#)

Note: It is not necessary for this activity to cut the green plate in half, as shown on the video, the children can make the mouth of the frog open and close by holding the folded between their fingers and thumb.

**Note:** The tongue needs to be wide and long enough to accommodate sticking on the friendly words. it is easier to stick the tongue onto the Friendly Frog after all stages of this activity have been completed

Materials needed:

- Either white paper plates and red and green paint, or red and green paper plates.
- Red card, green card, white round sticky labels, black crayons or felt pens, glue.
- The tongue and eyes should be cut out by an adult before the activity.

When the frogs are completed, they should be left to dry

Note: If you are painting the plates green and red, the activity may need to be completed over two days to allow the paint to dry before sticking the plates together.

**Stage 4:** Every child should be given the list of friendly/unfriendly words. The children choose which words are friendly, cut out the phrases and stick them on Friendly Frog's tongue. The unfriendly phrases are discarded.

## STAGE 4



### Activity 3: Creating a Web of Friendship:

Plenary for the topic of Friendly Words.

**Stage 1:** Children sit in a circle. Give one child the end of the ball of string. They need to say something friendly to one person in the circle. The teacher then unravels the ball of string, leaving the first child still holding the end, and gives the ball to the child who was just spoken about. This child then says something friendly to another child in the class and whilst the child who just spoke holds on tightly to the length of string, the teacher unravels it to the child who was just spoken to. This continues until all children have been included and you have created a 'web' of class friendly words with the string. This is a great photograph for a wall display as a reminder to the class about the importance of friendly speech. Friendly words that the children have said about each other can be added to the display.



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