

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	S
Practitioner Code	S3
Curriculum Area(s)	Health and Wellbeing/ Literacy
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **(HWB 0-05a)**

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **(HWB 0-08a)**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **(LIT 0-19a)**

Learning Intentions:

- We are learning what a good friend is.
- We are learning how to be a good friend.
- We are learning to explore and relate to a character in a story.

Success Criteria:

- I can name the qualities of a good friend (Caring, sharing, love etc)
- I can talk about a time when I have been a good friend.
- I can talk about why the Rainbow fish was feeling lonely.
- I can share ideas about how to make others in my class feel included.

Lesson 1 - What is a good friend?

- Discuss the importance of friendship with the children and make a list on the board of qualities that friends have or should have.
- Introduce the Rainbow Fish, a story about a fish who was not a very good friend at first but then learned to be.
- Discuss the rainbow fish story and add any qualities to the list.
- Have the children go back to their seats and hand out a scale to each child.
- Tell the children to think of a quality that they would like a friend to have, or something they do for a friend. It could be a sentence or a word. Teacher to scribe for children and they write onto scale and decorate.
- After they have finished with their scale, put the giant fish on the wall and children come out one at a time to add their scales to it.
- Children rate understanding using thumbs up/thumbs to the side.

Lesson 2 - Being a good friend.

- Revise story of the Rainbow Fish and qualities of a good friend.
- Circle Time - Ask the children to think about a time when they have been a good friend. Play game 'Pass the sparkly fin around' and share their stories with the class.
- Children complete line drawing showing a time when they have been a good friend. Teacher to scribe - I was a good friend when... (Have a go writing to challenge pupils if necessary).
- Share with class. Pictures displayed around Rainbow fish to remind children of ways they can be a good friend.

Lesson 3 - Feeling lonely

- Teacher re-reads Rainbow Fish story with children.
- While listening to the story the children are encouraged this time to find the part of the book where the Rainbow fish felt lonely and think about why he was lonely.
- Children help to sequence the story using picture cards and identify the part where he was feeling lonely.
- Think pair share task with shoulder partner - Why did the Rainbow fish feel lonely?
- Feedback to class using lollipops.
- Class discussion about feeling lonely - have you ever felt lonely? Was it a nice feeling? How did you stop feeling lonely?
- On fish templates teacher scribes a time we felt lonely and how we got over this.
- Teacher displays this around Rainbow fish as a visual reminder to pupils.
- If someone is feeling lonely what can we do to help them? What would a good friend do? Discuss with shoulder partner and feedback to class using random name generator.

Lesson 4 - Including our class

- Re-cap on story and discussion about feeling lonely (before lunch)
- Children challenged to go out at lunch-time and work on their ability to include their peers.
- After lunch time class discussion about ways they were able to include children in the playground.
- Re-cap on learning from the Rainbow fish and most important things they have learned about being 'a good friend'. Feedback to class.

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Learner Evidence

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say: Several class discussions took place to ensure that children could demonstrate the success criteria. What are the qualities of a good friend? When have you been a good friend? When did the rainbow fish feel lonely? How can you help others feel included?

Write: Child A was challenged to have a go at writing about a time when he was a good friend (rather than the teacher scribing his thoughts, he was given the opportunity to reflect on his own experiences and demonstrate his own understanding of when he has been a good friend).

Make: The children created their own class Rainbow Fish display which they painted and then decorated with reminders of how to be a good friend. This will be visually displayed in the classroom for learners to refer to and reflect on how they treat their peers.

Do: Children challenged to go out in the playground and demonstrate their ability to make sure that children in their class feel included.

Did the learner successfully attain the outcomes? **YES/NO**

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

- **Lesson 1:** Child A was encouraged to discuss what he thought a good friend is. He thought it was very important that a good friend loves you. The teacher asked him to think of ways in which a good friend would be able to show that they loved him. He was able to identify that sharing was a good way to show that you love your friend. He knew that the Rainbow Fish was not a good friend and that when he started to share he began to make lots of new friends. The teacher asked him to think of a time when he showed that he loved a friend for the next lesson.
- **Lesson 2:** Child A was praised for successfully talking about a time when he was a good friend by sharing his crayons. (They were brand new crayons which he cherished and he was able to share them with his heart partner). Child A was able to have a go at writing his own sentence. He asked the teacher if she could help him spell 'shared' and copied 'crayons' from his new crayon box. The teacher asked all the children to leave their finished work on their desk and to walk around the room to have a look at everybody's work. The teacher then asked the children to stand next to the desk of the child that they really liked and four children stood next to Child A's desk. He was very happy about this!
- **Lesson 3/4:** Child A was able to discuss that he felt lonely in the playground when he didn't have anyone to play with. He said that it made him very sad. The teacher encouraged him to think of ways he could help others if they don't have anyone to play with.
- Child A's main next step is to continue to transfer and apply his learning to the playground and to help others and himself if they are feeling lonely and a little bit sad.

Pupil Voice:

What have you learned?

- 'To be kind to people so they keep wanting to be my friend and play with me'

How did you learn?

- 'I thought about a time when I was a good friend and I drew a picture of it. I had to go into the playground and look for people that did not have anyone to play with so I could play with them'

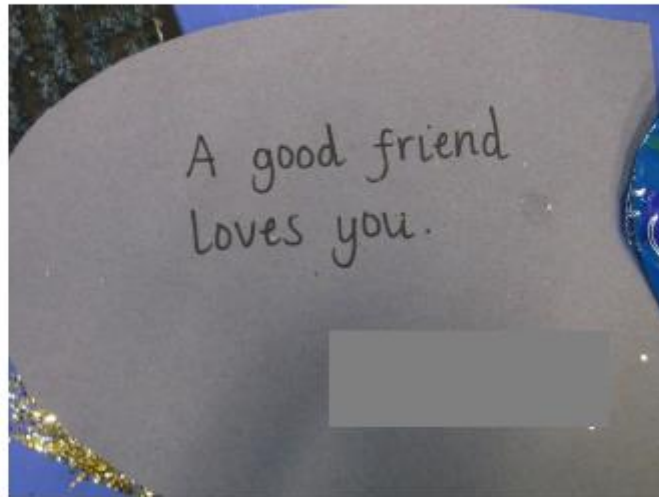
What do you think you are better at doing in the playground now?

- 'I am better at sharing with my friends because I shared my crayons'.

Learner Evidence

Early Level Evidence – Health and Literacy

Child A created a fin for our class rainbow fish to reflect on qualities of a good friend.



Then he added it to our class rainbow Fish.



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Learner Evidence

Child A identified when he was a good friend during circle time.

I was a good friend when I shared my brand new crayons. My mummy bought them for me and they are so so special.

He drew a picture of when he was a good friend and shared his crayons.



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Learner Evidence

After a reminder of the story, Child A was able to identify where and why the rainbow fish felt lonely.

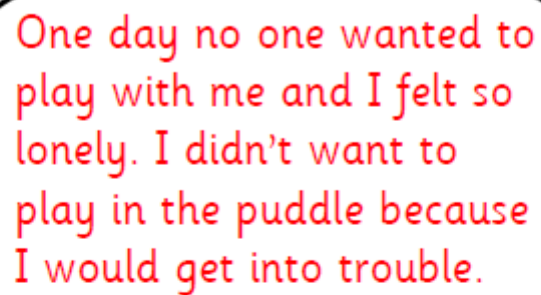


“The rainbow fish is lonely because he was mean and he didn’t share. He never had anyone to love him. It is so sad isn’t it?”

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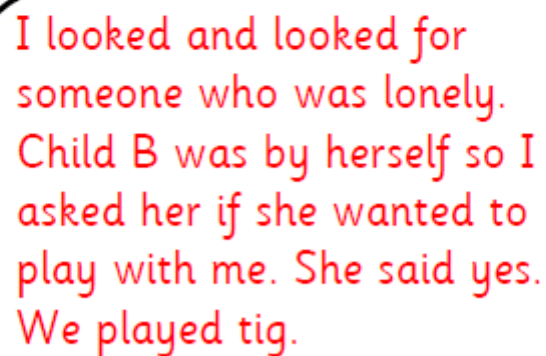
Learner Evidence

Child A identified when he felt lonely and how he got help.

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One day no one wanted to play with me and I felt so lonely. I didn't want to play in the puddle because I would get into trouble.

Outside Child A was encouraged to look out for children that might have been feeling lonely like he was. After lunch time Child A said..

A black-outlined speech bubble with a tail pointing towards the bottom left. The text inside is red.

I looked and looked for someone who was lonely. Child B was by herself so I asked her if she wanted to play with me. She said yes. We played tig.