

Year 2 Autumn 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To devise a class charter	<input type="checkbox"/> Group work: role-play 1) an unhappy classroom and 2) a happy classroom. Present to the class, Which is best? <input type="checkbox"/> Discuss rules needed to help make and keep the classroom a happy place. Record and ask children to provide pictures for each of the rules. Alternative activity might be school tree	<input type="checkbox"/> class <input type="checkbox"/> school <input type="checkbox"/> commu nity <input type="checkbox"/> rules <input type="checkbox"/> charter <input type="checkbox"/> coopera te agree	
2	To get to know each other	<input type="checkbox"/> Thought shower: things that make us special and unique. <input type="checkbox"/> Individual work: ask children to draw or write about one thing they would take with them to the dream school , one thing they would leave behind, one new thing they would create especially to take. <input type="checkbox"/> Share with a partner. Change partners several times so several opportunities for sharing arise.	<input type="checkbox"/> friends <input type="checkbox"/> similar <input type="checkbox"/> differen t <input type="checkbox"/> feelings <input type="checkbox"/> strength s <input type="checkbox"/> welcom e <input type="checkbox"/> nervous <input type="checkbox"/> excited <input type="checkbox"/> importa nt special	
3	To identify communities which we belong to	<input type="checkbox"/> Thought shower: what does community mean? Family, school, neighbourhood, groups, clubs eg. brownies/cubs, church <input type="checkbox"/> Go on a walk to the local high street and take photos of the shops, facilities eg. post office, library, doctors, train station. Why do we need these things in our community? <input type="checkbox"/> Make an individual or class collage of the local community using information and images gathered	<input type="checkbox"/> commu nity <input type="checkbox"/> belong <input type="checkbox"/> school <input type="checkbox"/> family <input type="checkbox"/> church <input type="checkbox"/> society culture	
4	To know how to save energy around the school	<input type="checkbox"/> Read together story from Nationwide Education website 'Wasteway'. Use as basis for discussion around where energy comes from and ways of saving energy. <input type="checkbox"/> Do a walk around the school and discuss ways of saving energy eg. turning off lights, turning off taps, keep heating on a timer. <input type="checkbox"/> Pairs/group work: write a story about a day without energy	<input type="checkbox"/> energy <input type="checkbox"/> save <input type="checkbox"/> environ ment <input type="checkbox"/> lights <input type="checkbox"/> electrici ty water	
5	To understand what recycling is	<input type="checkbox"/> Recap on story 'Wasteway' from previous session. Thought shower: what does re-cycling mean? Why re-cycle? Show images of landfill sites if possible. Discuss what can be re-cycled and where. <input type="checkbox"/> Group work: give each group a bag of items eg. clothing, food, packaging,	<input type="checkbox"/> environ ment	

		<p>paper, garden waste, plastic bags and ask them to sort into a range of re-cycling facilities inc. landfill.</p> <input type="checkbox"/> Individual work: draw pictures of items under two headings – ‘re-cycleable’ and ‘non-recycleable’	<input type="checkbox"/> conserv ation <input type="checkbox"/> recycle re-use	
	To understand what pollution is	<input type="checkbox"/> Thought shower: what is pollution? What causes pollution? Encourage researcheg. BBC website. <input type="checkbox"/> Do a pollution survey around the school eg. litter count, car count, monitor air pollution Group work: make an information leaflet about pollution and its causes.	<input type="checkbox"/> pollutio n <input type="checkbox"/> dirt <input type="checkbox"/> smell <input type="checkbox"/> germs environment	

Year 2 Autumn 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To recognise the uses of medicines	<input type="checkbox"/> Discussion: remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are not ill? Show a range of empty medicine boxes (with labels still on) eg. Calpol, Junior Aspirin, asthma inhaler, tissues, etc. <input type="checkbox"/> Pairs/group work: on an outline of the human body, children decide whether the medicines they have discussed go inside or on the outside of the body, then write or stick pictures of them in the appropriate place. Role play: being at the hospital.	<input type="checkbox"/> Medicine symptoms <input type="checkbox"/> Ill safe <input type="checkbox"/> Cream doctor <input type="checkbox"/> Pill nurse <input type="checkbox"/> tablet welfare <input type="checkbox"/> ointment swallow <input type="checkbox"/> dose inhale <input type="checkbox"/> symptoms	
2	To recognise that some household substances are dangerous	<input type="checkbox"/> Thought shower: range of substances kept in the home eg. bleach, glue, cleaning fluids, aspirin, toiletries etc. Bring in empty containers with labels still on or show pictures. Discuss what they are used for and that can be harmful if not used properly. <input type="checkbox"/> Sorting activity: divide into 3 piles – safe to touch, unsafe to touch, don't know. Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage. <input type="checkbox"/> Pairs work: write a story or role-play a situation where a younger child has found a household substance. They explain its purpose and safe use.	<input type="checkbox"/> Household soap <input type="checkbox"/> Substances ointment <input type="checkbox"/> Safe medicines <input type="checkbox"/> dangerous <input type="checkbox"/> risk <input type="checkbox"/> shampoo <input type="checkbox"/> food water	
3	To understand the dangers of smoking	<input type="checkbox"/> Thought shower: show pupils an empty cigarette packet. Ask pupils to think of how they feel when someone they know smokes? Ask pupils why they think people smoke even when they know it is not healthy? Introduce the idea of being dependent on something and the idea of a habit. <input type="checkbox"/> Individual round: “my reason for saying no to a cigarette is ...” Group work: make a ‘say no to smoking’ poster.	<input type="checkbox"/> smoking <input type="checkbox"/> cigarettes <input type="checkbox"/> nicotine <input type="checkbox"/> heart lungs	

4	To understand the dangers of alcohol	<input type="checkbox"/> Thought shower: using a range of empty bottles (but with labels still on) of beer, wine, alco-pops, lemonade, water, soft drinks etc. Ask which contain alcohol and group into alcoholic and non-alcoholic drinks. Ask what happens to people when they drink alcohol? When might people drink alcohol? What does it do to the body if someone drinks too much alcohol? <input type="checkbox"/> Group role-play: resisting pressure. What would you say to someone who dared you to drink something alcoholic? Present to the class.	<input type="checkbox"/> alcohol <input type="checkbox"/> drinking <input type="checkbox"/> drunk <input type="checkbox"/> headache <input type="checkbox"/> damage pressure	
5	To appreciate a range of real and imaginary hazards	<input type="checkbox"/> Individual activity: draw pictures and label things they feel or know they have to keep safe from eg. ghosts, bullies, the dark, cars, strangers. Thought shower some ideas and feelings first. <input type="checkbox"/> Sharing drawings as a class: why are these things scary or dangerous. <input type="checkbox"/> Group work: role play a scary situation and practising key messages eg. not wandering off with older children or people they don't know, saying 'no' or 'please help me', telling a safe adult.	<input type="checkbox"/> Safe pretend <input type="checkbox"/> Scared secrets <input type="checkbox"/> Hazards uncomfortable <input type="checkbox"/> Dangers comfortable <input type="checkbox"/> threats <input type="checkbox"/> real <input type="checkbox"/>	
6	To develop strategies to prevent bullying ( <i>National Anti-bullying Week</i> )	<input type="checkbox"/> Theme of National Anti-bullying Week <input type="checkbox"/> School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour <input type="checkbox"/> What is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)	<input type="checkbox"/> Bullying telling tales <input type="checkbox"/> Deliberate by accident <input type="checkbox"/> Included power <input type="checkbox"/> excluded	

Year 2 Spring 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know why we have money	<input type="checkbox"/> Thought shower: regular sources that money can come from (jobs, pocket money) and irregular sources (birthdays, gifts). What do children buy with their money? What do adults have to spend money on? <input type="checkbox"/> Group work: devise own money and make notes and coins out of paper. <input type="checkbox"/> Set up a shop in the home corner and role-play buying and selling items using new currency.	<input type="checkbox"/> money <input type="checkbox"/> earn <input type="checkbox"/> job <input type="checkbox"/> pocketmoney <input type="checkbox"/> spend <input type="checkbox"/> buy <input type="checkbox"/> cost <input type="checkbox"/> expensive cheap	
2	To know how to keep money safe	<input type="checkbox"/> Ask children what the safe way to bring money to school is? Demonstrate to children putting money in a sealed, named envelope. Model to children the procedure of giving it to the office or teacher. Why do we do this? Ask children what do we keep money in at home? <input type="checkbox"/> Group work: children look at newspapers, magazines and publications that advertise banks and building societies. Make a list of the different places where you can keep money. What are the advantages of keeping money in these places? <input type="checkbox"/> Create a bank in the home classroom	<input type="checkbox"/> saving <input type="checkbox"/> purse <input type="checkbox"/> safe <input type="checkbox"/> piggy bank <input type="checkbox"/> bank <input type="checkbox"/> account building society	
3	To understand the meaning of affording something	<input type="checkbox"/> Show children a range of plastic coins of varying value - 1p, 5p, 10p, 50p, £1. Ask them which is worth the most and why? <input type="checkbox"/> Set up a shop in the classroom with items labelled with a range of prices. Hand out randomly a selection of plastic coins of varying values. <input type="checkbox"/> Pairs work: what would you like to buy from the shop? Have you got enough money to buy what you want? What can you do if you can't afford it? (encourage the idea of saving and waiting rather than borrowing).	<input type="checkbox"/> Shop value <input type="checkbox"/> Buy worth <input type="checkbox"/> Cost cheap <input type="checkbox"/> Price expensive <input type="checkbox"/> afford	

		Group work: role play going to the shop	<input type="checkbox"/> enough <input type="checkbox"/> spend	
4	To know the difference between wants and needs	<input type="checkbox"/> Ask children to think back to previous week's activity. Was the item they chose to buy from the shop a necessity? Or a luxury? <input type="checkbox"/> Display a range of needs and wants on interactive whiteboard eg. food shopping, cinema trip, skateboard, electricity bill, clothing etc. and ask children to classify. <input type="checkbox"/> Pairs work: divide a piece of paper into two columns - wants and needs - and write a list or draw pictures in each	<input type="checkbox"/> want <input type="checkbox"/> need <input type="checkbox"/> essential <input type="checkbox"/> necessity luxury	
5	To understand the different meanings of 'being rich'	<input type="checkbox"/> Show 2 pictures - one of someone looking very rich, the other average or poor. Ask what makes us happy, as children and adults? Do these things cost money? <input type="checkbox"/> Group work: prepare a presentation to the class around the idea that if someone has a lot of money people believe they are 'rich' and vice versa.	<input type="checkbox"/> rich <input type="checkbox"/> poor <input type="checkbox"/> wealthy <input type="checkbox"/> happy <input type="checkbox"/> values enough	
6	To set a simple goal	<input type="checkbox"/> Recap on previous session and reflect on the idea of helping others less wealthy or fortunate. Explain what a charity does and give examples. Show websites eg Age Concern, CAFOD <input type="checkbox"/> Class vote: present two or three local charities to the children and explain what they stand for. Class vote on which one to raise money for. Work out how much they might hope to raise and how to do it. <input type="checkbox"/> Create a coin trail of 1p and 2p with the aim of reaching a particular length as way of showing the children how they are doing towards their goal.	<input type="checkbox"/> goal <input type="checkbox"/> target <input type="checkbox"/> steps <input type="checkbox"/> achieve <input type="checkbox"/> reward charity	

Year 2 Spring 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know where different foods come from	<input type="checkbox"/> Present two shopping baskets to the pupils with items such as chocolate, sugar, coffee beans, wheat, rice, oranges etc. Ask what the difference between the contents of the two bags might be? (One bag contain things grown by farmers in the UK/Ireland, the other bag contains things grown by farmers overseas). Food we often like to eat comes from warmer countries. Take out each item and identify the country of origin from the label. Make a list of the countries mentioned. <input type="checkbox"/> Group work: give each group one of the food items and ask them to find the country it was made in on a large world map display. Write a list of products and the name of the country where they are produced.	<input type="checkbox"/> shoppin g <input type="checkbox"/> local <input type="checkbox"/> import <input type="checkbox"/> farmer <input type="checkbox"/> country of origin	
2	To understand the difference between a custom and a ritual	<input type="checkbox"/> Thought shower: when do you celebrate in your family? (birthdays, Christmas, Eid, Diwali etc). What do you wear? Who is with you? Did you play games? Did you sing song or listen to music? What kind of foods do you eat? Use pictures/photographs of special events or invite some of the children to come in special dress and talk about how they celebrate in their family. <input type="checkbox"/> Prepare some interview questions together as a class based on thought shower. Divide children into pairs and take turns in asking and answering questions relating to a special event or celebration in their family <input type="checkbox"/> Draw a picture of you celebrating a special event with your family. Compile pictures into a class display or collage.	<input type="checkbox"/> culture <input type="checkbox"/> religion <input type="checkbox"/> customs <input type="checkbox"/> rituals <input type="checkbox"/> celebrat ion <input type="checkbox"/> respect <input type="checkbox"/> diversit y tolerance	
3	To appreciate	<input type="checkbox"/> Make a list of foods associated with special days eg. Christmas, Eid, Diwali -	<input type="checkbox"/> chocolat	

	why we celebrate special events with different food	<p>turkey, Christmas pudding, nuts, cakes, sweets, biscuits etc. When do we eat or give chocolate? - Easter eggs, Valentines Day, birthdays etc. What does chocolate contain? (Cocoa, milk, sugar) Why is it seen as so special? Sweet and velvety, seen as indulgent in developed countries or as a treat, many people think it is delicious. (When did chocolate first appear in cakes - 1828 – before this chocolate was drunk).</p> <p><input type="checkbox"/> Make chocolate rice crispy cakes – melt chocolate chips (the smaller the better) in a bowl of hot water and stir in rice crispies or cornflakes. Allow to cool and set in a fridge if possible.</p>	<p>e</p> <p><input type="checkbox"/> special</p> <p><input type="checkbox"/> foods</p> <p><input type="checkbox"/> feast</p> <p><input type="checkbox"/> celebrat</p> <p>ion</p> <p><input type="checkbox"/> deliciou</p> <p>s</p> <p><input type="checkbox"/> sweet</p> <p><input type="checkbox"/> cocoa</p> <p><input type="checkbox"/> sugar</p> <p>treat</p>	
4	To appreciate how much chocolate we eat	<p><input type="checkbox"/> Ask the children: how many of you like chocolate? How much do you eat? Everyday or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year!</p> <p><input type="checkbox"/> Conduct a class survey of how much chocolate they eat over a week and which types they prefer.</p> <p><input type="checkbox"/> Group work: collect pictures and images of chocolate and chocolate products from magazines and papers and make a collage.</p>	<p><input type="checkbox"/> eat</p> <p><input type="checkbox"/> consum</p> <p>e</p> <p><input type="checkbox"/> healthy</p> <p><input type="checkbox"/> balance</p> <p><input type="checkbox"/> treat</p> <p><input type="checkbox"/> average</p> <p>survey</p>	
5	To know where chocolate comes from	<p><input type="checkbox"/> Using a world map or globe, show the countries where chocolate comes from – Ivory Coast, Ghana, Indonesia, Nigeria, Brazil etc.</p> <p><input type="checkbox"/> Give facts about chocolate – cocoa beans are grown on trees, in pods. They start off green and turn yellow when ripe. When ripe, farmers pick them open and take out the white seeds (cocoa beans). Seeds are left to ferment in plantain leaves for 7 days until turn brown and start to develop chocolatey smell, then laid out in sun to dry for another week.</p>	<p><input type="checkbox"/> chocolat</p> <p>e</p> <p><input type="checkbox"/> trees</p> <p><input type="checkbox"/> cacao</p> <p><input type="checkbox"/> seeds</p> <p><input type="checkbox"/> pods</p> <p>ripe</p>	
6	To explore why we need fair trade principles	<p><input type="checkbox"/> Recap on work from previous session about average amount of money spent on chocolate in UK. If we are spending all that money on chocolate, do you think cocoa farmers are rich or poor? Invite discussion, then explain most farmers are poor because of not receiving a fair price for their cocoa.</p> <p><input type="checkbox"/> Explain/draw a diagram or picture flow chart the role of the shop, the factory and the cocoa buyers in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry ie. processing, packaging, advertising, selling, distribution etc. Ask the children why this it is not fair that they receive such a low wage? Show power point presentation from Fair's fair assembly or Divine Chocolate website. Explain terms cooperative and fair trade principles.</p> <p>Draw the Fair trade logo and write a sentence about what it stands for</p>	<p><input type="checkbox"/> fair</p> <p><input type="checkbox"/> unfair</p> <p><input type="checkbox"/> farmer</p> <p><input type="checkbox"/> wage</p> <p><input type="checkbox"/> trade</p> <p><input type="checkbox"/> price</p> <p><input type="checkbox"/> principl</p> <p>e</p> <p><input type="checkbox"/> rich</p> <p><input type="checkbox"/> poor</p> <p><input type="checkbox"/> coopera</p> <p>tive</p> <p><input type="checkbox"/> busines</p> <p>s</p> <p><input type="checkbox"/> shop</p> <p><input type="checkbox"/> factory</p> <p>packaging</p>	

Year 2 Summer 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To find out about special people in our lives	<input type="checkbox"/> Read a story eg. Wheels by Shirley Hughes. Ask the children to think about the main character's special people and what makes them special. Ask the children to describe the people who are special to them eg. family members, adults in schools, neighbours and their relationship with that person. What makes those people special? What do they do? What do they say? <input type="checkbox"/> Draw a portrait of someone special and label it with words that describe how they are special eg. my granddad takes me to the park	<input type="checkbox"/> family <input type="checkbox"/> teachers <input type="checkbox"/> neighbours <input type="checkbox"/> supervisors <input type="checkbox"/> others <input type="checkbox"/> adults <input type="checkbox"/> special people	
2	To think about people who help us	<input type="checkbox"/> Give each child a large piece of paper with three concentric circles drawn on it – one small, one medium, one large. Draw and label themselves in the small circle in the middle. Second circle – draw and label special people who are the most likely they would go to for help (likely to be closest friends and family). Large circle – people they might go to if others not available. Outside the large circle, draw and label people they do not know well but who give advice and support in particular situations (nurse, police officer etc). <input type="checkbox"/> Thought shower examples of when you might need help. When would you solve a problem yourself and tell an adult what happened? <input type="checkbox"/> Pairs work: role play and problem solving (problem in a hat). Devise simple scenarios when children might ask for or give help eg. you have fallen over in the playground, the work is too difficult, someone has been nasty to you etc. Children role play scenarios including suggestions of ways of dealing with the situation.	<input type="checkbox"/> friend <input type="checkbox"/> parent <input type="checkbox"/> brother <input type="checkbox"/> sister <input type="checkbox"/> grandparent <input type="checkbox"/> neighbour <input type="checkbox"/> nurse <input type="checkbox"/> doctor <input type="checkbox"/> police	
3	To understand the feeling of loneliness	<input type="checkbox"/> Use photo-cards 'lonely' and 'included' to explore feelings of loneliness, belonging and acceptance. Thought shower all the words and phrase they associate with theme. <input type="checkbox"/> Pairs work: think of an object you would take with you if you had to go away – one that would remind you of the places and people left behind. Describe it to your partner and then write 3 sentences – 1) Who would you give the object to if you had to leave it behind? 2) What instructions you would give for the person to find it? 3) How would you feel without it? Can put activity to Desert Island Discs music/context.		
4	To understand there are different kinds of families	<input type="checkbox"/> Discuss what 'family' means? Who makes up your family? Make a list of key words, stressing there are different kinds of family. <input type="checkbox"/> Draw a picture of your family including yourself. <input type="checkbox"/> Pairs work: make a list of ways in which families, including the children themselves, care for and look after each other. <ul style="list-style-type: none"> <li>• NB. Be sensitive to the range of children's family or living circumstances</li> </ul>	<input type="checkbox"/> lonely <input type="checkbox"/> alone <input type="checkbox"/> included <input type="checkbox"/> excluded <input type="checkbox"/> belonging <input type="checkbox"/> acceptance	
6	To find out about people and places around the world	<input type="checkbox"/> Ask children about the different places they have visited or been on holiday to, lived in or where they have relatives. Locate on a world map. What might life be like for children in those places? <input type="checkbox"/> Show photos of children from around the world – choose a story from Oxfam website eg. Caroline's story in Uganda or Life of a refugee in Chad. Discussion: how are we the same? How are we different? Do all children go to school? How would you feel if you had to work instead of going to school?	<input type="checkbox"/> grandmothers <input type="checkbox"/> others <input type="checkbox"/> hurt <input type="checkbox"/> angry <input type="checkbox"/> miss <input type="checkbox"/> lonely	

	<input type="checkbox"/> Write a few lines or draw pictures to illustrate 'a day in the life of ...' (one of the children on the website)	<input type="checkbox"/> frightened <input type="checkbox"/> visit <input type="checkbox"/> move <input type="checkbox"/> refugee	
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Year 2 Summer 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	<input type="checkbox"/> Define the words different and similar <input type="checkbox"/> In pairs ask the children to discuss the differences between them, share the ideas then ask them to discuss the differences between boys and girls <input type="checkbox"/> Explore whether the ideas we hold about boys and girls are always true - use 'pictures of objects and clothing' activity Explore any stereotypical ideas and discuss why these might not be true	Key vocabulary for lessons 1 - 3: <input type="checkbox"/> Similar <input type="checkbox"/> Different <input type="checkbox"/> Gender roles <input type="checkbox"/> Stereotypes <input type="checkbox"/> Boy <input type="checkbox"/> Girl <input type="checkbox"/> Male <input type="checkbox"/> Female	
2	To focus on how we change from baby to adult	Look through magazines at a range of pictures of humans. Order the pictures. Identify some of the changes that place over time. Are there things only children can do? Only adults can do? How do we change?		
3	To appreciate how we are all unique	<input type="checkbox"/> Discuss the idea of an identity card or passport. Use photos children have brought in as a starting point. Discuss what sort of things they could write on a form. These will be things that don't change, or at least not very much, over a number of years eg. eye colour, skin colour, birth marks, name, date of birth, country of birth etc. Contrast with things that will change in the future. Individual passports	<input type="checkbox"/> unique <input type="checkbox"/> individual <input type="checkbox"/> special <input type="checkbox"/> passport <input type="checkbox"/> fingerprint <input type="checkbox"/> print change	
4	To appreciate that I can make change happen	<input type="checkbox"/> Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. Refer back to Going for goals and the work done on how we learn. How does a baby learn to speak, to walk? <input type="checkbox"/> Group work: in groups of three, one child interviews another to find out how they have changed in their likes and dislikes, friends, clothes, interest etc. The third person writes down all the changes listed. Swap roles. <input type="checkbox"/> Discussion: which changes are ones you can't do anything about? Which changes can you choose? Which changes can you make happen? Categorise the changes:	<input type="checkbox"/> physical <input type="checkbox"/> growth <input type="checkbox"/> skills <input type="checkbox"/> choose <input type="checkbox"/> perseverance <input type="checkbox"/> practice	

		place three hoops around the room/in the middle of the circle and ask children to move to one of them according to their response.		
5	To understand sometimes I might need to change my behaviour	<input type="checkbox"/> Ask the children to fold their arms the most comfortable or automatic way. Then fold them in the opposite way. Interlink the fingers of both hands – which thumb is on top? Now interlink the opposite way. How does it feel to do it the other way round? <input type="checkbox"/> Doughnut eating competition: ask for 5-6 volunteers to see if they can eat a whole doughnut without licking their lips. Each child tries one at a time with the audience watching. <input type="checkbox"/> Pairs work: come up with something you would like to change in the way the class work or play together. How can you make this happen?	<input type="checkbox"/> habit <input type="checkbox"/> used to <input type="checkbox"/> odd <input type="checkbox"/> aware <input type="checkbox"/> unaware <input type="checkbox"/> obstacle <input type="checkbox"/> choice <input type="checkbox"/> comforta ble	