

# Here We Are: Notes for Living on Planet Earth

Written by Oliver Jeffers

*Written as an introduction to the world for his baby son, Oliver Jeffers has written a lovely book about the beauty and challenges of life on earth. It can start some great conversations about the world, the environment and our bodies.*

## 5 Objectives

### Lesson 1:

I can tell you why it is important to look after our planet.

### Lesson 2:

I can tell you how I keep my classroom environment tidy and safe.

### Lesson 3:

I can name the parts of my body and tell you some ways I look after my body.

### Lesson 4:

I can tell you what I would do if my body doesn't feel well.

### Lesson 5:

I can tell you how I show respect to all people.

### Lesson 6:

Evaluation and Reflection

## Tags:

Environment, health, family, the planet

## Sensitive Content in This Story

There is a session about what to do if our body doesn't feel well, so please consider if there are any children in the class who are ill or have sick family members, this could be a difficult topic for them.

Children may have questions about the planet. They may have heard about the environment and climate change, which can be an emotive topic.

Some of the things children share in these discussions could be safeguarding concerns, therefore teachers and other staff should be prepared for this and follow their school's usual reporting system and procedures.

## Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Physical Health and Fitness:
The characteristics and mental and physical benefits of an active lifestyle. <b>(Lesson 3, 4)</b>
Health and Prevention:
How to recognize early signs of physical illness, such as weight loss or unexplained changes to the body <b>(Lesson 4)</b>
Respectful Relationships:
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. <b>(Lesson 5)</b>
The conventions of courtesy and manners. <b>(Lesson 2, 5)</b>
That in school and in wider society they can be expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <b>(Lesson 1, 2, 5)</b>
Shared Responsibility (n):
Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <b>(Lesson 1)</b>
Ourselves Growing and Changing(n)
to name the main parts of the body <b>(Lesson 3)</b>
Further Skill Coverage: All <b>Settle</b> activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. All <b>Training</b> activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

## Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.






Listening, attention and engagement	Vocabulary
Is interested in books and rhymes and may have favourites Holds books the correct way up and turns pages Uses small world play to engage with songs, rhymes and stories	Understands single words in context Identifies words by pointing to the right picture and selects familiar objects by name
Retrieval	Inference
Begins to understand 'who', 'what', 'where', 'why' and 'how' questions when listening to a story Describes main story settings, events and principal characters Demonstrates understanding when talking with others about what they have read	Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions

# SMSC and British Values



## Lesson Content

All five of the lesson plans related to this book follow our STORY structure

-  | **S** **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.
-  | **T** **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.
-  | **O** **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story
-  | **R** **Read:** Read the story and discuss the following guided reading questions as a class.
-  | **Y** **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

## Further Resources

[Clean Up! a book by Nathan Bryon and Dapo Adeola. \(bookshop.org\)](https://www.bookshop.org)

[King of the Swamp a book by Catherine Emmett and Ben Mantle. \(bookshop.org\)](https://www.bookshop.org)

[Omar, The Bees And Me a book by Helen Mortimer and Katie Cottle. \(bookshop.org\)](https://www.bookshop.org)

