



PROGRAMME 16: NURTURE

AIM

The aim of this lesson is for children to develop an understanding and appreciation of the value of nurturing within their family, their school and the wider community.

LEARNING OBJECTIVES

Children will:

- develop an understanding of what 'nurture' is and how to apply it
 - appreciate their contribution in nurturing others
 - identify the types of nurturing qualities needed in certain situations
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SKILLS

- Communication
 - Co-operation
 - Self-management
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MATERIALS

- DVD 2 episode 'Nurture'
 - Whiteboard
 - Helping Hand Story Board
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VIRTUES

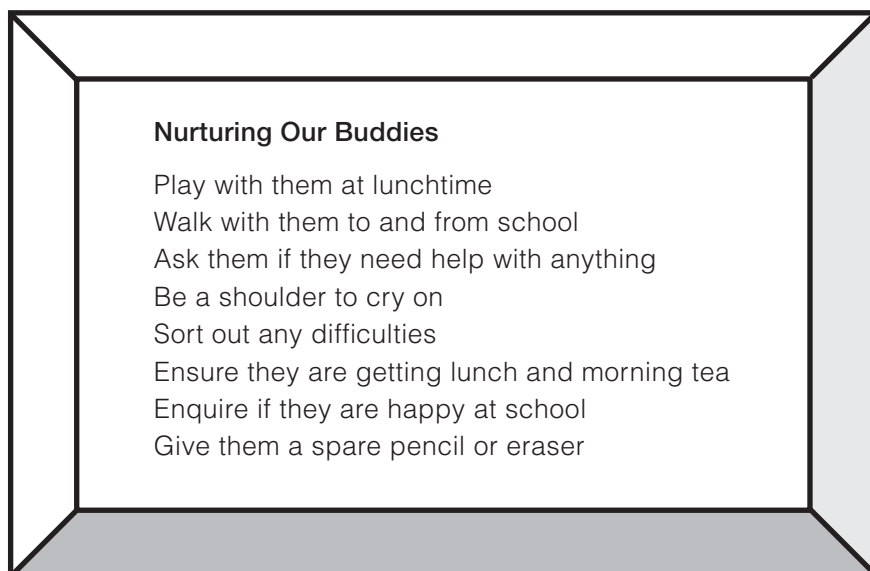
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| - Respect | - Love |
| - Responsibility | - Honour |
| - Patience | - Understanding |
| - Co-operation | - Caring |

LESSONS (Adapt for Juniors)

View the episode 'Nurture' on DVD 2 before the lesson. See CD Rom for printable worksheets.

1. Brainstorm or mind map with the children what the main points are from the episode 'Nurture' using 'Who, When, Why, What, Where and How'. Who did the nurturing? Why did certain characters nurture other characters or animals? What did they do to show nurture? And when did they need to do the nurturing?
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2. Have children write down fun, nurturing, caring, sharing, loving, giving, respectful and nice things that they would like to do for another child or would like to have done to themselves.



Have the names of children within a buddy class (or a younger class) on small strips of paper. Explain to the older children that they are going to adopt someone in their buddy class to nurture, care for and look after for a week or a few days, using the ideas that they came up with above.

3. Using the 'Helping Hand Story Board', have children document their findings on the effects of the nurturing of their chosen buddy. Did the child know you were their buddy? Did it make any difference to them or to you? What things did you do for, and with, your buddy? Is your relationship with your buddy or other children better?
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2. Role-Play

Have one child act out one of the following scenarios. Next ask the class who would like to offer a nurturing suggestion to help the child with this problem.

- a) A child has forgotten to bring their library book back to school and they have library today. (*Offer comfort; remind the child they can issue a new book next time.*)
- b) A child has no lunch or their lunch has been stolen from their bag. (*Talk to the teacher.*)
- c) A child does not get on with another child sitting next to them. (*Offer to have the teacher move them next to a friend.*)



NURTURE WORK SHEET

Name:

Date:

Write/Draw one nurturing activity you have done for a friend, the community and your school over the past week.

A FRIEND

THE COMMUNITY

YOUR SCHOOL

SUPPLEMENTARY ACTIVITIES

ICT

Have children document the nurturing journey of their chosen friend or pet on a slideshow such as PowerPoint. Document their nurturing journey using a Kidpix studio programme.

Language

Write prose, rhyming or acrostic poems on words, thoughts and concepts to do with nurturing.

Have children use the following virtues for spelling words for the week: love, nurture, caring, sharing, giving, responsibility, awareness, honesty, honour and understanding.

Use the same virtues and write out their meanings using a thesaurus or dictionary.

Oral Language

Talk about a time when they felt loved and looked after by a family member or friend and how it made them feel.

Topic

Have children adopt an invisible pet. They have to write a daily diary entry on how it is coping throughout the day, what they feed it and when, and how they pat it and look after it. Have the children draw a coloured picture of their chosen pet and label it with its name.

In small groups, have children nurture and take care of a plant. They need to decide on a routine between themselves for how and when to water and weed it. Have children document their nurturing journey with regular diary entries or a story board.

Visual Language

Have children complete a poster that conveys a nurturing theme: 'To Share is to Care'; 'A Problem Shared is a Problem Halved'.
