



## EduTrend Contents

P4C · KINDNESS AND CARE · PRIMARY

# The Lonely Bench

A picture of a child sitting alone at playtime starts an enquiry into kindness

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up  
to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

## ACTIVITY 01 · AT A GLANCE

# The Lonely Bench

The facilitator shows a drawing of a playground where one child sits alone on a bench while others play. Children describe what they see and how the child might feel, then suggest questions and vote on one, such as “Do we have to be kind to everyone?” The enquiry uses a talking object and invites children to give reasons and examples from the picture.

## Learning outcomes

By the end of the session pupils can:

- notice feelings in a picture;
- ask a question about kindness;
- give a reason and an example;
- listen to others.

### KEY WORDS

kind · lonely · include · care · feel · friend

### CURRICULUM LINKS

PSHE: friendship and inclusion.  
English: describing pictures. Art: drawing feelings.

1

#### STIMULUS

Share something to think about

2

#### THINK

Quiet thinking time

3

#### QUESTION

Create and choose a question

4

#### ENQUIRE

Reason together

5

#### BUILD

Agree, disagree, add

6

#### REFLECT

Last words

## Materials (per class)

- Playground drawing (included)
- Question and thinking-move cards
- Worksheets 1, 2 and 3

## Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

### SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

## ACTIVITY 01 · SESSION PLAN

# Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

| Time                    | What happens                                                      | Say or ask                                                 |
|-------------------------|-------------------------------------------------------------------|------------------------------------------------------------|
| 0–5 min<br>Stimulus     | Show the drawing of the lonely bench.                             | <i>“What did you notice?”</i>                              |
| 5–12 min<br>Questions   | Pupils create questions in pairs and vote on one.                 | <i>“Which question is most interesting to talk about?”</i> |
| 12–26 min<br>Enquiry    | Enquire into the chosen question, building on each other’s ideas. | <i>“Do we have to be kind to everyone?”</i>                |
| 26–30 min<br>Last words | Each person says one last thought or passes.                      | <i>“Has your thinking changed?”</i>                        |

**CHALLENGE CARD (print or copy onto the board)**

Say one kind thing someone could do and why it would be kind.

## ACTIVITY 01 · FACILITATOR NOTES

# The philosophy in brief

Young children can reason about other people's feelings when given a concrete picture to talk about.

Asking "what makes something kind?" helps children move from examples to ideas.

## Common ideas to listen for

- "Kind means giving presents." Kindness can be small.
- "You only have to be kind to friends." Ask why.
- "The lonely child did something wrong." We do not know.

## Adapting the activity

### Support

Use feelings faces.

### Stretch

Ask: is it kind to leave someone alone if they want to be alone?

WORKSHEET 1

# Kind ideas

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a kind action.

## Kind ideas

| What I could do | How they might feel |
|-----------------|---------------------|
|                 |                     |
|                 |                     |

## WORKSHEET 2

# Thinking moves

Use these in the enquiry.

## Thinking moves

| Thinking move                 | My example |
|-------------------------------|------------|
| I agree with... because...    |            |
| I disagree with... because... |            |
| An example is...              |            |
| A counter-example is...       |            |
| Building on what... said...   |            |

## WORKSHEET 3

# Last words

Before and after.

**What makes something kind? Before the enquiry I thought... Now I think... because...**

---

---

---

---

---

FOR THE TEACHER

# Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

| Pupil | Notices feelings | Gives a reason | Listens to others |
|-------|------------------|----------------|-------------------|
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |
|       |                  |                |                   |

Suggested codes: W = working towards · E = expected · G = greater depth

**ABOUT THIS ACTIVITY**

The Lonely Bench is a sample activity from the EduTrend Contents P4C Kindness and Care programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at [edutrend.org](https://edutrend.org).

© 2026 EduTrend Contents. This activity may be printed and copied for use with pupils in your own school, club or home. It may not be resold or published elsewhere. Photos: Aman Shrivastava / Unsplash.