



BIG TALKS for Little people



LESSON 2 - EXCLUSION & RELATIONSHIPS

LESSON AIMS

Learn about exclusion and relationships.

EQUIPMENT REQUIRED

Digital animation: “Shy Friends” animation.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Shy Friends”.

PART 3: Speech Bubble Activity.

PART 4: Ideas Board.

PART 5: Class Art Activity (Optional).

TEACHER NOTES

Throughout this lesson, students will develop their sense of relational identity to facilitate their social competencies and self-awareness, particularly regarding friendship. Before exploring this further in the following lesson, students will first develop skills in social competency and management of challenging situations appropriate to their year level.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04)

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01). In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Build on personal abilities and achievements using feedback and self-assessment. (AC9HP4P04 GC/CCP)

Underpinning these developing skills requires learning and skill development in social awareness, inclusive of students of diverse cultural backgrounds, by way of:

Discussing the value of different needs, emotions, cultures, and backgrounds. (AC9HP4P04 GC/CCP)

Please read the recommended Teacher Sheet: ‘Brain Development’ located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about group work rules and skills.

PART 2: WATCH THE ANIMATION: SHY FRIENDS ANIMATION

Begin lesson by introducing students to the ‘Shy Friends’ animation. Students may want to watch the animation more than once to understand what is happening in the animation

As a whole class, plot the storyline progression on either a whiteboard or interactive smart board, showing what happened at the beginning, in the middle and at the end.

Separately to the events of the plot, below or above, then detail the progression (beginning, middle and end) of how the Feels may have felt during the interaction displayed in the animation. Prompt: Ask students to consider the Feels and their connection to the events.

Ask students to problem solve ways in which the Peeps may have been able to try having a conversation or connection to align with their values and feels.

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PART 2: CURRICULUM LINKS

Personal and Social capability: Social awareness: Empathy (AC9HP4P04)

Elaboration: Relational Awareness

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

Continuum extract

Students identify how they can contribute to healthy relationships and manage challenging relationships

Personal, social and community health – Identities and change.

Elaboration: Perseverance and adaptability:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

Continuum extract

Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure.

PART 3: SPEECH BUBBLE ACTIVITY

Have students return to their workspaces and using both drawings and words, depict an event in recent memory where they felt shy, lacking confidence, or unsure of what to say in a social situation or exchange. Once they have completed this section of the task, have them work in small groups or pairs to create a strategy on what they might have said or done differently to achieve a positive social outcome.

Prompt: Have students create 'speech bubbles' of ready-to-go questions and prompts that they can use in the future. Suggest to students, that they might ask other people questions when they're feeling shy, to find common connections.

To conclude, randomly partner students (e.g. by way of a numbering system). Have students share their conversation starters and prompts, and record one another's should they wish to add to their own 'speech bubble list' for future use.

PART 3: CURRICULUM LINKS

General Capability: Literacy, speaking and listening: Interacting

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Learning progression extract:

- Interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- Presents simple ideas clearly in group situations
- Actively encourages or supports other speakers
- Shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- Uses language to initiate interactions in a small group situation (e.g. "I have an idea")

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PART 4: IDEAS BOARD

Ask students to create an ideas board of the personal and social skills they use/can use to establish, manage, and strengthen relationships.

PART 4: CURRICULUM LINKS

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Learning progression extract:

- Actively encourages or supports other speakers
- Shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

PART 5: CLASS ART ACTIVITY (OPTIONAL)

Optional activity – Using the lists that students made in part 4 (of ways to ‘Start a friendship/Keep a friendship/ Strengthen a friendship’), students could create a colourful mobile, collage or poster, to remind you when you are needing help with a friendship at any time.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?