



BIG TALKS for Little people



LESSON 3 - EXCLUSION & RELATIONSHIPS

LESSON AIMS

In Lesson 3, we will explore more about exclusion and relationships.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: “Shy Friends” animation.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Friendship discussion + ideas wall

PART 3: Skit activity

PART 4: Friendship goals + ideas board

PART 5 (OPTIONAL): Class art activity

TEACHER NOTES

Lesson aims:

This lesson continues the development of students’ sense of relational identity to facilitate their social competencies and self-awarenesses, bringing the focus of learning to concepts of friendship, and what it means to be a good friend.

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)

The ‘Shy friends’ lessons endeavour to build upon self-awareness skills and apply them in social contexts. Self-awareness is a fundamental SEL competency required in social contexts.

By developing an understanding and appreciation of empathy, feelings of self and others, students are prepared to address and solve common social conflicts and problems, addressing them responsibly and ethically.

Please read the recommended Teacher Sheet: ‘Children’s Anxiety’, located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Ask students what they remember last week about Exclusion and Relationships.

LESSON 3 - EXCLUSION & RELATIONSHIPS

PART 2: FRIENDSHIP DISCUSSION + IDEAS WALL

Begin the lesson by gathering students to rewatch the '**Shy Friends**' animation and discuss the concept of 'friendship'.

Prompt: create a word wall of qualities and attributes of a good friend.

Once completed, ask students to share activities, events, and situations which they like to do alone, and activities, events, and situations which they prefer to do with a friend or friends.

Prompt: highlight to students, situations that are limited by the number of friends or participants of an activity, e.g. a two- player game. Record these as problems for investigation.

PART 2: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P01)

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")

PART 3: SKIT ACTIVITY

In small groups or pairs, give students one of the friendship problems recorded, some examples may include:

- Playing a video game with only two controllers.
- Being allowed to invite only one friend over after school.
- Being asked to make groups for schoolwork with more friends than group members.

In the allocated groups, have students prepare a short skit, encouraging them to use the friendship attributes previously recorded on the word wall as 'clues'. These are then shared with the class when students have had time to prepare.

PART 3: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P04).

Students learn to select, use, and refine personal and social skills to establish, manage and strengthen relationships.

Elaboration:

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:

Identify how they can contribute to healthy relationships and manage challenging relationships.

LESSON 3 - EXCLUSION & RELATIONSHIPS

PART 4: FRIENDSHIP GOALS + IDEAS BOARD

To conclude, have students create their own personal list of attributes and qualities or 'friendship goals', both for themselves as a friend and the friends they would like to have.

Ask students to create an ideas board of the personal and social skills they use/can use to overcome challenges and setbacks.

PART 4: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P04).

Students learn to select, use, and refine personal and social skills to establish, manage and strengthen relationships.

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 them of some strategies when you are needing help with a friendship at any time.

TEACHER CHECKLIST

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