



BIG TALKS for Little people



LESSON 8 - EXCLUSION & BULLYING

LESSON AIMS

Explore exclusion & bullying.

EQUIPMENT REQUIRED

Digital animation: “Handball”

Printout: Conflict management (blank version which students completed from previous week)

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Review conflict management sheets (the one students filled out last week)

PART 3: Watch animation “Handball”.

PART 4: Group activity.

TEACHER NOTES

In this lesson, students extend their prior knowledge of relationships, conflict and exclusion and begin to develop values defined by their self-concept to address bullying and influential behaviour.

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).

Additionally, this learning connects to content descriptors elaborations, whereby students: Predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them (AC9HP4P04).

Recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school (AC9HP4P04).

The ‘Handball’ animation, the final in this series, explores a common but nuanced concept of exclusion, whereby all parties are considered, and all perspectives are valued. Having a developing sense of social- emotional learning enables students to intellectualise and recognise common experiences of social exclusion before lightly introducing students to bullying.

Empowering students with a resource of skills and strategies, aims to increase their confidence in handling and responding to conflict and bullying.

Drawing on personal values and notions of self-concept promotes responsible decision making, which is a core element of developed social-emotional learning. Attention can be drawn to the school’s or classroom’s policy regarding bullying. Consideration can be given to the ‘definition’ of bullying, i.e. harmful, repetitive, and involving a power imbalance, with teacher recall to the previous lessons on conflict.

Please read the recommended Teacher Sheet: ‘The benefits of physical activity for mental health’, located on the ‘Big Talks...’ website.

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about conflict management from last week.

PART 2: REVIEW CONFLICT MANAGEMENT SHEETS (FROM LAST WEEK)

Begin the lesson by returning to students their ‘conflict management’ work sheets from the previous lesson.

Prompt: Ask students about the characteristics of each animal to refamiliarise themselves with both the previous content and the themes they’ll be exploring in this lesson.

PART 2: CURRICULUM LINKS

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

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.

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PART 3: WATCH ANIMATION

Ask students to keep in mind the different animals while watching the next animation in the series, 'Handball'.

Once students have watched the animation, as a class have students match the animals with the characters in the scenario.

Prompt: Questions to pose: Who is being passive or avoiding conflict? Who is acting in an overpowering way in this scenario?

Ask students how they think Twig felt in this scenario? Why did Twig respond and feel the way they did in this scenario?

Prompt: Bring students' attention to the 15 second mark when Twig looks to Fin before responding. Ask students to consider what is happening here, and if Fin had acted differently, would Twig have?

Ask students if they've ever felt like they 'had' to do something, such as not including someone because they were worried about upsetting a friend.

Have students watch the animation again, paying attention to all characters.

Afterward, ask them if they think any of the characters are being a 'bully'.

Prompt: Consider students' responses open-mindedly, bringing attention to the variety in individual expectations and viewpoints.

Ask students if there is merit to politely declining an extra person in a game or consider problem solving ways in which everyone's feelings are valued and considered.

Prompt: Conclude the discussion by focusing back on Steg, the excluded Peep. Ask students what could help Steg to feel better in that scenario.

PART 3: CURRICULUM LINKS

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

Continuum Extract:

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

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

Continuum Extract:

Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.
Personal, social and community health – Interacting with others. (AC9HP4P04).

Continuum Extract:

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

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour.

Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.

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PART 4: GROUP ACTIVITY

Ask students to work in small groups to discuss and plan an alternative outcome where everyone in the scenario would have good Feels.

Students can then take turns presenting the alternative outcomes as skits or role-play.

TEACHER CHECKLIST

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