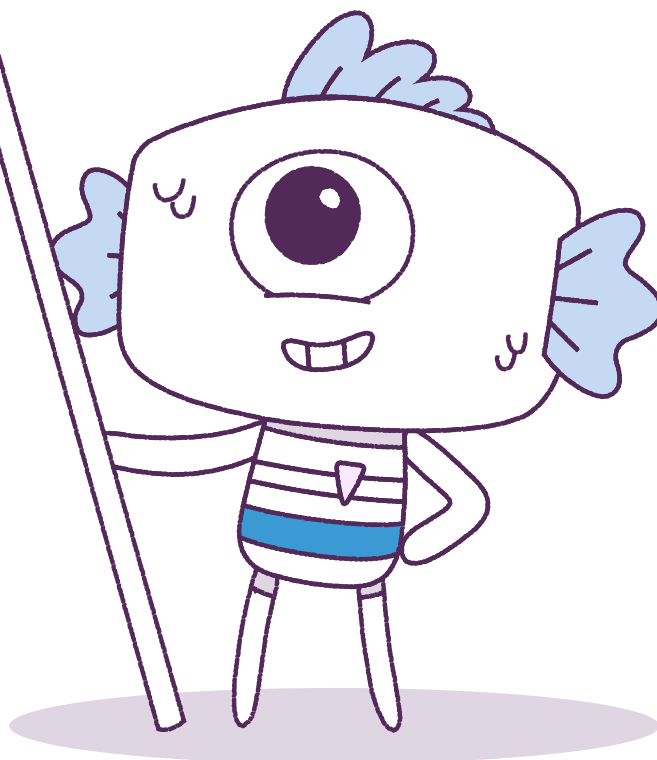




# **BIG TALKS** for little people



# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## LESSON AIMS

Have students complete a pre-survey.  
Also participate in classroom activities to develop group work rules and skills.

## EQUIPMENT REQUIRED

Devices for the students to complete an online pre-survey.

**Note:** It's a good idea to test this pre-survey on devices before you start the class. Make sure you can find a device which loads the pre-survey properly.

**Digital animation:** "Introduction animation".

## CORE CONTENT

**PART 1:** Teacher to complete a pre-survey.

**PART 2:** Students complete a pre-survey.

**PART 3:** Introduce students to the idea of the Big Talks program, and the peeps.

**PART 4:** Group work. Establishing groups and rules.

**PART 5:** Watch the animation, and work in groups.

## GENERAL CAPABILITY

Literacy; critical and creative thinking; personal and social capability.

## COPING STRATEGY

I can work and get along with others.

**(Write up on whiteboard).**

## TEACHER NOTES

### Lesson aims:

- Collect baseline data pre-intervention using the survey.
- Introduce students to the concept group work.

As Wentzel, Filesetti and Looney (2007), have noted *"Sharing, helping, and cooperative forms of behaviour are hallmarks of social competence in childhood and adolescence."* (p. 895).

Teachers in primary school have a significant opportunity to mobilise the pro-social behaviours of students. Following completion of the pre-program survey, students could be encouraged to identify sharing, helping and cooperative behaviour among friends and classmates.

### Children who are victimized:

Research findings have shown that children who report being victimised also report feeling *"lonely"* and *"isolated"* at school and this impacts their well-being. Our research shows that having just *"one good friend"* is a protective factor.

### Children who bully:

Another finding to emerge from analysis of a large scale Australian data set was a small but significant association between the tendency to be pro-social and student's self-reported bullying of others in a group and bullying others by themselves such that students who were low in pro-social behaviour were more likely to bully others. This is not that surprising given that while most students indicate they do not like or support bullying (Rigby & Slee, 1991) a significant minority of students report they could join in bullying another student.

## PART 1: TEACHER TO COMPLETE AN ONLINE PRE-SURVEY

Teachers must fill out an online pre-survey before starting the module.

Visit [www.caper.com.au](http://www.caper.com.au) and click on the "Implementation Index" button to complete this online teacher pre-survey.

# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## PART 2: STUDENT PRE-SURVEY

**Start by introducing students to the online pre-survey. This must be completed before starting the module content. It is also a good idea to make sure you test your intended device(s) to make sure the survey works.**

The pre-survey for students can be accessed from the website link below, by clicking on the “*Child Mental Health Module*” button.

[www.caper.com.au](http://www.caper.com.au)

To help us evaluate the effectiveness of the program we need to collect some confidential information from students.

Student’s answers are confidential.

All students are to complete the pre-survey; it may take up to 15 minutes to complete by some students.

Some students may need some support from the teacher to complete the pre-survey.

### Instructions for survey administration:

It is important that we obtain good and honest information from participants. To this end we request that the pre-survey be completed by students in quiet conditions. We would like all participants to have the opportunity to think through their responses and answer as honestly as they can without any interruption from others.

### Could you please read the following to students:

This pre-survey will ask you questions about how you think and feel. It is important that you answer the questions as honestly as possible as the information you provide will be used to help the researchers understand the well-being of young people.

Everyone should have the opportunity to answer the questions in a confidential manner, so please do not discuss the questions and your answers with anyone else. Please respect the privacy of other students and please.

- Do not talk to anyone else as you are filling in the pre-survey.
- Once you have completed your pre-survey a University researcher will look at the answers and analyse the data.
- No one at this school will see your pre-survey answers.
- We thank you for your participation in this important research.

## PART 3: INTRODUCE STUDENTS TO THE IDEA OF THE PROGRAM AND THE PEEPS

Introduce students to the idea of the Big Talks program, and show them the Peep characters.

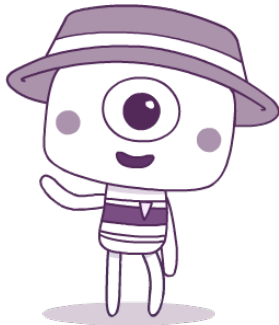
“Over the next 6 weeks we will be learning about feelings and emotions together, and talking about tricky subjects like friendships, belonging and bullying.

Together we’ll watch an animation every week to help us have these conversations and build our understanding and skills around well-being.

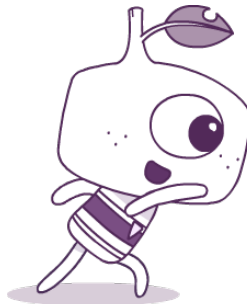
You’ll get to know all about the Peeps!”

## LESSON 1 - PRE-SURVEY &amp; ESTABLISHING GROUPS

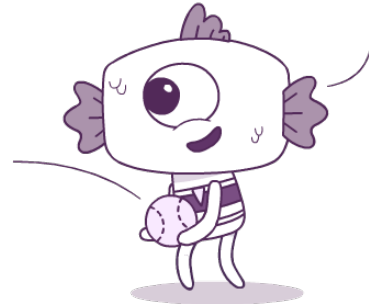
## MEET THE PEEPS



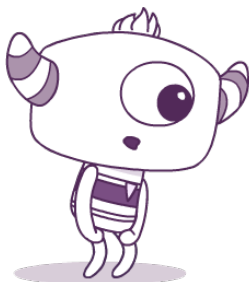
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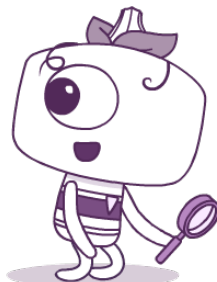
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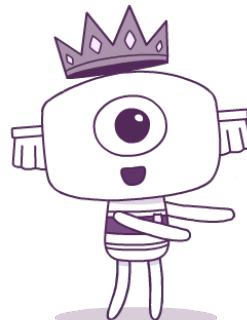
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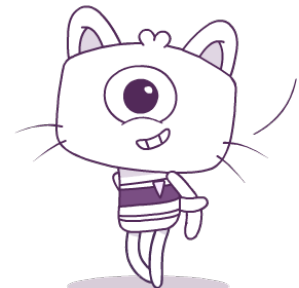
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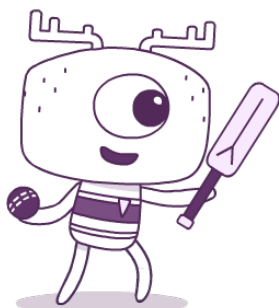
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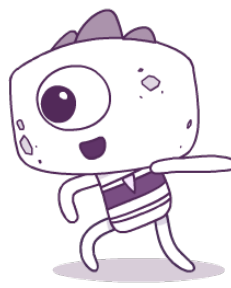
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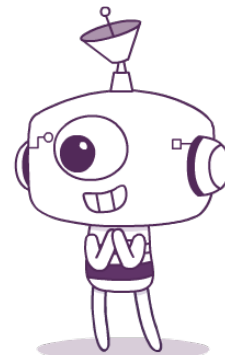
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# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## PART 4: GROUP WORK - ALLOCATE STUDENTS TO GROUPS OF 4-5 STUDENTS (NOT WITH FRIENDS)

Have students work in their groups to determine rules for their group. Have students use the guidelines below to realise the features of an effective team/group.

### GROUP WORK RULES E.G.

No put downs.

Everyone gets a chance to speak.

Everyone has a role in the group.

Have students select roles within the groups; who will scribe answers to group questions, who will speak for the group, who will coordinate group work, who will be in charge of coordinating resources etc. With younger students, teachers may lead a discussion on group work rules.

Groups discuss how they will work together to ensure success.

#### How will you:

Ensure everyone contributes fairly?

Respond when someone lets the team down because they haven't done what they said they would do?

Support one another with tasks that seem easy to some but confusing to others?

Resolve differences of opinion or in the way things could be done?

Assign particular tasks to specific individuals (e.g. someone to scribe)?

## GROUP RULES!

Record rules – report back to class.

Ensure that students understand important elements of group work. They include:

- Group effort of all members.
- Clear goals.
- Mutual trust and support.
- Open communication.

Once students are in groups (and if there is time) have them begin their first group exercise by discussing the animation in Part 3.

## PART 5: ANIMATION AND GROUP WORK TASK

Introduce the animation, "Introduction Animation", explaining that similar animations will be shown in every lesson. Use the animation to generate discussion about feelings and emotions.

What are some feelings/emotions they are aware of?

What feelings/emotions are they aware of others having?

What sharing, helping and cooperative behaviour among friends and classmates can they identify?

What feelings are associated with helping and being kind to others?

## TEACHER CHECKLIST

☐

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