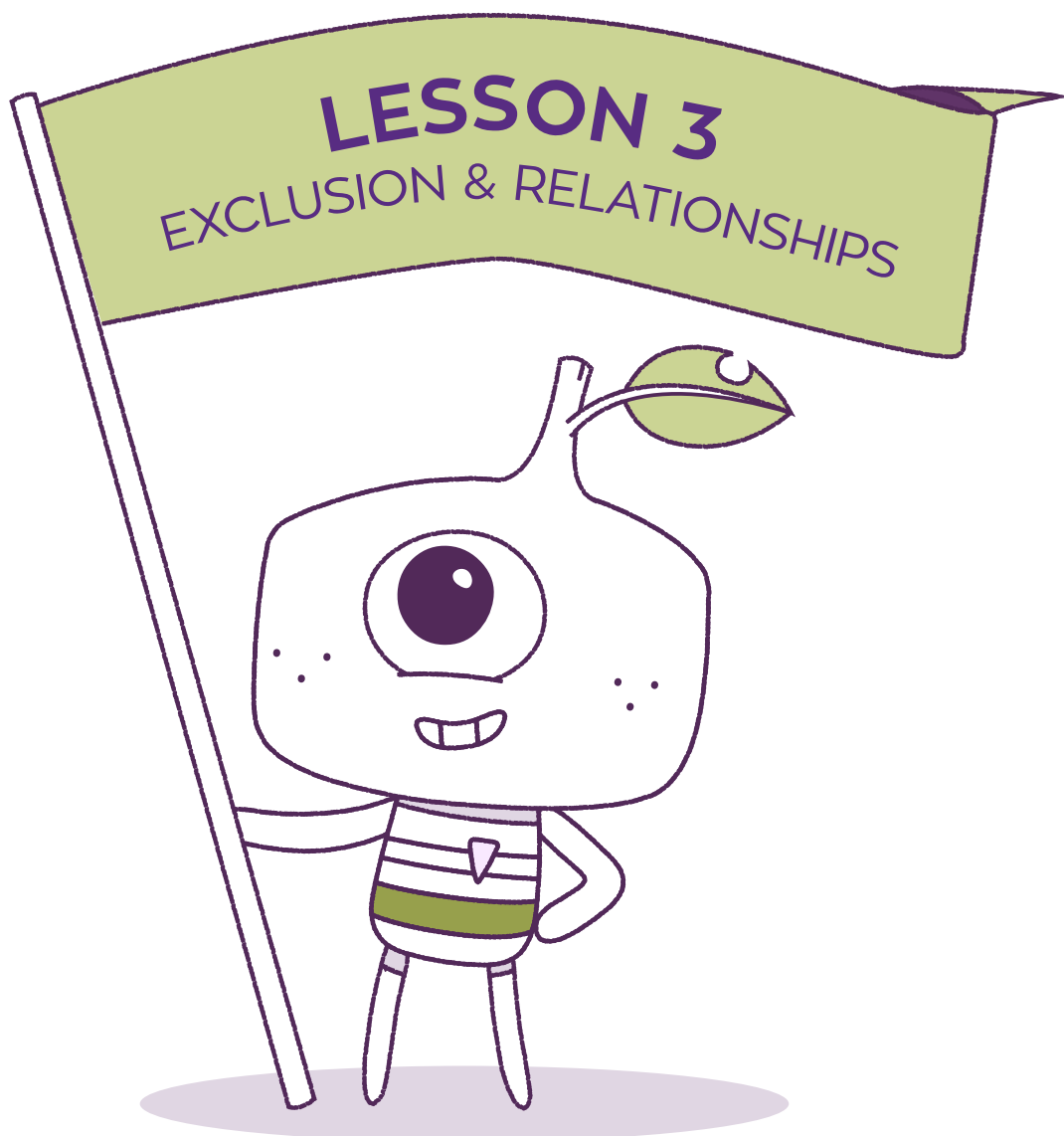




BIG TALKS for Little people



LESSON 3 - EXCLUSION & RELATIONSHIPS

LESSON AIMS

In Lesson 3, we will explore exclusion, friendships, relationships, and bullying.

EQUIPMENT REQUIRED

Printouts of the student drawings relating to bullying. Please see the Appendix, or download these images from the website in the Lesson 03 "Resources" area.

Digital animation: "Shy Friends Animation".

Digital animation: "Lighthouse Animation".

(Pick 1 of the below)

Printouts of the "Good Friends" diagram.
OR

Printouts of the "Good Friends" word search.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the "Shy Friends Animation"

PART 3: Watch the "Lighthouse Animation"

PART 4: Discuss the student drawings relating to bullying and exclusion.

PART 5: Other group activities and discussion.

COPING STRATEGY

Be a good friend.

(Write on whiteboard).

TEACHER NOTES

Lesson aims:

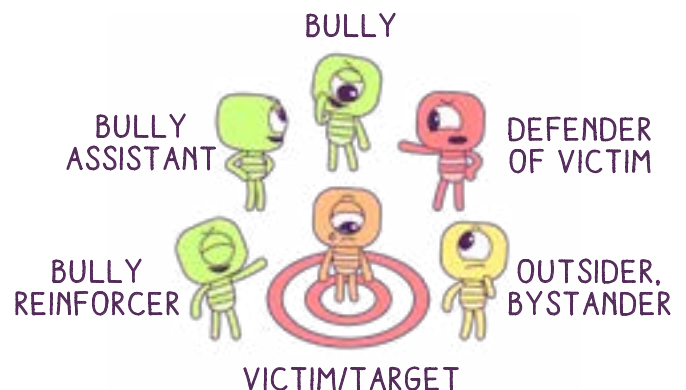
Teacher to hand out the student drawing illustrations. Class discussion could involve a Y chart – social exclusion looks like – feels like – sounds like.

Identifying the role of friendship in addressing school bullying e.g. as a protective factor.

Show the animation depicting bullying by exclusion and students could work in pairs to identify how the "peep" is feeling and the "feels" involved. What are some solutions to the exclusional bullying. What other types of bullying are there?

School bullying and participant roles:

As reviewed by Slee & Skrzypiec (2016) students hold various roles in any bullying incident, including being a victim of bullying, a defender of the victim, a bully, an assistant of the bully, a reinforcer of the bully and an outsider.



Friendship:

Friendships are very important for development throughout the life cycle. Indeed, according to Slee & Skrzypiec (2016) "We are by nature social beings that derive pleasure from positive relationships from hanging out, chatting, joking, dancing, singing, playing games and being intimate" (p. 70). Young people's healthy development is heavily dependent on good, positive relationships, and in turn, healthy development is a critical component for the development of young people's positive relationships. Irrespective of the life stage, relationships are central for each individual's social, emotional and cognitive growth and well-being.

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Researchers have distinguished friendships from acceptance by the peer group, although both involve likeability. The main difference is that friends reflect private relationships that are generally marked by an egalitarian friendship status. Often these friendships are formed on the basis of idiosyncratic criteria, such as shared interests or traits. Peer groups, on the other hand are publicly known and have easily identified and valued group characteristics. Friendships serve the purpose of companionship, intimacy, support, reliable alliance, self-validation and emotional security. Several research studies have shown that young people who lack friendships experience maladjustment and mental health difficulties.

(Slee & Skrzypiec, 2016 ;). Friendship – just having one good friend – is a buffer against bullying. (Skrzypiec, Slee, Askell-Williams & Lawson, 2012).

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about emotions and feelings.

PART 2: WATCH THE ANIMATION: SHY FRIENDS ANIMATION

Watch the “Shy Friends” animation. After, discuss the animation. How do we think the peeps are feeling? What do we think the feels are feeling? How about in the beginning, middle, and end?

PART 3: WATCH THE ANIMATION: LIGHTHOUSE ANIMATION

What do you think is happening here?

How might the peep be feeling?

Why do you think Tek turns off the tablet?

What else could Tek do after turning off the tablet?

PART 4: DISCUSS THE STUDENT DRAWINGS RELATING TO BULLYING & EXCLUSION

Show the student drawings from the Appendix/ Resources page – bullying by exclusion.

Ask students to work in groups to discuss bullying by exclusion and other forms of bullying e.g. physical, verbal, cyber.

Teacher notes:

1. Ask children what they see happening in the drawings.
2. How are the children feeling?
3. What could you do if you saw this happening?
4. What could the school do?
5. How do we solve problems like this in our classroom/school yard?

Optional teaching activities:

Children role play solutions to the scenario.

Children in pairs or groups discuss solutions.

Generate and post a list of solutions e.g. “Tell the person to stop” – “talk to a trusted adult” – “ask a friend to tell the person to stop” etc.

Group/class activity:

Discuss the roles that individuals play in any bullying scenario. Have students discuss/role play what they could do if they witnessed bullying.

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PART 5: ACTIVITIES

Class activity – Friendship Sayings:

Identify a variety of common friendship quotes and discuss their meaning with your class. (Suitable for older students).

- Walking with a friend in the dark is better than walking alone in the light.
- A best friend is like a four leaf clover; hard to find, lucky to have.
- As your best friend I'll always pick you up when you fall, after I finish laughing.
- Never let your best friends get lonely... keep disturbing them.

Group activity – what is a friend?

Select one question per group from the following list for discussion in groups:

- What makes a good friend?
- What are the advantages of having friends?
- What are some ways to make new friends?
- What are some ways to keep friends?
- What gets in the way of friendships?
- How could a friend support some – one who was being bullied?

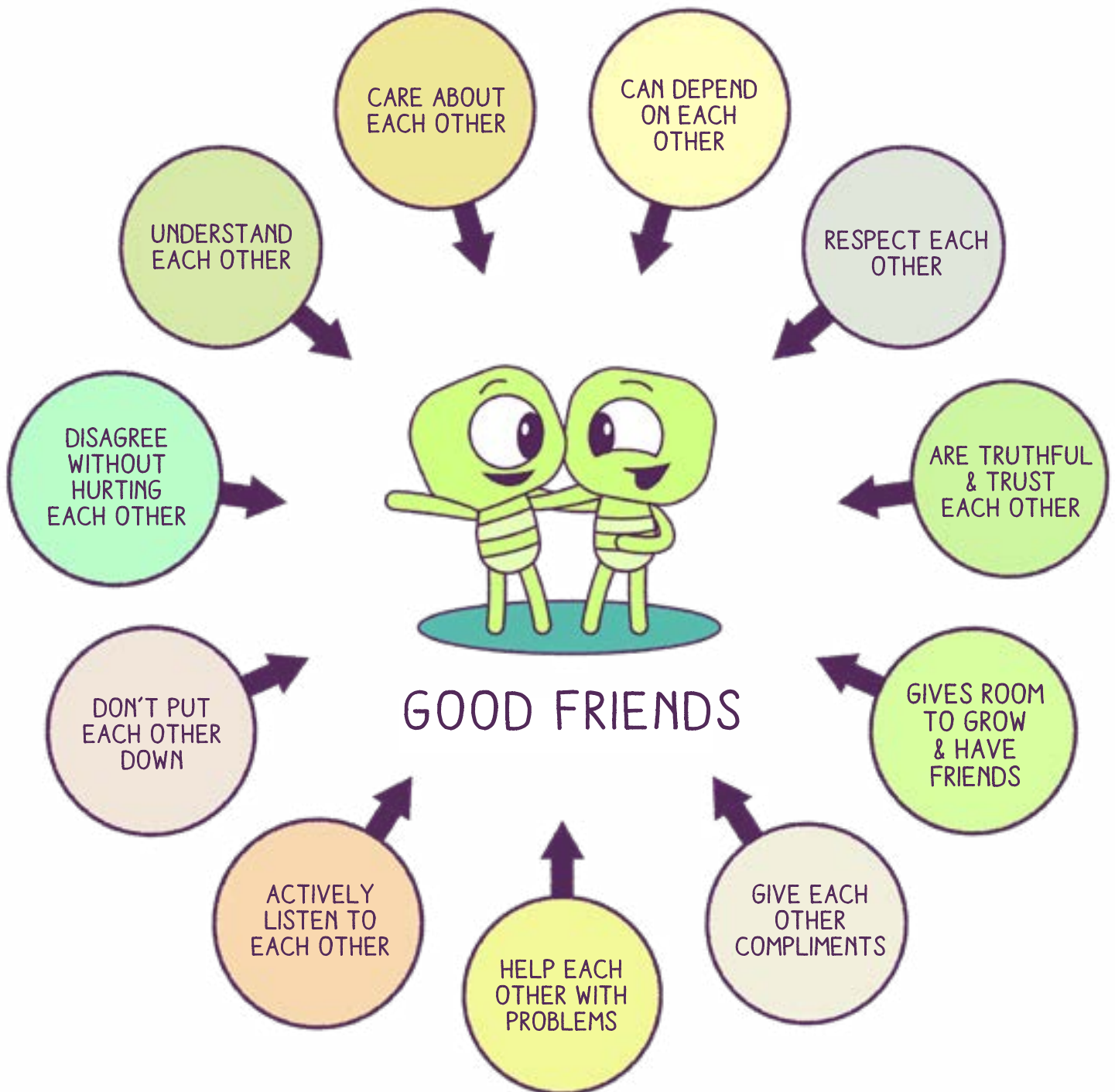
OPTIONAL

Give students the Handout on Good Friends to discuss, OR the “Good Friends” word search.

TEACHER CHECKLIST

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

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LESSON 3 - WORDSEARCH

G	E	E	A	E	W	T	L	P	E	T	T	R	O	I	R	Y
L	N	L	V	F	T	H	F	E	V	O	P	S	N	H	R	C
P	U	I	B	I	Y	A	E	O	S	R	R	P	D	W	E	S
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U	R	C	R	S	I	K	R	G	H	S	H	O	S	E	I	C
L	E	X	N	R	O	P	P	B	R	Y	G	N	I	R	A	C

DEPENDABLE
 COMPASSIONATE
 KIND
 SUPPORTIVE
 UNDERSTANDING
 CARING
 TRUSTWORTHY
 ENCOURAGING

HONEST
 RESPECTFUL
 GOOD
 PATIENT
 LISTENER
 THOUGHTFUL
 FORGIVING
 SHARING