



# **BIG TALKS** for Little people

## **INTERNATIONAL SCHOOLS PROGRAM**

**Phillip T Slee (Ph.D)**

**Shane Pill (Ph.D)**

**Deb Agnew (Ph.D)**

**Jessica Skuza**

# CONTACT AND COPYRIGHT



## CONTACT

Phillip T Slee (Ph.D)

Emeritus Professor in Human Development School of Education, Flinders University,  
GPO Box 2100, Adelaide, South Australia, 5001

(08) 8201 3243

Email contact: [phillip.slee@flinders.edu.au](mailto:phillip.slee@flinders.edu.au)

## COPYRIGHT

Published by Phillip T Slee, School of Education, Flinders University of SA,  
GPO Box 2100, Adelaide, 5001

*"The P.E.A.C.E. Pack: Coping with Bullying - Promoting Well-being".*

ISBN-13: 978-0-6482536-3-1

## Grateful Acknowledgements

The following people have extensively contributed to the development and funding of the 'Big Talks for Little People' series of programs.

Grace Skrzypiec (Ph.D)

John Mannion

Chris McDermott

# CONTENTS

<b>BACKGROUND</b>	<b>4</b>
<b>BACKGROUND SUMMARY</b>	<b>8</b>
<b>LESSON 1</b>	<b>10</b>
<b>LESSON 2</b>	<b>15</b>
<b>LESSON 3</b>	<b>21</b>
<b>LESSON 4</b>	<b>27</b>
<b>LESSON 5</b>	<b>31</b>
<b>LESSON 6</b>	<b>35</b>
<b>OPTIONAL CLASSROOM ACTIVITIES</b>	<b>41</b>
<b>REFERENCES</b>	<b>46</b>
<b>APPENDIX</b>	<b>47</b>

# BACKGROUND

## TEACHER NOTES TO INTRODUCE STUDENTS TO THE PROGRAM

In 2021 the pilot *"Big Talks for Little People"* was successfully trialled in 5 schools involving 248 primary school students. The evaluation demonstrated that the program was effective in improving the well-being of students, enhancing their abilities to recognise and express emotions, reducing anxiety. There was also a 25% reduction in students reporting being bullied.

Interviews with teachers and focus groups with students endorsed the program. Based upon student and teacher feedback the program has been revised to include PowerPoints for each lesson, more teacher information sheets including a topic on 'Interception' and more animations on topics such as 'Resilience' and 'Exclusion'. The recommendation was to upscale the module to a larger number of primary schools in 2022.

In 2023, an OSHC centred program was successfully trialled, and in 2024 a newly developed HPE aligned program was successfully evaluated.

The current 'Big Talks for Little People' **International Schools Program** is a primary school online resource which aims to help school students better understand their mental health and enhance their well-being. This introduction provides a theoretical background to program constructs and includes suggested activities for 6 lessons of 35-40 minutes each.

The program comprises 6 lessons incorporating 6 topics on mental health education and strategies for young students to develop their wellbeing.

It is intended for use in primary schools for all students but with a particular emphasis on students who have experienced trauma or challenges within their own mental health and wellbeing including school bullying. Teachers will be able to use a digital platform to run the 6 lesson module in their classrooms. The focus would be on early intervention and prevention for all children in each class. The digital module has been designed to be updated in response to new events e.g. natural disasters. The 6 lesson downloadable outlines are accompanied by a digital animation intended to promote classroom discussions and student interaction.

## ALIGNMENT OF THE PROGRAM WITH THE AUSTRALIAN CURRICULUM

The general capabilities in the Australian curriculum encompass knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008, that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens. Australian educators using the program should note that the lesson content aligns with the Australian curriculum.

## THERE ARE SEVEN GENERAL CAPABILITIES IN THE AUSTRALIAN CURRICULUM

- Literacy.
- Numeracy.
- Information and communication technology capability.
- Critical and creative thinking.
- Personal and social capability.
- Ethical understanding.
- Intercultural understanding.

The 'Big Talks for Little People' program engages strongly with the content of the general capabilities in the Australian curriculum. For example, students, when reading and compiling figures about school bullying, will be engaging with literacy and numeracy. In developing skills around inclusiveness, students will be enhancing their own intercultural understanding.

\*International educators using the program could assess the capabilities against their own national curriculum.

## IMPLEMENTING THE BIG TALKS FOR LITTLE PEOPLE PROGRAM

We are grateful to teachers who participate and implement this program. For this reason, it is an option for teachers to provide feedback so that we can modify the program as needed to ensure it is effective in addressing the mental health and improving the well-being of all primary school students.

# BACKGROUND

A school/organization may be interested in gaining student/educator feedback regarding the 'Big Talks for Little People' program.

Students who are participating in national/ international research will be invited to participate in an optional pre and post-program survey. These will be administered at two time points – before the intervention begins (at the beginning of lesson one) and then immediately following the end of the program (at the end of lesson six). A comparison of the data before and after will indicate if the 'Big Talks for Little People' program has been effective in achieving its wellbeing goals.

Teachers, who are participating in national/ international research, can also participate in a post-program 'Implementation Index' survey to ask teachers about their experiences implementing the program in their classrooms, including the barriers and facilitators to the program's use in the classroom and curriculum.

Online surveys can be found on the CAPER website: <https://www.caper.com.au/>

The costing of the surveys can be obtained from the author/s of the program and includes data analysis and a confidential report.

If participating in the surveys, it is crucial that the questionnaire administration and completion is carried out in conditions that will enable honest and confidential answers from students. We ask teachers to carefully follow the instructions provided for questionnaire administration.

Promoting student wellbeing involves developing student strength-based capacities and positive mindset relating to understanding and regulating behaviour, communication skills, resilience and optimism. More broadly it includes understanding diversity, inclusiveness and the importance of intercultural understanding as part of global citizenship.

## QUALITY ASSURANCE OF SCHOOL BASED PROGRAM

In relation to the conduct of the interventions, important attention is needed to the matter of implementation and the integrity of the implementation by the educators/teachers.

## THE DOMAINS IMPORTANT FOR PROGRAM INTEGRITY ARE:

- Adherence (i.e. fidelity, compliance) – this is the degree to which the core components of a program are delivered as intended, e.g. – the 6 full lessons.
- Exposure (i.e. dosage) – this refers to how much of the original program (lessons and activities) has been delivered.
- Participant responsiveness is associated with the degree to which the program stimulates the interest or holds the attention of participants and the extent to which participants engage with the program.
- Quality of delivery relates to the teachers program delivery skills and how well different program components have been conducted.
- Program differentiation is the extent to which a program's theory and practices can be distinguished from other programs (i.e. program uniqueness) so that there is no contamination from other programs.

In addition to these five domains, Durlak and DuPre (2008) identified three other important aspects of implementation, which are particularly relevant to school-based programs. Specifically, these are:

- Adaptation, which refers to the changes made in the original program during implementation and the extent to which it is modified and adapted.
- Control monitoring, involving a comparison of differences to non-participating schools and their outcomes.
- Program reach, which refers to the proportion of the target audience who have participated and includes involvement and representativeness of program participants.

# BACKGROUND FOR TEACHERS

## BIG TALKS FOR LITTLE PEOPLE

Most of the research undertaken to determine the level of wellbeing in schools has emphasised middle childhood and adolescence. There are challenges concerned with young children's cognitive understanding of wellbeing and mental health given the rapid changes in their social and emotional development.

Typically, in the past, research has equated the health and well-being of young people with the absence of malfunctioning and disturbance, and mental health was considered satisfactory if a mental health disorder was not diagnosed. A more positive approach involves an assessment of well-being by considering the presence of positive feelings toward one's life and the level of functioning well in life. In the last few decades, a greater level of attention has been given to the well-being of young children.

Terms such as social and emotional well-being and student well-being are now commonly and widely used. Problems associated with defining well-being are no less for children than they are for adults. Fraillon (2004,p.18) concluded that an overarching definition of student well-being should be *"the degree to which a student is functioning effectively in the school community"*. He identified the dimensions of intrapersonal and interpersonal functionings. Interpersonal well-being relates to students' evaluation of their social circumstances and capacity to function effectively in their school community. Intrapersonal well-being focused more on students' sense of self and consequent capacity to function in their school community. Noble and colleagues (2008, p.30) defined wellbeing as *"...a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences"*.

## THE RISK OF LABELLING

The current program recognizes the danger of naming or labeling a student. Unless we stop and think about it, we often don't recognize the labelling we engage in, and how it affects us and others. In this resource and consistent with systemic thinking every attempt is made to distance the behaviour from the person, e.g. perhaps talk about the 'behaviour' and not label the individual as a *"lacking in wellbeing"*.

## NORMATIVE MISBEHAVIOUR: THE IMPORTANCE OF ADDRESSING BEHAVIOUR AMONGST YOUNG CHILDREN

An important caveat in addressing wellbeing amongst young children is the very real risk of unduly labelling children, with all the associated unfortunate consequences. In considering the issue of wellbeing amongst young children there is no doubt that early childhood is characterized by rapid developmental change (Slee, Campbell & Spears, 2012) and consequently many parents and professionals believe that early social-emotional and behavioural problems are developmentally transient (e.g., the *"terrible twos"*) and likely to diminish as children grow older. However, this view conflicts with a growing body of evidence that for a small group of especially vulnerable children some early-emerging social-emotional and behavioural problems persist (e.g. see review by Briggs-Gowan et al 2006 as reported in Slee, 2017).

Students need to know and understand the language of wellbeing as well as their emotions. They need to have expertise with the words to tell what is happening to them, and a clear understanding of the many forms of wellbeing that exist.

Students require guidance to discuss the issue of wellbeing freely and without fear. They need strategies for overcoming bystander fear and being more supportive of other students. Empathy, kindness and compassion all have a role to play but their development in children needs careful guidance and support from responsible adults. Those who are experiencing problems in wellbeing need help in developing coping strategies that will assist them.

In the 'Big Talks for Little People' program, we understand the challenges of defining and measuring wellbeing. We propose a multi-dimensional emotional, social and cognitive perspective and the lessons provided in the module reflect this holistic and systemic thinking.

# BACKGROUND FOR TEACHERS

## STUDENT WELLBEING

Each lesson comprises a significant element of social and emotional learning. Social and Emotional Learning (SEL) highlights the role of resilient and inclusive classrooms which provide new opportunities for group membership and creation of effective learning environments. In facilitating inclusion, it is important that all class members as well as their teachers develop the skills to understand one another, and to communicate and work together effectively. Social emotional learning (SEL) is aimed at developing these skills and is generally defined as a process by which individuals learn to understand and manage their own feelings, understand and empathise with the feelings of others, communicate, resolve conflicts effectively, respect others, and develop healthy relationships. These skills are important to all children.

See Durlak et al (2025) for a global review of SEL

Five competencies that are generally agreed to be core to Social & Emotional Learning (SEL) are included in the 'Big Talks for Little People' lessons.

The lessons seek to develop skills in children that promote:

- **Self-awareness** - accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self confidence.
- **Self-management** - regulating one's emotions to handle stress, control impulses, and persevering in overcoming obstacles; goals; expressing emotions appropriately.
- **Social awareness** - being able to take the perspective of and empathise with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources; walking in someone else's shoes.
- **Relationship skills** - establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed; developing and maintaining friendships.
- **Responsible decision making** - making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others and contributing to the well-being of one's school and community; making decisions based on what is right and wrong as well as in consideration of others.

The primary school lessons focus on factors which research shows are significantly associated with positive relationships and well-being. The topics include friendship, resilience, self-concept, optimism, conflict management and positive relationships.

### What should a teacher do if a student seems upset by elements of this topic?

- Follow up with a one-to-one conversation rather than in front of the class.
- Be prepared to offer referrals according to school protocols e.g., see the wellbeing coordinator.
- Offer a buddy to accompany the student if immediate comfort is required.
- Acknowledge that there are sensitive elements to this topic and advise them to talk to a trusted adult as needed.
- Throughout the program students may want to talk about personal situations. It is important that teachers have a list of recommended resources available.

E.g.

'Kids helpline' - 1800 55 1800

<https://kidshelpline.com.au/>

The 'Bullying No Way' website.

<https://bullyingnoway.gov.au>

# THE PROGRAM SUMMARY

## SIX PRIMARY SCHOOL LESSONS

The program comprises 6 lessons. Teachers should attempt to undertake all 6 lessons, however where there are time constraints, please adjust the optional activities to suit your schedule.

LESSON	DESCRIPTION	WELLBEING	AUSTRALIAN GENERAL CAPABILITY
1.	Introduction. Pre-survey assessment of school belonging, friendship network, bullying & wellbeing.	Group work rules, group work skills.	Literacy; critical and creative. Thinking; personal and social capability.
2.	Remind students of group work skills.	Emotions - discussion of emotions and managing emotions.	Personal & social; ethical understanding.
3.	Introduction to exclusion and relationships.	Personal wellbeing & relationships. Making, keeping & valuing friends. What kind of friend am I?	Personal & social; ethical understanding.
4.	Resilience through the eyes of students - using student drawings to promote discussion.	Resilience. What is resilience? How do I think and feel and behave? Optimism: My glass is half-full. Challenging negative thoughts.	Personal & social; intercultural understanding.
5.	Revisit the concept of resilience using student drawings. Explain self-concept.	Self-concept. What kind of person am I? Developing a positive self-brand.	Critical & creative thinking. Information & I.T.; ethical understanding.
6.	Post-survey assessment of school belonging friendship network and bullying.	How I deal with conflict.	Ethical understanding; personal & social.



# THE PROGRAM SUMMARY

## EVERY LESSON

Remind students that they will be talking about sensitive topics in these classes and the importance of maintaining confidentiality.

## PROTECTIVE INTERRUPTING

Protective interrupting is a teaching strategy designed to protect:

- The person telling a personal story from disclosing a sensitive piece of information in the public arena, or from damaging their reputation.
- Those who the story is told about; they have a right to privacy.
- The class members: from distress at hearing a disclosure, or from covert pressure to be engaged in social activities or “high status” risky behaviours.
- The teacher from sidetracking off the discussion activity, or from allegations that the course is an arena for gossip or intrusion upon the privacy of others.

## WHAT IF A STUDENT SEEMS UPSET BY THIS TOPIC?

Protective interrupting is a teaching strategy designed to protect:

- Follow up with a one-to-one conversation rather than in front of the class.
- Be prepared to offer referrals according to school protocols e.g., see the counsellor.
- Offer a buddy to accompany if immediate comfort is required.
- Acknowledge that some people may have upsets in relation to this topic. Invite students who wish to speak with you privately to do so.

At the end of every lesson check that students are not leaving upset. If you are concerned about a student, follow up on the situation by:

- Talking to the student.
- Referring the student to the school counsellor.
- Continuing to monitor the student.

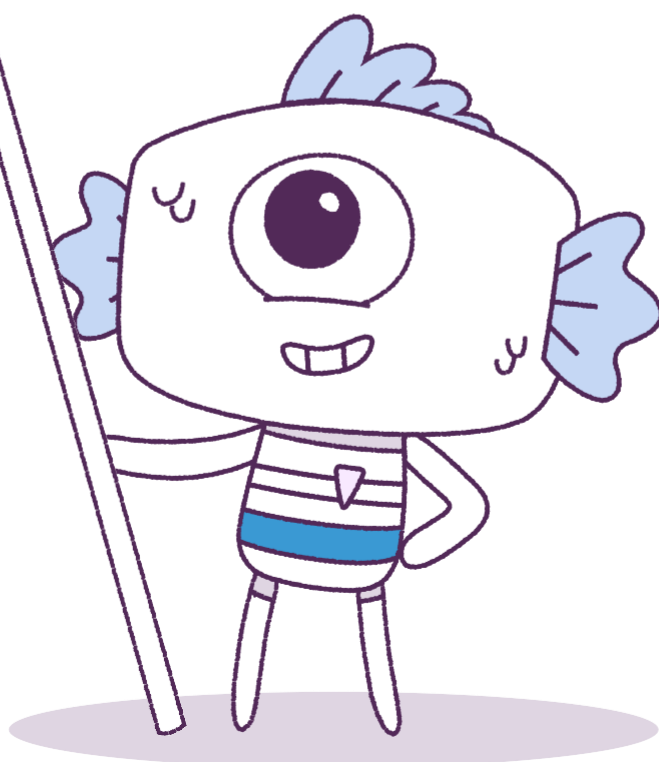
## CLASSROOM RULES

Have students create classroom rules. They could include:

- No Put-downs
- Respect each other's point of view, even if it is different from yours
- Understand that it is OK to be different in the way you think and feel.



# **BIG TALKS** for Little people



# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## LESSON AIMS

Students who are participating in International research may be asked to complete an optional pre-program survey. The costing for the survey may be obtained from the author/s of the 'Big Talks for Little People' programs. As part of this costing, the data gathered will be analysed and a confidential report provided.

Students will 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*.

**Digital animation :** *'Shy Friends' Animation*.

## CORE CONTENT

**PART 1:** Students may complete the pre-survey. (optional)

**PART 2:** Introduce students to the idea of the 'Big Talks for Little People' program, and the 'Peeps'.

**PART 3:** Group work. Establishing groups and rules.

**PART 4:** Watch the animation, and work in groups.

## GENERAL CAPABILITY

Please refer to your own national/international curriculum guidelines for 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 optional pre-intervention survey data
- Introduce students to the concept of 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 behaviours among friends and classmates.

### Children who are victimised:

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 students' self-reported bullying of others in a group and bullying others by themselves such that students who were low in pro-social behaviors 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.

# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## PART 1: STUDENT PRE-SURVEY

Students that are participating in the optional surveys will be introduced to the pre-survey. Students will be asked to complete this 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 Australian students can be accessed by clicking on the link below.

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

Access the survey by scrolling down and clicking on:

**Schools Module – International schools and Australian schools – Student survey**

All Years

\* International users will be directed to their own country's translated CAPER survey portal.

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

Students' answers are confidential. The pre-survey 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 reliable 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.

- Please do not talk to anyone else as you are filling in the pre-survey.
- Once you have completed your pre-survey, the results will be sent online to a University researcher who 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 2: 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 Peeps character gallery. Please read the following explanation to the students.

"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' and the 'Feels'!"

To help make a connection with the animations, the class may also like to briefly discuss the 'Peeps', noting interesting characteristics, similarities and differences between the 'Peeps' or perhaps even between the 'Peeps' and the students themselves.

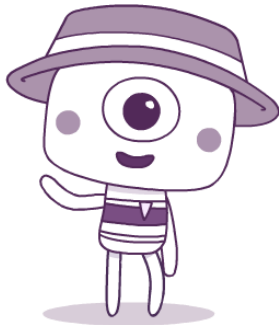
E.g.

"I think Tek is interesting because Tek likes gadgets and technology like me."

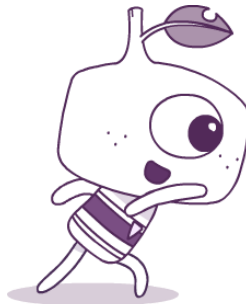
"I like playing sports, and Fin and Elk look like they enjoy playing sports too."

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

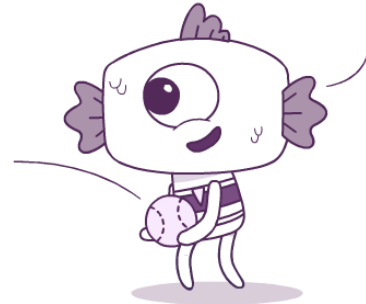
# MEET THE PEEPS



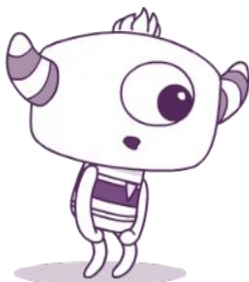
BRIM



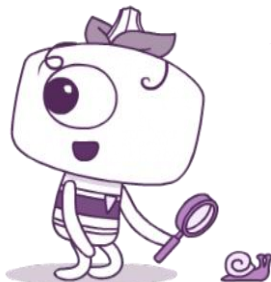
TWIG



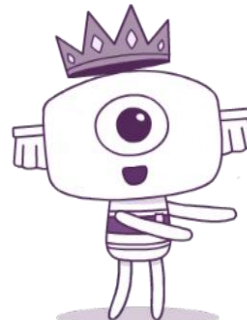
FIN



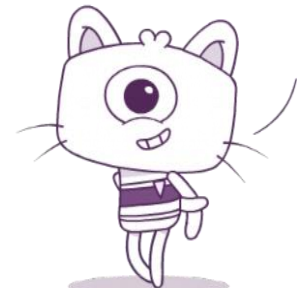
PAN



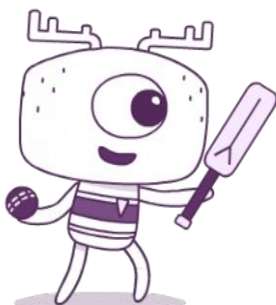
STALK



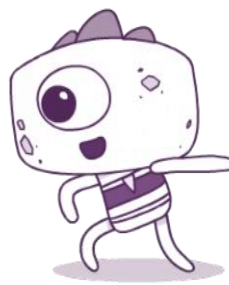
CROWN



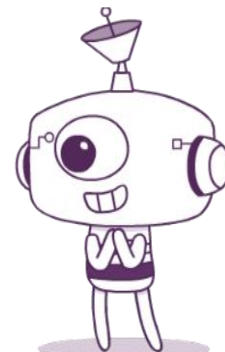
KIT



ELK



STEG



TEK

# LESSON 1 - PRE-SURVEY & ESTABLISHING GROUPS

## PART 3: 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 - Examples

No put downs.

Everyone gets a chance to speak.

Everyone has a role in the group.

Have students select roles within the groups, i.e.

Who will write answers to group questions?

Who will speak for the group?

Who will coordinate group work?

Who will be in charge of coordinating resources?

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 find another way in which things could be done?

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

### Let's get started!

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, have them begin their first group exercise by discussing the animation in Part 4.

## PART 4: ANIMATIONS 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?

## PART 5: WATCH ANIMATION: 'SHY FRIENDS' ANIMATION

Introduce the animation, '*Shy Friends*', using the animation to generate discussion about feelings and emotions.

Look at the beginning, middle and end of the animation. Discuss what emotions Tek and Pan are showing on the outside.

Discuss how their Feels are changing.

Are the Feels the same as what the Peeps are showing on the outside?

Discuss why the Feels may be different from the emotions the Peeps showed on the outside, and why they may be hidden or not shown to others.

### TEACHER CHECKLIST

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



# **BIG TALKS**

for little people





# LESSON 2 - EMOTIONS

## LESSON AIMS

In Lesson 2, we will discover more about recognising different types of emotions and explore emotion management strategies.

## EQUIPMENT REQUIRED

**Digital animation:** '*Icecream*' Animation.

**Plastic easter eggs and/or strips of paper**

Tools to draw on the eggs and/or pencils to draw on the paper.

**A book** which explores emotions and feelings to read to the class.

Paper and drawing tools.

## CORE CONTENT

**PART 1:** Review content from last week.

**PART 2:** Watch the animation '*Icecream*'.

**PART 3:** Activities.

## GENERAL CAPABILITY

Personal and social; ethical understanding.

## COPING STRATEGY

I can manage my feelings.

(Write up on whiteboard).

## TEACHER NOTES

**Lesson aims:**

Reflect back on last week's lesson about group work and what students remember. Identify students' understanding of feelings/emotions.

There has been a substantial increase in research and theory suggesting that an essential component of children's successful development is learning how to identify and regulate emotional responses and related behaviours in socially appropriate and adaptive ways. A range of research has linked difficulty in regulating negative emotions such as anger and sadness to emotional and behavioural problems.

It is during the early years that young children are developing an understanding of emotions, their ability to analyse and understand what the emotions mean (in themselves and in others) and appreciate how best to express and respond to emotions.

Research demonstrates that children can be effectively taught coping skills if they have learnt to self-regulate their emotions. This is particularly important for children who have experienced trauma and may try to cope by becoming submissive/aggressive or using avoidance behaviours. Emotions are a vital part of our everyday lives, and the highs and lows experienced can significantly affect our well-being. Assisting young people in managing their emotions is the first step in helping them cope.

You might consider how you could help young people handle their emotions by exploring different strategies, such as managing anger by breathing deeply and counting to five.

Research shows that there is a strong relationship between social-emotional learning and cognitive development. But, just like maths and reading, students must be taught social and emotional skills. Emotional regulation is a particularly important skill for students to learn as it affects students' ability to make decisions, persist in goal-oriented activities, and seek help when needed.

Developing coping skills helps children manage their emotions, regulate their feelings and strengthen their resilience and well-being.

## CONTROLLING EMOTIONS

On a daily basis, students are confronted via the media (TV and radio) and the internet with tragic and confronting events. The ABC article below provides advice for teachers to help young people understand and manage their emotions regarding these events.

<https://www.abc.net.au/news/health/2016-06-15/how-to-help-children-process-shocking-news-events/7509350>



# LESSON 2 - EMOTIONS

## 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: ICECREAM ANIMATION

In today's lesson we will talk more about emotions and feelings – let's begin by looking at the animation. Show the animation as a lead into the lesson on emotions.

After watching the animation, ask the students brainstorm as a class how the 'Peep' is feeling having dropped the icecream. Consider both positive as well as negative feelings (e.g. I can go back and get the flavour I really wanted, or disappointment and sadness for having had just a small amount before it fell). Which of these feelings are positive emotions? Which of the feelings are negative emotions?

## PART 3: ACTIVITIES

**Plastic Egg Faces** – Draw a variety of faces on plastic Easter eggs with the eyes on the top half and the mouth on the bottom half. Teach your students about different emotions as they have fun interchanging the parts to make all sorts of different faces. You can also draw different sets of eyes and a mouth on strips of paper to swap with other students.

**Books About Feelings** – Reading to your students is one of the best ways to teach them about their feelings and emotions. Identify a story that you are familiar with and read it to the students identifying the emotions of the characters.

The narrated storybook 'The Color Monster' by Anna Llenas, read by Joshua Brooks has been recommended to view on YouTube.

<https://www.youtube.com/watch?v=W6wEp-M4tg>

**Teaching Feeling Words** – Too often, the emotions we focus on teaching are happy, sad, mad, etc. Students will benefit greatly in their social emotional development by learning about a much wider range of emotions.

**YouTube & Feelings** – Identify a YouTube clip which could teach students about their feelings and emotions. Discuss the various emotions displayed in the clip. Some suggested links are:

<https://www.youtube.com/watch?v=UsISd1AMNYU>

<https://www.youtube.com/watch?v=utZr0dPu5sk>

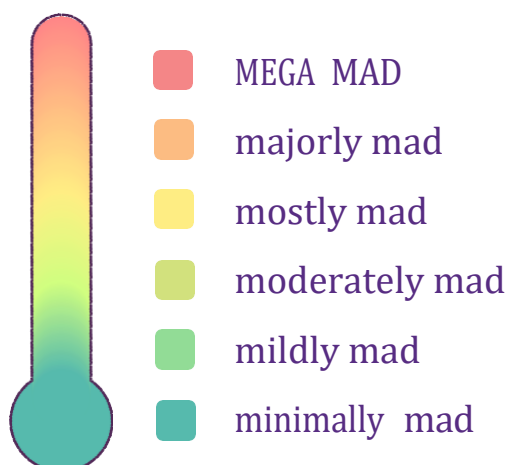
### Emotion Meter Activity

Empower younger students to express themselves by asking them to create an 'Emotion Meter'. This is a great tool to use with students who may not yet be able to clearly express what mood they are in.



### Anger Meter Activity

Anger is often the emotion that erupts when a child is dealing with unregulated secondary emotions. Have students create an 'Anger Meter' and discuss strategies they can use to calm down.



# LESSON 2 - EMOTIONS

## ACTIVITY – ‘SOLES OF THE FEET’ MINDFULNESS EXERCISE

Also make students aware of the ‘Soles of the Feet Mindfulness Exercise’.

Nirbhay. N. Singh and his colleagues point out that:

The procedure, termed ‘Soles of the Feet’, enables the individual to divert attention from an emotionally arousing thought, event, or situation to an emotionally neutral part of one’s body. The individual is able to stop, focus the mind back on the body, calm down and then make a choice about how to react to the thought, event, or situation that triggered the arousal response. Once the procedure is mastered to the point of automaticity, the individual can use it in multiple contexts, whether sitting, standing or walking slowly. It provides the individual with an internalised response that is easy to master and can be accessed in almost any situation.

## SKILL

Controlling the urge to be physically or verbally aggressive.

## RATIONALE

When an incident occurs, or a situation arises that typically makes you angry and you feel like either verbally threatening or hitting someone, it is important to **control these feelings**. We try not to threaten or hurt people when we disagree with them. This is a simple way of quickly calming yourself.

## TEACHER CHECKLIST

☐

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

## LESSON 2 - EMOTIONS

### MINDFULNESS EXERCISE

1. If you are standing, stand in a natural rather than an aggressive posture, with the soles of your feet flat on the floor.
2. If you are sitting, sit comfortably with the soles of your feet flat on the floor.
3. Breathe naturally and keep still.
4. Cast your mind back to an incident that made you very angry. Stay with the anger.
5. You are feeling angry, and angry thoughts are flowing through your mind. Let them flow naturally, without restriction. Stay with the anger. Your body may show signs of anger (e.g., rapid breathing)
6. Now, shift all your attention to the soles of your feet.
7. Slowly, move your toes, feel your shoes covering your feet, feel the texture of your socks or hose, the curve of your arch of your feet, and the heels against the back of your shoes. If you do not have shoes on, feel the floor or carpet with the soles of your feet.
8. Keep breathing naturally and focus on the soles of your feet until you feel calm.
9. Practise this mindfulness exercise until you can use it wherever you are, and whenever an incident occurs that may lead to you being verbally or physically aggressive.
10. Remember that once you are calm, you can walk away from the incident or situation with a smile on your face because you controlled your anger. Alternatively, if you need to, you can respond to the incident or situation with a calm and clear mind, without verbal threats or physical aggression.

## LESSON 2 - EMOTIONS

### WHEN I AM FRUSTRATED, ANGRY OR UPSET, I WILL CHOOSE TO...

1...2...3...4...5



TAKE DEEP  
BREATHS &  
COUNT TO 5



ASK FOR  
A BREAK

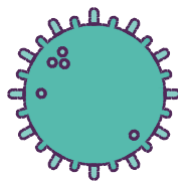


ASK TO TAKE  
A WALK

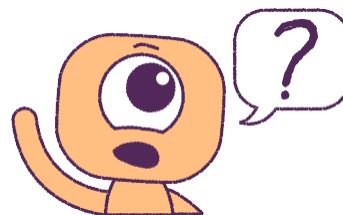
1...2...3...4...5



CLOSE MY EYES  
& COUNT TO 5



ASK FOR A  
SENSORY  
ACTIVITY

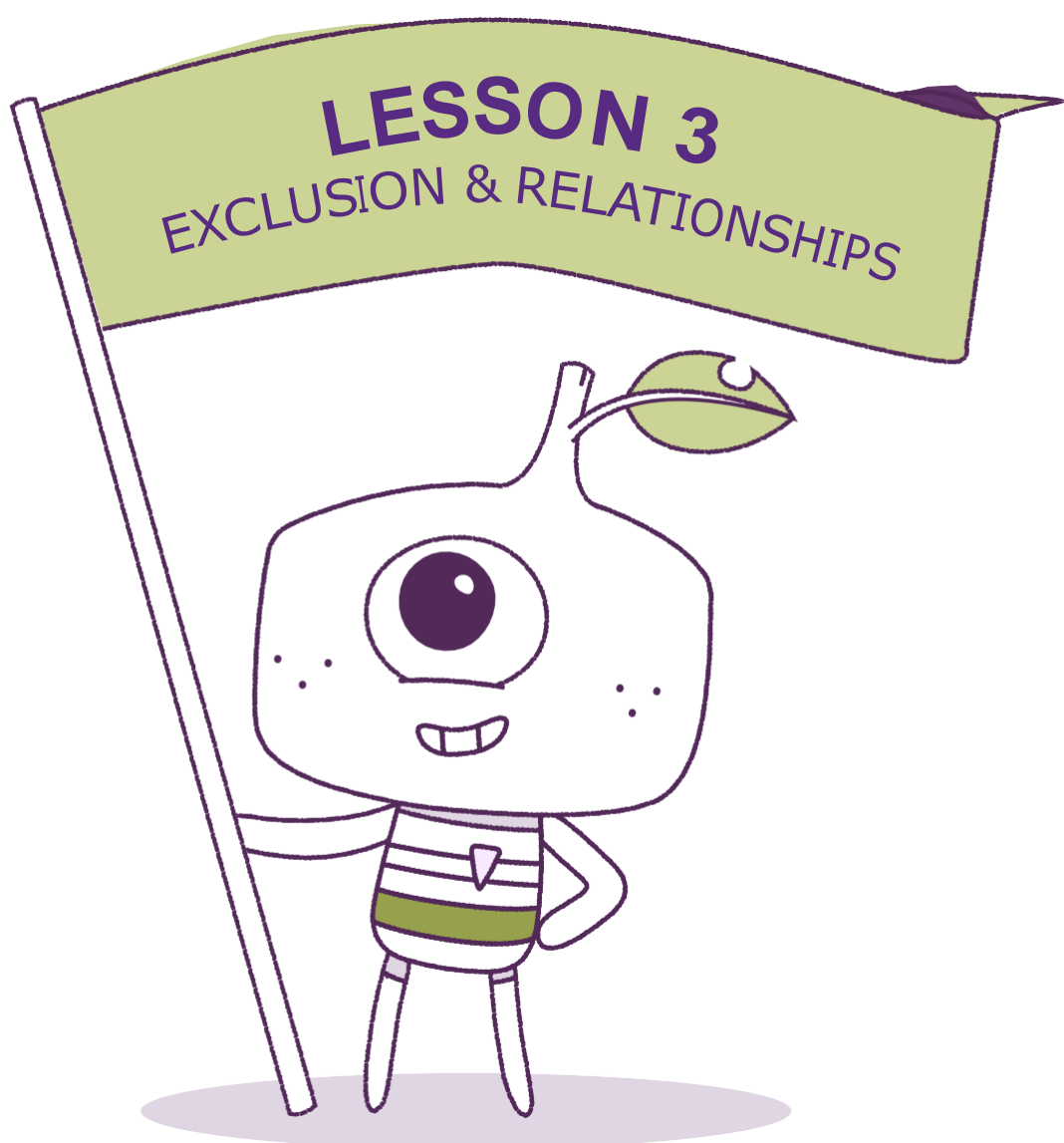


ASK FOR  
HELP

Mindfulness – Use the 'Soles of the feet' mindfulness activity to put students in touch with their feelings and teach them how to calm down and manage their emotions.



# **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:** *'Lighthouse'* Animation.

**Digital animation:** *'Three Steps'* 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 *'Lighthouse'* Animation.

**PART 3:** Watch the *'Three Steps'* 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 students' hand-drawn illustrations. The class discussion could involve a Y chart – social exclusion looks like – feels like – sounds like. These can be found in the 'Resources' section.

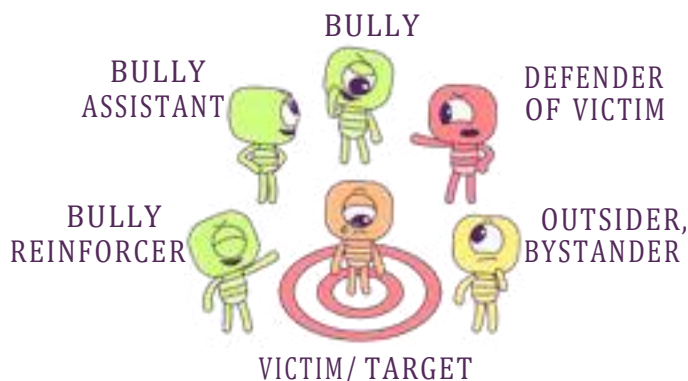
Identifying the role of friendship in addressing school bullying e.g. as a protective factor. Use the drawings that depict the different types of bullying.

Show the 'Lighthouse' animation depicting bullying. Students could work in pairs to identify how the 'Peep' is feeling and describe the 'Feels' involved. What are some solutions to the bullying?

Discuss what other types of bullying there are?

#### 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.

## LESSON 3 - EXCLUSION & RELATIONSHIPS

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: 'LIGHTHOUSE' ANIMATION

What do you think is happening during the story?

How might the 'Peep' Tek be feeling, while using the tablet?

Why do you think Tek turns off the tablet?

What other things could Tek do after turning off the tablet?

### PART 3: WATCH THE ANIMATION: 'THREE STEPS' ANIMATION

What do you think is happening during the story?

Can you describe the different feelings that Crown has as the story progresses?

What does Crown do to help the situation?

Discuss the strategies that Crown uses:

- Stay calm
- Tell a trusted adult/friend about the situation
- Get help and support from a trusted adult/friend

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

Show the students' 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.

# LESSON 3 - EXCLUSION & RELATIONSHIPS

## 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 making 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.

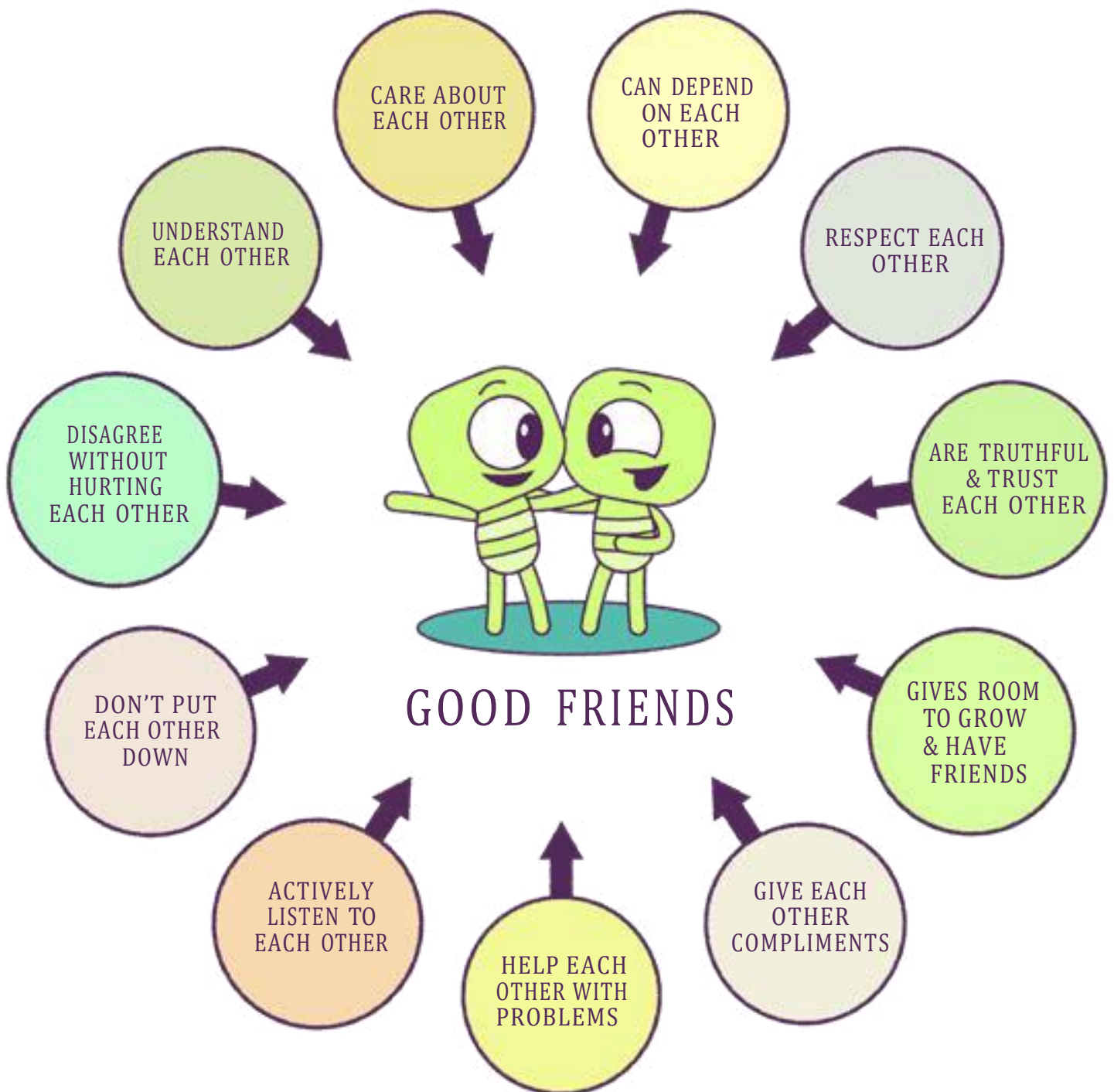
### TEACHER CHECKLIST

☐

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



## LESSON 3 - EXCLUSION & RELATIONSHIPS



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



# **BIG TALKS** for Little people



# LESSON 4 - RESILIENCE

## LESSON AIMS

In Lesson 4, we will explore resilience and also learn about coping strategies.

## EQUIPMENT REQUIRED

Digital animation : *'Ball Throw'* Animation

Digital animations : *'Tennis'* Animation

Digital animation : *'Torch'* Animation

Device for internet web search, paper /workbooks and tools to write with.

## CORE CONTENT

**PART 1:** Review content from last week.

**PART 2:** Watch *'Ball Throw'* Animation.

**PART 3:** Watch *'Tennis'* Animation

**PART 4:** Watch *'Torch'* Animation

**PART 5:** Resilience roleplay. (Optional)

## COPING STRATEGY

When I'm down I can pick myself up and move on.

(Write up on whiteboard).

## TEACHER NOTES

### Lesson aims:

1. Discuss web search images about resilience.
2. Develop an understanding of resilience.

### Bullying

Remind students of the discussion in Lesson 3. Bullying

is:

- Typically repeated.
- Deliberately harmful.
- Involves the systematic abuse of power.

Types of bullying include physical, verbal, social and cyber. World-wide research makes it clear that bullying occurs in most schools, and that there are significant negative psycho-social and mental health outcomes associated with it (Skrzypiec, Slee, Askell-Williams & Lawson, 2012; Slee, 2017).

### Coping with bullying

There are many factors that impact on the likelihood that a young person becomes the target of bullies at school, including the physical, behavioural, and social-cognitive attributes of victims, parenting practices and the school climate. While victims are not to be blamed for being bullied, research has shown that children who appear to be vulnerable, socially withdrawn, anxious, or submissive, or who respond by fighting back in an ineffectual manner (i.e. who respond with anger and strong emotions) tend to reinforce further victimisation. A victims' inability to effectively cope with bullying may be linked to persistent victimisation. The more an individual is bullied the greater the demand is made on the individual's coping capacity.

Students who are bullied are hurt and often feel helpless and alone. They need help with ways to cope with bullying. Australian researchers have shown that it is possible to teach young people how to better cope with stressful situations, such as bullying. In this lesson students will explore strategies for coping with verbal bullying, in becoming assertive and sticking up for themselves when they need to.

### Resilience

The resilience of individuals can be described as their capacity to survive, adapt, and grow in the face of acute crises and chronic stresses. Most recently some researchers have conceptualised resilience as a dynamic process that draws from risk and protective factors that are internal (individual characteristics) and external (family, school and community) to the individual. In line with these factors, resilience can be built through a number of avenues. Firstly, through certain personal characteristics (individuals who are resilient have a good sense of self-worth, purpose, control, belonging and their future). Secondly, through external environments, such as schools, which contribute to personal competencies that help build resilience. Thirdly, through the interaction of these two factors.

# LESSON 4 - RESILIENCE

In addition to family, school is an important external system where young people's resilience can be developed. The school classroom can provide an environment that promotes resilience by facilitating the development of an individual's self-concept and self-worth, and by providing a safe environment that buffers an individual against adversity. Research has shown that schools, where students feel supported and accepted by their peers, have caring relationships with adults and positive teacher influences, as well as opportunities for success (academic and non-academic), foster a positive influence on student resilience.

The 'Student Wellbeing Hub' (link below) has a considerable array of resources including YouTube clips, games, discussion starters, short courses and webinars, focused on mental health and wellbeing.

<https://studentwellbeinghub.edu.au/>

<https://studentwellbeinghub.edu.au/educators/topics/wellbeing/>

## PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about exclusion and relationships.

## PART 2: WATCH ANIMATION: 'BALL THROW' ANIMATION

Show and discuss the 'Ball Throw' Animation.

Use this lesson to revisit the concepts of 'emotions' and 'feelings'. For example:

Emotions are relatively discrete reactions to events e.g. Failing to score a goal in the 'ball throw' and expressing anger.

Feelings are more diffuse inner responses that are not readily identified by others.

How do you think the 'Peep' Elk got to be so good at their ball skills? Perhaps practice and persistence? What other skills would help?

When the ball was thrown away, how did each 'Peep' character, Elk and Stalk, feel? What could they do to be more resilient?

Ask, what could **you** do to help, if that happened to one of your classmates?

## PART 3: STUDENT WEB SEARCH

### What is Resilience?

<https://raisingchildren.net.au/school-age/behaviour/understanding-behaviour/resilience-how-to-build-it-in-children-3-8-years#:~:text=Resilience%20is%20the%20ability%20to,the%20foundation%20of%20children's%20resilience.>

"Resilience is the ability to bounce back after challenges and tough times."

## WATCH ANIMATION: 'TENNIS' ANIMATION

Describe what is happening in the 'Tennis' animation, including the expressions and feelings that are changing.

How does the 'Peep' Bean show resilience, even when losing the point and match?

Discuss any important lessons that the 'Peep' Bean may have learned during the tennis match.

Show students the images below and ask them **in their own words** what they think 'Resilience' means?



# LESSON 4 - RESILIENCE

## PART 4: WATCH ANIMATION: 'TORCH' ANIMATION

- Discuss what is happening at the beginning, in the middle and at the end of the animation.
- What were the three ways that Steg handled the situation?

**AVOID** – Giving up and becoming upset : **not trying** to find a solution.

**ATTACK** – Getting angry at themselves and their belongings : **not trying** to find a solution.

**PROBLEM SOLVE** – Being calm and taking time to think about the different ways that their toy could be fixed : **trying** to find a solution.

- In what ways does Steg eventually show resilience?
- What can stop us or get in the way of us trying to be resilient?
- Can you think of someone who has been resilient, and if so, what did they do to show that they were being resilient?

## PART 5: RESILIENCE ROLEPLAY (OPTIONAL)

Have students write their answers in their workbook or on a sheet and be prepared to share with the class.

1. You've been waiting with other students in a line and another student pushes in front of you.

2. Your teacher sets a group task to be completed in the lesson. The others in your group don't want to do any work and even though you try to get them to work together, when the lesson ends, your group has nothing to hand in. Your teacher makes you stay in at lunchtime to finish the task.

3. At lunchtime you see a group of students playing handball. When you ask to join in, someone calls you a "loser" and no-one invites you to play.

4. Your parents have just read your report card. They are unhappy about some of your grades/marks and tell you that you're banned from playing online games for 2 weeks.

## TEACHER CHECKLIST

☐

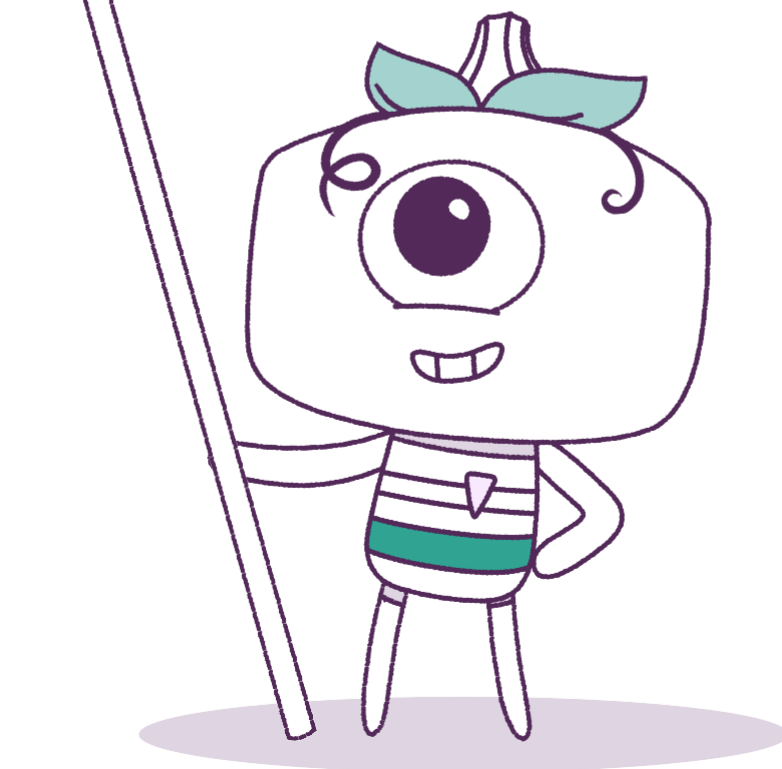
Have you completed the relevant activities and shown the digital animations?





# **BIG TALKS** for little people

## **LESSON 5** SELF-CONCEPT



# LESSON 5 - SELF-CONCEPT

## LESSON AIMS

Understand what self-concept is. Learn about being proud and responsible.

## EQUIPMENT REQUIRED

Digital animation: *'Diving Board'* Animation.

Digital animation: *'Under a Cloud'* Animation.

Workbooks for group work and tools to write with.

A number of different magazines, scissors, glue and/or tape.

Handout: *"Awesome"* adjective list.

## CORE CONTENT

**PART 1:** Review the content from last week.

**PART 2:** Watch the digital animation *'Diving Board'* Animation.

**PART 3:** Watch the digital animation *'Under a Cloud'* Animation.

**PART 4:** Self-concept activities.

## COPING STRATEGY

Be proud and responsible.

(Write up on whiteboard).

## EDUCATOR NOTES

The *'verywellmind'* website (link below) has a considerable array of resource pages focused on 'self - concept'.

Image also courtesy of:

<https://www.verywellmind.com/what-is-self-concept-2795865>



## PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about **resilience**.

## PART 2: WATCH ANIMATION: 'DIVING BOARD' ANIMATION

Play the *'Diving Board'* Animation.

Discuss with students, the feelings and ideas represented in the animation. Help students identify the emotions shown by the 'Peep' Kit.

Look at Kit's 'Feels'. What feelings are being shown?

How do emotions and feelings help shape a person's self-concept?

Ask the students about a time when they felt too scared to do something.

What emotions did they experience? Did the experience change them?

## PART 3: WATCH ANIMATION: 'UNDER A CLOUD' ANIMATION

Play the *'Under a Cloud'* animation. Discuss:

- What do you think is happening in the story?
- How might the 'Peep' Pan be feeling sitting alone?
- What do you think happens next, as Brim sits with Pan?
- What would **you** say to Pan, or a friend in the same situation?

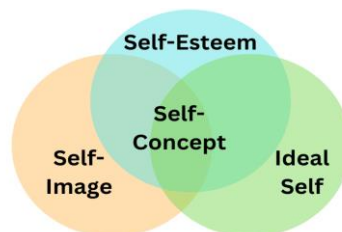


Image courtesy of:

<https://www.explorepsychology.com/self-concept/>



# LESSON 5 - SELF-CONCEPT

## PART4: SELF-CONCEPT ACTIVITIES

Group activity – choose any of the following.

- **Create a “Me” commercial**

Working in groups, ask students to help each other write a one minute television commercial about themselves. The topic is:

‘Why should someone hire me?’.

The commercial depicts the student’s special qualities. Optional: after they work on these, the students present their commercials in small groups.

- **Design a ‘self-brand’**

You may introduce the idea of ‘self-brand’, asking students to identify a ‘brand’ such as Nike and the intention behind companies having a ‘brand name’ (e.g. excellence, quality, reliability, competitiveness). Students could then be asked to identify a ‘brand’ that **best** represents them.

Create a ‘Self-brand’ collage (If time permits). Working in their groups, students will use pictures, words, or symbols clipped from magazines to represent their traits or things they enjoy doing, places they’ve been, people they admire, or careers they desire.

Using all these things, students create the collage.

If time permits they can then present and explain their “brand” to their group.

### Sentence stem:

Have students complete and illustrate: “I am unique because...”

List 5 things that make the student who they are.

### Ranking traits (see ‘Awesome Adjectives’ list):

- Ask students to rip a piece of paper into ten strips.
- On each they write a word or phrase that describes themselves (use the ‘Awesome Adjectives’ list). Assure students that no one will see what they have written, so a student can be extremely honest.
- Then the student arranges the traits in order from what they like **most** about themselves to what is **least** liked.
- When that is completed, the teacher asks:  
*“Now look at each trait. Do you want to keep it? Now give up one trait. How does the lack of that affect you? Now give up another. Give up three. Now what kind of person are you?”*
- After giving up six of the qualities, ask the students to regain the traits one by one. There may be some tension as students decide which traits they will give up and regain.
- After the lesson, ask the students to write in their workbook what they kept and what they learned about themselves from the experience.

## CONCLUDING ACTIVITY

**Student work notes:** Ask the students to record the major points from the lesson about ‘self-concept’ and ‘self-brand’.

## TEACHER CHECKLIST

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

# LESSON 5 - RESOURCES

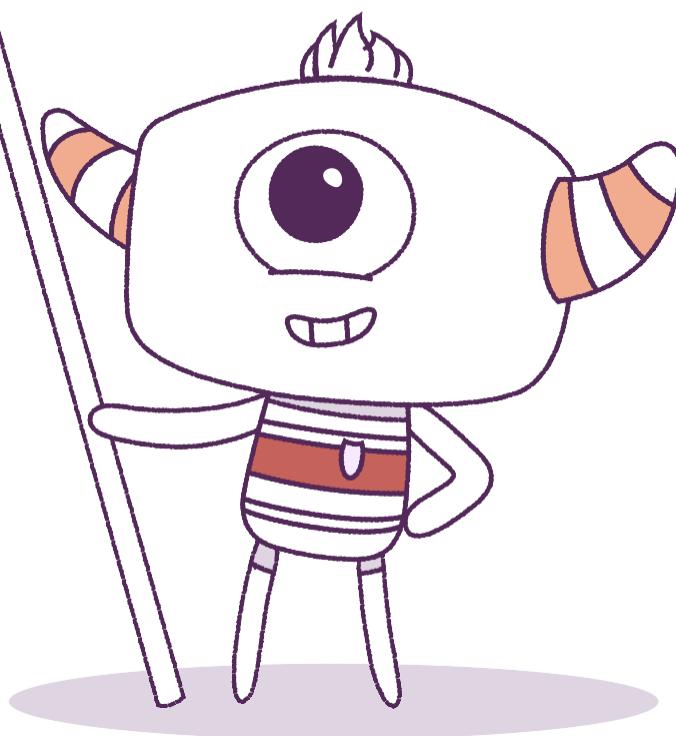
## AWESOME ADJECTIVES

Adaptable	Determined	Humorous	Quick-witted
Adventurous	Diligent	Imaginative	Quiet
Affable	Diplomatic	Impartial	Rational
Affectionate	Discreet	Independent	Reliable
Agreeable	Dynamic	Intellectual	Reserved
Ambitious	Easy going	Intelligent	Resourceful
Amiable	Emotional	Intuitive	Romantic
Amicable	Energetic	Inventive	Self-confident
Amusing	Enthusiastic	Kind	Sensible
Brave	Exuberant	Loving	Sensitive
Bright	Fair-minded	Loyal	Shy
Broad-Minded	Faithful	Neat	Sincere
Calm	Fearless	Nice	Sociable
Careful	Forceful	Optimistic	Straightforward
Charming	Frank	Passionate	Sympathetic
Communicative	Friendly	Patient	Terrific
Compassionate	Funny	Persistent	Thoughtful
Conscientious	Generous	Pioneering	Tidy
Considerate	Gentle	Philosophical	Tough
Convivial	Good	Placid	Understanding
Courageous	Gregarious	Polite	Versatile
Courteous	Hard-working	Powerful	Warm-hearted
Creative	Helpful	Practical	Willing
Decisive	Honest	Pro-active	Witty



# BIG TALKS

for little people



## LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

### LESSON AIMS

Understand conflict management. Learn about coping strategies related to conflict management. Complete a post-survey.

### EQUIPMENT REQUIRED

**Handout:** Conflict management sheet.

**Digital animation:** “*Beanbag Toss*”.

Access to a digital device to complete a post-survey. (Both teacher and students.)

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

### CORE CONTENT

**PART 1:** Review the content from last week.

**PART 2:** Watch the “*Beanbag Toss*” animation.

**PART 3:** Pair activity about conflict management.

**PART 4:** Communication strategy activity.

**PART 5:** Provide a summary of ‘Big Talks...’ lessons.

**PART 6:** Students complete the online student post-survey.

**PART 7:** Teachers complete the online Teacher’s Implementation’ survey.

### COPING STRATEGY

Be strong – tell someone.

(Write up on whiteboard).

### TEACHER NOTES

#### Lesson aims:

1. To provide an overview of the module.
2. Develop students’ conflict resolution skills.

#### Conflict:

The Macquarie Dictionary defines conflict as a “*a battle or struggle, especially a prolonged struggle, strife controversy a quarrel.*” Generally, it denotes a disagreement between two individuals when one person does something to which a second person objects.

While conflict is often seen as a “*bad*” thing, this overlooks the possibility for conflict being able to lead to positive outcomes such as strengthening a relationship. Students need help with carrying out positive coping actions. Teachers should acknowledge that carrying out the planned action is the real challenge. Sometimes what is required to carry out the action is courage and assertion. Conflict is a natural part of human existence which no amount of positive thinking will eliminate.

- If not handled well, conflict can cause unhappiness and distress.
- By understanding the nature of conflict, it is possible to shape it into a potentially positive force in relationships.
- Making sense of conflict and equipping students with the knowledge and skills to effectively deal with conflict when it arises contributes to positive student well-being.

To assist students in managing conflict, they require guidance in listening, being respectful and in separating a difference of opinion from a personal attack. Learning how to have discussions without attacking others or becoming defensive will help students become less fearful of conflict situations.

Acquiring skills of self-expression and accepting that others may not always agree with them, are important life-long relationship skills. (Slee 2017)

The strategies used for managing conflict vary between people. These strategies seem to be automatic responses although they are learned, usually in childhood. Most people are not aware of how they react in conflict situations, and we seem to act by doing whatever comes naturally.

However, because it was learned, it is possible to change the personal strategy we use by learning how to better manage conflict effectively.

## LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

When teachers witness conflict between students it is important they:

- **Do not ignore the conflict** – the silence benefits the “more powerful” or advantaged.
- **Do not act as a judge** – students are not too immature to solve their own problems. Their maturity, social and moral growth may be impeded otherwise.
- **Do not solely side with the victim** – this can continue the cycle of victimisation as it may lead to dependence by the target and label the bully as an aggressor. Be empathic.
- **Do not encourage tattling** – encourage students to solve their own problems using the ‘Win Win Conflict Resolution Model’ before coming to you. (Tattling is minimised if the above suggestions are followed.)

The “*Student Well-being Hub*” (link below) has a considerable array of resources including YouTube clips, games, discussion starters focused on resilience and ‘Conflict Resolution’.

<https://studentwellbeinghub.edu.au/resources/relationships-conflict-resolution-strategies/>

We can deal with conflict in three ways:

1. **Avoid** – We can pretend the problem does not exist.
2. **Attack** – We can be confrontational by being aggressive and violent.
3. **Problem Solve** – We can talk and negotiate and find a solution that everyone is happy with.

**Conflict management style:**

There are two main considerations that are taken into account in a conflict situation:

1. Achieving your personal goals.
2. Maintaining your personal relationship with the other person.

- Achieving your personal goals – the reason there is a conflict is because your goal conflicts with someone else’s goal.
- Maintaining your positive relationship with the other person – in the future you may need to interact with this person. Go hard on the issue but soft on other people. We all make mistakes, but forgiveness is important.

When you are engaged in a conflict, the importance of each of these affects how you will act. Based on these two concerns, we can identify five conflict styles, as shown in the figure below.

### PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about self-concept.

### PART 2: WATCH THE ANIMATION: BEANBAG TOSS ANIMATION

#### Educator Notes

Watch the “*Beanbag Toss Animation*”. Educators could pose questions to students such as:

- What do you think is happening here?
- How might each ‘Peep’ involved be feeling?
- Is there a solution that makes everyone happy?
- What do you think the ‘Peep’ Crown is feeling?

Let students know they can deal with conflict in 3 ways. They could:

**Avoid** – pretend the problem doesn’t exist.

**Attack** – we can be confrontational by being aggressive and violent. However, this may cause unhappiness or distress.

**Problem Solve** – We can TALK, NEGOTIATE, and find a solution that **everyone** is happy with.

## LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

### PART 3: PAIR ACTIVITY - CONFLICT MANAGEMENT

Hand out the “Conflict Management Style” sheets. In this lesson students will identify their own styles of managing conflict and discuss different strategies for settling conflict. Students will learn 6 steps for conflict resolution.

Ask students to work in pairs and think about a recent conflict situation they experienced.

Ask them to use the handout to identify which conflict management style they used.

#### Group Discussion

- What conflict management style do you commonly use?
- What can you do to handle the conflict better next time?

#### Student Work Notes

“Be strong – tell someone”. Have students reflect on their conflict resolution style – coping strategies for physical bullying next time?

### PART 4: COMMUNICATION STRATEGY ACTIVITY:

#### Communication strategies:

In this activity you may suggest that if a student needs to tell someone something, it can be useful to do one of the following:

- Work out a line or two to get you started.
- Write a note to the adult asking for an important time to talk.
- Write a note which tells of the situation.
- Take a friend with you to help you get it said.
- Ask someone else to tell for you, such as a friend, sibling, or parent.

In groups, ask students to select one of these methods to tell someone about a situation involving physical bullying. Once prepared, each group uses the strategy to present the problem to the class. Students in the class then make suggestions for possible solutions to the problem.

### PART 5: LESSON SUMMARY

Wrap up and review the topics of each lesson completed in the module before moving on to the post-survey. Topics included:

- Establishing groups
- Emotions
- Exclusions & relationships
- Resilience
- Self- concept
- Conflict management

### PART 6: STUDENT POST-SURVEY

National /International students who are participating in the optional post-survey will be asked to revisit the CAPER website link below and visit their survey portals. The teacher should explain to the students the importance of this information for providing a better understanding of what students have learnt, and to help improve the lessons for other students.

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

Australian students will click on the :

**Schools Module–International Schools and Australian Schools–Student Survey**

### PART 7: TEACHER POST PROGRAM SURVEY

The ‘Teacher Implementation Index’ is an optional online survey which asks about teachers’ individual experiences when delivering the program to students. Teachers will be asked to visit the CAPER website and visit their national/ international portals. Australian teachers will be asked to click on :

**Schools Module–International Schools and Australian Schools–Teacher Implementation Index**

### TEACHER CHECKLIST

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

## LESSON 6 - WIN-WIN CONFLICT RESOLUTION

### MODEL FOR CONFLICT RESOLUTION

**Step 1.** Each person tells their side of the story, remaining calm and not using names. Focus on the issue, go hard on the problem behaviour. (It's often about how people are being treated, human rights). Go soft on the people. Differentiate between the person and the problem behaviour.

**Step 2.** Each person describes what they need to have to make things right for them. For example, *"Do use the names of others", or "I need to be treated respectfully"*.

**Step 3.** Discuss what needs to happen to make things right for everybody and what each person has to do to make this work.

### FOLLOW THE 6 STEPS

1.

#### STOP. CALM DOWN, COOL OFF

Turn attention inward. Notice the pain, body reaction.

2.

#### SAY WHAT'S BOTHERING YOU

Communicate using "I" statements. Do not blame, attack, use put-downs or negative body language.

3.

#### EACH RE-ITERATES WHAT THE OTHER PERSON SAID

Brings clarity and empathy.

4.

#### TAKE RESPONSIBILITY

Responsibility is internal and present-future orientated. What can each person do to improve things in the future?

5.

#### BRAINSTORM SOLUTION

Find one that satisfies all parties.

6.

#### AFFIRM, FORGIVE OR THANK

Acknowledge the effort made to overcome the natural tendency to fight or withdraw.



## LESSON 6 - RESOURCES



**HIGH RELATIONSHIP GOALS  
LOW PERSONAL GOALS**

### TEDDY BEARS

To Teddy Bears, the relationship is of great importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues someone will get hurt and that would ruin the relationship. Teddy Bears say, "I'll give up my goals, and let you have what you want, in order for you to like me." Teddy bears try to smooth over the conflict in fear of harming the relationship.



**LOW RELATIONSHIP GOALS  
LOW PERSONAL GOALS**

### TURTLES

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.



**MID RELATIONSHIPS GOALS  
MID PERSONAL GOALS**

### FOXES

Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise. They give up part of their goals and persuade other people in a conflict to give up part of their goals. They seek a solution to conflicts where both sides gain something, the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.



**HIGH RELATIONSHIP GOALS  
HIGH PERSONAL GOALS**

### OWLS

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. Owls see conflicts as improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tension and negative feelings have been fully resolved.



**LOW RELATIONSHIP GOALS  
HIGH PERSONAL GOALS**

### SHARKS

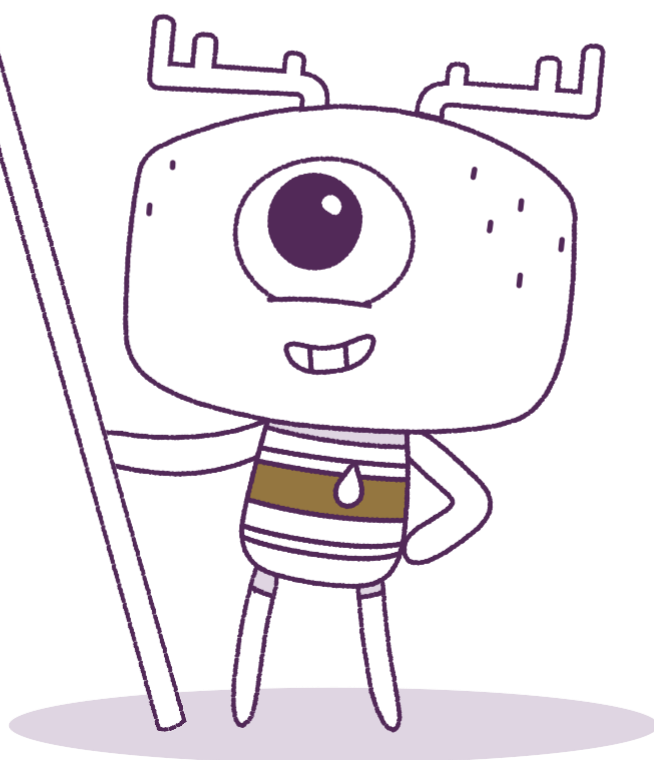
Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned about the needs of the other person. They do not care if the other person likes or accepts them. Sharks assume that conflicts are settled by one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming and intimidating the other person.





# **BIG TALKS** for Little people

**OPTIONAL CLASSROOM ACTIVITIES**  
ANTI-BULLYING POLICY  
& CLASSROOM CLIMATE



## OPTIONAL ACTIVITY - A WELCOMING CLASSROOM

### ACTIVITY - A WELCOMING CLASSROOM

#### Group activity: A "Welcoming Classroom"

Have students discuss and record their ideas for a "welcoming classroom". Then ask them to use the "Student Relationships in the Classroom" handout to develop more ideas.

Ask students to use the "Y" Chart to describe what an unhappy and happy classroom would look like.

Discuss group ideas in class.

Then have each student write one practical thing they could do to help develop a "happy classroom".

#### UNHAPPY CLASSROOM Y-CHART LOOKS, SOUNDS, FEELS LIKE:

Loud, shouting, hitting

Telling lies, teasing,  
excluding

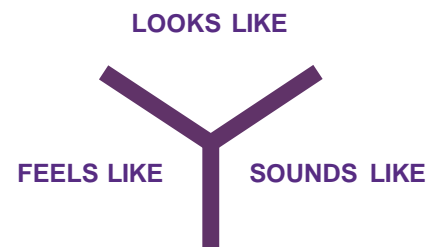
Dominant, pressuring

#### HAPPY CLASSROOM Y-CHART LOOKS, SOUNDS, FEELS LIKE:

Laughing, smiling,  
productive

Helping, persisting

Accepting,  
understanding



## OPTIONAL ACTIVITY - DON'T ROCK THE BOAT

### ACTIVITY - DON'T ROCK THE BOAT

#### Purpose of the activity

Development of team building skills such as positive/constructive language in order to accomplish the activity.

#### Age Range

Can be used with any age children.

#### Materials Required

Masking tape.

#### How to play the game or conduct the activity

- In teams of 4 to 5 students need to arrange themselves in height from smallest to tallest.
- The teacher then uses the masking tape to construct a rectangle around the students.
- The smaller the more challenging.
- Once that has been done the next step is to tell the groups that they need to arrange themselves from tallest to smallest. In effect completely moving their positions without stepping out of the rectangle.
- Younger students can be told that they are on a canoe or raft on a river filled with man eating crocodiles, so you better stay on your raft!

#### Additional Information

Other possibilities for the game can be arranging themselves in other ways such as age. This will require more discussion that might require more teamwork because of the lack of the visual cue of height.

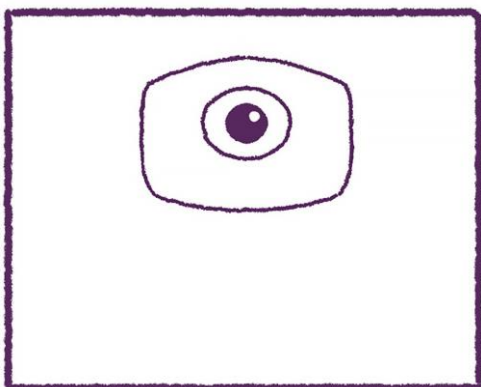
A mathematical problem-solving aspect to the game can be to see what the minimum amount of moves are to complete the activity.

#### Debrief

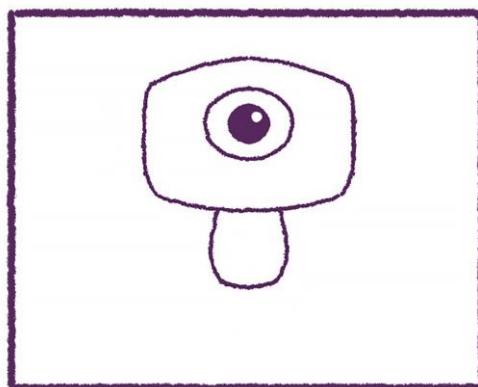
- How easy was it to complete the activity? What was learnt about cooperation and
- working together?

**OPTIONAL ACTIVITY - DRAW A PEEP****STEP 1**

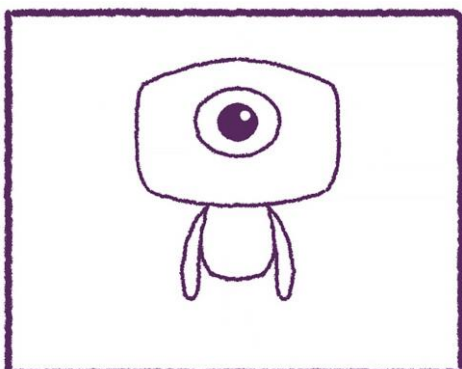
Draw the head and eye.

**STEP 2**

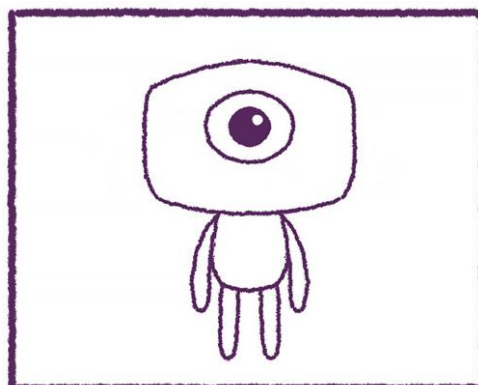
Add the body.

**STEP 3**

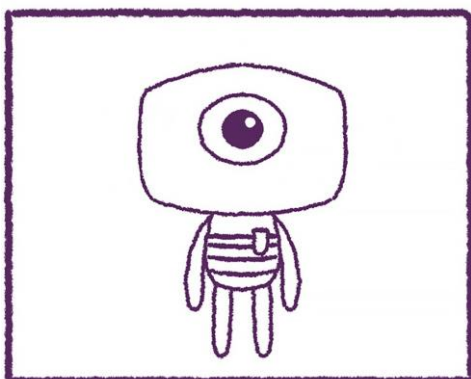
Add the arms.

**STEP 4**

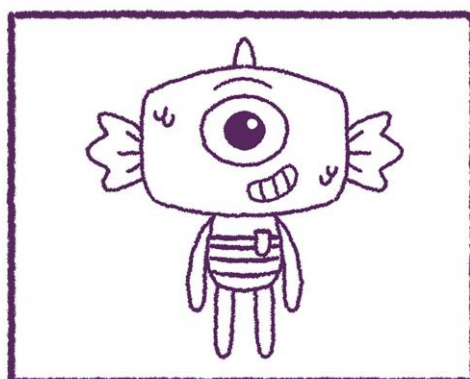
Add the legs.

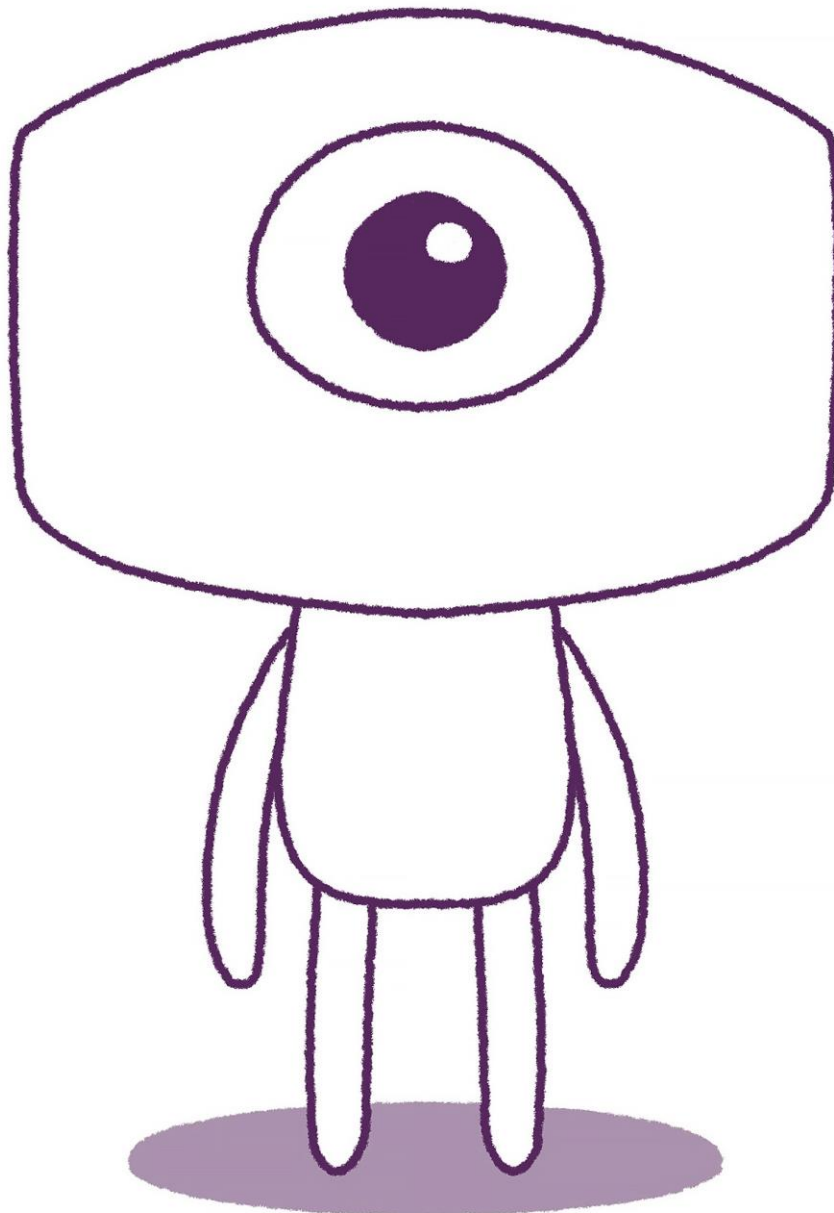
**STEP 5**

Draw your uniform.

**STEP 6**

Add the mouth, and flairs!



**OPTIONAL ACTIVITY - STYLE A PEEP****PEEP NAME:** \_\_\_\_\_**ADD YOUR OWN UNIFORM, AND FLAIRS!**

# REFERENCES

## STUDENT WELL-BEING

Durlak, J. A., & Dupre, E. . P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41, 327–350.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Shute, R., Slee, P.T., Murray-Harvey, R & Dix, K.L. (2011). Mental health and wellbeing. Educational Perspectives. Shannon Research Press, Adelaide.

Shute, R., & Slee, P.T. (2016). Mental health and wellbeing through Schools: The way forward. Routledge . U.K..

Shute, R, & Slee, P.T., (2015). Child Development. Theories and critical perspectives. Routledge. Psychology Press.

Singh, Nirbhay N.; Wahler, Robert G.; Adkins, Angela D.; Myers, Rachel E. (2003). Soles of the Feet: a mindfulness-based self-control intervention for aggression by an individual with mild mental retardation and mental illness. *Research in Developmental Disabilities* , 24(3), 158–69.

Skrzypiec, G., Slee, P., Askill-Williams, H. and Lawson, M. (2012). Associations between types of involvement in bullying, friendships and mental health status. *Emotional and Behavioural Difficulties*, 17(3–4) pp. 259–272.

[10.1080/13632752.2012.704312] [Scopus] [Web Link]

Slee, P.T. (2017). *School Bullying: Teachers Helping Students Cope*. Routledge, Park Square, London

Slee, P.T. Campbell, M., & Spears, B. (2nd. Edt.) (2012), *Child, Adolescent and Family Development*. Cambridge University Press. Melbourne.

Slee, P.T. & Skrzypiec, G.K. (2016). *Wellbeing, Positive Peer Relations and Bullying in School Settings*. Dordrecht, The Netherlands: Springer

## AUSTRALIAN WEBSITES

Bullying No Way

<https://bullyingnoway.gov.au/>

Explore Psychology: Self Concept

<https://www.explorepsychology.com/self-concept/>

Kid's Helpline

<https://kidshelpline.com.au/>

Student Wellbeing Hub

<https://studentwellbeinghub.edu.au/>

Raising Children.net.au : Resilience

<https://raisingchildren.net.au/school-age/behaviour/understanding-behaviour/resilience-how-to-build-it-in-children-3-8-years#:~:text=Resilience%20is%20the%20ability%20to,the%20foundation%20of%20children's%20resilience>

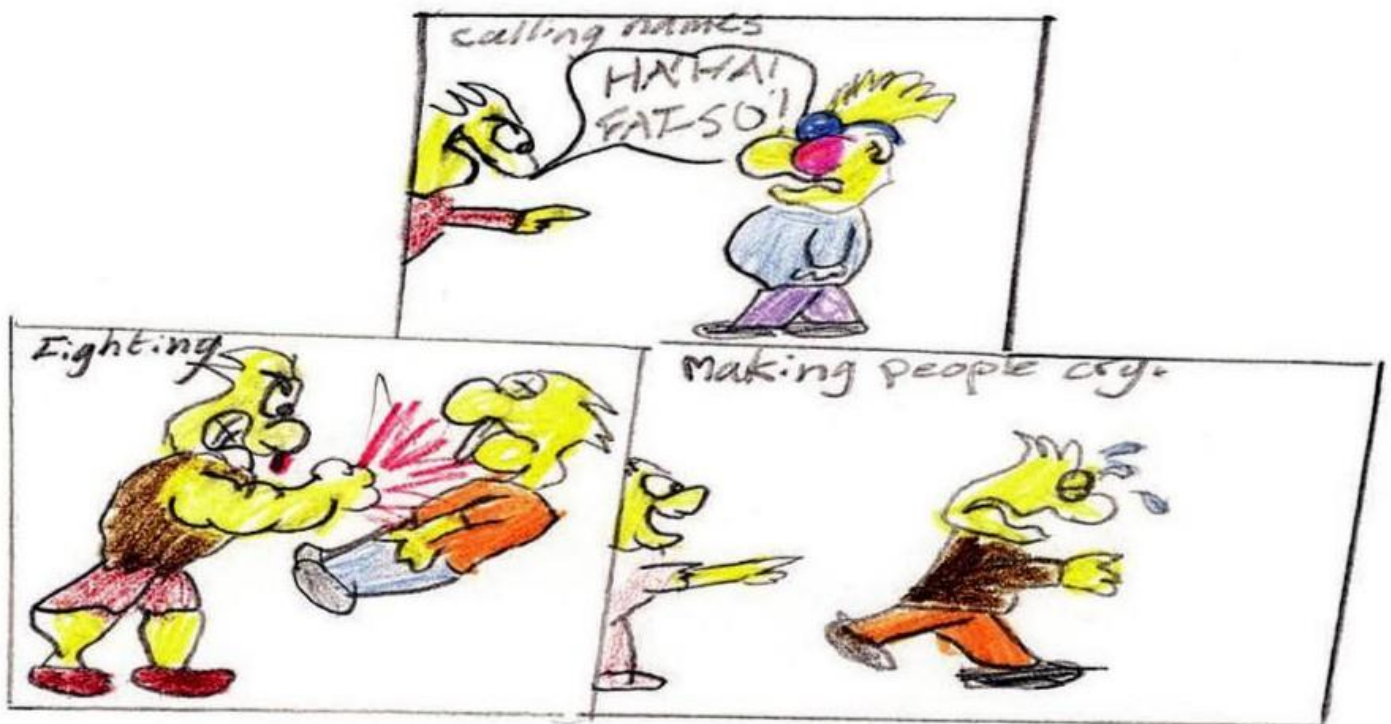
verywellmind Self-Concept

<https://www.verywellmind.com/what-is-self-concept-2795865>

# APPENDIX/IMAGE RESOURCES

## TEACHER NOTE

Use the following drawing in discussion with students about the definition of bullying.





## APPENDIX/IMAGE RESOURCES

### VERBAL IMAGE EXAMPLE



### VERBAL IMAGE EXAMPLE



## APPENDIX/IMAGE RESOURCES

### VERBAL IMAGE EXAMPLE



### PHYSICAL IMAGE EXAMPLE



## APPENDIX/IMAGE RESOURCES

### CYBER IMAGE EXAMPLE



### SOCIAL IMAGE EXAMPLE



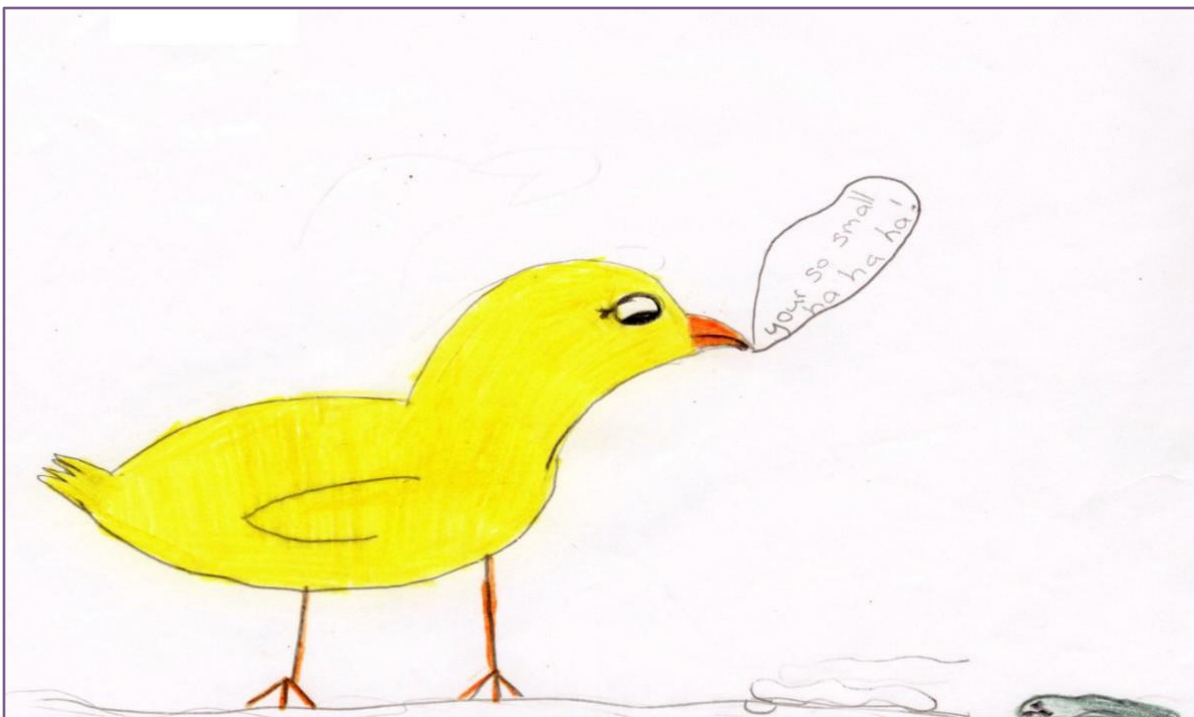


## APPENDIX/IMAGE RESOURCES

### ADDITIONAL DRAWING TO USE IN CLASSROOM DISCUSSION



### ADDITIONAL DRAWING TO USE IN CLASSROOM DISCUSSION



# APPENDIX/IMAGE RESOURCES



Phillip T Slee (Ph.D)

Emeritus Professor in  
Human Development

School of Education, Flinders University

GPO Box 2100 Adelaide, South Australia 5001

E [phillip.slee@flinders.edu.au](mailto:phillip.slee@flinders.edu.au)