### Lesson 2: I count! You count! I have feelings! (part 2)

**Length of lesson 2:** 50 mins (plus extra time for optional additional activity)

<table>
<thead>
<tr>
<th>Prior knowledge (what should the teacher have already covered)</th>
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<tr>
<td>• For welcoming activity, children will need to know each other’s names.</td>
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<td>• First lesson about recognising and embracing individual differences</td>
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<th>Resources required</th>
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<tr>
<td>• Pre-cut sets of emotives – one set for each student</td>
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<tr>
<td>• 1 large piece of poster paper</td>
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<td>• See poster design options for Activity 2 for resources required.</td>
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**Key Concepts**
- We all have feelings that can be hurt
- When we are not included, we feel sad and upset, lonely, confused, angry, like we have no friends, like we have been treated unfairly.
- Everyone wants to be included in activities we do every day.

**Learning outcomes**
- **LO1:** Students demonstrate knowledge and understanding of the concept that we all have similar feelings that are affected by our daily experiences.
- **LO2:** Students contribute to a group activity where there is a common class goal to develop strategies for feeling included.

### Australian Curriculum Links

#### HPE Subject Area Years 1 and 2
- **ACPPS019:** Describe ways to include others to make them feel that they belong
- **ACPPS020:** Identify and practice emotional responses that account for own and others' feelings

#### General Capabilities by the end of year 2 (level 2)

**Personal and Social Capability**
- **Recognise emotions:** compare their emotional responses with those of their peers
- **Express emotions appropriately:** describe ways to express emotions to show awareness of the feelings and needs of others
- **Understand relationships:** identify ways to care for others, including ways of making and keeping friends
- **Work collaboratively:** identify cooperative behaviours in a range of group activities
- **Develop leadership skills:** discuss ways in which they can take responsibility for their own action

**Ethical Understanding**
- **Consider consequences:** describe the effects that personal feelings and dispositions have on how people behave
- **Reflect on ethical action:** give examples of how understanding situations can influence the way people act
- **Examine values:** discuss some agreed values in familiar contexts

**Intercultural Understanding**
- **Empathize with others:** imagine and describe the feelings of others in familiar situations

**Literacy**
- **Use language to interact with others:** use pair, group and class discussions as learning tools to explore area topics, to represent ideas and relationships, and to prepare for creating texts
- **Express opinion and point of view:** identify and use language that expresses feelings and opinions, and compares and evaluates people and things

**Critical and Creative Thinking**
- **Seek solutions and put ideas into action:** investigate options and predict possible outcomes when putting ideas into action

**Assessable moments:** As students undertake the learning experiences described in the lesson, take note of a range of assessable moments to provide information about student achievement. Ongoing assessment will provide evidence of the extent to which students achieve the identified Australian Curriculum links. Assessable moments are linked to learning outcomes and are identified by the following identifier:

<p>| ✓ LO (insert number) |</p>
<table>
<thead>
<tr>
<th>Format</th>
<th>Lesson Plan: Suggested sequence of learning experiences</th>
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<tbody>
<tr>
<td>Intro</td>
<td>Welcoming activity (see lesson 1)</td>
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<td></td>
<td><strong>State the learning intention:</strong> today we are going to talk about our feelings, and specifically how we feel when we are included, and how we feel when we are left out. We will then come up with strategies so that everyone in our class feels included in the activities we do every day.</td>
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**Optional Activity 1: Read a story about friendship and accepting difference**

**Read a story:** Source the following books and read one to the class this lesson, and other in the another lesson.

**Title:** Something Else (he just wants to find somewhere to belong)  
**Author:** Kathryn Cave  
**Illustrator:** Chris Riddell  
**Story Profile:** Something Else (the name of the protagonist) is excluded from everything because he looks different. He does not play the same games, eat the same food or draw the same pictures. Then one day Something turns up and wants to be friends. However, Something Else does not want to be friends with this creature as he believes that they are not the same and he refuses to eat sandwiches with 'Urgy stuff' in them. He sends Something away and then suddenly realizes that he acts like all the other people who always sent him away. Eventually Something Else and Something become best friends.

**Title:** Pearl Barley and Charlie parsley  
**Author:** Aaron Blabey  
**Story Profile:** A heart-warming, quirky and uplifting book about innocence, fears, self-belief and – above all – friendship.

**Title:** Cat and Fish  
**Author:** Joan Grant  
**Illustrator:** Neil Curtis  
**Story Profile:** Cat and Fish discover each other one night and spark a most unlikely friendship. Follow Cat and Fish through mazes, under hide-outs, over cities, and in the ocean.

<table>
<thead>
<tr>
<th>15 minutes</th>
<th>Activity 2: Feeling included</th>
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<td><strong>Establish context:</strong> Everyone, no matter who you are, has experiences every day that make us have different feelings. It is important to be able to recognise how we are feeling, and also recognise how the people around us are feeling. In the last lesson we discussed how being different is a great thing, however, sometimes people feel left out, alone and sad when those around them do not accept or understand their differences. Let’s now explore feelings.</td>
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<td><strong>LO1 Task:</strong> In the following activity, students identify the feelings they have in response to the scenarios. Ask students to demonstrate the feeling themselves using facial cues and body language, and/or give each student a set of emotive cards (included) and ask them to hold up the ones that illustrate their feelings in response to each scenario below. Take notice of responses and point out that we all respond similarly to these scenarios, no matter who we are. We all have feelings that can be hurt.</td>
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|            | 1. I have made a new friend today. (happy, excited, liked)  
|            | 2. I have not been asked to join in to play a game at playtime. (sad, left out, not liked) |
3. I won an award at school for being friendly and caring towards my classmates. (happy, proud)
4. Nobody understands what I am trying to say. (angry, annoyed, ignored)
5. My teacher said that I have worked really hard on my painting and that it will be displayed in the classroom. (happy, noticed, talented, successful, proud)
6. Some kids tease me because of the way I talk. (embarrassed, sad, not liked, left out). Is this fair? (no)
7. I helped my friend find her school hat today. (happy, friendly, caring, nice). Make the point here that making someone else happy makes you feel happy too.
8. One of my classmates is calling me names that hurt my feelings. (sad, not liked, bullied). Is this fair? (no)
9. My classmate saw that I was upset and was very kind to me (happy, recognised, cared about)
10. Some of the kids at my school stare at me because of the way I walk. (sad, not liked, embarrassed). Is this fair? (no)
11. I live in a street with lots of different people, and everyone says hello and talks to each other. (happy, welcomed, included, safe)
12. Everyone else seems to have more friends than I do. (sad, jealous, left out)
13. I cheered someone up today who was feeling sad. (happy) Make the point that the best way to cheer yourself up is to try to cheer somebody else up.
14. I am often left out of running and tagging games with my classmates at playtime because I am not as fast as they are. (left out, sad). Is this fair? (no)
15. One of my classmates is doing something I don’t like. (annoyed, frustrated). Make the point here that when this happens, we need to come up with strategies to communicate with our classmate to give the message that we would like them to stop the behaviour that is upsetting us. Sometimes, you may need to ask for help from a teacher to resolve the problem. We will be looking at this further in lesson 3.

Main points to highlight:
• Every contact counts – the way we respond to another person effects the way both people feel.
• We all have feelings that can be hurt.
• If we can do something that make someone else feel happy, it makes us feel happy too.
• The best way to cheer yourself up is to cheer someone else up.
• Everyone wants to be included in activities we do every day.
• When we are not included, we feel sad and upset, lonely, confused, angry, like we have no friends, like we have been treated unfairly.
• When we are included, we feel happy and like we belong and are respected.

20 mins

Activity 3: Taking action! What can our class do!

Class discussion:

How do you know when someone is feeling left out?
What can you do if you notice that someone is feeling left out?
What can you do if you are feeling left out?

☑️ LO2 Task: Class Poster

Title of poster (example): “Feeling Included in (insert class eg. 1S)” or “Everyone Counts Everyday in 1S”

Brainstorm 5 or more ways that classmates can make others feel good (and included). Record these on the poster (see poster design options below).
1. **WELCOME!** Say hello to all your classmates when you see them, and give them a smile!

2. **CHEER!** Cheer someone up and feel happy yourself.

3. **ADMIRE!** Tell a classmate what you like or admire about them.

4. **INVITE!** At playtime, invite others who are by themselves to join in.

5. **SHARE!** Invite someone to share with you and have fun together!


7. **HELP!** Offer help to your classmate if you notice they are having difficulties.

8. **NOTICE!** Take action to include others if you notice they have been left out.

9. **KIND!** Be kind to a schoolmate and make their day better!

10. **CELEBRATE!** Recognise and celebrate the achievements of others.

**Options for poster design:**
- Option 1: Get all children to place a handprint on the chart around the border, and when the poster is dry, ask students to write their name in their hand.
- Option 2: Cut out the hand prints of each child from lesson 1 and stick these on the poster with their name recorded on the hand. Alternatively –
- Option 3: Students cut and paste pictures from magazines (and other resources available) that show people being happy together. For example – a person helping someone and feeling happy, people hugging and feeling happy, kids playing together and showing happiness, people on holidays enjoying each other’s company, people laughing together, people exercising together etc. Stick pictures around boarder of poster. Students can also draw pictures to show ideas of happiness.

Each day, refer to the chart and get children to give examples of what they have done to make a classmate or other person feel good.

**Conclusion and reflection**

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**LO1, LO2** Children sit in a circle and respond to the following questions.

- What have you learnt from today’s lesson about how we feel when we are included?
- How do we feel when we are left out?
- What can you do to make sure your classmates are not left out?
- What questions do you have?
BASIC EMOTIONS

upset

disappointed

scared

Source: GoTalk overlay software V2.0
furious  
surprised  
stressed  
guilty  

Source: GoTalk overlay software V2.0