

Lilly's lesson about understanding feelings

A story about KINDNESS



Positive Ending

KEY CONCEPT/ DISADVANTAGE

Kindness, respect, empathy
Social exclusion

OBJECTIVES

- to teach empathy and understanding
- to demonstrate kindness by approaching those in need
- to develop skills for understanding others' feelings
- to show initiative and help
- to practise skills for making and maintaining friendships

QUESTIONS FOR DISCUSSION FOR POSITIVE ENDING

- What did Lilly notice when she saw Sarah?
- Would you see if some of your friends feels lonely?
- Did Lilly do the right thing when she asked Sarah to join her in the classroom?
- Would you like to be invited to hang out with a new group of friends?
- Was Sarah expecting to spend the day with Lilly and her friends?

SUGGESTIONS FOR ADDITIONAL RESOURCES

- **Role-play "The invisible student"**: select one student (or a small group) to be "invisible" (others are instructed to ignore them). Have a normal classroom interaction for a few minutes while the "invisible" student tries to engage. Stop the activity and ask the "invisible" student how they felt. Discuss how exclusion affects others and brainstorm ways to be more inclusive.
- **Storytelling and discussion** - watch a video about social exclusion "**Strictly No Elephants**"
https://www.youtube.com/watch?v=_0yJOKdvRrg

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Negative Ending

KEY CONCEPT/ DISADVANTAGE	Kindness, respect, empathy Social exclusion
OBJECTIVES	• to teach empathy and understanding • to demonstrate kindness by approaching those in need • to develop skills for understanding others' feelings • to show initiative and help • to practise skills for making and maintaining friendships
QUESTIONS FOR DISCUSSION FOR ENDING 2	• How did Sarah feel in the school yard? • Do you remember how you felt on the first day of school? • If you were Sarah would you want to be invited to get in the classroom with someone? • How would you feel if you have your lunch alone?
SUGGESTIONS FOR ADDITIONAL RESOURCES	• Role-play "The invisible student": select one student (or a small group) to be "invisible" (others are instructed to ignore them). Have a normal classroom interaction for a few minutes while the "invisible" student tries to engage. Stop the activity and ask the "invisible" student how they felt. Discuss how exclusion affects others and brainstorm ways to be more inclusive. https://prezi.com/view/RB5D5o7N6A1i4jJbM494/ • Storytelling and discussion - watch a video about social exclusion "Strictly No Elephants" https://www.youtube.com/watch?v=_0yJOKdvRrg