

A Talent Show at school



Positive Ending

KEY CONCEPT/ DISADVANTAGE

Kindness

OBJECTIVES

1. Develop students' ability to identify ways to support their peers in social and group settings
2. Strengthen students' appreciation for talents and efforts rather than material possessions
3. Demonstrate the value of kindness and inclusion through classroom discussions and activities
4. Practice using positive words and actions to help others feel confident and included

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. How did Sam foster kindness among his friends?
2. Why is it important to build confidence in your friends and classmates?
3. How can you help everyone have more fun during activities like the talent show?
4. How would help a friend feel confident if they were nervous about an event?

SUGGESTIONS FOR ADDITIONAL RESOURCES

1. You can host a mini talent show where students explore different ways to celebrate everyone's abilities.
2. <https://www.youtube.com/watch?v=m5yCOSHeYn4> : watch videos like this in the classroom and discuss them with your students
3. Create an interactive H5P "Branching Scenario" where students make choices to help everyone join the talent show by finding creative solutions (e.g., sharing equipment, adapting performances). This activity encourages problem-solving and empathy by showing how small acts of support can include everyone.

A Talent Show at school



Negative Ending

KEY CONCEPT/ DISADVANTAGE

Kindness

OBJECTIVES

1. Foster awareness on how exclusion and lack of support can affect others
2. Practice empathy by exploring how Ben, Lily and Zoe felt when they couldn't participate
3. Build strategies for ensuring everyone feels included and valued
4. Strengthen students' ability to make thoughtful, inclusive choices in their interactions

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. Can you demonstrate what you would say to a classmate who feels left out of an activity?
2. What can we do to enhance our classroom or school events to make sure everyone participates?
3. How could Sam have fostered a more inclusive and supportive environment for his friends?
4. How would building confidence in Ben, Lily, and Zoe have changed the talent show?

SUGGESTIONS FOR ADDITIONAL RESOURCES

1. Ask your students to write a story about a time when they felt out or didn't help someone who needed support
2. Create an empathy mapping, a visual representation of the attitudes and behaviors of an individual user. Explore the feeling, thoughts and need of Ben, Lily and Zoe
3. Use H5P to build an empathy mapping interactive activity where students explore the feelings, thoughts, and needs of Ben, Lily, and Zoe. Through drag-and-drop or hotspot questions, students analyze what these characters might experience when left out, fostering deeper understanding and reflection.