

Primary School Lesson Plan ACPPS004

Year Range	Foundation Year	Date	
*	Health and Physical Education	Personal Social and Community Health	
Subject	Inclusion	Curriculum reference	ACPPS004
Topic	Communicating and interacting for health and wellbeing		
Outline	Practise personal and social skills to interact positively with others		
Prior Learning	ACPPS001- ACPPS003		
Learning intentions /Elaborations		Success Criteria	
<ul style="list-style-type: none"> accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation discussing how it feels to be included in activities practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member listening and responding to others when participating in physical activities to achieve agreed outcomes 		Children are able to identify characters who feel left out and take steps to help	
Learning Activities Outline			
<ol style="list-style-type: none"> Read <i>A Pony Named Taffy</i> by Meryn Cooper to the children Reflect. Ask them to share their general thought about the book. <ol style="list-style-type: none"> What was it about? Look at the picture on p.7 and ask the children how Taffy was feeling at the beginning of the book. Now look at the picture p.37. Ask the children how he felt at the end of the book. What had changed for Taffy that allowed him to feel better. Discuss what Taffy did to feel better. Ask the children to think of other things Taffy could have done to help himself feel better. Group Talk. <ol style="list-style-type: none"> Inclusion is making a person or thing part of a group or collection. Ask them <ol style="list-style-type: none"> How do you know if someone is included? How do you know if they're not being included? Look at the pictures on pages 30 – 39. Discuss some of the ways Taffy was included. How could the children make sure everyone feels included. Eg Make sure all children are included in games, Give everyone a turn, What are some of the things you can do if you're not being included? Eg. Introduce yourself, ask if you can join in, ask for help from a teacher or friend, Sing. <ol style="list-style-type: none"> Explain that sometimes the easiest way to make someone feel included is to say hello. 			

- b. Sing the Two little ladies met in a lane song (Two little ladies met in a lane, bowed most politely bowed once again, how do you do, how do you do, how do you do again)
5. After you have said hello, what questions could you ask them?
 - a. Break into groups of two. Ask the kids to tell the other child one thing that they like.
 - b. Go around the class room and get each child to say what their partner liked
 - c. Reflexion on how important it is to listen.
6. Game
 - a. Create a circle of seats or cushions.
 - b. I like ponies game
 - c. Reflexion – were you surprised at

OR

Game 2 Body shapes

Goal – teamwork, working together, inclusion

How it works

Break the kids into groups of 4.

The teacher calls out various shapes and the kids have to make it on the ground using all of their bodies.

Eg. Make a horseshoe. They form a giant U shape on the ground

Other examples

- Form a T for Taffy
- Make a star

7. Role Play. The teacher reads out the scenarios and then asks for two volunteers to act out the parts.
 - a. Scenario 1. Imagine a new child has just arrived at kindy. You are all playing in the sandpit and you notice them sitting alone. What could you do? (Child A acts as child sitting alone. Ask Child B to show the class what they could do to include child A. One child might come up and say, would you like to play with us, one child might wave, another child might come up and say hello my name is... Then ask Child B what they could have done if Child A hadn't approached them. Eg. Go and introduce themselves. Smile.)
 - b. Scenario 2. It's dress up day today. You notice one of the children in the class has forgotten to dress up and is feeling left out. How could you make them feel better. (Teacher stands sadly and "not in dress ups". Then asks the children to help the other child feel better. One child might offer to share part of their costume eg a mask or crown, another child might offer to find some dress ups in the class room.
 - c. You are playing a ball game and you notice that one child hasn't had a turn yet. How could you help?

Evaluation of learning and next steps

