

## LEARNING TO LISTEN & EXPRESS



Years 2-6 - Focus: Wellbeing and Personal Capability

Duration : 60 mins

Links to curriculum:

### Personal and Social Capability

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))
- Describe the ways in which similarities and differences can affect relationships ([VCPSCSO021](#))

### Intercultural Capability

- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))
- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VCICCB006](#))
- Identify barriers to and means of reaching understandings within and between culturally diverse groups ([VCICCD011](#))

### Health and Physical Education

- Describe factors that can positively influence relationships and personal wellbeing ([VCHPEP092](#))
- Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](#))

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<b>Ethical Capability</b>
<ul style="list-style-type: none"> <li>Discuss the ways to identify ethical considerations in a range of problems (<a href="#">VCECU006</a>)</li> </ul>
<b>English</b>
<ul style="list-style-type: none"> <li>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (<a href="#">VCE-LY276</a>)</li> </ul>

### OBJECTIVE:

This lesson aims to extend students' understanding of personal identity traits through show & tell and yarning circle. These activities encourage students to listen to their peers, respect personal experiences without judgment and/or stereotyping, and share collective ideas to promote inclusivity and understanding between similarities and differences amongst individuals identities. This lesson is a continuation of Lesson 1 Exploring Personal Identity.

### EQUIPMENT:

A drawing and/or a physical item that represents (or related to) personal identity

### PRIOR TO THE LESSON:

Students are to each bring in a drawing and/or a physical item that represents personal identity or plays an important role in 'who I am'.

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### LESSON INTRODUCTION

1. Have students bring their drawing/picture/item to their desk.
2. Repeat rules such as "One person speaks at a time" before Show and Tell begins and remind the children when necessary throughout the activity. For this activity, only the teacher is allowed to assist and ask questions during the presenters 'showing and telling' and questions from peers will be encouraged at the end of each presentation.
3. Draw names from the popsicle sticks (encourage randomization).
4. Encourage children to say a sentence or two about their object and ask prompting questions such as:
  - What is it?
  - Where did you get it?
  - What does it mean to you?
  - How does it make you feel?
  - How important is it to you?
  - How do you play with/use it?

Nonverbal children may be prompted to show how they play with or use the object. Only intervene when needed.

5. After short presentations, stir up discussion and encourage children to ask questions. For kids who are very shy, encouragement are key attributes to facilitate their ability to present their show and tell.

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### Main Component: (30 mins)

Bring the class into a yarning circle. Items and drawings placed in the middle of the circle for visual representations.

Students practice active listening. In a yarning circle(s) they take uninterrupted turns on what encompasses their identity.

Questioning prompts:

- What were your first impressions?
- How did your beliefs or opinions change after listening to the personal experiences and narratives?
- What else did you notice or feel while listening?
- Do you find any aspects surprising or confronting?
- How do others' stories connect to your personal experiences?
- Can you make connections with other situations?
- Do your feelings and thoughts about a certain identity trait now differ from your first impressions?
- What did you learn from this?
- Did you learn anything about yourself? Or of your peers?
- Is there another way or point of view for the items discussed?

Students respectfully debate to a specific perspective at a time. Expression in this stage should come in the form of active listening and respectful voicing of contrasting views (students make attempts and have a 'questioning' period to understand a peers perspective before voicing their own).

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### Lesson Conclusion: (10 mins)

1. Ask: Does the item encompass all of their identity?
2. Go into a discussion on stereotypes commonly seen. For instance, when some people think of Muslim countries they think of Islam Religion, where their culture and identities encompass a lot more than just their religion.
3. Explore what is limiting and difficult about this task as a class. How there may be multiple perspectives and diverse experiences that has not yet been dealt with.