Overview

The Allen Adventure lesson plans explore the prosocial behaviours introduced in The Allen Adventure app for iPad and Android tablets and allow opportunity for discussion within the classroom environment.

Explicit teaching of prosocial skills and respectful interactions between children leads to long term positive social and emotional development. Research shows that developing prosocial behaviours and attitudes in young children is an important aspect of preventing the development of bullying behaviours.

Resources

Each lesson explores a chapter in The Allen Adventure story and takes approximately 20-30 minutes.

Download The Allen Adventure lesson plans and support materials the website:
- Introduction to lesson plans
- Lesson plans for children 3 to 4 years old, 5 to 6 years old and 7 to 8 years old
- Classroom materials and handouts
  - Talking and Thinking poster
  - Critical point illustration for each chapter
  - Stick figure puppets stencil
  - Character cards
  - Emotions cards
  - Sticker sheet master
- Parent letter and handouts

Both parents/carers and educators are important in young children’s social and emotional development. Encouraging parents to continue talking with their children on the themes explored in these lessons will help to build a positive school-wide culture. Extensive information about the role and importance of parents and educators in promoting young children’s social and emotional development is available on the Starting in early childhood section of Bullying. No Way!

Group discussion

The Allen Adventure lesson plans support a group discussion with suggested focus questions and scaffolding prompts for critical thinking. Teachers do not have to ask all questions. They have been included to support discussion. The lesson plans involve students and teacher working together to make sense of ideas and to deepen and extend the thinking of individual in children.

The following principles for group discussions are made explicit in the Talking and Thinking poster, and help children feel confident about sharing their ideas and feelings:
- We listen to one another: Listen to what is being said or suggested by others; practice ‘active’ listening techniques.
- We think and add to other people’s ideas: Add to the ideas of others to stretch the understanding of the group.
- All ideas are respected: Think about and respond in as respectful way to others’ contributions. We disagree with the idea not the person.
- No one right answer: Questions may generate many different perspectives, and each one may be correct or valid.
During discussion, students may relate personal stories or examples of anti-social behaviour that they have seen. Teachers are encouraged to be alert to emerging problems and if personal disclosures are made, make time to follow up with individual students soon after the lesson.

Additional activities

It is anticipated that teachers will use additional support materials and resources, and elaborate on the discussion and activities in these lesson plans. Teachers may identify individual children who need additional support to develop skills and understanding.

Many other additional activities will help children to build their prosocial skills. Two regularly-used tools for social and emotional development are puppets and role play.

Puppets

Puppets are ideal for young children to explore complex concepts. Puppets allow children to ‘externalise’ feelings and thoughts, making these safe to consider and explore. **Behaviours that are both appropriate and inappropriate** can be ‘safely’ acted out with puppets. Stick puppets of the characters from The Allen Adventure can be made using the template provided.

Role Play

Another powerful tool for exploring new skills is role play. Role play allows children the opportunity to explore and practise the verbal, nonverbal and cognitive aspects of the various behaviours that are being discussed during the lesson. Role play provides opportunity to take on the different roles and different perspectives in a social interaction. It is advised to use role play predominantly to practise appropriate ways to behave.

The Australian Curriculum - General capabilities

The lessons focus on the General capabilities: Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

**Personal and Social Capability**

- **Self-awareness**: Involves students in recognising, understanding and labeling their own emotions; and describing the factors that influence their emotional responses.
- **Self-management**: Involves students in effectively regulating, managing and monitoring their own emotional responses; in order to express emotions appropriately, while developing self-discipline.
- **Social awareness**: Involves students recognising others’ feelings and knowing how and when to assist others. It involves showing respect for and understanding of others’ perspectives.
- **Social management**: Involves students in interacting effectively and respectfully with peers, through clear communication, negotiation and successful management of personal relationships.

**Ethical Understanding**: Exploring values, rights and responsibilities: Involves students in the exploration of values, beliefs and principles often used as the basis for making ethical judgments and acting responsibly and with integrity.

**Intercultural Understanding**: Interacting and empathising with others: Involves students in relating to different groups by developing skills such as taking a different perspective on familiar concepts, and developing empathy in order to identify with others’ emotions, situations and motivations.
The Early Years Learning Framework - Belonging, Being and Becoming

The Early Years Learning Framework upholds that all young Australians become engaged and successful learners; confident in who they are as active and informed citizens. The Framework is based on three key principles:

- **Belonging**: that children know where and with whom they belong, acknowledging the basis of relationships with others in defining their own identities.
- **Being**: that childhood is a time to be, to seek and to make meaning of the world in order to meet the challenges in daily life.
- **Becoming**: that children are shaped by their experiences, particularly as early learners; participating fully as active members of society.

The Allen Adventure lesson plans support the following learning outcomes expressed in Belonging, Being & Becoming:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well-being
- Children are effective communicators

National Safe Schools Framework

The National Safe Schools Framework provides a vision and set of guiding principles for safe, supportive and respectful school communities that promote student wellbeing. The Allen Adventure lessons link with the following elements:

- Element 2: A supportive and connected school environment
- Element 6: Engagement, skill development and safe school curriculum
- Element 7: A focus on student wellbeing and student ownership
- Element 9: Partnerships with families and community

Invitation to provide feedback

Early childhood educators are welcome to send Bullying. No Way! feedback or ideas about how you implemented the lessons and how they were received by your class.

Email Bullying. No Way! at bnw.website@det.qld.gov.au

References


Information for parents and educators in the Starting in early childhood section of Bullying. No Way! [https://bullyingnoway.gov.au/TeachingAboutBullying/StartingInEarlyChildhood/Pages/default.aspx](https://bullyingnoway.gov.au/TeachingAboutBullying/StartingInEarlyChildhood/Pages/default.aspx)

National Safe Schools Framework. [https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/National-Safe-Schools-Framework.aspx](https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/National-Safe-Schools-Framework.aspx)
Summary of The Allen Adventure story

This table provides a summary of the story action, the personal and social capability and the potential skill building focus relevant to each chapter. It also suggests higher level concepts that may be explored in association with the lesson plans and resources. This summary may assist teachers in preparing before the lessons.

<table>
<thead>
<tr>
<th>Chap</th>
<th>Story outline</th>
<th>Relevant Personal and Social Capability</th>
<th>Skill building focus</th>
<th>Higher level concepts</th>
</tr>
</thead>
</table>
| 1    | *The New kid:* Allen arrives on Earth; Allen is introduced to his classmates and learns how to join in with activities in the playground. | Become confident, resilient and adaptable  
Appreciate diverse perspectives  
Communicate effectively | Including others  
Asking appropriately  
Joining in  
Solving problems  
Communicating effectively | Belonging  
Friendliness  
Helpfulness |
| 2    | *The Rocket:* Allen finds a toy that he particularly likes; Allen learns how to recognise others’ feelings by looking at ‘reading’ their faces, which is an important part of getting along with others. | Recognise emotions  
Appreciate diverse perspectives  
Understand relationships  
Work collaboratively | Naming feelings  
Reading ‘faces’ to understand others feelings  
Checking in with others about their feelings  
Taking turns and sharing | Thoughtfulness  
Empathy |
| 3    | *Kinda’ Mean:* Allen discovers how much he likes grapes – so much he wants them all. He learns the class rules for sorting out problems and conflict with the other children. | Develop reflective practice  
Social awareness  
Understand relationships  
Negotiate and resolve conflict | Getting along: sharing  
Asking for help to sort problems  
Recognising kind versus mean behaviour  
Communicating clearly | Consideration  
Apologising |
| 4    | *Earth to Allen:* Allen is sometimes overwhelmed by his strong feelings; Allen learns how to self-regulate using calming techniques. | Express emotions appropriately  
Develop self-discipline | Identifying big feelings  
Responding appropriately to big feelings  
Self-calming and relaxation  
Self-regulating | Self-discipline  
Acceptance  
Patience  
Tolerance |