



## Lesson plans for 7 to 8 year olds

### Chapter 1 – The New Kid

#### 1. Reading Chapter 1 of The Allen Adventure

*Duration 5 mins*

Introduce the main character and read chapter 1 of The Allen Adventure.

##### Teacher Notes

Show the first screen of the app on an iPad or Android tablet, and tell children that you will be hearing a story called The Allen Adventure. Explain that as you read the story there will be things to do and time to talk about the story in the group.

Show the **Talking and Thinking poster** and talk through the 'rules' for group discussions, and mention that listening is just as important as talking.

Orientate students to the story as you would usually. Suggested orientation questions – feel free to change; discussion should be fairly brief:

- What can we see on the screen?
- Who do you think this is?
- What can we see about Allen?
- What is an 'alien'?
- Where do aliens come from?
- What is an 'adventure'?
- Where do you think Allen might go on an adventure?

The group listens to the narrator read the first chapter of The Allen Adventure. Invite children to participate at the relevant places.

#### 2. Retelling and extending the story

*Duration 10 mins*

Retell the story of Chapter 1, highlighting the actions and emotions of each character.

##### Teacher Notes

Focus group discussion on Allen's experiences and feelings because he is new to the class and doesn't know how to do things the way the Earth kids do. Use the **Critical point** illustration for Chapter 1.

Scaffold the group to retell Chapter 1, with an emphasis on what the characters might have been thinking and feeling. Suggested retell prompts (you do not need to use all the questions):

- How do you think Allen was feeling as he was travelling in the space ship to come to Earth?
- What might he have been thinking?
- What do you think Allen was feeling as he was showing his pictures to the class?

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- What do you think the Earth kids thought of Allen's pictures?
- How did Allen feel when he didn't know what to say or how to join in?
- What did Allen do? What else could he have done?
- How did the girl know that Allen was sad? What else could have happened?
- How did Allen feel when he could finally join in with the skipping?
- What was the main idea of the chapter?
- When Allen asked for a turn at skipping, the others let him join in, but what else could have happened?

Extend the retell to questions that relate Allen's story to the children's own experience:

- Can anyone remember a time when they were the new kid in a group? How did that feel?
- At the end of the story, Allen wanted to 'skip for joy'. Who can think of a time when they felt so happy, they wanted to skip or shout or jump up and down?
- What other things might Allen need to learn in his new classroom?

## Alternative retelling

Provide the **Stick puppets** to the class and ask five children to act out Chapter 1. Using a story map, you or students can plot the action and feelings through the story on a white board. Highlight how Allen is feeling at each point. Also ask the children to suggest what Allen might be thinking at each point.

## 3. Discussing the themes

*Duration 10 mins*

The discussion explores students' idea about how they make others welcome, what being 'new' feels like, helping others to feel included, happy and safe.

### Teacher Notes

Ask students prompt questions to encourage further exploration of the concepts from Chapter 1. The questions provided are suggestions only and can be altered as required. As much as possible, facilitate a student-directed conversation.

Relate the events to their personal experiences but also ask children to explain the reason for their opinions, asking, 'And why do you think that?'

### Suggested discussion questions

- What do you need to know about in our classroom, if you're a new person?
- How would it feel to be a new kid on their first day in our school?
- How can we help new kids who come to our school to feel happy and safe?
- Why is it important for everyone to feel like they 'belong' in this class?
- Can you think of a time when someone was friendly to you?
- How would it feel to be left out?
- Why is being friendly and helpful, and not just to our friends, important?
- What happens if we are not friendly to each other?
- When might it be a problem not to know how to do something (like Allen)?
- How does it feel to try something new that you are not sure how to do?
- What would happen if we never tried new things?

## 4. Allen 'on the go'

Through the week after the class discussion on Chapter 1, identify times when children are being helpful, welcoming and friendly in their interactions. Highlight these 'Allen Moments' labelling and describing the prosocial behaviour:

- David, I really liked the way you *helped* Jill and showed her how to put that model together.
- Lisa, just then when Ben didn't know how we line up, you told him in a very nice way how we do things around here and showed him where to put his bag. You were *making him feel welcome* here.

You can also use the **Allen stickers** to show that you have noticed children's prosocial behaviour.

## Chapter 2 – The Rocket

### 1. Reading Chapter 2 of The Allen Adventure

*Duration 5 mins*

Read chapter 2 of The Allen Adventure.

#### Teacher Notes

Show the first screen of the app on an iPad or Android tablet, and tell children that you will be hearing the next chapter of The Allen Adventure. Remind children that as you read the story there will be things to do, and time to talk about the story in the group. Jump to Chapter 2 in the menu.

If necessary, remind children about the **Talking and Thinking poster** and talk through the 'rules' for group discussions.

Orientate students to the story as you would usually. Suggested orientation questions – feel free to change; discussion should be fairly brief:

- This chapter is called The Rocket - what do we know about rockets?
- Does anyone here have a toy rocket?

The group listens to the narrator read the second chapter of The Allen Adventure. Invite children to participate at the relevant places. Ask individuals or the whole group to guess the answers to 'I get the feeling.'

### 2. Retelling and extending the story

*Duration 10 mins*

Retell the story of Chapter 2, highlighting the actions and emotions of each character.

#### Teacher Notes

Focus group discussion on Allen's experiences and feelings because he doesn't know how to do things the way the Earth kids do. Use the **Critical point** illustration for Chapter 2. Recognising the basic emotions in the story will present little challenge to children of this age, so select more complex emotions from the **Feeling Words** list at the end of this lesson to discuss.

Scaffold the group to retell Chapter 2, with an emphasis on what the characters might have been thinking and feeling. Suggested retell prompt (you do not need to use all the questions):

- What did Allen do after he found the rocket?
- What did the other children feel when Allen kept the rocket all to himself? How can you tell?
- Why might Allen not have been able to 'read feelings'?
- What was the main idea of the chapter?
- What did Allen do at the end of the story?

Extend the retell to questions that relate Allen's story to the children's own experience:

- What would you say to Allen if you were one of the kids who wanted to play with the rocket?
- Can you think of something that makes you feel happy, sad, frustrated, proud, angry or afraid?
- When Allen was playing 'I get the feeling', we saw clues in the face and the body. We can also find clues in how a person talks, how their voice sounds? I'm going to say 'how are you today' in different

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voices, and I want you to tell me what you think I am feeling. (Select emotions from the Feeling Words.)

## Alternative retelling

Retell the story using your own words. Highlight the emotions and actions of the characters. At the game: 'I get the feeling', tell the class they will play it with some other feelings. Using appropriate emotions from the list of **Feeling words**, select 3 children and give them a feeling each to 'show', and ask the watching children to point to the child with the emotion you nominate. Then ask them how they could tell, saying: 'What clues did you see...'

## 3. Discussing the themes

*Duration 10 mins*

The discussion explores the importance of recognising other children's feelings, and of checking in with others about how they feel. It may prompt ideas and discussion about 'empathy'. It also touches on what happens if we don't pay attention to how other children are feeling.

### Teacher Notes

Ask students prompt questions to encourage further exploration of the concepts from Chapter 2. The questions provided are suggestions only and can be altered as required. As much as possible, facilitate a student-directed conversation. Select from the list of **Feeling words** at the end of this lesson. Reassure children as necessary that 'reading faces' can sometimes be a challenge.

Relate the events to their personal experiences and also ask children to explain the reason for their opinions, asking, 'And why do you think that?'

While many children can label a large number of emotions by 7 to 8 years of age, many may still be developing skills in 'reading' and understanding other people's emotions. The optional activities provide skill development opportunities for students.

### Suggested discussion questions

- Have you owned a very special toy or game that you didn't want to share with other people? How would/did you feel if someone wanted to play with it?
- If Allen hadn't worked out how to 'read faces', and he didn't realise the other kids didn't like it when he was not sharing the rocket, do you think he might have problems when he wants to play with the other children?
- When we were little babies, we didn't know how to 'read faces'— how did we learn that?
- What might happen if you didn't notice how other people were feeling?
- How many feelings can you name? (See how many the class can suggest.) What sorts of things make you feel that way? How does your face and body look when you feel this feeling? How does your voice sound when you feel that feeling?
- Do you think everyone shows their feelings in the same way?
- Why might it be important to ask someone how they are feeling (and not assume you know)?
- Do you think some people might hide their feelings from their face, so others don't know what they feel?
- Have you ever felt that someone wasn't being aware of your feelings? What did you do?
- If you see someone who is feeling sad or frustrated (or other emotions as appropriate), can you imagine (or feel just a little bit) what they are feeling?
- What does 'empathy' mean? (Suggested answer if children do not know: Empathy is being aware of and sharing another person's feelings and experiences)

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## Optional activities for children

The following is an idea to get you started on activities to support skill development in recognising others' feelings.

In small groups, students trace an outline of one student's body on a large sheet of paper. Each group uses the handout **Get the feeling?** to discuss and write answers on the sheet of paper (some questions will not apply to every emotion):

- What does 'xxxx' mean?
- What makes you feel this way?
- Where in the body do we mainly feel 'xxxx'?
- What other things happen to your body when we you feel 'xxxx'?
- What is another word like 'xxxx'?
- What is the opposite of 'xxxx'?
- How can you tell if someone else is feeling 'xxxx'?
- Make a sentence using the word 'xxxx'.

## 4. Allen 'on the go'

Through the week after the class discussion on Chapter 2, identify suitable times to highlight the importance of recognising feelings and checking in with others about their feelings (after the prompt event is resolved). Point out times when children are clear about identifying and describing their own feelings, and time when children are sensitive to others feelings. Highlight these 'Allen Moments' labelling and describing the prosocial behaviour:

- Amy, I noticed early today when the game kept being interrupted you told the others you were feeling frustrated and needed to do something else for a while. You were very *clear about letting them* know your feelings.
- Daniel, just then when Ben was very upset about the broken project, I noticed you put your arm around his shoulder to help him feel better. You were *noticing how he was feeling*.

You can also use the **Allen stickers** to show that you have noticed children's prosocial behaviour.

## Feeling words (select those appropriate)

Affectionate, afraid, annoyed, angry, bored, brave, calm, caring, cheerful, confused, comfortable, confident, cranky, curious, disappointed, disgusted, embarrassed, excited, fed-up, friendly, frustrated, gentle, generous, guilty, happy, ignored, impatient, interested, jealous, joyful, lonely, loving, overwhelmed, peaceful, proud, relaxed, relieved, sad, satisfied, sensitive, serious, shy, stressed, strong, stubborn, tense, troubled, unafraid, uncomfortable, worried

## Chapter 3 – Kinda Mean

### 1. Reading Chapter 3 of The Allen Adventure

*Duration 5 mins*

Read chapter 3 of The Allen Adventure.

#### Teacher Notes

Show the first screen of the app on an iPad or Android tablet, and tell children that you will be hearing the next chapter of The Allen Adventure. Remind children that as you read the story there will be things to do and time to talk about the story in the group. Jump to Chapter 3 in the menu.

If necessary, remind children about the **Talking and Thinking poster** and talk through the 'rules' for group discussions.

Orientate students to the story as you would usually. Suggested orientation questions – feel free to change; discussion should be fairly brief:

- This chapter is called Kinda Mean – what could that be about?
- Do you think Allen might be going to be a bit mean?

The group listens to the narrator read the third chapter of The Allen Adventure. Invite children to participate at the relevant places.

### 2. Retelling and extending the story

*Duration 10 mins*

Retell the story of Chapter 3, highlighting the actions and emotions of each character.

#### Teacher Notes

Focus group discussion on Allen's experiences and feelings because he doesn't know how to do things the way the Earth kids do. Use the **Critical point** illustration for Chapter 3.

Scaffold the group to retell Chapter 3, with an emphasis on what the characters might have been thinking and feeling. Suggested retell prompts (you do not need to use all the questions):

- What were the other children thinking and feeling when Allen was eating all the grapes?
- Why didn't Allen listen to what the girl said?
- What would happen if the other children snatched the bowl off Allen? Or all started yelling at him?
- What did the girl do when the children couldn't sort out the problem herself? What else could she have done?
- How do you think Allen felt when he found out that eating all the grapes was 'kinda mean'?
- Do you think Allen will remember to be kind and to share things with others from now on?
- What was the main idea of the chapter?

Extend the retell to questions that relate Allen's story to the children's own experience:

- What would you say to Allen if you were one of the kids?
- Can you think of a time when you tried to sort out a problem but you couldn't?
- What do we do in this classroom if we can't sort out a problem with someone?
- How would you answer Allen's question, 'What does 'mean' mean?'?



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- Before the class listens to the song again, draw two columns on a white board with the headings Being kind and Being mean. After the song, ask the children to remember some of the examples of being kind and being mean. Ask for other ideas of being kind and being mean.

## 3. Discussing the themes

**Duration 10 mins**

The discussion explores the idea that we need to try to sort out problems first, but sometimes we do need help. It highlights that it is better to get help rather than turn a little problem into a big problem.

### Teacher Notes

Ask students prompt questions to encourage further exploration of the concepts from Chapter 3. The questions provided are suggestions only and can be altered as required. As much as possible, facilitate a student-directed conversation. It may be appropriate to add that sorting our problems is something that we keep learning about all their lives; even grown-ups have to work out how to do that too.

Relate the events to their personal experiences and also ask children to explain the reason for their opinions, for example asking, 'And why do you think that?' Be alert to any children who may need additional support to develop problem solving skills.

### Suggested discussion questions

- Can you think about a problem you have had that you couldn't sort out? How do we feel when we have a problem we can't sort out?
- What's the difference between a little problem and a big problem?
- What might happen if you just asked for help without trying to sort things out yourself?
- How does it feel if someone is mean to you?
- The other children thought Allen was a little bit mean - 'kinda mean'? Do you always have to do something if someone is a little bit mean to you? (intended to lead to discussion of the value of ignoring someone else's behaviour as a solution on some occasions)
- Why is it important to be kind to each other?
- What is the difference between hearing and listening? We can't shut our ears (like we can our eyes), but sometimes we hear things but we don't really listen to them. What might stop us listening to other people?
- Why is it important to listen to other people?
- What would it be like if everyone was talking all the time and nobody did any listening?
- Are friends 'mean' to each other? If someone is mean to you and keeps being mean to you, are they your friend?

### Optional activities

1. Download the Kinda Mean song and lyrics from the [teaching resources catalogue](#). Dance to the music, talk about the 'kinda mean' behaviours mentioned in the song; create your own lyrics.
2. In The Allen Adventure, the class has a 3 step process that they all know and talk about; you may have a variation already in place in your class, or can use this lesson to set up your own class 'rules' for trying to sort out problems then getting help if needed. Allen's teacher had taught the class the three steps:
  - Tell them to stop
  - Walk away or ignore them
  - Tell a teacher (or other adult).



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3. Set up scenarios involving role play in which pairs of children show what they would say and how they would sort out a problem.

*What will you do if... (alter the suggestions as appropriate)*

- You both want to play with the same equipment (e.g. iPad, football, chess board) at the same time?
- You want more cardboard for a project and someone else has it all?
- Someone is throwing sand around in the sand box and it's getting in children's eyes?
- Your friend is not listening when you want to tell them something?
- Someone has walked past you, and stood on your game and broken a piece?
- Another child is looking after the class pet mouse, but you think they are being too rough?

## 4. Allen 'on the go'

Through the week after the class discussion on Chapter 3, identify suitable times to highlight the importance of sorting out problems with others. Point out times when children do sort out social problems and conflicts. Highlight these 'Allen Moments' labelling and describing the prosocial behaviour:

- Amy, I noticed early today when there were too many children to join in the game all at once you suggested that you could all solve the problem by taking turns. You *sorted out that problem* all by yourself.
- Daniel, I saw how you tried to *sort out the problem* with Karyn, and it was good that you came to me to ask me to help after you had tried a few things.

If a child comes to you with a problem about getting on with others, talk with them about this being a chance to practise sorting out problems. Talk through:

- What is wrong (help them identify exactly what the problem is) and how they feel
- What they think should happen
- What they can do about it
- Other options for what to do (ask prompt questions for children over about 5 years 'I wonder what else you could try')
- The possible consequences of each option.

You can also use the **Allen stickers** to show that you have noticed children's prosocial behaviour related to this and earlier chapters.

## Chapter 4 – Earth to Allen

### 1. Reading Chapter 4 of The Allen Adventure

*Duration 5 mins*

Read chapter 4 of The Allen Adventure.

#### Teacher Notes

Show the first screen of the app, and tell children that you will be hearing the next chapter of The Allen Adventure. Remind children that as you read the story there will be things to do and time to talk about the story in the group. Jump to Chapter 4 in the menu.

If necessary, remind children about the **Talking and Thinking poster** and talk through the 'rules' for group discussions.

Orientate students to the story as you would usually. Suggested orientation questions – feel free to change; discussion should be fairly brief:

- This chapter is called Earth to Allen.
- 'Earth to Allen' is like the way that people on Earth send messages to astronauts in space; they say 'Earth to Space Station, can you hear me?' Why do you think the Earth might be sending a message to Allen?

The group listens to the narrator read the fourth chapter of The Allen Adventure. Invite children to participate at the relevant points, and in the 'Find your calm space' activity.

### 2. Retelling and extending the story

*Duration 10 mins*

Retell the story of Chapter 4, highlighting the actions and emotions of each character.

#### Teacher Notes

Focus group discussion on Allen's experiences and feelings because he doesn't know how to do things the way the Earth kids do. Use the Critical point illustration for Chapter 4. Avoid labelling emotions as good or bad; the entire range of emotions is part of the human experience.

Scaffold the group to retell Chapter 4, with an emphasis on what the characters might have been thinking and feeling. Suggested retell prompts (you do not need to use all the questions):

- What was the main idea of this chapter?
- What sorts of things did Allen feel and do?
- What were the other children thinking? What were they feeling?
- Why did Allen go so crazy?
- What did the boy say that helped Allen?
- What is a 'calm space'?
- What did Allen try that helped him find his 'calm space'?
- What did Allen do at the end of the story?

Extend the retell to questions that relate Allen's story to the children's own experience:

- What would you say to Allen if you were one of the kids (select one/each of the incidents)?
- Can you think of a time you had REALLY BIG happy or excited feelings? Like you might explode?

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- Can you think of a time you had REALLY BIG angry feelings? Like you might explode?
- How did you calm down?
- How would you feel if someone got so excited they knocked down something you had been making?
- How would you feel if someone got really, really angry when you borrowed their pencils?
- Do we have a 'calm' place in our room or somewhere special that you go to calm down?
- What are some other things you do if you feel like your feelings are too big?

### 3. Discussing the themes

*Duration 10 mins*

The discussion explores the idea that we all sometimes have strong (big) feelings and it is important to learn ways to calm down by ourselves, to find our own 'calm space'. It is particularly important to learn how to experience feeling angry without losing control and to learn how to become calmer before trying to sort out problems.

#### Teacher Notes

Ask students prompt questions to encourage further exploration of the concepts from Chapter 4. The questions provided are suggestions only and can be altered as required. As much as possible, facilitate a student-directed conversation. Remember, it is important to avoid labelling emotions as good or bad.

Relate the events to their personal experiences and also ask children to explain the reason for their opinions, asking, 'And why do you think that?' Be alert to any children who may need additional support to regulate their own emotions. The optional activities provide skill development opportunities for students.

#### Suggested discussion questions

- How did Allen feel after he wrecked the science project?
- How do you think his friend felt when Allen wrecked his project?
- Do Allen's big feelings make problems for other children?
- Were the children still friends after Allen lost control of his BIG feelings? What do you think might happen though if Allen didn't learn how to control his big feelings?
- Allen's calm space - that he saw with his eyes shut - was in space. It has shooting stars and was very quiet. What sort of place would be a calm space for you? (Prompt with suggestions and share your own ideas, e.g. a waterfall, a big bed plumped up with pillows.)
- Allen did some deep breathing and some counting to calm down. What are some other things you do if you feel like your feelings are too big?
- What can happen if you do angry things when you feel VERY angry?
- Can you HAVE an angry feeling, but not DO an angry thing?
- What do you think will happen next time Allen has a really big feeling?
- Why is it important to calm down before you do something that might hurt or bother others?
- Why do you think this chapter was called Earth to Allen? (Introduce metaphors for emotional self-regulation, such as, Come back down to earth, Calm down, Get back on the ground, etc)

#### Optional activities for fostering skills

1. Go through the 'Calm space' activity again, with the children lying down on the floor with or without the narration from The Allen Adventure story.
2. Ask children to imagine then draw/paint/share their 'pictures in their head' of their own calm space.

## 4. Allen 'on the go'

Through the week after the class discussion on Chapter 4, identify suitable times to highlight the importance of calming down from big emotions before acting. Speak individually to children who have made an effort to calm down, at a time **well after the incident** and the calming. Highlight these 'Allen Moments' labelling and describing the prosocial behaviour:

- Krissy, I noticed this morning you got very frustrated with the tricky puzzle, but you sat still for a while and took some slow deep breaths to *calm yourself down*.

You can also use the **Allen stickers** to show that you have noticed children's prosocial behaviour related to this and earlier chapters.

## 5. Closing activity (optional)

For a concluding activity, form children in two concentric circles. Children tell each child in turn what they think Allen will tell the people back on Goopiter about what he learned on earth, and then move onto the next person in the circle.

### Teacher Notes

The Allen Adventure story is intended to start the conversation between you and the children (and between you and parents) about the importance of prosocial skills. Opportunities to continue to extend the children's learning and discussion about how to get on with each other will occur every day in your regular classroom activities. Additional information is provided in the [Starting in early childhood](#) section of Bullying. No Way!