



Worst Best Friends **Education Resources**



6 Curriculum Activities

based on the

The Worst Best Friends
TV Series



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Summary of *Worst Best Friends* Curriculum Activities

1. **Worst Best Friends – Food for Thought** (P.5)

Resource Description: Students explore how rituals, customs, traditions, celebrations and foods are similar and different across cultural groups and consider how living in a multicultural society enriches our lives.

Year Level: F-6 Curriculum Study Areas: English; Humanities and Social Sciences; The Arts; Health and Physical Education

2. **Worst Best Friends – Friends Forever** (P.13)

Resource Description: Students explore issues about friendship, trust and loyalty. They share ideas about what friends are like, how they act, things they do and share with friends.

Year Level: F-6 Curriculum Study Areas: English; Humanities and Social Sciences; The Arts; Health and Physical Education

3. **Worst Best Friends – Lending A Hand** (P.23)

Resource Description: Students explore the concept of civics and citizenship. What makes a good citizen? How we can work effectively together on group projects and actively contribute to our community.

Year Level: F-6 Curriculum Study Areas: English; SOSE; Health and Physical Education; The Arts

4. **Worst Best Friends – Me, Myself and I** (P.30)

Resource Description: Students explore identity, what makes each unique and events and factors that helped to shape us. They share ideas about what they like, what is important to them and what they would like to achieve.

Year Level: F-6 Curriculum Study Areas: English; Health and Physical Education; Humanities and Social Sciences; The Arts



5. Worst Best Friends – One Big Happy Family (P.37)

Resource Description: Students explore the concept of family and how families are similar and different. They share ideas about roles and responsibilities within families and how they change over time.

Year Level: F-6 Curriculum Study Areas: English; Humanities and Social Sciences; The Arts; Health and Physical Education

6. Worst Best Friends – Push And Shove (P.43)

Resource Description: Students will clarify what conflict and bullying is and identify ways these behaviours can affect us. They will share ideas about why people become bullies and strategies they can use to develop resilience and to avoid conflict, bullies and bullying.

Year Level: F-6 Curriculum Study Areas: English; SOSE; The Arts; Health and Physical Education



Food for Thought

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; Humanities and Social Sciences; The Arts; Health and Physical Education
Themes/Topics:	Cultural Studies; Our Place in Space and Time; Growth and Development; Families; Stereotypes
Description:	Students explore how rituals, customs, traditions, celebrations and foods are similar and different across cultural groups and consider how living in a multicultural society enriches our lives.
Resources:	Worst Best Friends, ep 2 Jeanie Adams, <i>Pigs and Honey</i> , Omnibus Books, Adelaide, 1989. Kubler & Formby, <i>Come Eat with Us: Childs Play</i> , International Ltd, Sydney, 1995. Murdoch and Hamston, <i>Knowing Me, Knowing You</i> , Dellasta Publishing, Burwood, Victoria, 1999 Photographs of peoples of the world.

Lesson plan:

Where in the world is Aunt Edna?

View **episode 4, *Worst Best Friends***. List the different countries visited by Aunt Edna. Discuss why she visited these different countries and what she learned through her travels.

Use pins and string to locate and label the countries Aunt Edna visited on a large map of the world. Write statements showing information known by students about each of the countries and display these with the map.

Use the same map to locate the different countries students have migrated from or visited on family holidays. Encourage students to share their impressions or knowledge about these locations emphasising how they are similar or different to Australia. Add statements to the display. Use photographs of different peoples of the world to extend students understandings about the countries mentioned.

Ask students to select a country they would really like to visit and to give reasons why. List these



countries and locate any new ones on the world map. As a class, develop a list of questions students could investigate to find out more about a country.

For example:

1. Where is the country located?
2. What is the name of the capital city?
3. What geographic features does the country have?
4. What foods are grown or manufactured in this country?
5. What types of foods do people in this country eat?
6. Are there foods that people in this country do not eat? Why?
7. How does food have an important role in celebrations in this country?

Ask students to work with a partner to find out more about one of these countries by conducting research by talking with people, using books, CD ROMs and the Internet.

Provide opportunities for students to share what they have discovered about the country they investigated with other class members. Make a class list of ideas about how students might make their presentation more engaging such as: dressing in national costumes, providing video clips, having tastes of particular foods, and displaying posters or relevant souvenirs or artefacts from the country.

Out of the frying pan onto the . . . table!

Ask students to remember some of the foods eaten by families in *Worst Best Friends*, e.g. Disting's family with their frypan casserole in the centre of the table (**episode 3**), Thesaurus and his family eating brown rice (**episodes 9 and 10**) and the special Moroccan chicken meal prepared for Thesaurus' parents (**episode 8**). Ask students what they usually have for dinner. List their suggestions.

Provide students with a rectangular piece of paper and ask them to draw or cut, paste and label an aerial view of their dinner table. Ask them to include the seating arrangements and the people they usually share a meal with, the table setting and an example of the type of food they eat.

Seat students in a circle and spread out some of the aerial views of students' dinner tables. Discuss similarities and differences between the seating arrangements, table settings and foods eaten by students. Talk about reasons for the similarities and differences. Find different ways to group picture. For example, these families all include bread with their meal; these families eat at different times because of work and leisure activities; these families have more than five people eating together; these families put food in the middle of the table and share. Record statements and make a large display collage of the pictures and the statements.

Ask students to work within groups to carry out a magazine search to find as many different foods as possible. As students share the photographs, ask them to suggest the country of origin of each, e.g. noodles and curry are from Asia and brownies are from America. Encourage students to comment



on the foods they have tried. Ask students why they think there are so many foods from different countries available in Australia. List their comments.

Read ***Come Eat with Us***. Locate the countries mentioned on the map of the world displayed in the classroom. Ask students how the foods are similar and how they are prepared. Is one person responsible for the preparation of food? How are their meal times similar and different to ours? Encourage students to brainstorm ideas.

Have students make a large batch of play dough. Provide them with a paper plate and ask them to create a model of their favourite family meal. When complete, they could paint the foods on their model. Ensure students understand that they are to model a meal that is cooked at home, not take away. Exhibit student models and have students explain the ingredients used, how the foods are prepared or cooked, when it is eaten and why it is their favourite. Encourage the students to sum up after the presentations by making statements such as, favourite foods can be ones we can help our mums to prepare; favourite foods can be ones we have as a special treat; favourite foods can be ones that are fun to eat; favourite foods can be ones that come from other countries.

Ask students to bring some food from home to share that has special significance for their family. Prepare a roster so that each child has an opportunity to think about and plan what he or she will bring. The teacher will need to prepare students by sharing some food that is special to him or her. Model presentation skills by introducing the name of the food to the class, explaining how it is prepared, why it is special for you and when it is usually eaten. Don't forget to show students the correct way to eat the food. List some presentation guidelines for the class to follow.

What's cooking?

Refer back to the different foods Aunt Edna served to Dusting (**episode 4**) and the countries they originated in. Ask students to indicate if they have tried any of these items or others from other cultures, perhaps when they have been on holiday. Talk about what you would need to be able to cook some of these foods.

In small groups, encourage students to look through a selection of cookery books from different cultures and select dishes they would like to try. List these and as a grade vote on four or five dishes you will prepare. Involve the students in making shopping lists for the necessary ingredients.

If possible, organise an excursion to the market, supermarket or local deli to purchase the ingredients on the students shopping lists. While shopping, encourage students to notice and ask questions about foods they have not seen or tasted before. Buy some of these foods for students to taste and comment on. Ask them to find out when and how the foods are usually eaten. Encourage students to compare each type of food with foods they usually have at home, e.g. a pizza is a little like a cheese, ham and tomato toasted sandwich, and a crepe is like a very thin pancake.

Invite a parent or friend of school community to come and cook a dish for the class – share tastings.



Watch **episode 8** of *Worst Best Friends* and discuss the meal that the children were preparing for Thesaurus' parents. Would you like to eat this meal? Why or why not? What problems did the children have in preparing the meal? Why did they have these problems?

Discuss the type of preparation that is needed when we want to cook something, e.g. recipe, ingredients, utensils, suitable cooking appliance, clean hands and work space, table set ready for eating. List students' ideas.

Comment on etiquette and manners expected by different families during meal times. For example, some families use their meal time as a sharing time when families catch up with one another and tell each other about their day, while other families do not allow talking during a meal or watch television (news, shows)

Review some of the earlier episodes of *Worst Best Friends* along with **episode 8** to discover similarities and differences between Dusting's and Thesaurus meal time experiences. Discuss the lack of communication and negative feelings between Thesaurus' parents. Why are meal times so difficult for Thesaurus? What strategies might he use to make meals more pleasant now that his parents don't seem to be happy together?

Allocate students to groups with parent or other community helpers to prepare and cook one of the dishes selected by the class. At times when students are not engaged in cooking activities they could be making placemats, name cards and setting the tables ready to eat the foods.

After preparing and eating the four or five dishes selected by the class, calculate and record the cost of each dish and then ask the students to divide that cost by the number of people it would usually feed. Record these amounts on a chart.

Ask students questions such as:

- Which foods would be cheapest to feed a large family?
- Which foods do you think would only be eaten on special occasions?
- Which dish would be easy for children to prepare if their parents were busy?
- Which foods would be easy to cook using one pot?

Encourage students to discuss the likely lifestyles of people in the countries of origin of each of the foods. What would the climate be like? Would they live in the country or the city? Would the people have a lot of money or a little money? In what ways are the lifestyles of Australians similar or different? Have students refer to earlier research they conducted to check their ideas or to investigate further if necessary to see if their ideas were accurate.

The bread of life!

Ask students to suggest food types that are common throughout the world. Encourage them by asking questions such as what is served with most meals in Asia? What do many people eat with meals in Australia? Refer back to research and activities conducted earlier. Ask students to list as



many different bread and rice dishes as they can. Create a chart showing how these foods are prepared throughout the world. Discuss reasons why these foods are universal.

Bread dishes	Rice dishes
sandwiches	fried rice
hotdogs	biryani
pizza	risotto
naan	rice cakes
souvlaki	pilau
roti	nasi goreng
bagels	rice noodles
fruit bread	rice pudding
focaccia	black rice
bread and butter pudding	steamed rice
pita bread	coconut rice

Have students un-jumble the recipe on the [Bake Bread at School](#) worksheet so they can use it to make their bread. Students who have not had a lot of experience with procedural text will need to be provided with models and demonstrations of the features and format of this genre. Compare this recipe with the earlier recipe used for play dough.

Have students work in groups to make and bake a type of bread. Vary the recipe so that groups make wholemeal, plain, rolls, buns, damper, focaccia and bread stick. Share experiences on what was difficult and what was easy. Have a class picnic to eat the breads. (NB It may be convenient to make one batch of dough as a grade and mixing the others to dough stage in a bread machine, using commercial bread mixes.)

Provide opportunities for students to make or taste some of the other bread and rice dishes you have discussed and vote on which ones are their favourites. Encourage students to take home a



recipe of a dish they haven't tried before so they can prepare it with their families.

Cooking to celebrate

Refer to **episode 4** where Dusting is decorating his house. What type of decorations is he using? Why is he decorating the house? When are some of the times people might decorate their houses? Record ideas and list some things people do when they are celebrating special occasions, e.g. give gifts, sing, eat special foods.

Carry out a celebrations survey. Ask students to list all the special occasions they celebrate with their families. Students complete Celebration Survey worksheet. Use a calendar to organise and record the celebrations students and their families recognise and celebrate. Encourage students to group these under headings such as, personal (birthdays), family (weddings), religious (Ramadam), cultural (Moon Lantern Festival). What special foods are commonly served at each of these celebrations? List these next to each of the celebrations.

Invite parents and members of the school community to talk to the students about their culture and traditions and the celebrations and foods usually prepared and shared for each of these.

Create and publish a Celebration Cookbook. Students who have not had much experience with procedural text will need to have explicit demonstrations about the features and format of recipes. Brainstorm the types of headings you could use to help organise the book. For example, recipes could be organised under sweet and savoury dishes for each celebration. Encourage students to collect recipes from family, friends and members of the wider community to include in the book and use programs such as Kid Pix to design recipe pages and Microsoft Publisher to finalise the lay-out of the components of the book.

Festival fun

Have a week of activities or create a Festival of fun. Invite community or cultural groups to conduct workshops at the school to teach students games such as boules or bocce; to cook national dishes; and experience some different cultural crafts such as origami and calligraphy. Provide opportunities for students to share what they have learned at assembly, with prep buddies, and during a parent afternoon.

Alternatively, ask students to decide on a special grade multicultural celebration or festival. In groups, have them suggest some reasons for celebrating, a name for the event, types of food they would like to have, the decorations and music, special guests and the format of the invitations. Encourage students to make choices that represent and celebrate the multicultural aspects of Australia. Prepare a plan that allows students the opportunity to organise themselves and utilise members of the wider community to help prepare for the event. Encourage students to wear national costumes, greet guests in different languages and have interactive displays of traditional games and crafts they have learnt about.



WORST BEST FRIENDS

BAKE BREAD AT SCHOOL

HOW TO MAKE BREAD

Things we use (Utensils)

- 1 large bowl
- 1 small bowl
- 1 dessertspoon
- 1 cup



Things we put in (Ingredients)

- 4 cups of plain flour
- ¼ cup gluten flour
- 1 dessertspoon salt
- 20 grams fresh yeast
- 1 dessertspoon sugar
- ½ litre warm water

<p>Step 1 Dissolve yeast and sugar together in warm water then let it stand for 10 minutes until it looks frothy.</p>	<p>Step 7 Cook in a hot oven (230-240C) for 10 minutes then reduce heat to 180C for 20 minutes. Cook much less for rolls.</p>
<p>Step 4 Place dough in a bowl in a warm place until it rises to twice its size. Cover the bowl with plastic film or a cloth to keep it moist.</p>	<p>Step 8 Cool on a rack and gobble up with your favourite spread.</p>
<p>Step 6 Place into oiled tins or shape into rolls then let stand to rise again until twice its size.</p>	<p>Step 3 Make a well in the centre of the flour and pour in the yeast and water mix. Mix well with your hands.</p>
<p>Step 2 Sift flours and salt into a large bowl.</p>	<p>Step 5 Punch the middle of the dough and place on a floured surface. Knead the dough for 10 to 15 minutes.</p>



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Food For Thought - Lesson 5 - Worksheet 8



**WORST
BEST FRIENDS**

CELEBRATION SURVEY

Write or draw about 4 things you and your family celebrate during the year:

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Food For Thought - Lesson 5 - Worksheet 9





Friends Forever

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; Humanities and Social Sciences; The Arts; Health and Physical Education
Themes/Topics:	Growth and Development; Self and Relationships
Description:	Students explore issues about friendship, trust and loyalty. They share ideas about what friends are like, how they act, things they do and share with friends.
Resources:	<i>Worst Best Friends</i> , ep 1, 2, 6, 11, 13 Other: Nancy Krulik, <i>How to be a Friend Forever</i> , Scholastic, Sydney, 1998. Junko Morimoto, <i>A Piece of Straw</i> , Collins, Australia, 1985 Large sheets of paper and textas

Lesson plan:

Leisure activities

Talk to students about what you like to do in your free time. Be sure to include some activities you can do by yourself and others that you need to do with a partner or a group. Ask the students to suggest some ways we could group the activities. Let the students experiment with different headings but use probing questions (e.g. Do you need to go to a special place to do this? Do others need to be involved in this activity?) to lead them to the headings:

- Activities we can do alone.
- Activities you do with others.

Work with students to place each of the leisure activities under a heading. Ask students to add to the list by suggesting activities they participate in to fit each of the headings.

Discuss the importance of being able to do some things by ourselves, such as reading, and the importance of having friends we can do partner and team activities with, such as chess and soccer.

What is a friend?

Go to the [Lift Off section](#) of The Learning Centre on the **ACTF website** and use the activities suggested to develop students' concept of friends.



Who can be our friends?

As a class talk about the people we call our friends and the things we like to do with them. List contributions on butcher paper and highlight the variety of things we can do with friends.

Seat students in a circle and take turns to use single words to describe what friends are like. As words are suggested record them and display in the classroom.

Create a class 'Graffiti Wall' and encourage students to use the words to write statements about the characteristics of friends on it.

Refer to the list and descriptive words and ask students if friends have to be the same gender, age, cultural group as themselves? Ask also if we can have only one friend at a time?

Friendship Bingo

Often we become friends with someone because we have a common interest or passion but we need to discover this common interest to ignite the friendship.

Use worksheet [Friendship Bingo \(PDF\)](#) to play Friendship Bingo. Students must find someone to fit each category in a horizontal, vertical or diagonal line, to win. Students who satisfy a category need to sign in that box.

Where can we meet friends?

With a partner or in small groups discuss where we have met our friends. List suggestions. Think about TV shows, books and films and brainstorm to help think of other ways we could meet and make friends. Add suggestions to the list.

Identify places you could meet friends in your local community. Use a map of the local area to mark locations such as the swimming pool, the local scout hall, the retirement village and the soccer/football ground. Encourage students to talk about new places they could go and activities they could participate in to meet new friends. Highlight the need for permission from parents and appropriate levels of supervision depending upon places and activities.

Friendship circles

Ask students to think about and list all their friends. Using worksheet, [Friendship Circles \(PDF\)](#) ask students to place those people who are their closest friends, the ones who influence them the most, who they would go to first if they were unhappy and who they share secrets with, in the very centre circle. In the next circle ask them to write the names of friends they share activities and things with occasionally and in the third circle the people who have some influence over you, who you like, but you only do things with sometimes. Put a circle around friends who are the same age as you. Put an arrow next to the names of people you would like to have in a different circle to the one they are in.



As a class, discuss the importance of having different sorts of friends and the value of each type of friend.

Character profiles

List all the characters introduced in **episodes 1 and 2** of *Worst Best Friends*. Ask students to share everything they know about each character. They can include information such as family member names, best friends, interests, appearance, favourite activities, pets, dislikes.

Use student suggestions to create character profiles. Write each character profile on a separate piece of paper and display for students to refer to.

Discuss characters that seem similar to one another or those with similar interests to other characters. Ask students to predict which characters will be friends by the end of the series and to give reasons for their predictions. Which characters do they like so far and which characters don't they like? Encourage them to give reasons for their responses.

After viewing five or six episodes of *Worst Best Friends* ask students to revisit their predictions. What would they change now?

Venn friends

With a partner or in small groups, ask students to select two characters from *Worst Best Friends*. Ask them to list ways they are different and ways they are the same or similar. Demonstrate how these can be organised in a Venn diagram. Encourage students to make comments about shared interests and activities of characters and those they think could be friends if they tried harder.

Share and compare

Ask students to choose a partner then have them list things that make them individuals and the attributes, qualities or skills they share. For example,

Toan	Both of us	Nilton
Likes talking	Have dark hair	Is very shy
Likes fruit	Good at drawing	Likes noodles
Plays basketball	Have brown eyes	Plays soccer
Has a small family	Like computer games	Has a big family



Provide opportunities for students to share and compare work. Encourage students to identify peers who share similar interests to them but still have some very individual traits.

Personality Plus

Print a still image from the [Media Kit](#) (PDF) for each character to create a personal traits list for each of the characters. Ask students to work with a partner to brainstorm as many words as they can to describe each character's personality and to write these around each image. Emphasise that they only need to write single words. Encourage students to give examples from episodes they have viewed to support their ideas.

Character web

Create a character web by connecting characters with a word or phrase such as:

..... is the son of;

..... is the best friend of.....;

..... annoys..... .

Encourage students to try to make connections between each one of the characters.

Who am I?

Using characters from *Worst Best Friends*, play 'Who am I?' Remind students they can only ask questions that can be answered with yes or no. You may choose to set a limit on the number of questions that can be asked. Students can be organised as individuals or in teams.

We are still friends aren't we?

As students watch each episode of *Worst Best Friends*, chart the ups and downs of the friendship between Roger and Dusting. Alternatively, view **episodes 1, 6 and 13** and chart the ups and downs of their friendship. Students could work in groups to create line graphs with events along the bottom axis and a friendship rating scale on the vertical axis. As a class, discuss the way the friendship between these two characters evolves and changes. How does their view of one another change during the series?

What do friends do together and how do they treat each other?

View **episodes 10 and 11** to identify those characters who act as good friends and those who do not. Discuss the scenes where Thesaurus played for Millicent while she sang her song and where Gilbert helped Avril from the stage after she had made a fool of herself. What qualities are these characters displaying?



Encourage students to refer to other *Worst Best Friends* episodes they have viewed and to experiences of their own to brainstorm ideas and create lists underneath the headings:

- What do friends do together?
- How do they treat each other?

Encourage students to justify comments.

Consider responses and actions of characters from *Worst Best Friends* discussed or examined by students. Ask students to think about a scene where someone shows they are a very good friend. Encourage them to create a short cartoon strip or storyboard to relate what happened. Display these for students to share and read.

Honesty is the best policy – or is it?

View **episode 11** of *Worst Best Friends*. Discuss what Millicent's friends said about her. Were these things true? Ask students to give examples. Were Millicent's friends right to be so honest with her? Are there times when you should not be absolutely honest with someone? Ask students to justify their responses.

How can we be good friends?

Ask students to draw a friend or use a program such as Inspiration to create a mind map that shows all the things about that friend that makes them a good friend.

Share each student's work and encourage other students to make positive or supportive comments.

Develop a profile of a friend. How do friends act and speak to each other? Ask students to work in groups to develop some guidelines and then share and list these.

Compile a list of 'Rules for friends'. Have students individually choose three things they will do from now on to be a better friend.

Friends, friends everywhere!

Explore the advantages of having lots of different friends. Discuss and list the things you might do with friends of different ages. For example, a younger friend might introduce you to new fun games. A teenager might introduce you to pop music trends or how to do tricks on a skateboard. An adult might teach you how to cook or fix your bike. An older person might show you how to knit or sew. Provide opportunities for students to experience some of these by inviting parents or community members to do workshops at your school or by developing links with the local kindergarten or retirement village.



Write an ad

Ask students to write an advertisement for a friend. In the advertisement they need to explain clearly what a best friend is and the qualities they want their friend to have. They have \$5.00 to spend on the advertisement. Each word will cost them 10 cents.

Students could also use a program such as PowerPoint to create a screen-based advertisement. Provide students with the opportunity to share and display their work and encourage a few applicants to apply for some of the positions!

Friendship Shield

In the Middle Ages each family or clan had a crest or emblem that represented their strengths. This crest was often on shields that knights and soldiers took into battle but was also used on official seals, jewellery and flags. Show students examples of family shields and explain their meaning, e.g. the shield of Richard the Lion Heart. Logos from secondary and private schools could also be used. Ask students to brainstorm other symbols they could use for a modern day shield that represented their interests, hobbies, favourite foods, family and sport, e.g. a computer, an aeroplane, an ice cream, a computer. Talk to students about the banner that sometimes appears on a shield. It usually had three words that summed up the person, clan or institution. List possible words students could use to describe themselves, e.g. honest, strong, healthy, sensible, strong, shrewd, brave.

Ask students to create an emblem or shield that would symbolise what a good friend they would make. Ask students to think about what would be included to represent their interests and strengths. Use the [Friendship Shield worksheet \(PDF file\)](#) for students to design and complete their friendship shield. Attach each completed emblem to a shield - shaped piece of cardboard covered in aluminium foil or cover paper. Attach a handle at the back so students can hold their shield in front of them. Provide opportunities for each student to share their work and explain what each part of their shield means. Display shields in the classroom.



WORST BEST FRIENDS



Friendship Bingo

Someone who barracks for the same football team as me.	Someone who likes eating broccoli.	Someone who is the same star sign as me.	Someone who has the same type of pet as me.
Someone whose favourite sport is the same as mine	Someone who likes noodles.	Someone who lives in the same street as me.	Someone who has been on holiday to a place as me.
Someone who can knit.	Someone whose favourite book is the same as mine.	Someone who has been to the Museum in the last month.	Someone who can play chess.
Someone who has the same number of family members as me.	Someone who was born in the same month as me.	Someone who travels to school the same way as I do.	Someone who plays a musical instrument.



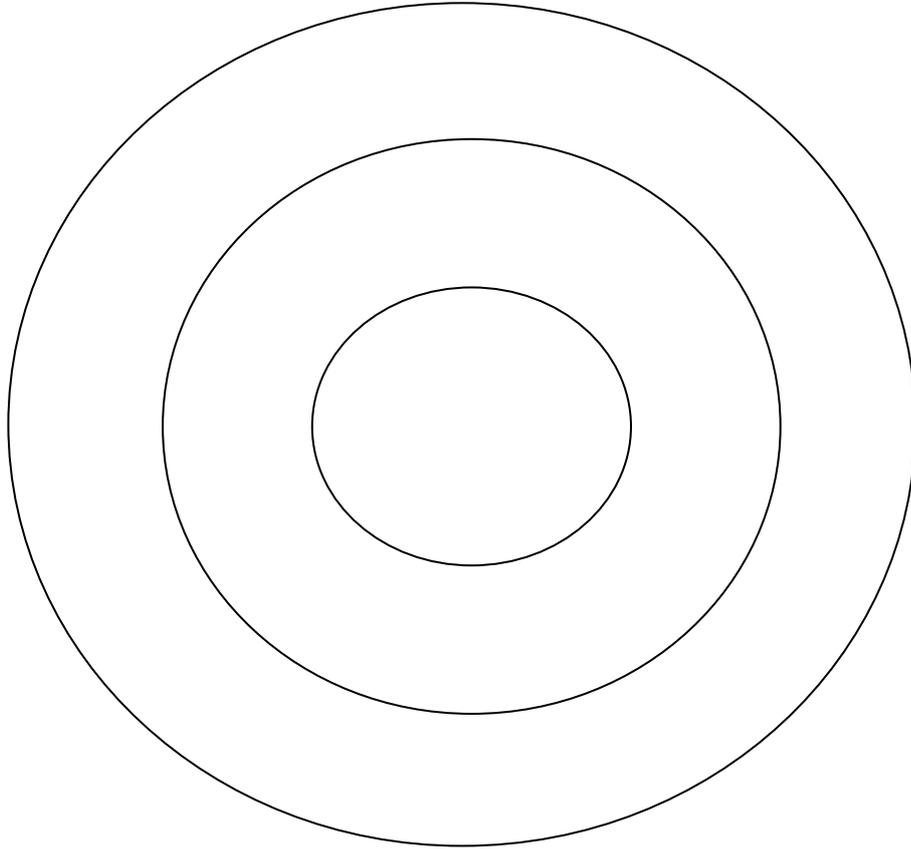
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Friends Forever - Lesson 2 - Worksheet 3



Friendship Circles



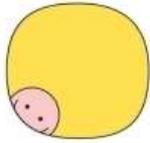


Worst Best Friends

FRIENDSHIP SHIELD

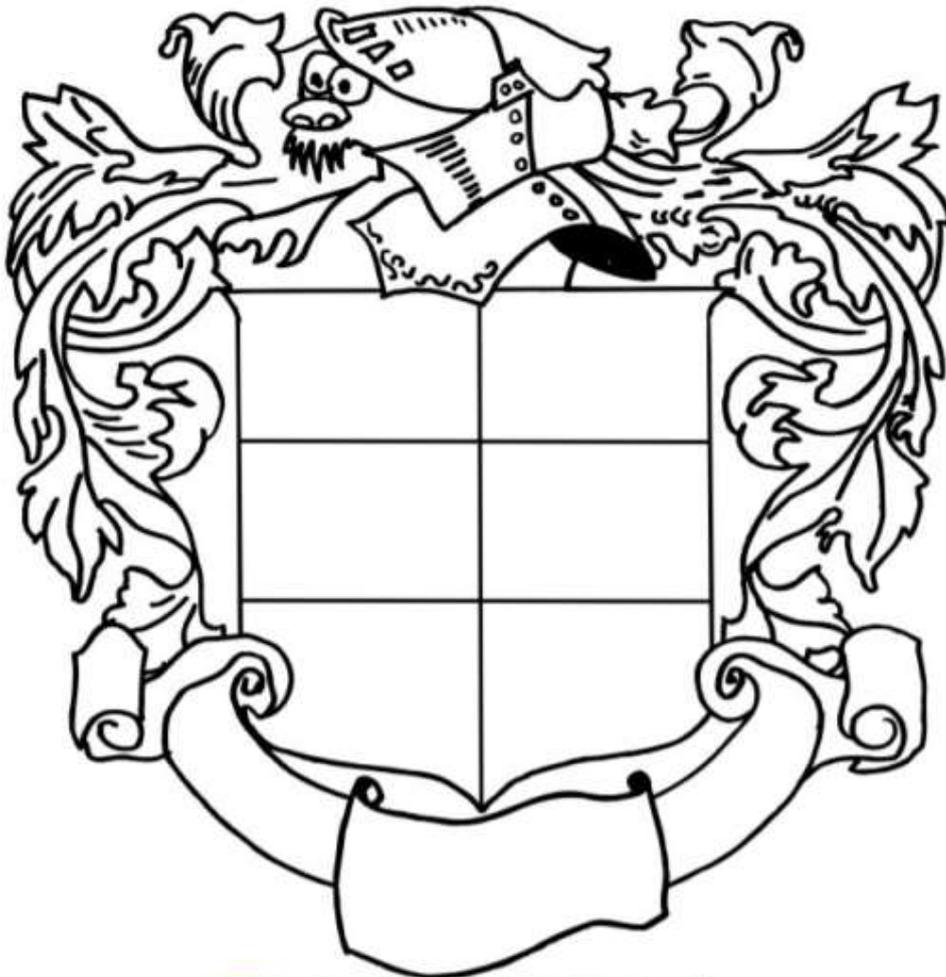
Note to designer/illustrator:

Please create a shield shape divided into 6 parts. Under the shield is a banner with 2 folds leaving space for 3 words to be written



WORST BEST FRIENDS

Friendship Shield



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Friends Forever - Lesson 2 - Worksheet 4



Lending A Hand

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; SOSE; Health and Physical Education; The Arts
Themes/Topics:	Civics and Citizenship; Cultural Studies
Description:	Students explore the concept of civics and citizenship. What makes a good citizen? How we can work effectively together on group projects and actively contribute to our community.
Resources:	<i>Worst Best Friends</i> , ep 2 Other: Nigel Gray and Michael Foreman, <i>I'll Take You to Mrs Cole</i> , Macmillan, Australia, 1985.

Lesson plan:

Where do I lend a hand already?

View **episode 3** of *Worst Best Friends*. As a class list ways various characters helped or planned to help others. Was their help always required or appreciated? How do you know if your help is appropriate?

Provide each child with a pair of disposable gloves and tongs. Explain that the class is going to help one another to clean up the schoolyard. Discuss safety issues that may arise while collecting rubbish, e.g. care with broken glass or other sharp objects. Decide upon places and procedures to dispose of various types of rubbish such as recyclables, compost, and dangerous waste. After the rubbish collecting activity have children wash hands and discuss the effects of the rubbish on the environment and the people and other living things that live within it. Discuss and list positive and negative aspects of cleaning up the schoolyard, e.g. it is a dirty job, it makes the yard a nicer place to play, it helps prevent accidents. Talk about the value of working together to do a job like this – and of the importance of lending a hand.

As a class, brainstorm other ways we can lend a hand to care for our environment, e.g. planting trees, encouraging birds into the area by planting appropriate gardens, making sure pets are locked up at night, walking or riding a bike to travel short distances.

Ask students to think about the ways they help or lend a hand at home, at school and in the community. Have students briefly explain what they do, e.g. empty bins - I take out the rubbish bin and the recycle bin each Thursday evening ready for collection on Friday. Record student contributions. Younger students could draw the jobs they do.



Use a software program such as Microsoft Excel or create pictographs to show the collected information under each of the headings: home, school, and community. Make statements about the most and least popular or least common ways students help at home, at school, and in the community. Where do we help the most? Where do we help the least? What do they think are the reasons? Students complete worksheet My Helping at Home Contract.

Organise for the class to go for a walk in the local area. Students will need pens and paper to record places in the local area where people might go to lend a hand to others, e.g. the local oval where Little Athletics is held needs parents to lend a hand to run the activities; the local beach needs lifesavers to volunteer to patrol the beach to keep people safe; the community centre needs people to help with art and craft sessions for older people and disabled people and also needs help to keep the parks and gardens tidy; the local hospital needs volunteers to visit people who are unwell; the kindergarten needs people to read to young children; the school needs volunteers to help with the grounds and with classroom programs.

As part of your walk visit the local community centre and arrange for a speaker (or arrange for someone to visit the school) to share all the different ways that people lend a hand in the community.

As a class, construct a large map to scale of the local area. Develop a key so the map can be labelled clearly. Mark on the map all the places in the local community where people can lend a hand. Students complete worksheet Helping Our Community.

Allocate students to groups and ask them to develop lists of ways young people can help in their local community. Encourage students to think about who they would be helping and what the action would be. Share and display lists.

What is rich and what is poor?

In **episode 3** Millicent assumes that Dusting is poor. What leads her to make this assumption? How does Dusting feel about her assumption? Do you think Dusting is rich or poor? Give examples from the series to explain your ideas. What does Dusting think about whether he is rich or poor?

What do you think the best ways might be to help people who do not have enough money to live comfortably? Consider the use of tact and the need for consideration of the feelings of people you think need help. Why do you think Millicent decided to help Dusting? Were her reasons good reasons? What were her motives?

Read a book such as *I'll take you to Mrs Cole*. Discuss the meanings of rich and poor. Is Mrs Cole rich or poor? Encourage students to share ideas and make comments. Record student suggestions. Draw examples of rich and poor people and the sorts of lifestyles each have. Where do they live? How do they dress? What do they do? Develop a definition of rich and poor that everyone is satisfied with. Encourage students to consider what is important to them and their family. For example are you rich



when your family is well and healthy and you have enough money to buy what you need or do you have to have a vast amount of money to be rich?

How can I lend a hand in an appropriate way?

In what ways do social service organizations like the Salvation Army and St Vincent de Paul contribute to or lend a hand in the community? Invite a guest speaker from a social service organization, or a group like Rotary or Lions to speak about how they lend a hand in the community. Find out how people can contribute to the work of groups like these.

Ask students to select a personal goal for home and for school by identifying one new and appropriate way they can lend a hand. With a partner, students then develop a strategy to become a more active member in their local community. Encourage students to select tasks appropriate to their age and ones they can sustain over a period of time, such as regular reading to the children at the local kindergarten, as well as one-off activities such as putting up a summer safety display in the local community centre, library or council offices

Working together on a project

View **episode 2** of *Worst Best Friends*. List the roles and responsibilities of each of the characters evident in the episode as the children prepare to stage the school play. Discuss the main purpose of each role and responsibility when planning and performing the production. Ask students which characters carried out their roles in this episode most effectively and why. Did some roles depend on other people to be able to be carried out effectively? Discuss working together as a team. Are some members more important than others? Ask students to share their ideas with others.

Raise the idea of the class staging their own production. Discuss the task of planning a performance as part of a class production. Decide upon a purpose and an audience for the overall production, e.g. entertainment for residents in an aged care setting. Also discuss the idea of staging the production, e.g. for the school community as a fundraising activity to raise funds for a community service group.

List the types of performances that could be developed as part of the production, such as a puppet show, musical performance, magic show, play, poetry recital, short video, multimedia presentation, slide-show or video that would be relevant to the selected audiences.

Have students work with a small group to plan and perform a production of their choice. Set students a design brief which they have to follow and use to evaluate the effectiveness of their project. For example:

1. You are to form a group of no more than six people to plan and present a production of your choice.
2. Each production will be of no more than 10 minutes duration.
3. Each person in the team is to be given a specific task to complete.
4. A proposal including a storyboard/outline/program must be completed and presented to the class



for approval, before the production can go ahead.

A storyboard is used to tell a story in visual form, very much like a comic strip, using only a few simple images which require viewers to fill in the gaps. **The British Film Institute Education Site** has detailed instructions on teaching students how to create storyboards at http://www.mediaed.org.uk/posted_documents/Storyboarding.html

Have each group of students 'pitch' or present their idea to the class for approval and feedback. Decide upon a running order for the production and consider the publicity required. Allocate required tasks to each group of students.

Encourage students to regularly reflect upon and evaluate the effectiveness of their team and the tasks they are carrying out to prepare for the performance and to publicise the production. Discuss modifications or changes that need to be made to the original design brief. Spend time over several weeks preparing, rehearsing and finalising the production.

Provide students with opportunities to perform the production and to get constructive feedback from their peers and others.

Following the production have an 'after party' to discuss the success of the event and to make suggestions about aspects that would be changed if engaging in a similar activity again. Encourage students to share what they felt were the most successful/satisfying aspects of the production and why. What did they learn? What do they want to do better next time?



Worst Best Friends

My Helping at Home Contract

I..... promise to do the following to help out at home.

1.

2.

3.

I will start helping out more from this date

Signature

NB for artist Please set this out in a much bigger font. I would like the font to be clear but official like a real contract with a large seal at the bottom near the signature. I would also like some graphics of kids doing things around the home or the tools they might use such as brooms, dustbins, brushes, pans, dusters, baskets etc



Worst Best Friends

Helping Our Community

Names:

List or draw three ways you could help more in your community.

1

2

3

--	--	--

Choose the one you would like to do.

We would like to

.....

Plan what you are going to have to get or prepare so you can start helping. Include the people you need to contact.



1

2

3

4

NB Artist

The three ways you could help more could each be boxed and a border could be put around the page of different people in the community for example, old people, shop keepers, babies and young people, policemen, etc.



Me, Myself and I

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; Health and Physical Education; Humanities and Social Sciences; The Arts
Themes/Topics:	Growth and Development; Self and Relationships
Description:	Students explore identity, what makes each unique and events and factors that helped to shape us. They share ideas about what they like, what is important to them and what they would like to achieve.
Resources:	<i>Worst Best Friends, ep 1, 2, 6, 11</i> Murdoch and Hamston, <i>Knowing Me, Knowing You</i> , Dellasta Publishing Pty Ltd Australia, 1999. Craig Smith, <i>Billy the Punk</i> , Random House, Melbourne, 1996 <i>The I Can Monsters</i> , St Luke's Innovative Resources, Bendigo, Victoria, 2002

Lesson plan:

Who am I and what makes me unique? What do I enjoy doing and what would I like to improve. What are my goals for the future?

View **episodes 1 and 2** of *Worst Best Friends*.

As a class discuss the following ideas:

Every person in the world is unique, that means there is no one else like them. Just imagine how boring it would be if everyone looked the same and wanted to do the same things. That's why being a little bit different from each other makes us all more interesting.

Same, same – different!

Read *Billy The Punk* by Craig Smith. Discuss reasons why Billy wanted to change his appearance. Discuss what being an individual means. List words that mean 'you are an individual' such as: unique, indispensable, a character, one off, one of a kind, unusual, different, non-conformist, alternative.

Character study

Students look at the still images of the characters from *Worst Best Friends* in the [Media Kit](#) (PDF file). (Download and print out if students are unable to access computers). Work in groups of four or five and choose a character to draw large pictures of onto butcher paper. Around the edge of each



drawing write words that describe the character's appearance. Display all the pictures and compare descriptive words. Put a large red circle around the words that describe a unique characteristic for each character.

Ask students to add predictions to the bottom of their drawings about what each character's personality and behavior will be like based on their appearance.

I am special

Ask students to nominate something about themselves that makes them unique. It may be something they do, something about how they look or something they have achieved. Ask students to record these on strips of paper with the sentence lead (insert name) is unique because.....

Ask students to illustrate each sentence strip and display these for class members to read and refer to. Encourage students to look for similarities and differences and comment on these. For example, Robby and Toan are both unique because they are the best bike riders in their family.

Who am I? What am I like?

Ask students to glue a photograph of themselves in the centre of a sheet of paper. Around the edge they provide information about the following:

My name is

I am a (girl, boy)

I was born in (country of birth)

I speak (languages spoken)

My parents were born in (countries of birth)

I live in (dwelling type) in (suburb)

I live with (family members)

The things I like to do most are..... (hobbies).

OR students can create a personal passport.

Passports

Use the worksheet, [My Passport \(PDF file\)](#) to develop individual passports. Record factual information only at this stage, for example, name, age, address, family, height, weight, likes, dislikes, pets. Ask students to share their passport information.

Class statistics

Use a computer software program such as Claris Works or create your own graphs to record the information.



Encourage students to make statements about the information presented on the graph(s), for example, “most people in our class walk to school”. Record statements under the graphs.

What has made me what I am?

Strengths and weaknesses

View **episodes 1 and 2** of *Worst Best Friends*. List the characters in a chart like the one below. In groups, ask students to think about each character’s main strength and weakness. Share and compare suggestions. Discuss any differences in how students have perceived characters. Why do we have different perceptions of people?

Character	Strength	Weakness
Thesaurus	Patient, kind	Doesn’t speak up
Dusting	Adventurous, enthusiastic	Selfish, greedy
Millicent	Clever, organised	Smug, bossy
Avril	Persistent	Sneaky, jealous
Gilbert	Gentle, cooperative	Shy

Then ask students to suggest what **each character** would see as **their** main strength and something each would think they could improve. Would they agree with what we have written? Discuss.

How do others see me?

Ask students to share ideas about something they think they are good at or are proud of about themselves. Encourage students to listen actively to one another and ask clarifying questions when necessary.

Focus students and develop discussion by using ‘I can monsters’ cards. Have students stand in a circle while you place the cards face up on the floor in the centre of the circle. Explain to students that they are to select two cards that they believe describes them in some way. For example, I can share and I can hug. Then students take it in turns to display their cards and explain to the group why they chose them, for example: ‘I can share because I share my skipping rope at recess time’. Allow all students an opportunity to show and explain their cards. If more than one student wants to use a particular card they can but they must explain individually.



Ask students to draw and label a picture of themselves, identifying features and attributes they believe others like about them. For example, these ears are good for listening. This mouth is good at smiling. These hands are good at sharing. Provide opportunities for students to share their work in small groups and encourage students to comment on the qualities each person has identified. Ask students to share other qualities they like about each other that have not been listed.

Talk about the unique qualities and similarities of individuals in your class. Make a class list. 'Things people like about us'.

Personal milestones

Ask students to create a personal timeline of key events they feel have contributed to who they are, for example, joining the local soccer team, learning keyboard, being the oldest in their family. Share and discuss each student's milestones or qualities and display for students to refer to.

Media images

Students use magazines to locate a photo of someone they admire and would like to be like. Ask students to give reasons for their choices. Look for similarities between students' choices. Organise choices under headings such as, singers, movie stars, sports stars or politicians.

Talk about images created by advertising and the media. Advertisements help people to become aware of different goods and services and help us to make decisions about which ones we want, but there are also some negative aspects to advertising. It can make us want things that we can't afford to buy and make us feel unhappy that we don't look a certain way.

Encourage students to discuss times when they have been aware of being influenced by advertising, for example, trying out a new cereal but finding they don't like it, or eating at a particular fast food outlet because of a giveaway they are offering. Talk about the importance of thinking carefully and making our own decisions about what we want to look like and what we want to buy.

Feeling good? Feeling bad? Feeling better!

Every now and then something happens that makes us feel unsure of ourselves. It can be something someone says or something that we find hard to do. These are times when you need to remember just how unique we all are and how we are all good at different things. When you know you are good at something you feel a lot more confident. When things are difficult you can feel frustrated and unhappy.

As a class, think about and list some of the situations in ***Worst Best Friends*** when characters have felt good and bad about themselves and the reasons why. For example,

- **episode 6**, when Thesaurus is made to share his room with Dusting;



- **episode 11**, when Millicent is told her bad points by her friends;
- and the many times in all episodes that Avril is rude to Gilbert.

Ask students to select an example and work with a partner or in groups of three to brainstorm descriptive words for how their character would feel and then suggest what they could do to feel better about themselves and the situation. Provide opportunities for students to share and discuss their solutions. Look at each incident again and look at how each character dealt with the situation. Which is the better solution?

Sticks and stones

Develop a list of both positive and negative ways of describing others. Consider how being given these names would effect the way a person would feel about themselves. For example, happy, proud, stupid, pretty. How might you relate to other people if you were called these names?

Ask students to write one positive thing about each person in the grade. Collate, decorate and display lists.

Who are the many 'MEs'? How are they similar and different?

Who am I?

Teachers model by bringing along photographs of themselves in many different contexts. For example, with parents (daughter), with siblings (sister), with children (mum), with students (a teacher), with staff (as a colleague), with a friend, with a sporting team.

Discuss the different roles and expectations we have in different contexts and how even though we are the same person we do not necessarily act or feel the same in each situation. Consider ways people may also treat you differently or have different expectations of you.

Ask students to bring their own photos to share **OR** divide a piece of paper into six and ask them to draw themselves in different contexts. Students can use speech balloons or labels to identify and describe how they act and feel in each situation.

Provide opportunities to share. Prompt students with the following questions:

- Tell us what you are doing in each of these situations.
- How do you feel?
- Do you act in the same way in each situation?
- Do people treat you differently in the different roles?

Ask students to order their roles from the one they feel most comfortable in to the one they enjoy the least. Share these in small groups.



Me at school, home and in the community

Write on the board or have visual prompts of activities to do with school and the local and wider community. For example,

- playing a sport
- swimming at a surf beach
- performing a dance
- going to a disco
- looking after a baby
- visiting a non-English speaking country
- marching in a parade
- sitting in an exam
- meeting the Prime Minister
- speaking at a school assembly
- having a friend over to dinner
- singing in a choir.

Ask students to imagine themselves participating in each. Ask them to order the activities from ones they would feel most comfortable participating in to the least comfortable ones.

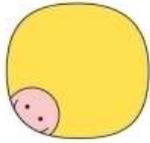
As a class, discuss:

- What does this tell us about similarities and differences between people?
- What does it tell us about how we feel and change in different situations?

Who will I be in the future?

Use the earlier list of characters from ***Worst Best Friends*** and the qualities of students recorded in previous activities. Ask students to work with a partner to predict what each character from ***Worst Best Friends*** will become in the future and the reasons for their prediction. For example, Molly might become a vet because of her interest in and love of animals; Dusting might become a quality control officer in a food factory because he loves all food.

Have each student draw a crystal ball and in the middle draw a picture of what they each think they will become in the future. Have them label their drawings and display them in the classroom.



WORST BEST FRIENDS



MY PASSPORT

Please attach a photo of yourself here.



Address :

.....

I have brothers and sisters.

Their names are :

.....

.....



Australian Children's Television Foundation

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Me, Myself, and I - Lesson 1 - Worksheet 1

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One Big Happy Family

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; Humanities and Social Sciences; The Arts; Health and Physical Education
Themes/Topics:	Families; Growth and Development; Cultural Studies; Ethics, Values, Justice
Description:	Students explore the concept of family and how families are similar and different. They share ideas about roles and responsibilities within families and how they change over time.
Resources:	<p><i>Worst Best Friends</i> series, particularly episodes 3,4,7,12.</p> <p><i>Molly Makes Music Kaboodle</i> Series, Episode 1</p> <p>Other: Anthony Browne, <i>Piggy Book</i>, Franklin Books, Lane Cove, NSW 1986.</p> <p>M Dumbleton & T Denton, <i>Passing On</i>, Random House (Red Fox), Sydney, 2001.</p> <p>Libby Gleeson, <i>Where's Mum</i>, Omnibus Books, Norwood, SA, 1992</p> <p>Libby Gleeson, <i>Mum Goes to Work</i>, Ashton Scholastic, Gosford, NSW, 1992.</p> <p>Nigel Gray and Michael Foreman, <i>I'll Take You to Mrs Cole</i>, Macmillan, Australia, 1985.</p>

Lesson plan:

Note: Teachers need to be very sensitive to the needs and feelings of individual students and their families when discussing families. Although the separation of Thesaurus's parents is a major theme in the series, it is not a major focus in these lesson ideas. Teachers wishing to discuss issues of parental separation are advised to refer to their school policies for approaches.

We all have families

Display a photograph of your family. Ask students to suggest what the photo shows and explain the reasons for their ideas. If possible, record their comments in order to refer to later. Tell students this is your family and talk a little about each of the members, their interests and their ages.



Ask students to draw and label the members of their family. Provide opportunities for them to share their work with the class and explain who each family member is. Display students' work for others to see and refer to.

Read a selection of books about families from the resources list. Discuss each of the families and how the families are similar to and different from one another. Record students' ideas.

Ask students to suggest a definition of 'family'. Encourage all students to contribute ideas and comment on the ideas of others. Record a class definition for students to refer to. Remind students that this definition can be added to or changed at any time.

Magazine search

Ask students to work with a partner or in a small group, to find photographs that might be families in magazines. Ask students to share and explain their choices. Encourage students to organise the photos to show different family groups, e.g. large families, small families, families where there is only one parent. Create a 'Families Collage' with the pictures and display for students to refer to.

Are all families the same?

View **episodes 2 and 3** of *Worst Best Friends*. Discuss the families of Dusting and Thesaurus.

- Who are the members of the family?
- How big is the family?
- What is each member of the family like?
- What do you see them doing?
- What other things do you think they might do?
- How do the members of the family relate to one another?

Family tree

Ask students to work with a partner or in a small group to create a family tree for Dusting or Thesaurus. Students may want to use a computer program such as Inspiration or another drawing program to help them record their ideas. Encourage students to share and discuss their work with others.

Ask students to choose a character's family they would most like to be a member of and explain the reasons for their choice. Record their comments.

Families, belonging and feelings

View **episode 12** of *Worst Best Friends* where Max finds out he is adopted. Explain that being adopted is one of many ways people become a family member. We can be born into a family, adopted, fostered and even blended into a family. Discuss different family structures. For example,



one-parent, two-parent, extended families, foster families, blended families represented in the children's collages and noticed in *Worst Best Friends*.

In **episode 12** after Max discovers he is adopted, he feels very unhappy. He decides to let all his beloved pet rabbits go because he wants them to be with their real families but Molly finds them and returns them. Max thinks they have returned themselves. Molly doesn't reveal what she has done, however, she says to Max; "Even if you're not their family you can still be very special to them".

What was Molly really saying to Max? Why do you think this made Max feel better? Ask students about very special people who are not their family but are still considered family.

(Sensitivity to the needs and feelings of students and their families is important during this activity)

What do family members do?

Read *Piggy Book* by Anthony Browne. Encourage students to respond to the book.

Talk about each family member in *Piggy Book*. Develop a profile for each family member showing their roles and responsibilities within the family. Compare what each member did at the beginning of the story with his or her roles at the end of the story. Were they doing the same things at the end? Why or why not? Who had most responsibilities? Was this fair? Why or why not? What changes took place during this story? Ask students what they think the story is saying and why they think the author wrote this story.

What family roles, responsibilities and tasks are important?

Use the labeled family pictures completed earlier as a focus to discuss the roles and the responsibilities of students and other members of their families. Ask students to record the main responsibilities of each family member. Share students' work and encourage comment. Alternatively, students could mime each member of the family carrying out their main task in the family.

Brainstorm a class list of all the tasks carried out by different family members that have been drawn, read about, viewed or discussed. Ask students if some family tasks are more important than others? Using the list, ask students to work with a partner or in a small group to rate family tasks from most important to least important. Share and discuss similarities and differences between ratings.

How do families change?

Discuss and list the different stages of our lives, infancy, childhood, adolescence, adulthood and old age. For younger students it would be more appropriate to use specific labels such as baby, child, teenager, parent, grandparent.



Pose the question: Do families and our roles in them change? Record students' ideas about changes to families and some of the reasons for these changes. For example; the birth of a new baby, growing older, moving home, getting a new pet or someone leaving home.

Ask students to work in groups of four to create a poster showing how families care for children at different ages. Give each group a different age: newborn, one year, three years, five years, seven years, ten years, twelve years, fifteen years, eighteen years.

Ask students to carry out a family survey of the main jobs each person does in their home. Share and use this information and the information from the earlier brainstorm list and activities to enable students to group usual roles and responsibilities for different stages of our lives. Encourage student discussion and comment about patterns that emerge and record statements for students to refer to.

Autobiographical time line

Ask students to create their own autobiographical time line listing the milestones in their lives so far. You may want to make the task more complex by restricting them to the five or six they believe have been the most important. Demonstrate the format of a time line by completing a joint construction using a character from *Worst Best Friends*. Provide time for students to research their time lines at home and opportunities to share their work with other students.

Extend students by having them predict two future milestones in their lives and the reasons why they believe they will experience these.

Coping with change

View **episode 10** when Thesaurus' Dad moves out of the family home. List and discuss other changes Thesaurus has to go through during the series. How does he cope with these changes? Beside each, record his strategies for dealing with the change. Are some changes easier to cope with than others?

Work with a partner to select four possible family changes. Develop four strategies that might help a child cope with these family changes. Share and display these in the classroom.

View **episode 4** of *Worst Best Friends*. Aunt Ivy comes to stay and Dusting convinces Thesaurus to run away with him. However, they both learn that running away doesn't solve any problems.

Refer back to students' earlier drawings of their families. Discuss the concept of the extended family. Encourage students to share stories about members of their extended family. Students might ask their parents to help them create a family tree showing their extended family.

What ties families together?

Episode 4 ends with Aunt Edna's comment that "interest is the string that ties families together". As a class discuss what this means, then view **episode 3** and list things Dusting's family do together, e.g. eating, dancing, making music. Add other things students remember families doing together



throughout the *Worst Best Friends series*. Begin a 'Graffiti Wall' listing things families can do together.

Ask students to work in pairs to list activities their families take an interest in or do together. Share lists with the class and add them to the 'Graffiti Wall'.

View **episode 7** where Thesaurus' Dad tries to bond with his son by having a holiday with him. Discuss students' ideas about why they don't seem to be having such a great time. Ask students to work in pairs to imagine they are Thesaurus and his Dad planning their next holiday. Give them the parameters of planning a driving holiday that takes them no more than 100 kilometres from home.

Encourage some lateral thinking about the things they could do together in the local area and beyond. Have them also write three tips to make a holiday a good holiday. Provide opportunities for students to present their ideas to the class.

Ask students to think of ways they can show more interest in the activities of other family members. Record suggestions such as, ask questions, go to performances and games, read and discuss books together, listen to one another, learn about and join in with sporting or hobby activities on the 'Graffiti wall'.

Encourage students to develop an action plan and record it on the [Action Plan](#) (PDF file) worksheet, to help them show more interest in the activities of a family member.

Ask students to write a 'Wish List' of activities they would like their family to do together and in groups share some strategies about how this can be accomplished.

Assist each student to make a concertina book. Provide the lead sentence, 'Being a member of a family means ... '.

Encourage students to complete sentences and illustrate, e.g. helping with the dishes, feeding the cat, setting the table, collecting the mail, putting out the rubbish, giving hugs and kisses.

Create a 'Family Alphabet' by listing the alphabet down the left-hand side of a page. Use each letter to write a word that tells something about what you have learned about or know about families.

View **episode 3** where Molly had high tea with Mrs Esme Lander. Talk about the importance of spending time with one another and listening to show that you care. Celebrate the importance of families by inviting family or extended family members to 'High Tea' at school. Discuss and plan the food, create invitations and decorations and certificates thanking family members for caring for one another. Present certificates at the afternoon tea. For students whose family are unable to attend, explain that family members care for each other by working, both at home and in paid employment, and by caring for young or older family members, and that these and many other reasons mean they are not always able to come to school activities. For these children, present the certificate to the students and allow them to tell a little about someone important in their family if they wish. Encourage students to show visitors their concertina books, 'Family Alphabets and other work'.



Worst Best Friends

MY ACTION PLAN TO SHOW MORE INTEREST IN:

.....

I plan to do this by (write or draw)

1	2
3	4

Signed Date



Push And Shove

Program:	Worst Best Friends
Year Level:	Year 1 to Year 6
Curriculum Study Areas:	English; SOSE; The Arts; Health and Physical Education
Themes/Topics:	Growth and Development; Ethics, Values, Justice; Bullying; War and Conflict
Description:	Students will clarify what conflict and bullying is and identify ways these behaviours can affect us. They will share ideas about why people become bullies and strategies they can use to develop resilience and to avoid conflict, bullies and bullying.
Resources:	<i>Worst Best Friends</i> , ep 2, 5, 6, 11 Peer Pressure Trigger tapes, Seven Dimensions Pty. Ltd. Middle Park, Victoria. Other: <i>Chill Out!</i> Teaching Kit Julie Johnson, <i>Bullies and Gangs</i> , Aladdin Books, London, 1996. Logan Learners for Life, <i>Fair Go! anti-bullying program</i> , Education Queensland, 1997. Jillian Powell, <i>What do we Think about Bullying</i> , Wayland Books, Great Britain 1998. Rosemary Stones, <i>No More Bullying!</i> Happy Cat Books, Bradfield, Essex, 1991 http://www.education.unisa.edu.au/bullying/ http://www.eduweb.vic.gov.au/bullying/index.htm http://www.bullyingnoway.com.au/ http://www.racismnoway.com.au http://www.amnesty.org.au/

Lesson plan:

How do we deal with conflict between brothers and sisters?

Bring in a photograph of a sibling, cousin or close relative you shared your childhood with. Share with students some of the good and bad times you had growing up with them. In particular, talk about the things you usually had conflicts about, e.g. whose turn it was to dry the dishes, accidental damage of treasured toys, listening in on sibling's conversations, wanting to both use the one toy at the same time. Explain some of the strategies you used to resolve the conflicts, such as taking turns, replacing lost or damaged toys, telling Mum or Dad. View **episode 5** of *Worst Best Friends*.



Encourage students to share some of the conflicts they have with siblings or family. Are they similar or different? How do they solve their conflicts?

View the beginning of **episode 6** where Dusting decides to move to Thesaurus' home because he is having problems sharing his bedroom with his brothers. Ask students to share with the class some of the conflicts they have experienced related to sharing bedrooms with siblings. Discuss also the strategies some have developed to resolve shared bedroom issues.

Ask students to work in small groups to discuss and list the types of conflicts or fights that happen between brothers and sisters. Beside each item on the list record reasons why the conflict might occur, e.g. little brothers or sisters interfere with games, older brothers or sisters boss little kids around.

As a class, talk about the conflicts listed and the reasons they occur, then try to develop strategies to resolve some of the problems. View the remainder of **episode 6**, drawing students' attention to problems Thesaurus faced in sharing his room with Dusting. How did he resolve the conflict he faced? Was it a good solution? Discuss whether students thought Dusting's humorous solution to his bedroom problem was appropriate. How else could the problem have been resolved?

Have children return to their group, select one of the conflicts they had listed and develop a role-play that shows a satisfactory way to resolve the problem without conflict. Share and discuss role-plays as a class.

How do we relate to others? How do others relate to us? How do the responses of others affect us?

As a class, talk about the benefits and difficulties involved with friends and friendship. List ideas, such as those that follow, on the board.

- Friends can be fantastic because they can help us and they can share things and activities with us.
- Belonging to a group makes us feel good because we feel wanted.
- Groups of friends often encourage us to try new things.
- Sometimes we may not feel comfortable doing everything our friends want us to do. It's important to be able to make your own decisions about what you feel is right for you.
- It's good to develop friendships with people who are considerate of other people's needs.

Discuss how the opinions and views of others and inclusion or exclusion from groups can change how we feel, the way we think and how we behave. Use examples from **Worst Best Friends** videos to reinforce ideas or develop discussion further. For example, when Thesaurus was ignored by Millicent (**episode 11**), when Dusting was angry at Thesaurus for spying on him and his family (**episode 2**), and when Avril ignores and excludes Gilbert (**episode 2 onwards**).

Have students contribute personal examples of positive and negative experiences including conflicts with friends, family and others, as well as experiences of bullying. Ask students to focus discussions on the behaviours rather than on individuals, but encourage students to feel that they can discuss personal experiences with you privately if they need help to resolve them.



View **episode 5, Eddie's Undies**, where Millicent shows how bullies can be tamed.

Read **No More Bullying**. Ask the students to give reasons why they think Anna might not have wanted to tell her teacher or mother about Lisa bullying her. Ask students:

- Why do you think Anna's friend Amanda joined in with bullying Anna?
- Why do you think the teachers chose to act out a play about bullying?
- What does this story tell you about why it is important to tell someone if you are being bullied?
- What would you have done in the same situation?
- Encourage all students to contribute ideas and experiences and to give their reasons for their responses.

Have students work in groups to think of ways to describe bullying, for example:

Bullying is:

- being teased about the way you look
- when someone swears at you
- when someone hurts you intentionally
- when someone tells others not to play with you
- when someone calls you names

Ask groups to share their ideas and then create a definition of bullying. Elaborate if necessary so that students understand that bullying is being hurt on purpose and that it can be verbal, emotional or physical. Discuss the idea of exclusion as a form of bullying. List ways someone can be bullied and display for students to refer to. Ask students to draw pictures to place next to each type of bullying.

Read **What do we Think about Bullying** by Jillian Powell and/or **Bullies and Gangs** by Julie Johnson. Encourage students to make comments about their own experiences and ask questions to clarify their ideas.

Record and display your class definition for students to refer to. Encourage students to add to or modify the definition of bullying as they complete activities.

Provide opportunities for students to select bullying scenarios from their experiences to role-play. Encourage students to give advice to one another on what to do to change or improve the situation.

Ask students to identify the places where bullying generally takes place in your school, e.g. at the drinking taps, in the sandpit, on the play equipment, at the school gate. With a partner or in small groups ask students to think about and record how we could improve wellbeing and safety in these areas. Encourage students to think proactively by modelling some suggestions with the group. For example; organise team sports at lunchtime, allocate younger students a year 5 or 6 buddy. Provide opportunities for all groups to give suggestions and record each next to the designated trouble spot.

Ask students to think about the people at school and at home who they could go to if they needed help or protection. Use the **Black Line Master (BLM)** provided for students to record the names of these people. Ask students to trace around both of their hands. Starting with the thumb on one



hand, put the name of a person who could 'give you a hand' if you felt unsafe or unhappy at school. Use the other hand for people who could help you if you were bullied outside school. Ask students to share some of the people they have listed, e.g. father, mother, teacher, best friend, neighbour. Are there similarities between the people we have chosen? What qualities do these people have?

Ask students to create a consequence wheel or web showing the effects of being bullied. Discuss ways friends and others can help people who are being bullied.

Cut out the cube template provided on the worksheet [Who Am I? \(PDF\)](#). For homework have each child draw one of the following pictures on each face of the cube:

- my favourite holiday place
- my favourite food
- my favourite drink
- something I am good at
- something I would like to do when I am an adult
- my ideal friend

Display all the **Who Am I?** cubes in the classroom and encourage each student to select one that looks interesting. Challenge students to ask questions of one another during the day, to which the answers may only be 'yes' or 'no' to find out who completed the cube they selected. At the end of the day have students share things they have learned about their classmates. Encourage students to also share how they felt during the day. Highlight the way that the activity encouraged students to get to know one another and the types of feelings this created amongst students.

Discuss the outcomes from the **Who Am I?** cube activity. For example, finding out that we share similarities with others in our class, getting to know some people better, being surprised by the ideas of other people. Why is it important to get to know people around us? How does it help us to work and play together harmoniously? How does knowing more about people help us to develop friendships?

Do we always agree with others? Do others always agree with us?

Discuss some of the conflicts students have observed between characters in **Worst Best Friends**. Why did these conflicts occur? Were they resolved? Why or why not? Ask students to suggest situations they have been in that are similar. Were the situations resolved? If so how were they resolved?

Ask students to talk about times when they did not feel others were treating them with fairness at school. Discuss whether students think it is always fair to treat everyone the same way? Give examples: expecting everyone to complete a homework task that involves a computer even if some don't have computers at home; having an expensive excursion when some people cannot afford to join in; having a race between grades prep to Year 6 and all starting at the same place. Is it sometimes fairer to treat people differently?



Discuss the following words and work in small groups to develop group definitions: fairness, equality, equity, justice, social justice.

Ask the class if there are students they know about who are treated differently from others. Discuss in general terms rather than naming specific students. Consider whether this different treatment is fair? Why or why not? For unfair treatment have students decide upon some action to improve the situation and make it fair.

As a class, decide upon several situations that could be addressed at school and work with the other members of the school community to implement some of the suggested strategies.

Talk about the value of taking time out for oneself when feeling upset, angry or experiencing other negative feelings, as a way to cope or as a way to help change the feelings to some that are more positive. What are some ways to achieve this? For example, listening to relaxing music, walking around school with yard-duty teacher, taking deep breaths, sitting in a garden, reading a book. How might these types of strategies affect our behaviour and our ability to cope?

Play some calm and relaxing music and encourage students to relax and think about pleasant experiences for 5 – 10 minutes. Share feelings after this activity. Review the earlier discussion.

How can we resolve conflicts with family, friends and others?

Brainstorm some of the conflicts that we might have with family, friends and others. List these. Select one and ask students to suggest what you could do in that situation that would minimise the conflict.

Watch excerpts from ***Worst Best Friends*** that involve conflict, e.g. when Thesaurus' parents aren't speaking at the dinner table in **episode 5**. Do you think that what happened was the best solution? Why? Why not?

Ask students to suggest alternative solutions for the situation.

Watch the ***Peer Pressure Trigger*** Tapes video. Stop after each scenario and discuss possible ways you could respond to the situation.

Brainstorm a list of words (within reason) or put-downs used when kids are fighting or calling one another names. Talk about how we often resort to name calling or put-downs in response to this type of bullying behaviour. Make a list of alternative ways to respond in these situations, e.g. ignore, walk away, ask an adult to help, ask a buddy to help.

Discuss with students the value of using 'I' statements as an assertive way of communicating how you feel about something unpleasant like bullying. Explain how 'I' statements help you have your say in a clear and respectful way. Encourage students to use role-plays to practise making 'I' statements that have the following three or four parts. The order can be changed if necessary.

Part 1 Identify the behaviour.

"When someone calls me names"



Part 2 Say how this makes you feel.

“ I feel upset”

Part 3 Say what you would like to happen

“ Please don’t call me names”

Part 4 Say how this would help everyone

“Everyone will be happier if name calling doesn’t happen”

Discuss with students

When you make an 'I' statement you need to be aware of the messages given by your 'body language'. It is best not to have the word 'you' at the beginning of your 'I' statement because this creates a focus on the person rather than the problem. For example, rather than saying, “You make me mad when you won’t play with me”, try saying, “I feel upset, when you will not let me play”.

For full details visit: <http://www.eduweb.vic.gov.au/bullying/stuzone/actvty2.htm#part1>

Use the discussion and role-play scenarios provided on the Department of Education and Training (DE&T) website above to assist students to understand the meaning of bullying and to discuss the seriousness of bullying behaviours. Following the activities use ‘Five Steps to Conflict Resolution’ linked with a discussion of school rules to provide strategies to help students solve the types of problems raised. For details visit: <http://www.eduweb.vic.gov.au/bullying/stuzone/scenprim.htm>

Summary of the DE&T ‘Five Steps to Conflict Resolution’:

1. Say what the problem is
2. Brainstorm ways to solve the problem
3. Choose an option that is a 'win-win' for everyone
4. Try out the option
5. Check how well the problem was solved

For full details visit: <http://www.eduweb.vic.gov.au/bullying/stuzone/conprim.htm>

Review earlier examples of conflict and explore ways to give positive feedback to others when we do not agree with them by role-playing scenarios that draw upon the ‘Five Steps to Conflict Resolution’ and use of ‘I’ statements. Record useful responses students might use in conflict situations.

Alternatively, visit <http://www.bullyingnoway.com.au/> for classroom topics and activities. Discuss your school policy on bullying or harassment. If your school has not completed its policy, use ideas like those that follow:



Bullying or harassment can be described as any behaviour that is unwelcome, degrading, intrusive, abusive or offensive to another person. This type of behaviour does not have to be repeated to be considered bullying or harassment. It is not acceptable behaviour at any time.

Bullying may be:

- physical, such as pushing or fighting
- verbal, including teasing, offensive comments, criticism, rumour spreading
- written or visual, such as offensive notes or messages, drawings or other images, graffiti or other defacing of property
- intimidatory, including emotional or psychological pressure, group or gang stand-over behaviour or
- emotional or exclusionary, including the isolation or excluding of people.

Use the ideas from your bullying policy to develop a positive policy that you could have in your classroom to help ensure a safe and secure environment for your classmates. You might include phrases such as:

- the right to be treated fairly
- with dignity
- with courtesy
- respect towards others

Include a list of strategies to help someone to decide what they should do if they are bullied or harassed. For example,

1. Tell the bully you do not like the behaviour and you want it to stop.
2. Talk with an adult at school and ask for help to deal with the bullying.
3. Tell your parent or carer that you have been bullied.

Display policy and strategies in the classroom and review towards the end of each week to decide if students are implementing it. Discuss and make changes as needed. Have students report to others at a school assembly about the development of their classroom policy.

Older students can investigate how aspects of the new 'Brodie's Law' which was recently passed by State government as a result of a waitress, Brodie, being bullied in her workplace.



WORST BEST FRIENDS

The Who Am I? Cube

