

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

Listening and Talking – Understanding, analysing and evaluating				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I understand what it means to be a good friend.</i></p> <p><i>I know what it means to be happy, healthy and safe.</i></p>	<p><i>I understand how my actions can make other people feel.</i></p> <p><i>I know what to do to make others feel included.</i></p>	<p><i>I understand the cause and effect of people's actions.</i></p> <p><i>I am able to share the qualities of an inclusive school.</i></p>	<p><i>I know how equality and diversity for all can be improved.</i></p> <p><i>I understand how authors and illustrators use techniques to evoke emotion.</i></p>

By the end of Early Level

- ❖ *I understand what it means to be a good friend.*
- ❖ *I know what it means to be happy, healthy and safe.*

Resources:

'The Invisible Boy' – Trudy Ludwig

Paper and markers

Step 1:

- Begin with the question: *What do your friends do that make you feel happy and included?*

Step 2: Introduce the text, 'The Invisible Boy'

Before Reading - Focus questions:

- *What is the boy doing on the front cover? How do you think he feels? How do you know?*
- *Look at the boy on the front cover and look at the boy on the back, what's different?*

During Reading - Focus questions (to select from as appropriate):

- What do you notice about Brian, the invisible boy?
- At recess (playtime) what happens to Brian? How do you think he feels?
- What words do the children use that make Brian feel sad?
- When the new boy arrives at school, what can you see happening to the picture of Brian? Why do you think he has a little bit of colour on his face? What's different about Brian's face from all the other children on this page?
- What do the children do at lunchtime when they see what the new boy, Justin, is eating? How do you think this makes Justin feel?
- How does Brian try to help Justin and make him feel welcome?
- At playtime the next day, what words does Justin use to make Brian smile? What do you notice happening to the picture of Brian when Justin says these words?
- Back in class, what does Emilio say to Brian when the teacher says they need to find a partner? What do you notice about the picture of Brian when Emilio says these words?

Step 3: After Reading

- *Share: At the start of the story Brian was alone with no friends; he felt that nobody could see him. He felt invisible. When Justin joins the school Brian finds friendship. Brian starts to feel visible when he has friends. He feels happy at the end of the story as he now has friends and is included.*
- Children to share what makes them happy about being in the class.
- Create a floor book with drawings and words that show all the things that make people feel happy, healthy and safe in the class, ensuring that everyone is included.

By the end of First Level

- ❖ *I understand how my actions can make other people feel.*
- ❖ *I know what to do to make others feel included.*

Resources:

'The Invisible Boy' – Trudy Ludwig

Drawing paper- leaf shapes and markers

Step 1:

- Begin with the question: *What do your friends do that make you feel happy and included?*

Step 2: Introduce the text, 'The Invisible Boy'

Before Reading - Focus questions:

- *What is the boy doing on the front cover? How do you think he feels? How do you know?*
- *Why do you think the story is called The invisible Boy? What do you think might happen to the boy?*

During Reading - Focus questions (to select from as appropriate):

- *What do you notice about Brian, the invisible boy?*
- *At lunchtime the children talk about a party, who wasn't invited? Do you think they talked about the party to be mean or were they just being thoughtless? How could Madison have dealt with this in a better, kinder way?*
- *When the new boy arrives at school, what can you see happening to the picture of Brian? Why do you think he has a little bit of colour on his face?*
- *Brian wonders if it's worse to be laughed at or be invisible, which do you think is worse and why?*
- *How does Brian try to help Justin and make him feel welcome?*
- *At playtime the next day, what words does Justin use to make Brian smile? What do you notice happening to the picture of Brian when Justin says these words?*
- *Look at the pictures in the rest of the book and see what's happened to Brian. What has made him visible?*
- *How many children did it take to make Brian feel less invisible? Can one person make a difference?*

Step 3:

- Create a Kindness Tree. On a leaf outline, each child writes or draws something they could do to make a difference to the people in their class/school.

By the end of Second Level

- ❖ *I understand the cause and effect of people's actions.*
- ❖ *I am able to share the qualities of an inclusive school.*

Resources:

'The Invisible Boy' – Trudy Ludwig

Post-it notes

Word Cloud website

Step 1:

- Children to think of a time when they have felt a strong emotion such as happiness.
- They should visualise that moment and relive what/who you could see, hear, feel, experience at that time. Learners can share if appropriate.

Step 2: Introduce the book, 'The Invisible Boy'

Before Reading

- Discuss: *When is someone invisible?*

During Reading

- As you read ask learners to focus on the illustrations in particular the use of colour throughout the text to communicate changes in mood.
- Pause from time to time to allow children to note what they observe on the post-it notes.

After Reading

- In pairs share observations from the text and use the post-it notes to create an emotions chart which highlights how Brian's emotions changed throughout the text and the causes of those emotions.

Step 3:

Discussion Questions:

- How many children did it take to make Brian feel invisible and how many did it take to make him feel visible again?
- In the text the main character wonders, 'which is worse – being laughed at or feeling invisible'. What do you think?

Step 4:

- Discuss: *When you feel included, what does it look like?* – Begin a heart chart with looks like, sounds like and feels like with an example of each.
- In pairs, children should continue the heart chart.
- Using the words from the heart chart, children should use a Word Cloud website to create a Wordle for Inclusion.

By the end of Third/Fourth Levels

- ❖ *I know how equality and diversity for all can be improved.*
- ❖ *I understand how authors and illustrators use techniques to evoke emotion.*

Resources:

'The Invisible Boy' – Trudy Ludwig

Oxford Dictionary, 'Invisible' – <https://en.oxforddictionaries.com/definition/invisible>

Sticky notes

Video Scribe (The Invisible Boy): https://www.youtube.com/watch?v=Zc0VG9_-XPQ

Step 1:

- On a sticky note, each young person should write their definition to the word 'invisible'.
- In small groups, share definitions and come up with a group definition.
- As a whole class, look at the Oxford Dictionary definition of 'invisible'.
- As a class, agree on a whole-class definition of 'invisible'.

Step 2:

- Within small groups, discuss the following before sharing with wider group:
 - What does it feel like to be invisible?
 - Is it better to be invisible or be laughed at?
 - What does it mean to be included?

Step 3:

- Read pgs. 1-12 (up until and including 'Choosing Time'), discuss:
 - Would it be better to be noticed like Sophie and Nathan or invisible like Brian?
 - How could the school ensure that all children and young people feel included?
- Read pgs. 13 until the end, discuss:
 - How does the illustrator Patrice Barton use colour and shade within the illustrations to show Brian's emotional journey?

Step 4:

- Watch the Video Scribe clip for 'The Invisible Boy' and discuss:
 - *How does our school strive to make everyone included?*
 - *What could we do to improve?*

Step 5:

- In small groups, create a book trailer which details how the school can improve inclusion through equality and diversity for all.