

## Room on Our Rock

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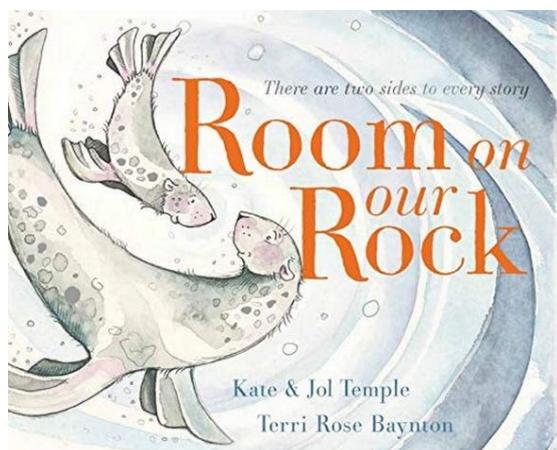
### The Story

Room on our rock is a clever story that is read forwards and then backwards to show two perspectives. It tells the story of two seals that are telling newcomers, a mother and child seal, that there is no room for them on their rock, and the reverse is true in the second reading. This story explores themes of inclusion and sharing, with strong parallels to the narrative regarding refugees.

Dialogue is a vital part of young people developing and learning to express their deeper ideas about their life and its meaning. They build on their critical thinking skills and testing them in a meaningful setting. They also build confidence in speaking and expression. These questions challenge them to listen deeply, consider, reason and analyse their thinking. They are also required to give reasons and example to support their thinking.

When asking questions, it is important to stay **neutral** and **curious** about the responses. Students can often look to you for hints about what to say and it's important that they are not influenced in their responses and that they share genuinely felt ideas. Always be sure to ask why students think something and gently ask follow up questions that elicit more thinking. Try to think about their responses from different perspectives and ask, "what if...?" kinds of questions.

This story can be read in two parts, with a group dialogue after each part.



### Dialogue Part 1

Why won't the seals share their rock?

Do you think this is the only reason?

Is this fair?

What gives the rock seals the right to decide who gets on the rock?

Can you think of other things like this?

What could happen to the seals in the water if those on the rock don't let them up?

What could happen if the rock seals could share their rock?

## Dialogue Part 2

What do you think about the rock seals sharing their rock in the second part of the story?

Do you think this was wise?

Which do you think is the best ending?  
Why?

What does this make you think about?

## Reflection

After completing the activity, it is important to spend time helping students reflect on their experience. Metacognitive reflection is an important skill and starting to develop this early benefits students greatly. Students reflect on doing the activity and how well they engaged in their thinking skills.

Ask students to respond with thumbs up or thumbs down in response to your questions. Use these questions to get started:

*Did you find this activity easy? Was it tricky to work out some of the answers? Do you think you listened well to others? Did you come up with good ideas? Did you get a chance to share? Do you think you will share more next time? Were the ideas hard to think about? Do you think others had good ideas?*

*– ask for any final thoughts....*

## Resources

Temple, K. & Temple, J. & Baynton, T.R. 2019, *Room on our rock: there are two sides to every story*, Baynton, T.R. [illustrator], Scholastic Press Lindfield, NSW

YouTube reading: <https://www.youtube.com/watch?v=CXHymkbaTlc&t=92s>