

Lesson 2 — Social Categories

Subject 2 — Social Categories

Objective: Students will sort the people in their life into categories and match how they greet, how close they stand, and what they share to the right category.

Duration: 45 minutes

Materials:

- Large Social Circles chart for the wall (Me in the middle, rings around it)
- Blank Social Circles sheet (one per student)
- People picture cards
- Sorting mats
- Markers and pencils

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook 5 min	Ask: "Who did you talk to since you woke up this morning?" List every name and role on the board. Then ask: "Are all these people the same kind of person to you? Do you talk to your mother the same way you talk to the bus driver?" Let the group react. Tell them that people come in groups, and each group has different rules.
Direct Instruction / Modelling 10 min	Put up the Social Circles chart and teach each ring from the inside out: Ring 1 — Family. People at home. We can share almost anything, we can hug, we can stand close. Ring 2 — Close friends. Boys we know well and trust. We share a lot, but not everything. Ring 3 — Classmates and neighbours. We know their names. We are friendly, we say hello, we do not share private things. Ring 4 — Staff and workers we know. Teachers, the driver, the man in the store. We are respectful, we keep it short, we talk about the job at hand. Ring 5 — People we do not know. We are polite, we keep our distance, we do not share our name, address, or family information. For each ring, model the greeting out loud and show the standing distance with a volunteer.
Guided Practice 12 min	Hold up people picture cards one at a time. The group decides which ring the person belongs in and why. Deliberately include hard ones — a cousin you rarely see, a new boy in the class, the man who works in the building, someone who says hello on the street. Let the group argue the hard ones. Point out that some people can move rings



Phase	What Happens
	over time, and some people never do.
Independent Practice 12 min	Each student fills in their own Social Circles sheet with real names from their own life. Then they write or draw one thing that is okay to tell each ring, and one thing that is not. Circulate. Watch for students placing everyone in the inner ring — that is the main thing this lesson is fixing.
Wrap-Up & Review 6 min	Review one rule for each ring as a group. Each student says one name and the ring that person is in. Set the goal: before you tell somebody something private, check which ring they are in.

GAMES

Which Ring?

Name a person or a role. Students point to the matching ring on their own sheet. Fast rounds, then ask one student to explain a choice.

Okay to Tell?

Read a sentence and a listener — “You tell your teacher you did not sleep well,” “You tell a stranger your address.” Students give thumbs up or thumbs down and say which ring.

Sorting Race

Two teams each get a stack of people cards and a sorting mat. They sort as fast as they can, then the whole group checks the answers together.

WHAT THE TEACHER CAN SAY

- “Which ring is he in for you?”
- “Is that something we tell a Ring 4 person?”
- “You can be friendly without being close.”
- “That one is tricky — what makes it tricky?”
- “Good — you checked before you shared.”

WHAT TO LOOK FOR

- Student greets a staff member differently than a close friend
- Student keeps appropriate distance from people in the outer rings
- Student stops before sharing private information with someone outside the family ring
- Student can name which ring a new person belongs in

SUPPORTS AND ADAPTATIONS



- Use photographs of real people the student knows, with permission, instead of generic cards
- Colour-code the rings and keep the same colours on every material in the unit
- For students who place everyone in Ring 1, work on one ring at a time over several sessions
- Send the Social Circles sheet home so the family can add names
- Review the sheet again whenever a new person enters the student's life

