



BIG TALKS for Little people



LESSON 2 - EMOTIONS

LESSON AIMS

Learn about emotions.

EQUIPMENT REQUIRED

Digital animation: “Ice Cream” animation.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Ice Cream”.

PART 3: Drawing activity.

PART 4: Writing activity.

TEACHER NOTES

Throughout this lesson, students will develop skills in recognising and identifying different emotions. Before exploring this further in the following lesson, students will describe and illustrate a range of emotions they have experienced in pictorial form.

In alignment with HPE Australian Curriculum V.9 Year 1 and 2 level content descriptions, students will: Identify how different situations influence emotional responses. (AC9HP2P03)

Furthermore, Students learn to:

Describe their personal qualities and those of others and explain how they contribute to developing identities (AC9HP2P01).

Please read the recommended Teacher Sheet: ‘Brain Development’, located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about group work rules and skills.

PART 2: WATCH THE ANIMATION: ICE CREAM ANIMATION

Begin the lesson by introducing students to the ‘Ice Cream’ animation.

As a whole class, plot the storyline progression on either a whiteboard or interactive smart board, showing what happened at the beginning, in the middle and at the end.

Have students write down any emotions or feelings they notice in their wellbeing dictionaries.

PART 2: CURRICULUM LINKS

Personal, social and community health: Identities and Change.

Students learn to describe their personal qualities and those of others and explain how they contribute to developing identities (AC9HP2P01).

Elaboration:

Describing the personal qualities of characters in stories and how they are similar to and different from their own.

Describing personal achievements and sharing how they felt and how it influenced their personal identities.

LESSON 2 - EMOTIONS

PART 3: DRAWING ACTIVITY

Once students have provided examples of different feelings, ask students to return to their workspaces and draw their emotions as Feels, similar to speech bubbles in texts. Have students draw upon recent memories and experiences to provide relevance to their awareness of experiencing emotions.

PART 3: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

Students learn to identify how different situations influence emotional responses (AC9HP2P03).

General capabilities:

Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives.

Continuum extract:

Identify how emotions and behaviour interact and share examples of when they match and when they do not.

PART 4: WRITING ACTIVITY

Students will now engage in a writing activity.

Ask students to name the feelings they have drawn next to their pictures. Offer assistance as needed.

Instruct students to add colours to their "Feels" that they believe best represent those feelings.

Have students pair up and explain their pictures to a classmate.

PART 4: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

Students learn to identify how different situations influence emotional responses (AC9HP2P03).

Elaboration:

Recognising own emotions and demonstrating ways to manage how they express their emotions in different situations.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?