



BIG TALKS for Little people



LESSON 3 - EMOTIONS

LESSON AIMS

In Lesson 3, we will explore more about emotions.

EQUIPMENT REQUIRED

Digital animation: "Ice Cream"

Printouts Lesson 3 Printout.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation "Ice Cream".

PART 3: Lesson 3 printout.

PART 4: Group discussion.

TEACHER NOTES

Lesson aims:

In this lesson, students continue to build upon their self-awareness in recognising and identifying different emotions. Drawing from learnings in the previous lesson, students will begin to understand that feelings are not only responses but information which influences behaviours and decision-making.

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)

In addition, this promotes learning of AC HPE General capabilities, specifically 'Personal, social and community health', ensuring that students can:

Recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03 GC/CCP).

Please read the recommended Teacher Sheet: 'Children's anxiety', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Ask students what they remember last week about "Emotions".

PART 2: WATCH THE ANIMATION: ICE CREAM ANIMATION

Begin the lesson by revisiting the 'Ice cream' animation. Ask students to concentrate only on the Peep Twig, then list how they think Twig was feeling by their facial expressions and body language throughout the animation. Record answers on white or interactive smart board.

Once this is completed, show students the animation again, this time prompting their focus toward the Feels shown above Twig.

Ask students what differences they noticed between Twig's body language and expressions, and that of Twig's Feels.

Prompt: In this scenario, the feelings experienced demonstrate how when a mistake was made, the feelings of the Peep taunted them, evoking a sense of self criticism, resulting in the Peep feeling worse.

PART 2: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

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

Elaboration:

recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03 GC/CCP).

Continuum Extract:

Describe the emotional responses of themselves and others.

Describe ways to moderate emotions in familiar contexts.

LESSON 3 - EMOTIONS

PART 3: PRINTOUT ACTIVITY

Have students return to their desks and give each student the printout for lesson 3.



Ask students, using pictures (and words where relevant to the class and student context abilities) to draw themselves into the scenario to provide help to Twig (other than providing a new ice cream as the remedy).

Prompt: Take away message from the lesson and words to remember – ‘Treat yourself like you would treat a friend or someone else you care about.’

PART 3: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students learn to practise strategies they can use when they need to seek, give, or deny permission respectfully (AC9HP2P04).

General capabilities:

Personal and Social capability: Social management: Communication

Continuum extract:

Students use a range of skills to enhance verbal and non- verbal communication

PART 4: GROUP DISCUSSION

To conclude, bring students back together to share their work and ideas.

Prompt: Highlight to students how in the animation, the Peep was frustrated and annoyed at themselves for being careless and dropping the ice cream, which in turn created more negative feelings. Discuss how mistakes are a part of life, and how they can be learned from, rather than a source of self-criticism. Discuss the concept of being kind to not only others, but to themselves when mistakes are made.

Prompt: Take away message from the lesson and words to remember – ‘Treat yourself like you would treat a friend or someone you care about.’

PART 4: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

General capabilities:

Literacy – Speaking and listening: Interacting
Students recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03)

Continuum extract

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

TEACHER CHECKLIST

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