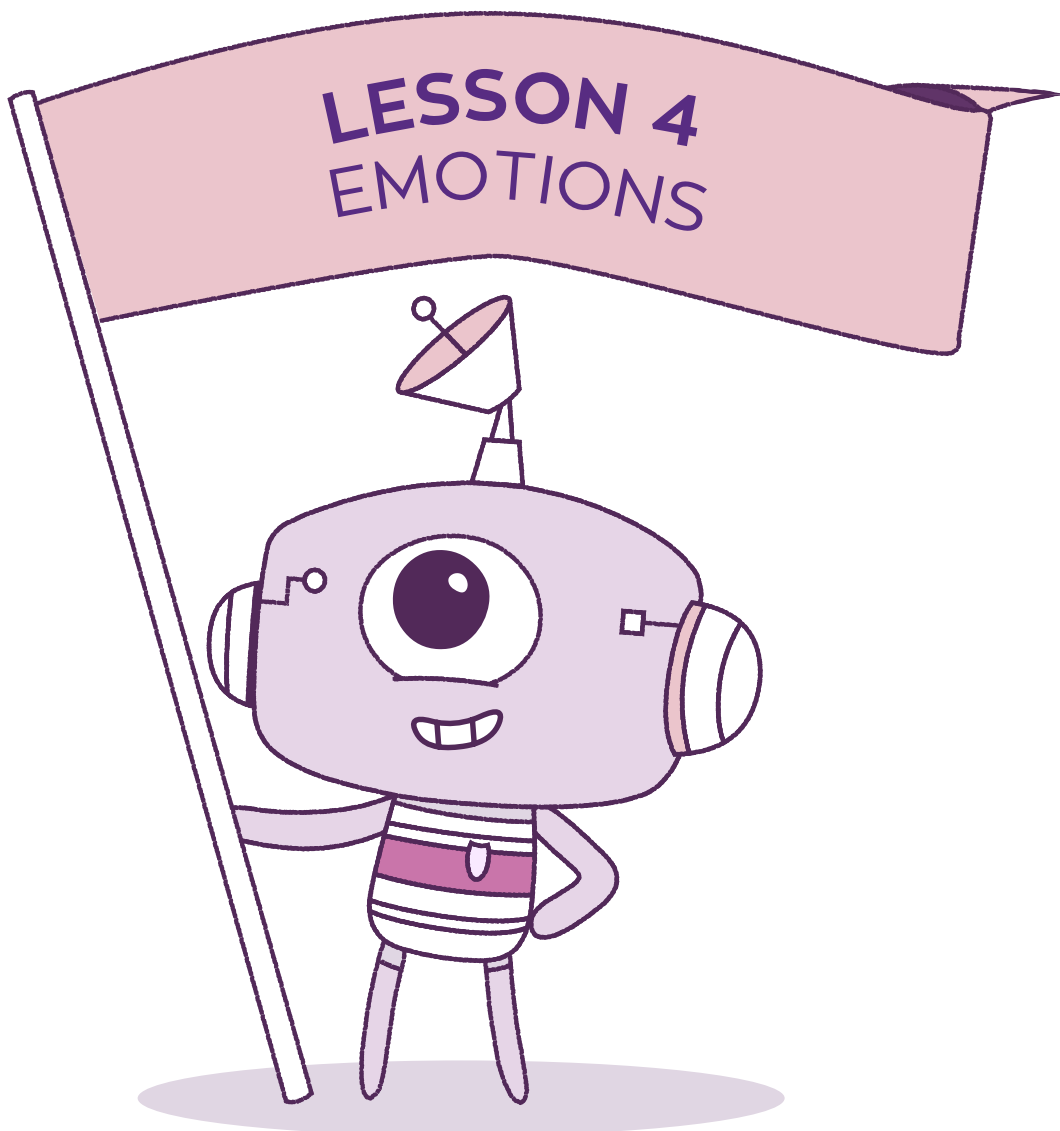




BIG TALKS for Little people



LESSON 4 - EMOTIONS

LESSON AIMS

In Lesson 4 we will learn more about emotions.

EQUIPMENT REQUIRED

Digital animation : “Tennis”.

General Stationery: For a board activity.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Tennis”.

PART 3: Emotional weather forecast board.

PART 4: Display and discussion.

TEACHER NOTES

Having begun developing awareness of feelings and emotions, in this lesson, students build upon their emotional and relational awareness. Students will practise skills and strategies to notice emotions before acting on them.

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).

Concurrently, students will also:

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02).

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

Please read the recommended Teacher Sheet: ‘The benefits of physical activity for mental health’, located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about emotions.

PART 2: WATCH ANIMATION: TENNIS

Show and discuss “Tennis”.

Begin the lesson by gathering students together to facilitate watching the animation ‘Tennis’. Once students have watched, ask students what they happened to the Bean’s Feel as the story progressed, and why Bean’s ‘Feel’ acted in such a manner.

Prompt: Ask students what they think would have happened if Bean had acted in the same manner as their Feels. What outcome might have occurred? Ask students to try and remember a time when they felt like Bean did, angry and frustrated after losing a game. Once students have had time to think and consider a memory, ask students if they could remember how long the strong emotion lasted for.

Prompt: Highlight to students that often emotions are intense, but they can be talked about and managed.

PART 2: CURRICULUM LINKS

Personal, social and community health: Identities and change.

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

Elaboration:

Students recognise their own emotions and demonstrate ways to manage how they express their emotions in different situations.

Continuum Extract:

Students describe the emotional responses of themselves and others.

Use a range of skills to enhance verbal and non-verbal communication.

LESSON 4 - EMOTIONS

PART 3: EMOTIONAL WEATHER FORECAST BOARD

As a whole class, use a range of different materials to create a classroom 'Emotional weather forecast board'.

Prompt: Explain to students that "Emotions come and go, changing like the weather!".

Give students options of what to contribute to the weather forecast board but provide possible examples:

- Lightning for anger
- Sun for happy
- Wind for worried
- Whirlwind for confused
- Raincloud for sad
- Cloud for calm
- Rainbow for excited
- Sun emerging from cloud for hopeful
- Snowflake for scared etc.

PART 3: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

Students learn to identify and explore skills and strategies to develop respectful relationships (AC9HP2P02).

General capabilities:

Students identify and explore skills and strategies to develop respectful relationships.

Learning progression extract:

Students contribute simple ideas and opinions to class or small group discussions.

Students show signs of active listening, by sustaining attention across a short, spoken text.

PART 4: DISPLAY AND DISCUSSION

Once all decorations for the weather forecast board have been created, display in the classroom, and discuss with students how they can use the board to help them identify feelings and also remember the nature of feelings as ever-changing, and just like weather, it will provide a useful reminder that can help them in times of emotional uncertainty.

PART 4: CURRICULUM LINKS

Personal, social and community health:
Identities and change.

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

Elaboration:

Students recognise their own emotions and demonstrate ways to manage how they express their emotions in different situations.

TEACHER CHECKLIST

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