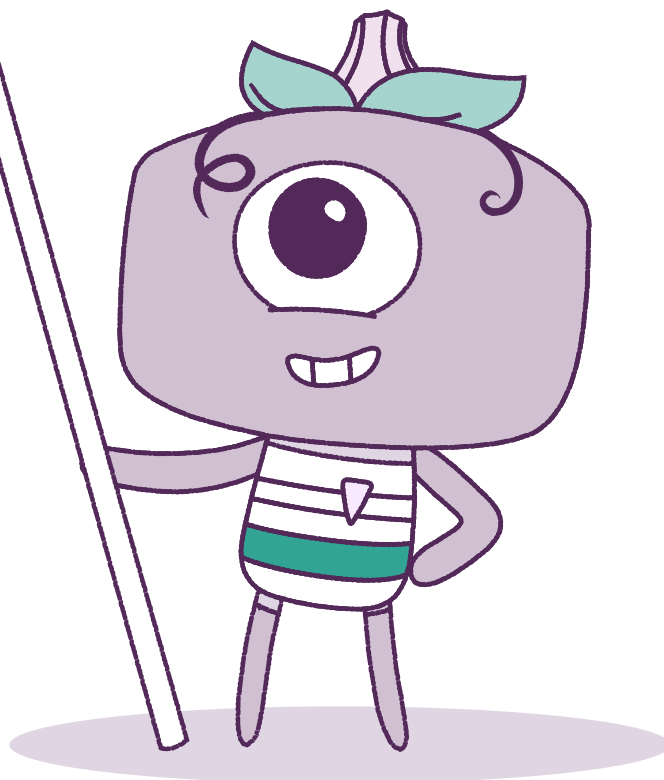




BIG TALKS for Little people

LESSON 5 EMOTIONS



LESSON 5 - EMOTIONS

LESSON AIMS

Understand more about emotions.

EQUIPMENT REQUIRED

Digital animation: "Tennis".

Printouts: Roleplay Scenarios.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the animation "Tennis."

PART 3: Identify Emotions.

PART 4: Roleplay Scenarios.

PART 5: Class Discussion.

TEACHER NOTES

Drawing on the previous lesson and learnings of emotional regulation, in this lesson students will develop strategies for managing uncomfortable or strong emotions.

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).

And,

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

PART 1: REVIEW CONTENT FROM LAST WEEK

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

PART 2: WATCH ANIMATION: TENNIS

Begin the lesson by gathering students together to rewatch the 'Tennis' animation. Point out again, how the Peep (Bean) had strong emotions and feelings but didn't act on them.

Prompt: Introduce the concept of acting 'opposite to emotions' or 'opposite to feelings'.

Explain how you can feel strong or intense emotions but choose to act in a way that is different or opposite to the emotion. Perhaps, give students an example of how you might have felt about something e.g. sad but acted happy.

Please read the recommended Teacher Sheet: 'Self-Efficacy', located on the 'Big Talks...' website.

PART 2: 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.

LESSON 5 - EMOTIONS

PART 3: IDENTIFY EMOTIONS

Explain to students that you will be practising ways to act oppositely to their emotions or consider alternative behaviours that best help them manage challenging situations.

To begin, ask students to take turns demonstrating common behaviours, gestures, or responses to emotions.

E.g. Ask a student to show what 'anger' looks like, or what people do when they feel angry. (stomp feet, clench fists, using a louder voice).

PART 3: 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:

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

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

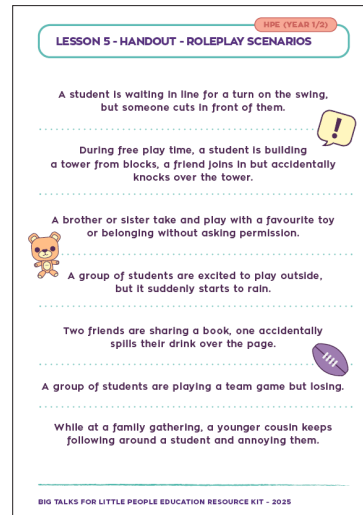
PART 4: ROLEPLAY SCENARIOS

After students have practised identifying emotions and their associated behaviours, explain that they will be given scenarios and asked to role play (or act out) emotional reactions to scenarios, and then they will try to re-enact the scenario using alternate behaviours, 'opposite' to the original emotion.

Prompt: During this exercise, draw students' focus to the difference in outcomes and consequences of different reactions and behaviours.

SCENARIOS

Please give students the printout as shown below.



PART 4: 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:

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

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

TEACHER CHECKLIST

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

LESSON 5 - EMOTIONS

PART 5: CLASS DISCUSSION

Lead a discussion with the class on the importance of managing emotions by noticing them and thinking about how they want to respond.

PART 5: 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?