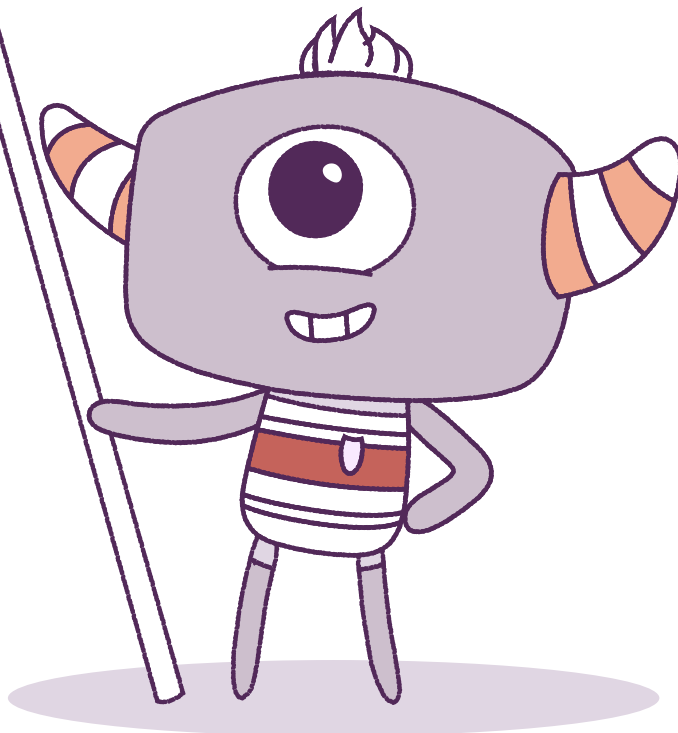




BIG TALKS for Little people

LESSON 6 MODEL BUILDING MINDSET



LESSON 6 - MODEL BUILDING MINDSET

LESSON AIMS

Understand a model building mindset.

EQUIPMENT REQUIRED

Digital animation: “Model Building”

Printout: Lesson 6 printout.

General Stationery: Tools for drawing and writing.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the “Model Building” animation.

PART 3: Printout activity.

PART 4: Class discussion.

TEACHER NOTES

Throughout this lesson, students will reinforce their prior learning of emotional and self-awareness, extending to relational awareness and ethical conduct.

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).

These learnings are expanded in health and physical education curriculum, particularly skills in: applying strategies to work collaboratively when participating in physical activities (AC9HP2M05).

Please read the recommended Teacher Sheet: ‘Trauma’, 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 THE ANIMATION: MODEL BUILDING

Begin the lesson by engaging students in a discussion on teamwork and working collaboratively with peers. Create a word wall of student responses of scenarios and tasks that require teamwork or collaboration, e.g., playing a team game.

Once this is complete, show students the animation ‘Model Building’. Pause the animation after the first scene when Elk and Stalk finish working on their model. Ask students to consider what they think both Peeps were feeling throughout the animation.

Prompt: Bring students’ attention to the Peep, Stalk. Ask students if they can think of a time where they felt like Stalk, working on something challenging and needing help.

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:

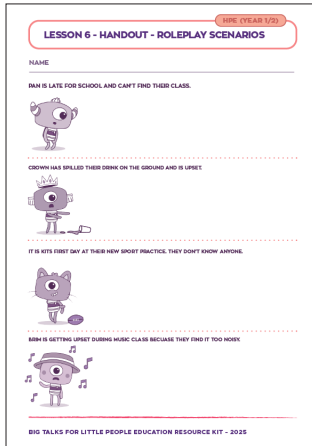
Students contribute simple ideas and opinions to class or small group discussions.

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

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PART 3: PRINTOUT ACTIVITY

Give each student the printout shown below:



Explain each scenario to students and ask them to think how they would feel if they were in the Peep's situation.

Prompt: ask students how they think each Peep feels. Have students think about what they would like a friend to do if it was them in that situation.

Have students return to their workspaces and use words and drawings to show what they could do to help each Peep in the given scenarios.

PART 3: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

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.

PART 4: CLASS DISCUSSION

Bring students together to share their work.

Facilitate a discussion on how everyone needs help sometimes, and the importance of accepting and giving help to another person when they recognise it is needed.

PART 4: CURRICULUM LINKS

Students learn to apply strategies to work collaboratively when participating in physical activities (AC9HP2M05).

Continuum extract:

Students practise individual and group decision-making.

Students collaboratively develop goals to improve learning.

TEACHER CHECKLIST

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