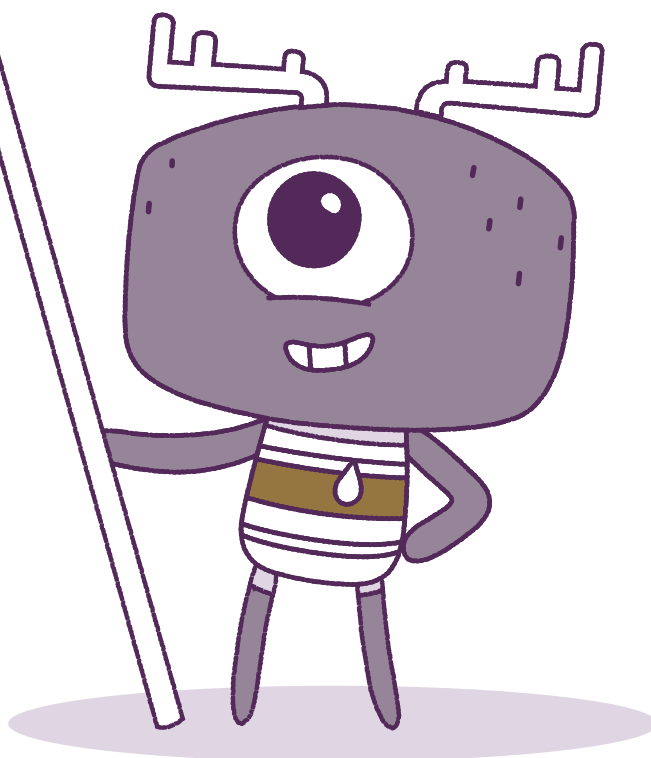




# BIG TALKS

for Little people



# LESSON 7 - MODEL BUILDING MINDSET

## LESSON AIMS

Explore more about a model building mindset.

## EQUIPMENT REQUIRED

**Digital animation:** “Model Building”

## CORE CONTENT

**PART 1:** Review content from last week.

**PART 2:** Watch animation “Model Building”.

**PART 3:** Roleplay Activity 1

**PART 4:** Roleplay Activity 2

**PART 5:** Class Discussion

## TEACHER NOTES

Following from the previous lesson, students will deepen their understandings 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),

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

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: ‘Restorative Mindset’, located on the ‘Big Talks...’ website.**

## PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about ‘model building’ from last week.

## PART 2: WATCH ANIMATION

Begin the lesson by showing students the ‘Model Building’ animation again, but this time not pausing after the first scene and playing the entire animation.

After watching the full animation, ask students why they think Elk’s Feel reacted so strongly to Stalk also receiving an award for their completed model. Create a word wall of the possible feelings Elk might be experiencing.

## PART 2: 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.

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## PART 3: ROLEPLAY ACTIVITY 1

Invite pairs of students to take turns role playing the characters Stalk and Elk, imagining what might happen next in the animation. Use the following guided scenarios:

- Elk is angry with Stalk and acts on their anger.
- Elk is visibly unhappy with Stalk, crossing their arms and staring angrily at Stalk.
- Stalk sees that Elk is troubled by the award but is too excited about winning and cheers loudly, ignoring how Elk is feeling.

After each scenario, briefly discuss with students the consequences and outcomes of the Peep's responses to each action.

## 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: ROLEPLAY ACTIVITY 2

After students have taken turns with the role play, explain that they will do the same exercise again, but use the skill of acting 'opposite to emotion' from their previous lessons, using this skill to find ways to compromise and care for every character's feeling in this scenario.

Prompt: Brainstorm as a class how each character might act differently before reenacting the role plays.

## 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

## PART 5: CLASS DISCUSSION

Discuss with students the importance of communication and noticing the feelings of others. Ask students what they noticed was different about the consequences and outcomes when they acted 'opposite to emotion', reinforcing the notion that taking time to reflect before acting on strong emotions often creates a happier outcome for everyone.

## PART 5: 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.

## TEACHER CHECKLIST

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