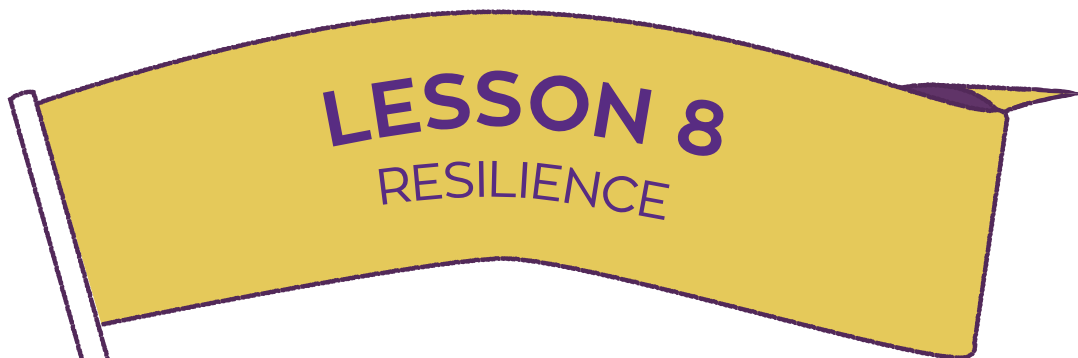




BIG TALKS for Little people



LESSON 8 - RESILIENCE

LESSON AIMS

Explore resilience.

EQUIPMENT REQUIRED

Digital animation: “Torch”

Printout: Lesson 8 Printout.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch animation “Torch”.

PART 3: Class discussion.

PART 4: Printout activity.

PART 5: Class discussion.

TEACHER NOTES

In this lesson, students reinforce learnings pertaining to emotional regulation and decision making with respect to emotions and feelings.

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 demonstrate protective behaviours and help-seeking strategies they can use to help them, and others stay safe. (AC9HP2P05)

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

Please read the recommended Teacher Sheet: ‘Bullying’, 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 gathering students together to watch the animation ‘Torch’. Pause the animation when the Peep Steg’s torch stops working.

Ask students if they can think of situations where something they enjoy using or playing with breaks, or something doesn’t work. Ask students if they have had a recent experience like that, and how it made them feel in that moment.

Prompt: Record answers and scenarios on a whiteboard or interactive smartboard, then discuss with students that it is a part of life that sometimes things break, don’t work or a problem occurs.

PART 2: CURRICULUM LINKS

Personal, social and community health: Making healthy and safe choices.

Students learn to identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05).

Elaboration:

Students discuss the importance of seeking help when problems are too big to solve by themselves.

Continuum Extract

Students describe the emotional responses of themselves and others.

Students practise individual and group decision-making.

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PART 3: CLASS DISCUSSION

Resume the 'Torch' animation. When the animation has finished, ask students to discuss the difference between the different reactions that Steg has, to the problem of having a broken torch (passive, aggressive and assertive).

Explain each response to students:

- Passive, giving up.
- Aggressive, reacting with anger.
- Assertive, problem solving.

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.

PART 4: PRINTOUT ACTIVITY

Give each student the printout as shown below:

Have students return to their workspace. Use pictures and words to give an example of how they acted passively, aggressively, or assertively for a problem they experienced. (Use the word wall created at the beginning of the lesson for ideas.) They might work in pairs for this activity.

PART 4: 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.

Elaboration:

Students identify characters in texts who demonstrate respect and cooperation to develop respectful relationships.

Continuum Extract:

Students identify the similarities and differences between values such as caring, compassion and empathy.

LESSON 8 - RESILIENCE

PART 5: CLASS DISCUSSION

Once students have completed the previous task, ask students to share their drawings and thoughts about their experiences. Ask students which responses were the most effective. Discuss with students how their emotions affect the choices they make, but that by recognising them, they can make better decisions about how they respond to challenging situations and events.

PART 5: CURRICULUM LINKS

**Personal, social and community health:
Interacting with others.**

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

Elaboration:

Students identify characters in texts who demonstrate respect and cooperation to develop respectful relationships.

Continuum Extract:

Students identify the similarities and differences between values such as caring, compassion and empathy.

TEACHER CHECKLIST

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