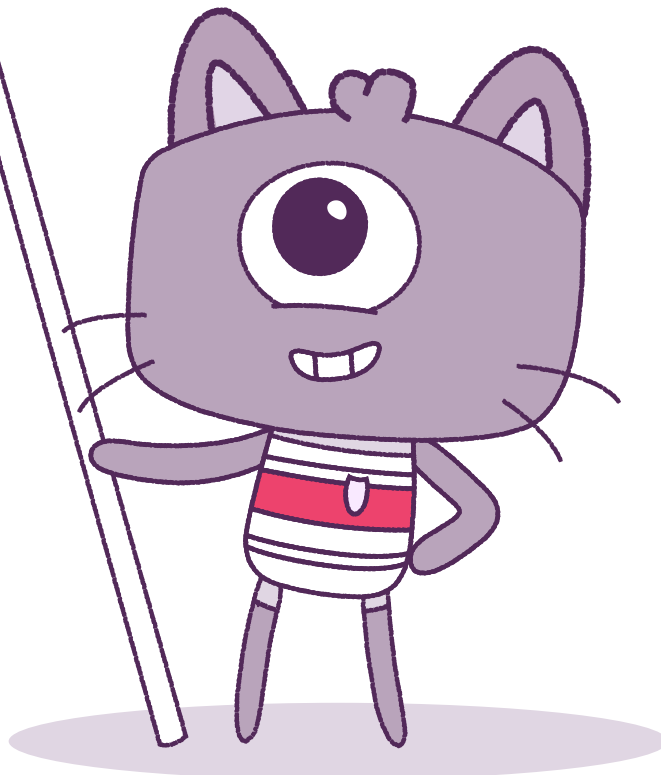




BIG TALKS for Little people



LESSON 9 - RESILIENCE

LESSON AIMS

Explore resilience.

EQUIPMENT REQUIRED

Digital animation: "Torch"

Access to Browser: To watch Youtube.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch animation "Torch".

PART 3: Watch Youtube video.

PART 4: Discuss Youtube video.

PART 5: Feelings landscape.

PART 6: Share and display.

TEACHER NOTES

In this lesson, students continue to practise their learnings pertaining to emotional regulation and decision making. Students expand upon these learning of emotional responses and decision making and extend them to how those responses affect others.

In alignment with HPE Australian Curriculum V.9 Year 1 and 2 level content descriptions, students will:

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: 'SEL', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about 'Resilience' from last week.

PART 2: WATCH ANIMATION

Begin the lesson by gathering students to rewatch the 'Torch' animation.

Prompt: Explain to students the importance of managing emotions not just for their own benefit, but also with consideration to others.

Brainstorm with students, the possible consequences of not managing emotions.

E.g. Maybe the torch did not belong to the Peep: Damaging someone else's property.

By throwing the torch, someone nearby could have been hurt, or something nearby could have also been broken.

Develop ideas/strategies to help to manage emotions:

E.g. Slowly count to 10 or take some slow, deep breaths.

Takeaway statement: Think about how you show your feelings, so that you don't hurt anyone else or things that belong to them.

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.

LESSON 9 - RESILIENCE

PART 3: WATCH YOUTUBE VIDEO

Access the picture book, 'The Color Monster' by Anna Llenas on YouTube: Read aloud by Joshua Brooks

<https://www.youtube.com/watch?v=W6wIEp-M4tg>

Before showing the students the video on YouTube, explain that this story contains a character experiencing lots of different emotions, and ask them to think which emotions and version of the character they would like to spend some time with.

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: DISCUSS YOUTUBE VIDEO

Prompt: Pause on pages with strong emotion, asking students how they would feel around the 'Color Monster' at different stages, E.g.

When the character is angry, how would you feel about being around them?

When the character is sad, how might you approach them?

At the end of the story, ask students which page and which colour of the character would be most comfortable to be around.

Prompt: Discuss with students that everyone experiences every kind of feeling sometimes, and that strong feelings aren't 'bad'. Explain that it is possible to experience strong emotions and make choices on how to respond or what to do, for the wellbeing of themselves and of others.

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 9 - RESILIENCE

PART 5: FEELINGS LANDSCAPE

Provide students with materials to create a 'feelings landscape' picture using e.g. water colours, paints, paper or card, or other materials available in the classroom.

Have students use various colours, particularly to represent a variety of emotions.

Prompt: The teacher could alternatively, have students work in groups, ascribing each group an emotion or feeling to make collective works that could then be displayed in the classroom.

PART 5: 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 6: SHARE AND DISPLAY

Have students share and display their artworks, which can be used as reference points in the class when students experience feelings, enabling them to develop mastery in identifying feelings and emotions.

PART 6: CURRICULUM LINKS

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.

TEACHER CHECKLIST

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