



BIG TALKS for Little people

HPE (YEAR 1/2) MENTAL HEALTH MODULE

Big Talks for Little People
Child Mental Health Module

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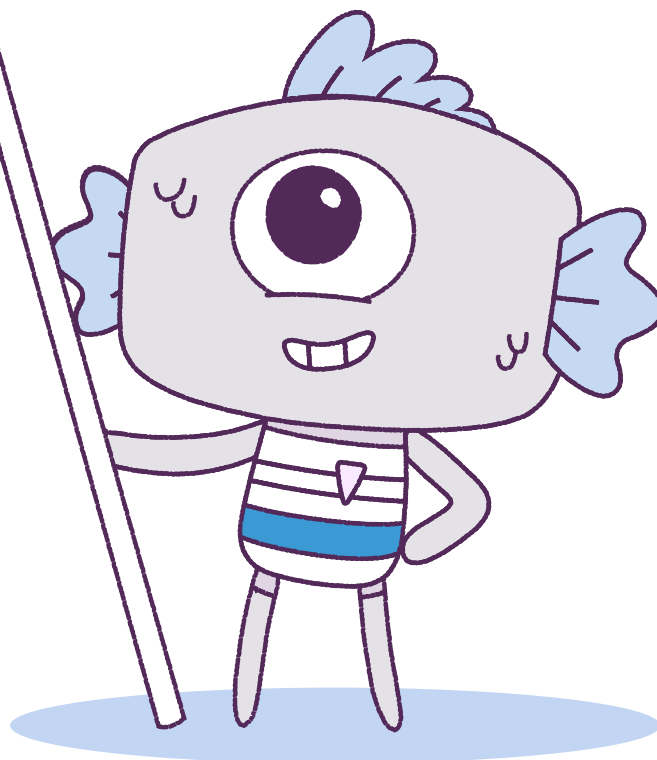
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BIG TALKS for Little people



LESSON 1 - PRE-SURVEY & INTRODUCTION

LESSON AIMS

Participate in classroom activities to develop group work rules and skills.

Optional: Students will be asked to complete the pre-survey.

Important note: Before beginning the surveys – please refer to the ‘Background information for Teachers’ found on the Big Talks website, regarding the specific criteria and guidelines for being involved in the surveys and data collection.

If your school or college is not involved in the survey process, please start Lesson 1 at “Part 2: Introduce students to the Idea of the program and the Peeps.”

EQUIPMENT REQUIRED

Optional: Devices for the students to complete an online pre-survey. It’s a good idea to test this pre-survey on devices before you start the class. Make sure you can find a device which loads the pre-survey properly.

Digital animation: “Introduction animation”.

General Stationery: For drawing and writing.

Bean Bags: For groupwork activity

CORE CONTENT

PART 1 (OPTIONAL):

Students will be asked to complete the pre-survey.

PART 2: Introduce students to the idea of the Big Talks program, and the peeps.

PART 3: Group work. Establishing groups and rules.

PART 4: Watch the animation, and work in groups.

PART 5: Bean bag toss.

PART 6: Drawing activity.

PART 7: Face gallery activity.

TEACHER NOTES

Before beginning Lesson 1 of the ‘Big Talks...’ HPE program, school leadership staff will be asked if they would like to participate in the optional Educator and student surveys and interviews.

If participating in the optional surveys, students will be asked to complete the surveys in the first and last week of the program. They may also be given the opportunity to participate in a small student ‘Focus Group’ to discuss their experiences with the program. At the end of the program, teachers will also be given the opportunity to participate in an optional survey and one-on-one interview which will ask about aspects of their delivery of the program.

These surveys will help researchers and program developers assess the success of the ‘Big Talks...’ program in achieving its set aims of improving student wellbeing.

*Please note – Signed permissions from Principals, Educators, Caregivers and Students must be sought to collect any form of data via surveys, ‘Focus Group’ and/or interviews.

The animations also uniquely feature visible feelings above the Peeps called ‘Feels’, to show that feelings can sometimes be very different from an individual’s outward appearance or manner e.g. A student may appear uninterested in other students, when in fact they may be very shy or be having a troubling personal issue. Learning this concept can help to foster positive and more meaningful inter-student relationships and increase an awareness of other people’s needs.

The HPE lesson plans have been developed to enable teachers to achieve with students the ‘relevant to mental health’ education aspects of the Student Achievement Standards at Years 2, 4 and 6 of the Australian (V9) and State Curriculum Health and Physical Education frameworks.

Please read the recommended Teacher Sheet: ‘Curriculum Mapping’, located on the ‘Big Talks...’ website.

Please read the recommended Teacher Sheet: ‘Teacher Wellbeing’, located on the ‘Big Talks...’ website.

LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 1 (OPTIONAL): STUDENT PRE-SURVEY

Optionally introduce students to the online pre-survey. This is optional before starting the module content. It is also a good idea to make sure you test your intended device(s) to make sure the survey works.

The pre-survey for students can be accessed from the website link below, by clicking on the “HPE Module – Student Survey” button for the relevant year level.

www.caper.com.au

To help us evaluate the effectiveness of the program we need to collect some confidential information from students.

Students’ answers are confidential.

All students will be asked if they would like to complete the optional pre-survey; it may take up to 15 minutes to complete by some students.

Some students may need some support from the teacher to complete the pre-survey.

Please note – If a student does not have permission to participate in the surveys, or chooses not to voluntarily participate, then the student may be given another task to complete in the classroom.

Instructions for survey administration:

It is important that we obtain good and honest information from participants. To this end we request that the pre-survey be completed by students in quiet conditions. We would like all participants to have the opportunity to think through their responses and answer as honestly as they can without any interruption from others.

Could you please read the following to students:

This pre-survey will ask you questions about how you think and feel. It is important that you answer the questions as honestly as possible as the information you provide will be used to help the researchers understand the wellbeing of young people.

Everyone should have the opportunity to answer the questions in a confidential manner, so please do not discuss the questions and your answers with anyone else. Please respect the privacy of other students.

- Do not talk to anyone else as you are filling in the pre-survey.
- Once you have completed your pre-survey a University researcher will look at the answers and analyse the data.
- No one at this school will see your pre-survey answers.
- We thank you for your participation in this important research.

PART 2: INTRODUCE STUDENTS TO THE IDEA OF THE PROGRAM AND THE PEEPS

Introduce students to the idea of the Big Talks program, and show them the Peep characters.

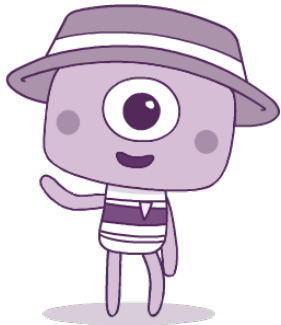
“Over the next 10 weeks we will be learning about feelings and emotions together, and talking about tricky subjects like friendships, belonging and bullying.

Together we’ll watch an animation every week to help us have these conversations and build our understanding and skills around wellbeing.

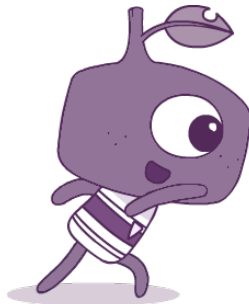
You’ll get to know all about the Peeps!”

LESSON 1 - PRE-SURVEY & INTRODUCTION

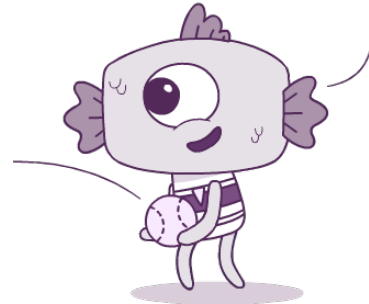
MEET THE PEEPS



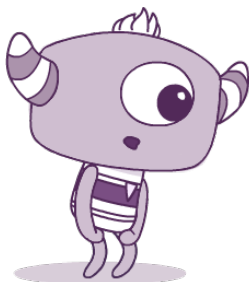
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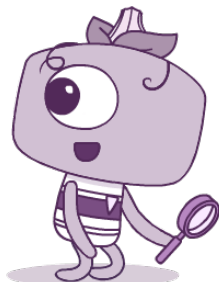
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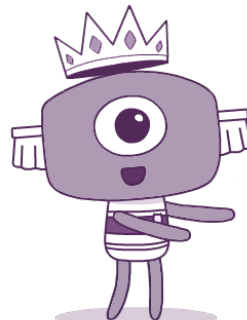
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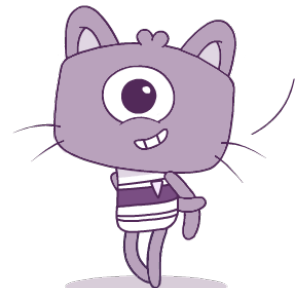
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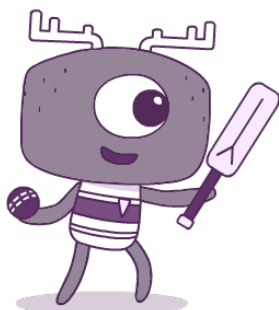
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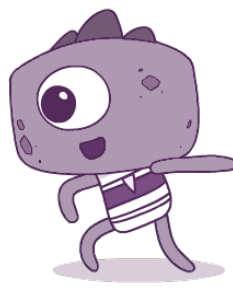
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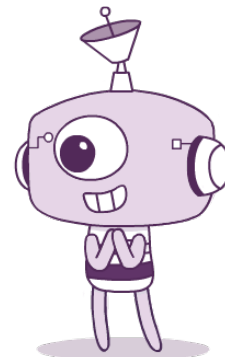
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TEK

LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 3: GROUP WORK - ALLOCATE STUDENTS TO GROUPS OF 4-5 STUDENTS (NOT WITH FRIENDS)

Have students work in their groups to determine rules for their group. Have students use the guidelines below to realise the features of an effective team/group.

GROUP WORK RULES E.G.

No put downs.

Everyone gets a chance to speak.

Everyone has a role in the group.

Have students select roles within the groups; who will scribe answers to group questions, who will speak for the group, who will coordinate group work, who will be in charge of coordinating resources etc. With younger students, teachers may lead a discussion on group work rules.

Groups discuss how they will work together to ensure success.

How will you:

Ensure everyone contributes fairly?

Respond when someone lets the team down because they haven't done what they said they would do?

Support one another with tasks that seem easy to some but confusing to others?

Resolve differences of opinion or in the way things could be done?

Assign particular tasks to specific individuals (e.g. someone to scribe)?

GROUP RULES!

Record rules - report back to class.

Ensure that students understand important elements of group work. They include:

- Group effort of all members.
- Clear goals.
- Mutual trust and support.
- Open communication.

Once students are in groups (and if there is time) have them begin their first group exercise by discussing the animation in Part 4.

PART 4: ANIMATION AND GROUP WORK TASK

Introduce the animation, "Introduction Animation", explaining that similar animations will be shown in every lesson. Use the animation to generate discussion about feelings and emotions.

- What are some feelings/emotions they are aware of?
- What feelings/emotions are they aware of others having?
- What sharing, helping and cooperative behaviours among friends and classmates can they identify?
- What feelings are associated with helping and being kind to others?

LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 5: BEAN BAG TOSS

After students have watched the introductory video, organise students in a circle for a game of 'Bean Bag Toss'. Using a beanbag passed around the class, each student takes turns trying to name different feelings, to be listed as a word wall on a whiteboard or interactive smartboard by the teacher.

Prompt: If students struggle to identify and verbalise a feeling, the teacher can offer a scenario to encourage the student to identify the corresponding feeling (i.e. How do you feel when you receive a gift? How do you feel when you trip over or stumble on your feet? etc.)

Prompt: With students, discuss corresponding feelings, and responses to feelings as they are expressed or experienced physically:

i.e. 'Joy' may look like a wide smile or laughter; some students may gesture to their chest as to where they feel the emotions and feelings being discussed; anger might look and feel like hands being held in fists or arms crossed. Acknowledge the diversity of experience among students.

Considerations for cultural diversity and diverse learners:

Depending on the classroom context, teachers are encouraged to consider the varying ways in which culturally diverse students may express feelings through gestures.

Students who have a learning disability and/or disability may need guidance in identifying and naming feelings and have alternative strategies for empathising and recognising feelings of themselves and others.

PART 5: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

General capabilities: Literacy – Speaking and listening: Interacting Students recognise emotions and demonstrate ways to manage how they express their emotions in different situations. (AC9HP2P03)

Continuum extract: Students describe the emotional responses of themselves and others.

PART 6: DRAWING ACTIVITY

Have students return to their workspaces and create a picture showing faces and expressions depicting a range of feelings and how they appear. Encourage students to add colour to their pictures that correlate to the emotions and feelings they draw.

PART 6: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

General capabilities: Literacy – Speaking and listening: Interacting Students recognise emotions and demonstrate ways to manage how they express their emotions in different situations. (AC9HP2P03)

Continuum extract: Students describe the emotional responses of themselves and others.

PART 7: FACE GALLERY ACTIVITY

The Powerpoint which is bundled in this lesson will have a gallery of faces. Ask students to look carefully at each image individually. Explain that these faces show a range of wide range of different emotions. As a class group, ask students:

Can you **name** some of the emotions that you can see?

Can you **copy** some of the emotions that you can see?

TEACHER CHECKLIST

☐

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



BIG TALKS for Little people



LESSON 2 - EMOTIONS

LESSON AIMS

Learn about emotions.

EQUIPMENT REQUIRED

Digital animation: “Ice Cream” animation.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Ice Cream”.

PART 3: Drawing activity.

PART 4: Writing activity.

TEACHER NOTES

Throughout this lesson, students will develop skills in recognising and identifying different emotions. Before exploring this further in the following lesson, students will describe and illustrate a range of emotions they have experienced in pictorial form.

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)

Furthermore, Students learn to:

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

Please read the recommended Teacher Sheet: ‘Brain Development’, located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about group work rules and skills.

PART 2: WATCH THE ANIMATION: ICE CREAM ANIMATION

Begin the lesson by introducing students to the ‘Ice Cream’ animation.

As a whole class, plot the storyline progression on either a whiteboard or interactive smart board, showing what happened at the beginning, in the middle and at the end.

Have students write down any emotions or feelings they notice in their wellbeing dictionaries.

PART 2: 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:

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

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

LESSON 2 - EMOTIONS

PART 3: DRAWING ACTIVITY

Once students have provided examples of different feelings, ask students to return to their workspaces and draw their emotions as Feels, similar to speech bubbles in texts. Have students draw upon recent memories and experiences to provide relevance to their awareness of experiencing emotions.

PART 3: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

Students learn to identify how different situations influence emotional responses (AC9HP2P03).

General capabilities:

Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives.

Continuum extract:

Identify how emotions and behaviour interact and share examples of when they match and when they do not.

PART 4: WRITING ACTIVITY

Students will now engage in a writing activity.

Ask students to name the feelings they have drawn next to their pictures. Offer assistance as needed.

Instruct students to add colours to their "Feels" that they believe best represent those feelings.

Have students pair up and explain their pictures to a classmate.

PART 4: CURRICULUM LINKS

Personal, social and community health:
Interacting with others.

Students learn to identify how different situations influence emotional responses (AC9HP2P03).

Elaboration:

Recognising own emotions and demonstrating ways to manage how they express their emotions in different situations.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 3 - EMOTIONS

LESSON AIMS

In Lesson 3, we will explore more about emotions.

EQUIPMENT REQUIRED

Digital animation: "Ice Cream"

Printouts Lesson 3 Printout.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation "Ice Cream".

PART 3: Lesson 3 printout.

PART 4: Group discussion.

TEACHER NOTES

Lesson aims:

In this lesson, students continue to build upon their self-awareness in recognising and identifying different emotions. Drawing from learnings in the previous lesson, students will begin to understand that feelings are not only responses but information which influences behaviours and decision-making.

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)

In addition, this promotes learning of AC HPE General capabilities, specifically 'Personal, social and community health', ensuring that students can:

Recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03 GC/CCP).

Please read the recommended Teacher Sheet: 'Children's anxiety', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Ask students what they remember last week about "Emotions".

PART 2: WATCH THE ANIMATION: ICE CREAM ANIMATION

Begin the lesson by revisiting the 'Ice cream' animation. Ask students to concentrate only on the Peep Twig, then list how they think Twig was feeling by their facial expressions and body language throughout the animation. Record answers on white or interactive smart board.

Once this is completed, show students the animation again, this time prompting their focus toward the Feels shown above Twig.

Ask students what differences they noticed between Twig's body language and expressions, and that of Twig's Feels.

Prompt: In this scenario, the feelings experienced demonstrate how when a mistake was made, the feelings of the Peep taunted them, evoking a sense of self criticism, resulting in the Peep feeling worse.

PART 2: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students learn to identify how different situations influence emotional responses (AC9HP2P03).

Elaboration:

recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03 GC/CCP).

Continuum Extract:

Describe the emotional responses of themselves and others.

Describe ways to moderate emotions in familiar contexts.

LESSON 3 - EMOTIONS

PART 3: PRINTOUT ACTIVITY

Have students return to their desks and give each student the printout for lesson 3.



Ask students, using pictures (and words where relevant to the class and student context abilities) to draw themselves into the scenario to provide help to Twig (other than providing a new ice cream as the remedy).

Prompt: Take away message from the lesson and words to remember – ‘Treat yourself like you would treat a friend or someone else you care about.’

PART 3: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students learn to practise strategies they can use when they need to seek, give, or deny permission respectfully (AC9HP2P04).

General capabilities:

Personal and Social capability: Social management: Communication

Continuum extract:

Students use a range of skills to enhance verbal and non- verbal communication

PART 4: GROUP DISCUSSION

To conclude, bring students back together to share their work and ideas.

Prompt: Highlight to students how in the animation, the Peep was frustrated and annoyed at themselves for being careless and dropping the ice cream, which in turn created more negative feelings. Discuss how mistakes are a part of life, and how they can be learned from, rather than a source of self-criticism. Discuss the concept of being kind to not only others, but to themselves when mistakes are made.

Prompt: Take away message from the lesson and words to remember – ‘Treat yourself like you would treat a friend or someone you care about.’

PART 4: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

General capabilities:

Literacy – Speaking and listening: Interacting
Students recognise emotions and demonstrate ways to manage how they express their emotions in different situations (AC9HP2P03)

Continuum extract

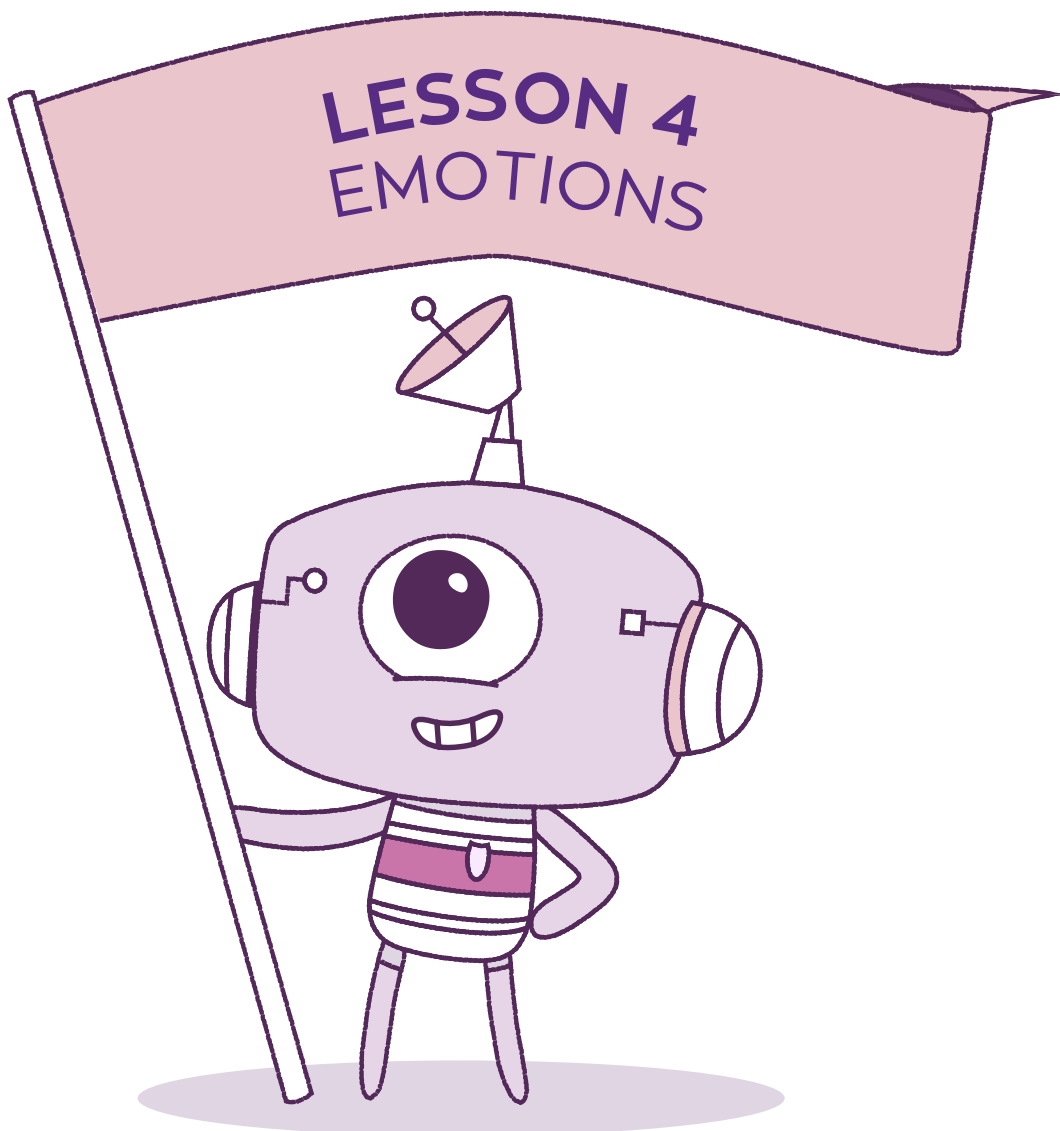
Students identify how emotions and behaviour interact and share examples of when they match and when they do not.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 4 - EMOTIONS

LESSON AIMS

In Lesson 4 we will learn more about emotions.

EQUIPMENT REQUIRED

Digital animation : “Tennis”.

General Stationery: For a board activity.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Tennis”.

PART 3: Emotional weather forecast board.

PART 4: Display and discussion.

TEACHER NOTES

Having begun developing awareness of feelings and emotions, in this lesson, students build upon their emotional and relational awareness. Students will practise skills and strategies to notice emotions before acting on them.

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).

Please read the recommended Teacher Sheet: ‘Interoception’, located on the ‘Big Talks...’ website.

Please read the recommended Teacher Sheet: ‘The benefits of physical activity for mental health’, 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 ANIMATION: TENNIS

Show and discuss “Tennis”.

Begin the lesson by gathering students together to facilitate watching the animation ‘Tennis’. Once students have watched, ask students what they happened to the Bean’s Feel as the story progressed, and why Bean’s ‘Feel’ acted in such a manner.

Prompt: Ask students what they think would have happened if Bean had acted in the same manner as their Feels. What outcome might have occurred? Ask students to try and remember a time when they felt like Bean did, angry and frustrated after losing a game. Once students have had time to think and consider a memory, ask students if they could remember how long the strong emotion lasted for.

Prompt: Highlight to students that often emotions are intense, but they can be talked about and managed.

PART 2: 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.

Continuum Extract:

Students describe the emotional responses of themselves and others.

Use a range of skills to enhance verbal and non-verbal communication.

LESSON 4 - EMOTIONS

PART 3: EMOTIONAL WEATHER FORECAST BOARD

As a whole class, use a range of different materials to create a classroom 'Emotional weather forecast board'.

Prompt: Explain to students that "Emotions come and go, changing like the weather!".

Give students options of what to contribute to the weather forecast board but provide possible examples:

- Lightning for anger
- Sun for happy
- Wind for worried
- Whirlwind for confused
- Raincloud for sad
- Cloud for calm
- Rainbow for excited
- Sun emerging from cloud for hopeful
- Snowflake for scared etc.

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: DISPLAY AND DISCUSSION

Once all decorations for the weather forecast board have been created, display in the classroom, and discuss with students how they can use the board to help them identify feelings and also remember the nature of feelings as ever-changing, and just like weather, it will provide a useful reminder that can help them in times of emotional uncertainty.

PART 4: 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.

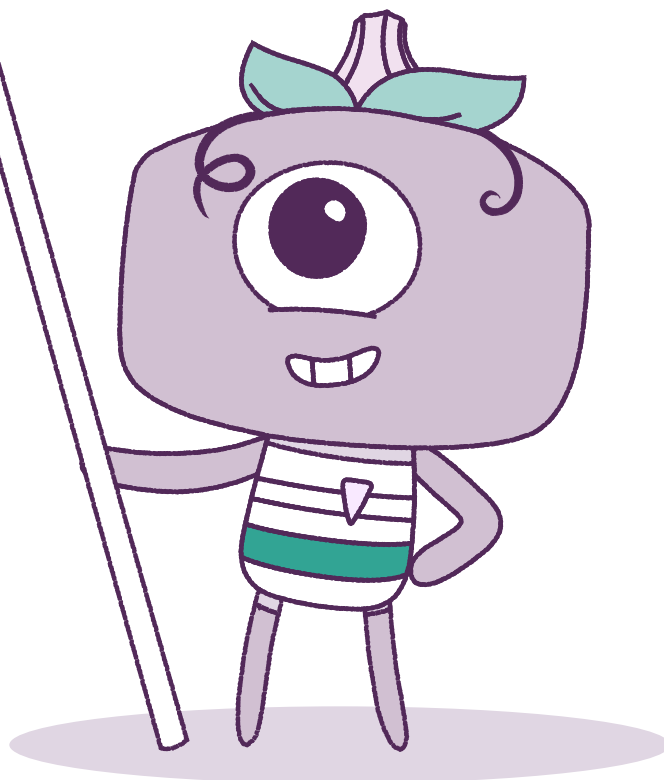
TEACHER CHECKLIST

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



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.

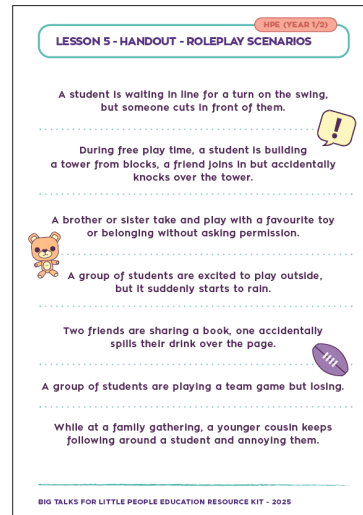
PART 4: ROLEPLAY SCENARIOS

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.

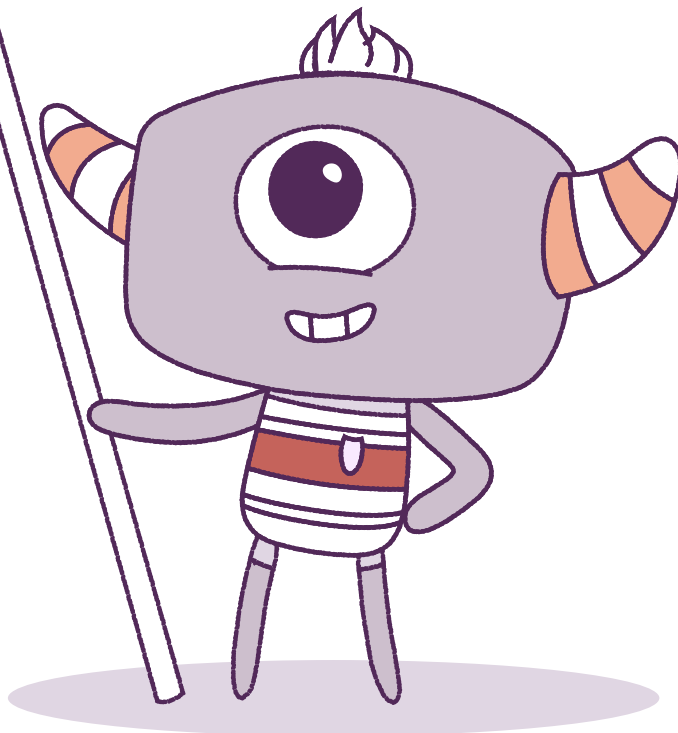
TEACHER CHECKLIST

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



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:

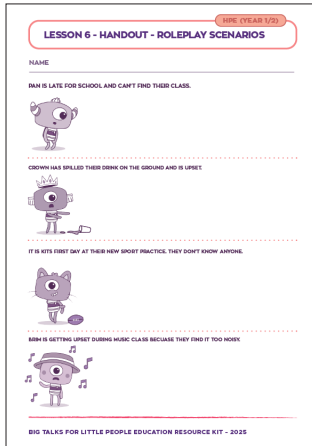
Students contribute simple ideas and opinions to class or small group discussions.

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

LESSON 6 - MODEL BUILDING MINDSET

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.

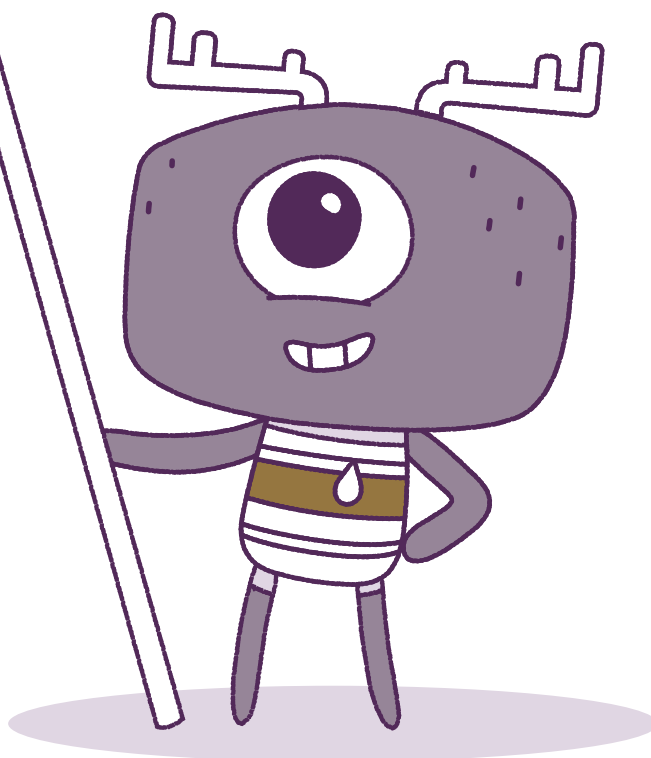
TEACHER CHECKLIST

☐

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



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.

LESSON 7 - MODEL BUILDING MINDSET

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:

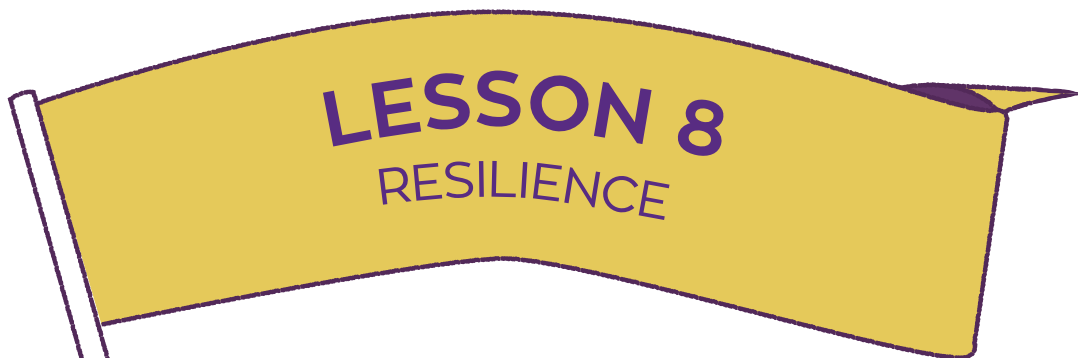
Students recognise their own emotions and demonstrate ways to manage how they express their emotions in different situations.

TEACHER CHECKLIST

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



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.

LESSON 8 - RESILIENCE

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:

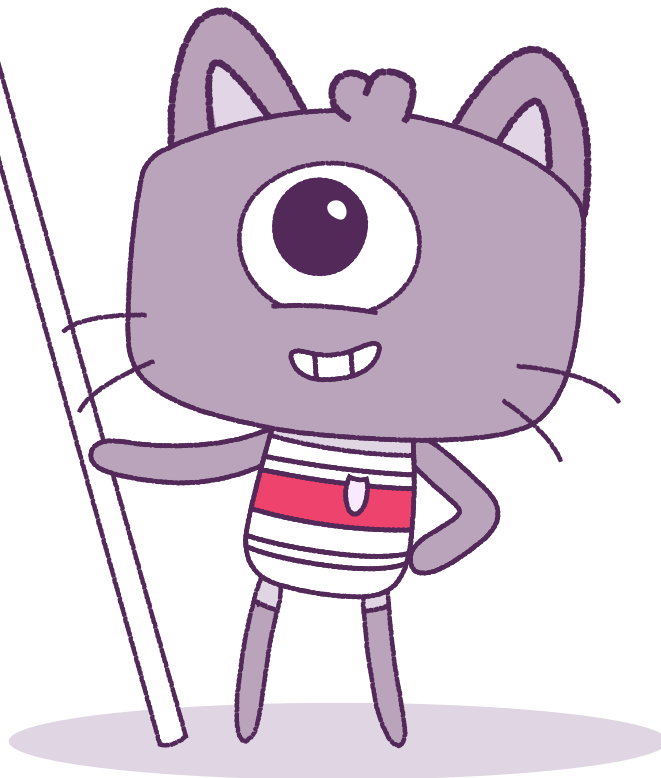
Students identify the similarities and differences between values such as caring, compassion and empathy.

TEACHER CHECKLIST

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



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:

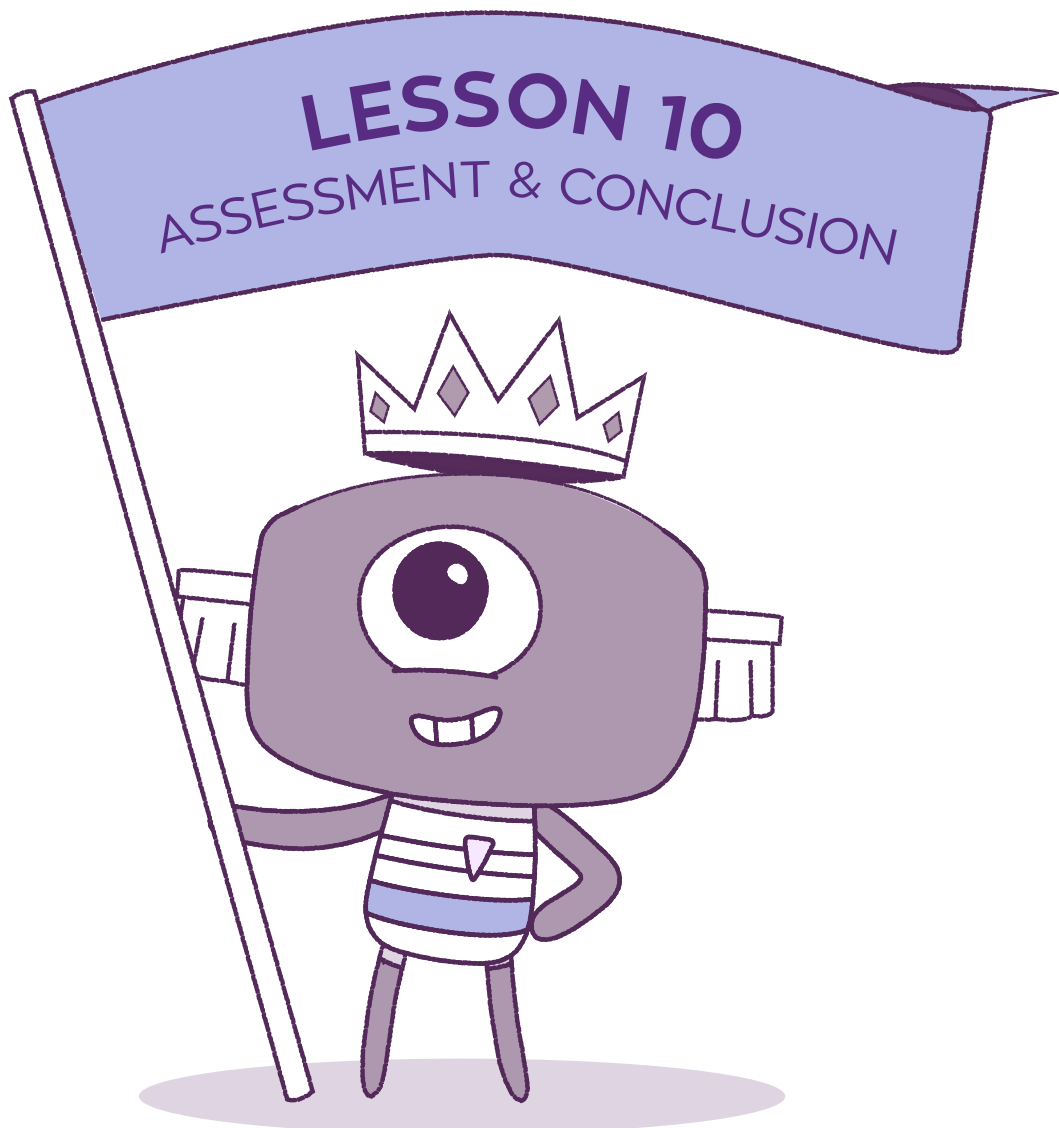
Students identify and explore skills and strategies to develop respectful relationships.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 10 - ASSESSMENT & CONCLUSION

LESSON AIMS

Assess and conclude the module.

EQUIPMENT REQUIRED

(Optional) Access to Browser: For surveys.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Feelings Journal

PART 3 (OPTIONAL): Student post-survey

PART 4 (OPTIONAL): Teacher post-survey

TEACHER NOTES

In the final lesson of this series, students have the opportunity to present and consolidate their learning also for the purpose of assessment. Students will complete the post-assessment that is comprised by way of appraising competencies of the HPE V.9 content descriptors covered throughout this unit.

Students can be assessed as accomplished in their ability to do the following:

- Describe their personal qualities and those of others and explain how they contribute to developing identities (AC9HP2P01).
- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)
- Identify how different situations influence emotional responses (AC9HP2P03)
- Practise strategies they can use when they need to seek, give, or deny permission respectfully (AC9HP2P04)
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them, and others, stay safe (AC9HP2P05)
- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06)

PART 1: REVIEW CONTENT FROM LAST WEEK

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

PART 2: FEELINGS JOURNAL

For the final lesson, have students create a 'feelings journal'. For each page, they will create an image of themselves experiencing an emotion or feeling, or an abstract image of emotions and feelings, including:

- Happy
- Sad
- Angry
- Excited
- Scared
- Annoyed
- Relaxed

Other emotions can be included depending on the student and classroom context. Assist students with writing words where required, adding details to each page on a strategy or behaviour, that will allow students to have a positive outcome of their feelings. For example, one student may write or add 'taking time to cool off' when angry, or 'sharing my excitement' when excited or happy.

Ask students to speak to how they respond to their emotions affects their own and others' feelings.

Ask the students to speak to how they can act to be respectful of others.

LESSON 10 - ASSESSMENT & CONCLUSION

PART 3: STUDENT POST-SURVEY (OPTIONAL)

At the completion of the 'Big Talks...' program, students who are participating in the optional 'Post-program survey' will be asked to please complete the Year 1 and 2 'Post-survey', available at this link:

www.caper.com.au

The teacher should explain to the students the importance of this information for:

- Providing some better understanding of what students have learnt.
- To help improve the lessons for other students.

To access the post-survey visit the below website and look for "HPE Module – Student Survey" and click on "Year 1-2".

PART 4: TEACHER POST-SURVEY (OPTIONAL)

Teachers who are participating in the optional 'Post-program survey' will be asked to please complete the 'Teacher Implementation Index' available at this link:

www.caper.com.au

To access, please scroll down to the: 'HPE Module – Teacher Implementation Index' and click the button.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities?

REFERENCES

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AUSTRALIAN WEBSITES

Brain Basics: Anxiety for Kids: with Lee Constable

<https://youtu.be/eD1wliuHxHI?si=dakE3wl08Bag7nx5>

Brain Basics: Anxiety for Kids (Part 3) : The fight, flight and freeze responses.

<https://youtu.be/8do0Jiscgsk?si=zi5Uwl-rNvq74M2t>

Brain Basics: Anxiety for Kids (Part 4) :

Coping Strategies

<https://youtu.be/PsK3HejhOwc?si=hxvQwtsibeRNcrkY>

Bullying No Way

<https://bullyingnoway.gov.au>

Bullying No Way - Connections - Primary Schools

https://youtu.be/3gK1BsKarek?si=hioAhlaF_QedHz6

Balancing your time online | eSafety Commissioner

<https://www.esafety.gov.au/young-people/balancing-your-time-online>

Kids helpline - 1800 55 1800

<https://kidshelpline.com.au/>

Mr. Brooks Reads - The Color Monster - Read Aloud by Mr. Joshua Brooks. "The Color Monster" by Anna Llenas (Narrated by Mr. Joshua Brooks)

<https://youtu.be/W6wlEp-M4tg?si=PElHyCpl5Mw9vgjk>

National Kidney Foundation

Social Determinants of Health and Chronic Kidney Disease | National Kidney Foundation

<https://www.kidney.org/kidney-topics/social-determinants-health-and-chronic-kidney-disease>

Online Safety

Online safety | eSafety Commissioner

<https://www.esafety.gov.au/>

The Student Wellbeing Hub

<https://studentwellbeinghub.edu.au/>

Whole Kids - Wise Mind

<https://youtu.be/QHha2e9b9UA?si=KnrhKKh2J8V3tPaA>

For any queries regarding the 'Big Talks for Little People' HPE program, please contact:

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