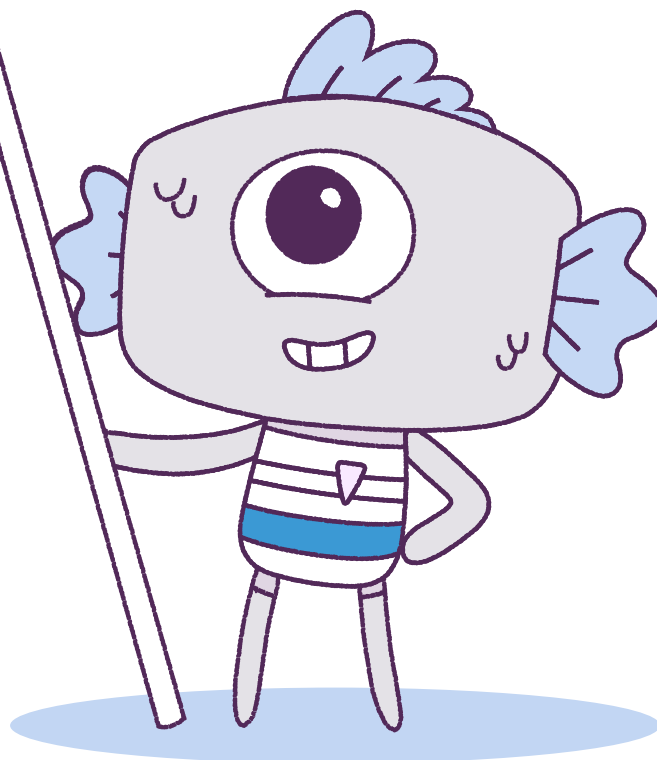




BIG TALKS for Little people



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.

Printout: Thermometer.

Printout: Human Body.

General Equipment: For an indoor or outdoor class activity of your choosing. (i.e. musical chairs)

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: Print handout activity.

PART 7: Image activity.

PART 8: Indoor/Outdoor 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

TEACHER NOTES (CONTINUED)

Throughout this lesson, students begin to develop self-awareness as part of their social and emotional learning. Developing first, an ability to recognise and describe feelings and emotions, enables students to further build awareness and create personal values and later, lead into social learning and relationship skills. The program highlights in the various lessons the 5 key Social and Emotional learning (SEL) skills, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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.

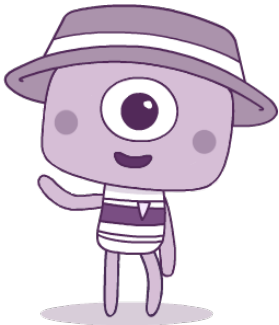
"Over the next 10 weeks we will be learning about feelings and emotions together, and talking about tricky subjects like friendships, belonging and bullying.

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

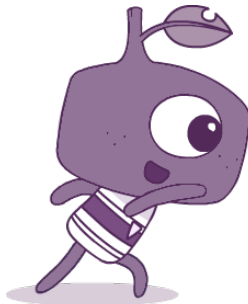
You'll get to know all about the Peeps!"

LESSON 1 - PRE-SURVEY & INTRODUCTION

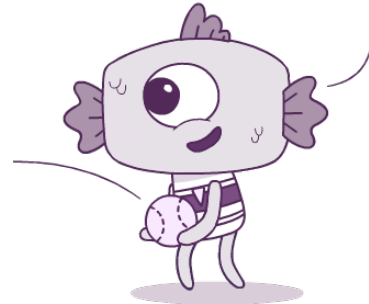
MEET THE PEEPS



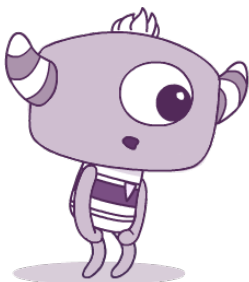
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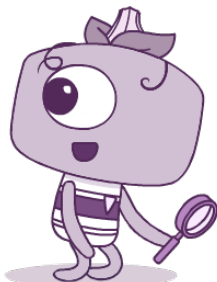
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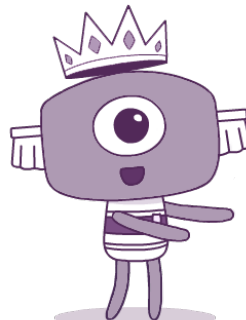
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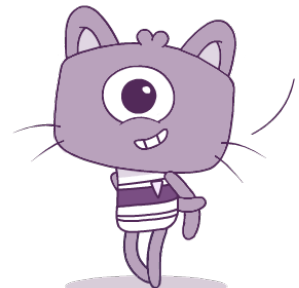
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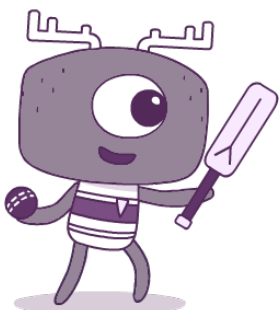
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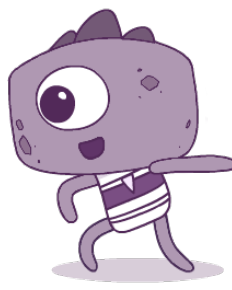
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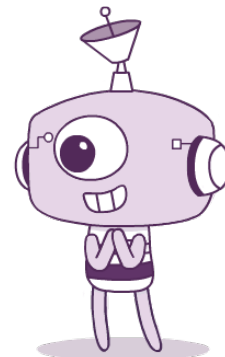
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LESSON 1 - PRE-SURVEY & INTRODUCTION

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. (AC9HP4P04)

General capabilities

Literacy – Speaking and listening: Interacting

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships.

Learning progression extract

Listens actively to stay on topic in a small group discussion.

- Takes an active role in small group and whole-class discussion by volunteering ideas and opinions.
- Takes turns in interactions.
- Interacts to extend and elaborate ideas in a discussion (e.g., provides an additional example)
- Presents simple ideas clearly in group situations.
- Shows awareness of discussion conventions (e.g., uses appropriate language to express agreement and disagreement in class discussions)

Personal, social and community health: Interacting with others. (AC9HP4P05)

Students learn to: describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

Personal and Social capability: Social awareness: Empathy Elaborations

Modifying activities to ensure that everyone is included. Exploring the diversity of backgrounds, experiences, beliefs, and practices of different cultures.

Continuum extract

- Discuss the value of different needs, emotions, culture, and backgrounds.

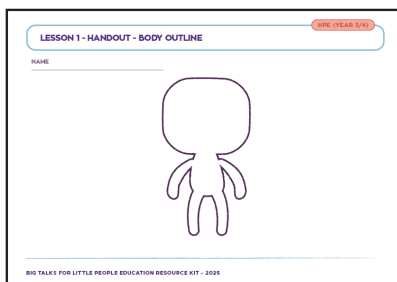
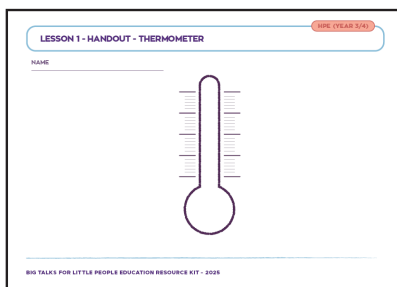
LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 6: PRINT HANDOUT ACTIVITY

Once a word wall has been created, students will list these words on a worksheet measuring their intensity on a thermometer that vertically organises feelings alongside a temperature metaphor (e.g. joy might appear as green, anger as red).

Alternatively, students can be given a task sheet depicting a human body outline, where they can allocate different feelings and where and how they are experienced in the body.

Prompt: Discuss with students the differences in experience between individuals regarding placement of emotions and their perceived intensity. Ensure neutral regard is given when discussing different feelings, relaying that they are not 'good' or 'bad' feelings, and how all feelings are important and generally correlate to an experience of a situation.



PART 7: IMAGE ACTIVITY

Upon completion of their individual work, regroup students as a whole class. Display images depicting a broad range of people and expressions and have students discuss and identify the feeling that is depicted and being expressed.

Progressively move through images that depict more abstract body language, e.g. hands in pockets and looking away. Ask students what this figure may be feeling: bored? shy? nervous?

Students are then presented with images depicting different scenarios and discuss feelings that may arise in those scenarios (access support materials). Students discuss the various feelings and emotions they would have in response to these events and corresponding body language where relevant.

Guide and facilitate a discussion on how some feelings may be easier to identify where others may not be as obvious to the external observer. Similarly, invite students to pay attention and consider their own physical mannerisms and how they can correlate to their feelings. E.g. When might you find yourself crossing your arms? Tapping your feet? Looking down? Smiling?

PART 6: CURRICULUM LINKS

Consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option.

Manage and moderate emotions in familiar contexts, using provided strategies.

LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 7: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P04)

General capabilities:

Literacy – Speaking and listening: Interacting
Students select, use, and refine personal and social skills to establish, manage and strengthen relationships.

Learning progression extract

- Listens actively to stay on topic in a small group discussion.
- Takes an active role in small group and whole-class discussion by volunteering ideas and opinions.
- Takes turns in interactions.
- Interacts to extend and elaborate ideas in a discussion (e.g., provides an additional example).
- Presents simple ideas clearly in group situations.
- Shows awareness of discussion conventions (e.g., uses appropriate language to express agreement and disagreement in class discussions)

Personal, social and community health: Identities and change.

Students learn to: plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience. (AC9HP4P02)

Elaboration

identifying scenarios in texts where characters experience and react to change and transition, evaluating the effectiveness of these responses and identifying other possible options that may be helpful.

PART 8: INDOOR/OUTDOOR ACTIVITY

To conclude the lesson, democratically decide upon a class game indoors or outside that the class have played together before (musical chairs, tag etc.). Have students recall feelings and movements when playing games and discuss after the game what feelings and physical expressions they noticed in themselves and their peers while playing.

PART 8: CURRICULUM LINKS

Personal, social and community health – Interacting with others.

Students learn to explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)

General capabilities: Personal and social capability

Students explain the influence that their own behaviour has on the emotional responses of others and, manage and moderate emotions in familiar contexts, using provided strategies.

TEACHER CHECKLIST

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