



BIG TALKS for Little people

HPE (YEAR 3/4) MENTAL HEALTH MODULE

Big Talks for Little People
Child Mental Health Module

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BACKGROUND



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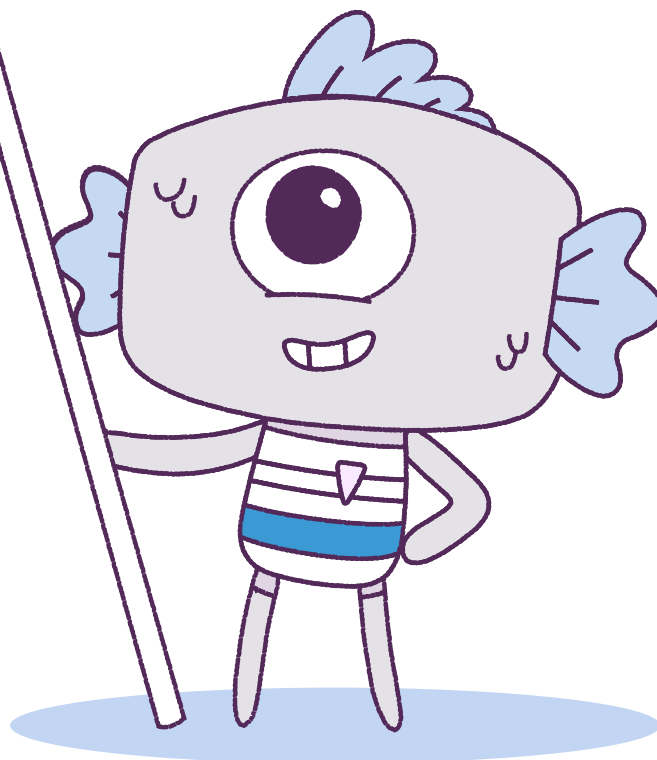
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BIG TALKS for Little people



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.

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.

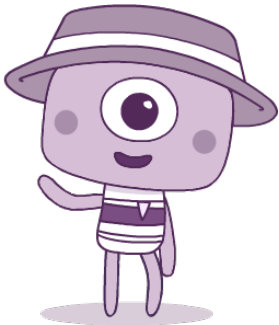
"Over the next 10 weeks we will be learning about feelings and emotions together, and talking about tricky subjects like friendships, belonging and bullying.

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

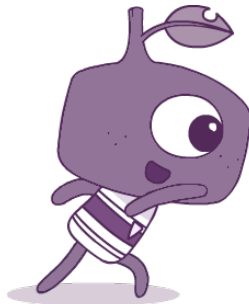
You'll get to know all about the Peeps!"

LESSON 1 - PRE-SURVEY & INTRODUCTION

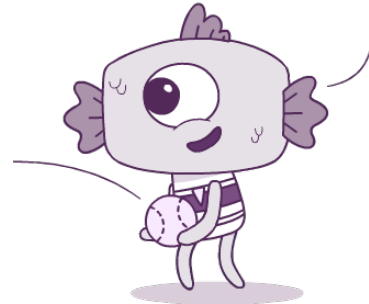
MEET THE PEEPS



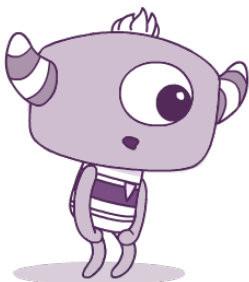
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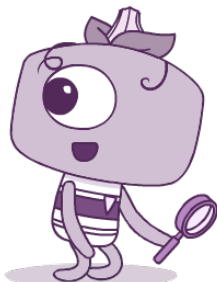
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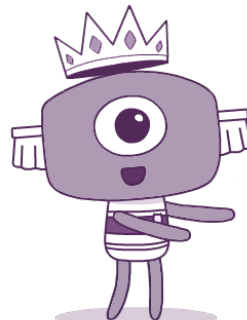
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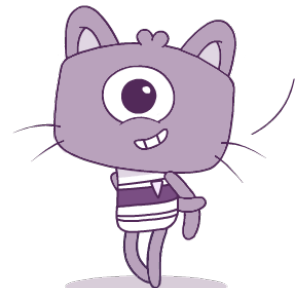
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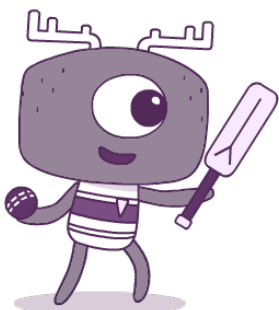
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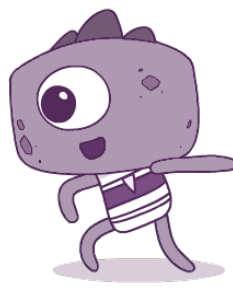
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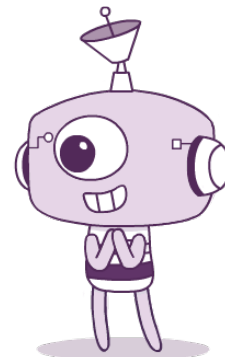
KIT



ELK



STEG



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. (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.

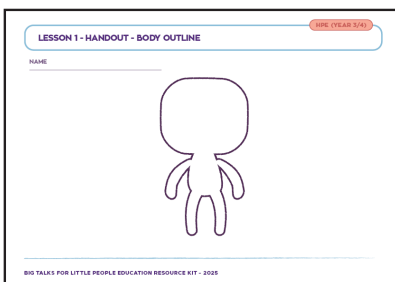
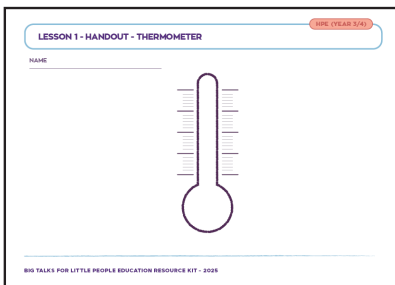
LESSON 1 - PRE-SURVEY & INTRODUCTION

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?



BIG TALKS for Little people



LESSON 2 - EXCLUSION & RELATIONSHIPS

LESSON AIMS

Learn about exclusion and relationships.

EQUIPMENT REQUIRED

Digital animation: “Shy Friends” animation.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Shy Friends”.

PART 3: Speech Bubble Activity.

PART 4: Ideas Board.

PART 5: Class Art Activity (Optional).

TEACHER NOTES

Throughout this lesson, students will develop their sense of relational identity to facilitate their social competencies and self-awareness, particularly regarding friendship. Before exploring this further in the following lesson, students will first develop skills in social competency and management of challenging situations appropriate to their year level.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04)

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01). In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Build on personal abilities and achievements using feedback and self-assessment. (AC9HP4P04 GC/CCP)

Underpinning these developing skills requires learning and skill development in social awareness, inclusive of students of diverse cultural backgrounds, by way of:

Discussing the value of different needs, emotions, cultures, and backgrounds. (AC9HP4P04 GC/CCP)

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: SHY FRIENDS ANIMATION

Begin lesson by introducing students to the ‘Shy Friends’ animation. Students may want to watch the animation more than once to understand what is happening in the 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.

Separately to the events of the plot, below or above, then detail the progression (beginning, middle and end) of how the Feels may have felt during the interaction displayed in the animation. Prompt: Ask students to consider the Feels and their connection to the events.

Ask students to problem solve ways in which the Peeps may have been able to try having a conversation or connection to align with their values and feels.

LESSON 2 - EXCLUSION & RELATIONSHIPS

PART 2: CURRICULUM LINKS

Personal and Social capability: Social awareness: Empathy (AC9HP4P04)

Elaboration: Relational Awareness

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

Continuum extract

Students identify how they can contribute to healthy relationships and manage challenging relationships

Personal, social and community health – Identities and change.

Elaboration: Perseverance and adaptability:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

Continuum extract

Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure.

PART 3: SPEECH BUBBLE ACTIVITY

Have students return to their workspaces and using both drawings and words, depict an event in recent memory where they felt shy, lacking confidence, or unsure of what to say in a social situation or exchange. Once they have completed this section of the task, have them work in small groups or pairs to create a strategy on what they might have said or done differently to achieve a positive social outcome.

Prompt: Have students create 'speech bubbles' of ready-to-go questions and prompts that they can use in the future. Suggest to students, that they might ask other people questions when they're feeling shy, to find common connections.

To conclude, randomly partner students (e.g. by way of a numbering system). Have students share their conversation starters and prompts, and record one another's should they wish to add to their own 'speech bubble list' for future use.

PART 3: CURRICULUM LINKS

General Capability: Literacy, speaking and listening: Interacting

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Learning progression extract:

- Interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- Presents simple ideas clearly in group situations
- Actively encourages or supports other speakers
- Shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- Uses language to initiate interactions in a small group situation (e.g. "I have an idea")

LESSON 2 - EXCLUSION & RELATIONSHIPS

PART 4: IDEAS BOARD

Ask students to create an ideas board of the personal and social skills they use/can use to establish, manage, and strengthen relationships.

PART 4: CURRICULUM LINKS

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Learning progression extract:

- Actively encourages or supports other speakers
- Shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

PART 5: CLASS ART ACTIVITY (OPTIONAL)

Optional activity – Using the lists that students made in part 4 (of ways to ‘Start a friendship/Keep a friendship/ Strengthen a friendship’), students could create a colourful mobile, collage or poster, to remind you when you are needing help with a friendship at any time.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 3 - EXCLUSION & RELATIONSHIPS

LESSON AIMS

In Lesson 3, we will explore more about exclusion and relationships.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: “Shy Friends” animation.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Friendship discussion + ideas wall

PART 3: Skit activity

PART 4: Friendship goals + ideas board

PART 5 (OPTIONAL): Class art activity

TEACHER NOTES

Lesson aims:

This lesson continues the development of students’ sense of relational identity to facilitate their social competencies and self-awarenesses, bringing the focus of learning to concepts of friendship, and what it means to be a good friend.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04)

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Build on personal abilities and achievements using feedback and self-assessment. (AC9HP4P04 GC/CCP)

Underpinning these developing skills requires learning and skill development in social awareness, inclusive of students of diverse cultural backgrounds, by way of:

Discussing the value of different needs, emotions, cultures, and backgrounds. (AC9HP4P04 GC/CCP)

The ‘Shy friends’ lessons endeavour to build upon self-awareness skills and apply them in social contexts. Self-awareness is a fundamental SEL competency required in social contexts.

By developing an understanding and appreciation of empathy, feelings of self and others, students are prepared to address and solve common social conflicts and problems, addressing them responsibly and ethically.

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 Exclusion and Relationships.

LESSON 3 - EXCLUSION & RELATIONSHIPS

PART 2: FRIENDSHIP DISCUSSION + IDEAS WALL

Begin the lesson by gathering students to rewatch the **'Shy Friends'** animation and discuss the concept of 'friendship'.

Prompt: create a word wall of qualities and attributes of a good friend.

Once completed, ask students to share activities, events, and situations which they like to do alone, and activities, events, and situations which they prefer to do with a friend or friends.

Prompt: highlight to students, situations that are limited by the number of friends or participants of an activity, e.g. a two- player game. Record these as problems for investigation.

PART 2: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P01)

General Capability: Literacy, speaking and listening: Interacting"

Students select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Learning progression extract:

- Interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- Presents simple ideas clearly in group situations
- Actively encourages or supports other speakers
- Shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- Uses language to initiate interactions in a small group situation (e.g. "I have an idea")

PART 3: SKIT ACTIVITY

In small groups or pairs, give students one of the friendship problems recorded, some examples may include:

- Playing a video game with only two controllers.
- Being allowed to invite only one friend over after school.
- Being asked to make groups for schoolwork with more friends than group members.

In the allocated groups, have students prepare a short skit, encouraging them to use the friendship attributes previously recorded on the word wall as 'clues'. These are then shared with the class when students have had time to prepare.

PART 3: CURRICULUM LINKS

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

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

Elaboration:

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

Continuum extract:

Identify how they can contribute to healthy relationships and manage challenging relationships.

LESSON 3 - EXCLUSION & RELATIONSHIPS

PART 4: FRIENDSHIP GOALS + IDEAS BOARD

To conclude, have students create their own personal list of attributes and qualities or 'friendship goals', both for themselves as a friend and the friends they would like to have.

Ask students to create an ideas board of the personal and social skills they use/can use to overcome challenges and setbacks.

PART 4: CURRICULUM LINKS

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

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

PART 5: CLASS ART ACTIVITY (OPTIONAL)

Optional Activity

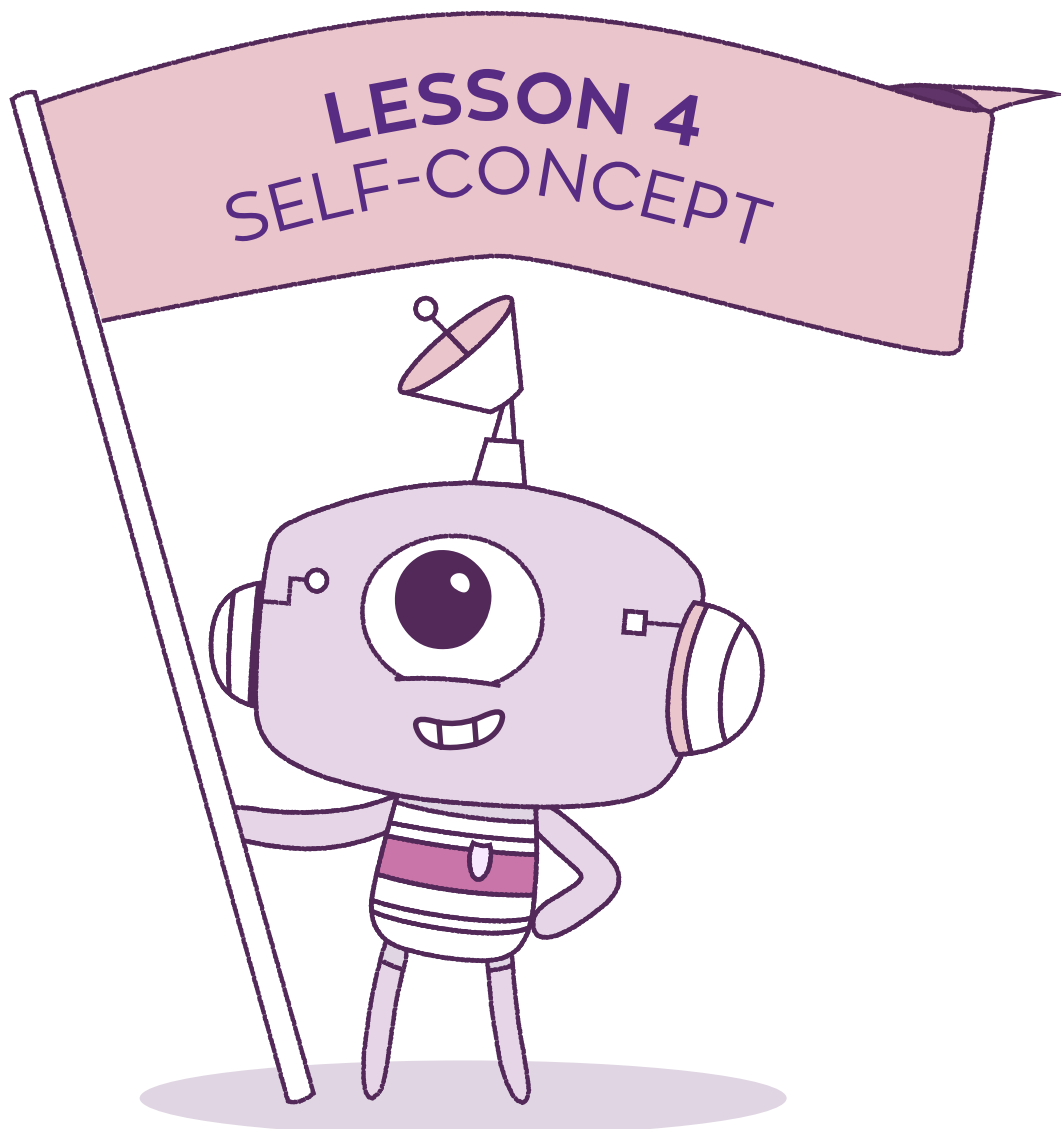
Using the lists that students made in part 4 (of ways to 'Start a friendship/keep a friendship/strengthen a friendship'), students could create a colourful mobile, collage or poster, to remind them of some strategies when you are needing help with a friendship at any time.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 4 - SELF-CONCEPT

LESSON AIMS

In Lesson 4 we will learn about self-concept.

EQUIPMENT REQUIRED

Digital animation : “Diving Board”.

General Stationery: For drawing and writing.

Printout: Cloud Work Sheet.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Discuss fear.

PART 3: Watch the animation “Diving Board”.

PART 4: Cloud printout activity.

PART 5: Ideas board activity.

TEACHER NOTES

Having begun developing awareness of emotions and feelings in previous lesson, this lesson aims to further students’ self-awareness of identity and experience incorporating the notion of self-concept. In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will:

Explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations.

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Explain influences on personal qualities and how these contribute to personal growth. (AC9HP4P01 GC/CCP)

Underpinning these developing skills requires learning and skill development in self-awareness (requiring personal awareness) and self-management (entailing goal setting, perseverance, and adaptability) (AC9HP4P01 GC/CCP).

Using the ‘Diving Board’ animation, lesson 4 reiterates prior learning of self-awareness into a more globally comprehensive self-concept. Both lessons require students to draw upon their empathy, and recognition of personal challenges to prepare strategies and goals and develop interpersonal resilience.

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about exclusion and relationships.

PART 2: DISCUSS THE CONCEPT OF ‘FEAR’

Begin the lesson by gathering students together to facilitate a discussion on the experience of ‘fear’. Prompt: It may be useful for the teacher to volunteer a mild personal fear, e.g. a fear of heights, providing context for discussing fear, while also demonstrating courage in sharing, which may present as a vulnerable experience for some students.

Invite students to consider their own experiences of fear and associated emotions: apprehension, nervousness, anxiety, avoidance etc. Where appropriate, invite students to discuss some shared and common fears.

PART 2: CURRICULUM LINKS

Personal, social and community health - Identities and change.

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

Elaboration (Literacy: reading and viewing)

Students explain how characters in stories overcome challenge and adversity and achieve success in different ways.

LESSON 4 - SELF-CONCEPT

PART 3: WATCH THE ANIMATION: DIVING BOARD

Following this, show students the short animation 'Diving Board'. Check for comprehension, students may want to replay the animation a second time. Ask students what they see happening in the animation, considering all characters in the frame (the Peeps and Feels).

Discuss how the Peeps and their Feels corresponded in this encounter, demonstrating how feelings, even when experienced with intensity, do not necessarily dictate the decision made by the Peep in their actions.

Ask students how the actions of the Peep might make them feel about themselves (e.g. proud, brave, confident, resilient, relief, satisfaction).

Prompt: Ask students to consider the other Peeps in the video: is there something they could have done in this encounter to assist their friend?

Bring students attention back to the animation, pausing the clip when the Peep's Feels try to stop them from diving, thus producing an alternative outcome.

Prompt: Ask students what would have happened if the Peep's Feels had stopped them from diving? How would they have felt after? How would they have felt about themselves? Would the Peep try again, or think they were too afraid to be able to dive?

PART 3: CURRICULUM LINKS

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts. (AC9HP4P01).

Elaboration (Literacy: speaking and listening: interacting)

Students discuss how overcoming challenge or adversity together can unite a group of diverse people.

Learning progression extract

- Students interact to extend and elaborate ideas in a discussion (e.g. provides an additional example).
- Students presents simple ideas clearly in group situations.
- Students actively encourage or support other speakers.
- Students show awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- Students use language to initiate interactions in a small group situation (e.g. "I have an idea").

LESSON 4 - SELF-CONCEPT

PART 4: CLOUD PRINTOUT ACTIVITY

Give each student a cloud task work sheet.

In one of the clouds, students write a time that they felt afraid or nervous but experienced a positive or neutral outcome. In the second, have them describe a challenge or fear they have not yet faced or conquered.

When students have completed the clouds, have them draw and add their own Feels to both scenarios described. This will be elaborated on in the next lesson. Collect student worksheets for use in lesson 5.

PART 4: CURRICULUM LINKS

Personal, social and community health - Identities and change.

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts. (AC9HP4P01).

PART 5: IDEAS BOARD ACTIVITY

Ask students to create an ideas board with the strategies they use to manage emotions.

Discuss with students how and why emotions can vary.

PART 5: CURRICULUM LINKS

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

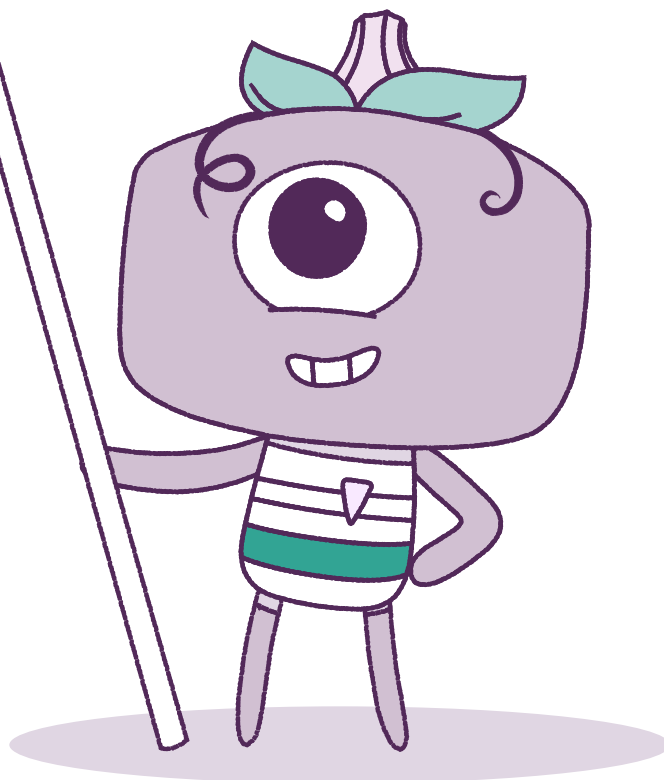
TEACHER CHECKLIST

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



BIG TALKS for Little people

LESSON 5 SELF-CONCEPT



LESSON 5 - SELF-CONCEPT

LESSON AIMS

Understand more about self-concept.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: “Diving Board” animation.

Printout: Cloud printout (from last week)

Printout: Monsters on the Boat

Printout: Self-concept

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Cloud printout review.

PART 3: Monsters on the Boat printout.

PART 4: Self-concept printout.

PART 5: Class Discussion.

TEACHER NOTES

Having begun developing awareness of emotions and feelings in previous lessons, this lesson aims to further students’ self-awareness and self-concept through understanding their feelings, why they experience them, and what they can do to manage strategies for challenging feelings.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations.

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

Additionally, this learning connects to the content description, whereby students:

Explain how and why emotional responses can vary

and practise strategies to manage their emotions (AC9HP4P06).

And also:

Investigate and apply behaviours that contribute to their own and others’ health, safety, relationships, and wellbeing (AC9HP4P10).

These learnings correlate also to AC HPE General capabilities, skill development in self-awareness (requiring personal awareness) and self-management (entailing goal setting, perseverance, and adaptability). (AC9HP4P01 GC/CCP).

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

Developing not only self-concept but also confidence, bravery, and esteem are core focuses of lessons 4 and 5. The short story ‘Monsters on the Boat’ is adapted from the works of Dr. Russ Harris*.

The animation ‘Diving Board’ proposes to students a seemingly difficult action: perseverance in that face of extreme fear. Recognition of the feeling using metacognitive processes holds great power for students to experience a strong emotion or feeling and decide to choose a behaviour or action that opposes that feeling. Dissonance between behaviour and feeling requires great courage and strength in resilience, which is the intention for this lesson in alignment with the developing self-concept.

*Harris, R., & Hayes, S. C. (2019). ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy (2nd ed.). New Harbinger Publications.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about self-concept and rewatch the ‘Diving Board’ animation.

LESSON 5 - SELF-CONCEPT

PART 2: CLOUD PRINTOUT REVIEW

Begin lesson by asking students to collect their work from the last lesson (LP 4 printout). Having assessed both the work and also considering the goals students made, have students take some time to make changes to their work, focusing on the 'future challenge to overcome' in the second cloud.

Give students back their cloud worksheet from the previous lesson, referring specifically to the 'challenge' they depicted in their second cloud. (delete this statement as mentioned)

Prompt: Have students compare the Feels in the 'Diving Board' animation to the monsters described in the story. Ask students what qualities they think the Peep needed to be able to jump off the board.

PART 2: CURRICULUM LINKS

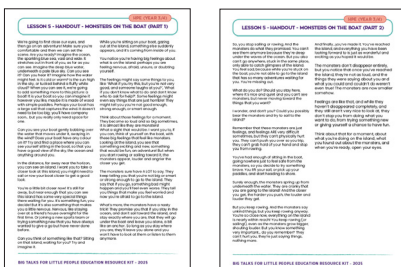
Personal, social and community health – Identities and change (AC9HP4P01).

Continuum extract:

Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure.

PART 3: MONSTERS ON THE BOAT PRINTOUT

Regroup students together where they can sit comfortably, access LP 5 printout 'Monsters on the boat'.



Read the short story to students, ensuring it is slowly paced so that students can envisage the visualisations prompted within the story. Invite students to share what they imagined in the story. This can be done as a whole class or in small groups.

Prompt: to gauge comprehension, rewatch 'Diving Board'. Have students compare the Feels in the animation to the monsters described in the story.

Ask students what qualities they think the Peep needed to have to dive.

Questions to ask: How would you describe the Peep?

PART 3: CURRICULUM LINKS

Personal, social and community health – Interacting with others.

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

General capability:

Personal and social capability: Self-management: Emotional regulation.

Elaboration:

Students analyse scenarios and identifying possible triggers and warning signs to predict emotional responses.

Continuum Extract:

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

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

Students learn to: investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

Elaboration:

Students practise strategies for enhancing mental wellbeing such as positive self-talk, mindfulness, and meditation.

General capability:

Critical and Creative Thinking: Analysing: Interpret concepts and problems.

Continuum Extract:

Identify and prioritise significant elements and relationships within a concept or problem.

LESSON 5 - SELF-CONCEPT

PART 4: SELF-CONCEPT PRINTOUT

Give each student a Peep 'self-concept' task sheet.

This task sheet allows students to add physical attribute details to the Peep that represents them, but the remaining space on the page is left for internal qualities and attributes for students to write and depict.

Lesson summary: On the back of their self-concept sheet, have students write a commitment statement to themselves about facing their challenge, drawing confidence from their personal attributes.

PART 4: CURRICULUM LINKS

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

Students learn to: investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

Elaboration:

Students practise strategies for enhancing mental wellbeing such as positive self-talk, mindfulness, and meditation.

PART 5: CLASS DISCUSSION

Discuss with students how strategies to manage our emotions support the health and safety of yourself, others, and community.

Ask students, what impacts these strategies to prevent you sometimes from using these strategies?

How can you overcome these challenges?

PART 5: CURRICULUM LINKS

Students learn to:

Investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

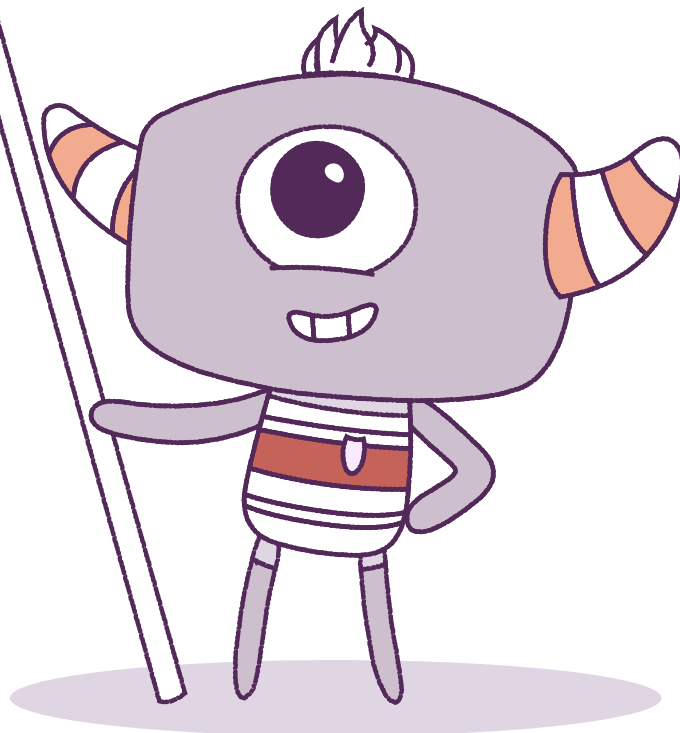
TEACHER CHECKLIST

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



BIG TALKS for Little people

LESSON 6 CONFLICT MANAGEMENT



LESSON 6 - CONFLICT MANAGEMENT

LESSON AIMS

Understand conflict management.

EQUIPMENT REQUIRED

Digital animation: "Bean Bag Toss"

General Stationery: Tools for drawing and writing.

Bean bags: For a bean bag activity.

Printout: Character printout.

Printout: Attribute box printout.

These learnings correlate also to AC HPE General capabilities, developing their awareness of empathy through relational awareness (AC9HP4P04 GC/CCP).

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 self-concept.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Play bean bag toss.

PART 3: Watch animation, "Bean Bag Toss" & character printout.

PART 4: Attribute box printout & roleplay scenarios.

PART 5: Class strategy poster.

TEACHER NOTES

Building from previous learnings in both friendship, relational awareness, and self-concept, in this lesson students begin to explore conflict, conflict management and conflict resolution.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04).

Additionally, this learning connects to the content description, whereby students:

Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06).

And also:

Students predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them (AC9HP4P04).

LESSON 6 - CONFLICT MANAGEMENT

PART 2: PLAY BEAN BAG TOSS

Begin the lesson by gathering students either outside or indoor in a space where they can play a short round with their peers of 'Bean bag toss' or a similar activity.

Have students work in groups, taking turns to toss a bean bag in a bucket from a specified distance and record scores. Increase the difficulty of the game after short increments, taking turns in different roles: bean bag thrower and referee.

Note: Model the game after the animation to be shown in this lesson.

After playing a few rounds, regroup students in the classroom space to discuss scores and how students felt about their scores.

Prompt: make a word wall or list of students' emotional responses, i.e., Excited, proud, frustrated, annoyed, or any other emotions that arise.

Offer other emotions observed if not volunteered by the students after sharing, asking if those feelings resonate with anyone.

PART 2: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students learn to select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

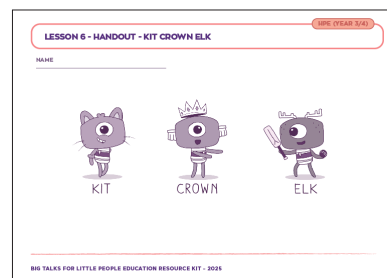
Movement and physical activity: Moving our bodies. apply and adapt movement strategies to achieve movement outcomes. (AC9HP4M02).

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

PART 3: WATCH ANIMATION & CHARACTER PRINTOUT

Together as a class, proceed to view the short animation 'Bean bag toss'. Organise students into small groups to discuss what was happening in the animation.

Prompt: Use the accompanying printout for lesson 6 to assist so students can record, and all share their ideas. Use the same template on the smartboard to then have groups discuss their ideas as a whole class. Bring attention to what each character in the story is feeling, what their needs are in this scenario, and how they might be able to express their needs.



PART 3: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them (AC9HP4P04).

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

Elaboration:

Students explain how and why emotional responses can vary and practise strategies to manage their emotions.

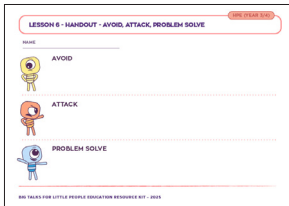
Continuum Extract:

Students explain the influence that their own behaviour has on the emotional responses of others.

LESSON 6 - CONFLICT MANAGEMENT

PART 4: ATTRIBUTE BOX PRINTOUT & ROLEPLAY SCENARIOS

Display the slide showing three characters and the attribute boxes with verbs: 'Avoid', 'Attack', and 'Problem solve'. Discuss with students these different responses to conflict.



Ask for student volunteers to then role play the scenario with an additional character to react, first in avoidance, second in attack, and lastly to problem solve. Prompt: Swap out students for different characters to ensure maximum participation and allow students to be involved.

An additional student can be included as the 'Director', prompting the characters with 'Lights... camera...action!' and 'Cut!', when they think the scenario can be concluded. Open the discussion to the audience to discuss other ways in which the characters might demonstrate avoidance, attacking and problem-solving behaviours.

PART 4: CURRICULUM LINKS

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

Elaboration: Students analyse scenarios and identify possible triggers and warning signs to predict emotional responses.

Continuum Extract: (Emotional awareness) Students explain the influence that their own behaviour has on the emotional responses of others. (Emotional regulation) Students manage and moderate emotions in familiar contexts, using provided strategies.

Elaboration: Students explain the strategies characters in texts use to identify and manage their emotions before deciding top act.

PART 5: CLASSROOM STRATEGY POSTER

Collectively, develop a classroom strategy poster for conflict resolution, to be displayed in the classroom. Refer to the model for conflict resolution below as a guide, but tailor to the class context.

Model for conflict resolution:

1. STOP. CALM DOWN. COOL OFF.

Turn attention inward. Notice the pain, body reaction.

2. SAY WHAT'S BOTHERING YOU

Communicate using "I" statements. Do not blame, attack, use put-downs or negative body language.

3. EACH REITERATES WHAT THE OTHER PERSON SAID

Brings clarity and empathy.

4. TAKE RESPONSIBILITY

Responsibility is internal and present-future orientated. What can each person do to improve things in the future?

5. BRAINSTORM SOLUTION

Find one that satisfies all parties.

6. AFFIRM, FORGIVE OR THANK

Acknowledge the effort made to overcome the natural tendency to fight or withdraw.

PART 5: CURRICULUM LINKS

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

Continuum Extract:

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

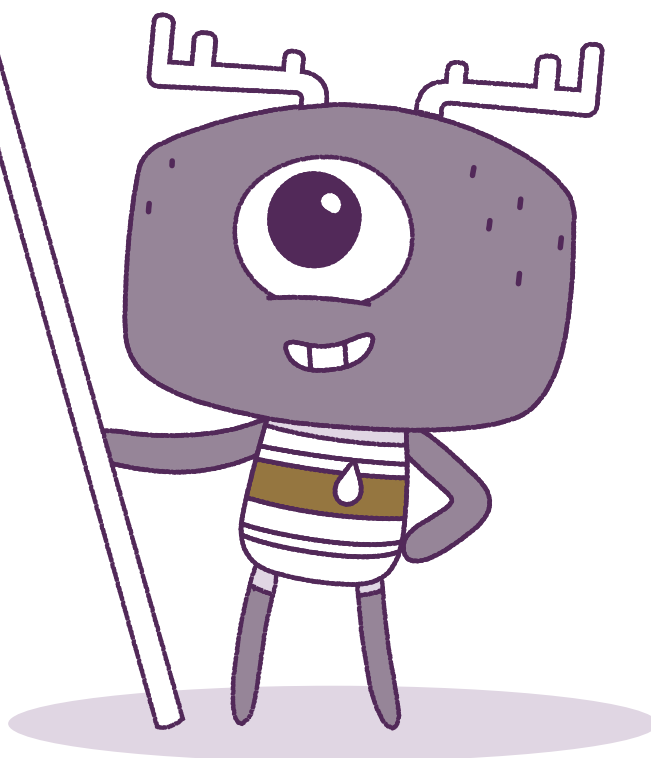
TEACHER CHECKLIST

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



BIG TALKS

for Little people



LESSON 7 - CONFLICT MANAGEMENT

LESSON AIMS

Explore more about conflict management.

EQUIPMENT REQUIRED

General Stationery: Tools for drawing and writing.

Digital Animation: “*Bean Bag Toss*” animation.

Internet Access: To watch a Youtube video.

Printout: Conflict management poster.

Printout: Conflict scenarios.

Printout: Conflict management (blank box).
(You will need to print x2 of this one, for use across 2 different activities.)

CORE CONTENT

PART 1: Review content from last week.

PART 2: Conflict management poster printout.

PART 3: Conflict scenario activity.

PART 4: Conflict management (blank box) printout.

TEACHER NOTES

In this lesson, students extend their awareness of conflict resolution and their approach to conflict management. Drawing on self-awareness skills and self-concept, students will identify motivational responses to conflict in themselves and others.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04).

Additionally, this learning connects to the content descriptors, whereby students:

Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06).

Predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them (AC9HP4P04).

These learnings correlate also to AC HPE General capabilities, developing inclusive behaviours through respecting and understanding differences among others (AC9HP4P05 GC/CCP).

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

Over the course of the ‘Bean Bag Toss’ lessons, social-emotional learnings are extended to more complex contexts involving social conflicts and differences between individuals. Social skills and regulation are required for children to meet unavoidable conflicts in life with confidence and act appropriately and responsibly considering the experiences of themselves and others.

Drawing again on students’ growing empathies, students learn to respect and appreciate the differences between individuals as something that is normal and manageable. Care, respect and awareness are key foundational learnings for apprehending conflict, and responding ethically to these challenges as they arise.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about ‘conflict-management’.

It is recommended to rewatch the ‘**Bean Bag Toss**’ animation before starting the following activities.

LESSON 7 - CONFLICT MANAGEMENT

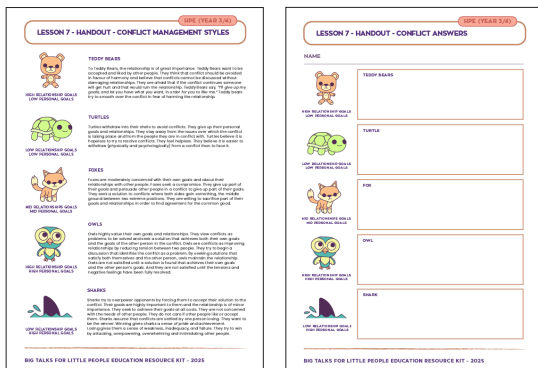
PART 2: CONFLICT MANAGEMENT POSTER

Give each student a copy of the printout showing the animal characters and their conflict management style.

Also give them the blank version of this printout.

Prompt: Refer to any shared reading material or film the class has recently engaged with and ask students to identify which conflict management styles certain characters embody.

Also have students rewatch the animation, and have them match the “Peeps” to each animal.



PART 2: CURRICULUM LINKS

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:

Students practise and refine coping skills they can use when faced with challenges, such as positive self-talk, problem solving, mindfulness, and seeking help from others.

Continuum Extract:

Students build on personal abilities and achievements using feedback and self-assessment.

PART 3: CONFLICT SCENARIO ACTIVITY

Present the conflict scenarios (support materials).



For each scenario have students propose what each animal character would do in that scenario.

Prompt: run through potential points of conflict between characters and ask students to problem solve how they might compromise.

Discuss with students how different cultures convey their values and emotions differently, inviting students to share personal experiences and their backgrounds.

PART 3: CURRICULUM LINKS

Personal, social and community health: Interacting with others:

Students learn to: select, use and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

General capability: Relational Awareness

Students identify how they can contribute to healthy relationships and manage challenging relationships.

General capability: Relational Awareness

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities. (AC9HP4P05).

General capability:

Students discuss the value of different needs, emotions, cultures and backgrounds.

Continuum Extract:

Students understand how cultural and linguistic diversity affect interactions within their community.

LESSON 7 - CONFLICT MANAGEMENT

PART 4: CONFLICT ACTIVITY

Once this is completed and students are familiar with the various conflict management styles and how they may present in different contexts, provide students with the printout as shown below.

Students are encouraged to identify which traits they resonate with, and with different people and situations.

Prompt: Students may write that in some settings, like school, they are a 'turtle' and withdraw from conflict. They may have anecdotes or times in other places like at home, with siblings where they respond differently, e.g. like an owl or shark.

Lesson conclusion summary:

Once students have completed their task sheet, have them add to it in a different colour in the areas in which they would like to develop skills in conflict management, such as being more assertive or allowing others to speak before making decisions.

Collect these for use and reference in the next lesson.

PART 4: CURRICULUM LINKS

Personal, social and community health: Interacting with others:

Students learn to: select, use and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

General capability: Relational awareness
Students identify how they can contribute to healthy relationships and manage challenging relationships.

General capability: Conflict resolution

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

General capability: Collaboration

Students perform designated roles within groups, appreciating everyone's contributions to a shared outcome. Students learn to: select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

General capability: relational Awareness

Students identify how they can contribute to healthy relationships and manage challenging relationships.

General capability: relational Awareness

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 8 - EXCLUSION & BULLYING

LESSON AIMS

Explore exclusion & bullying.

EQUIPMENT REQUIRED

Digital animation: “Handball”

Printout: Conflict management (blank version which students completed from previous week)

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Review conflict management sheets (the one students filled out last week)

PART 3: Watch animation “Handball”.

PART 4: Group activity.

TEACHER NOTES

In this lesson, students extend their prior knowledge of relationships, conflict and exclusion and begin to develop values defined by their self-concept to address bullying and influential behaviour.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04).

Additionally, this learning connects to content descriptors elaborations, whereby students: Predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them (AC9HP4P04).

Recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school (AC9HP4P04).

The ‘Handball’ animation, the final in this series, explores a common but nuanced concept of exclusion, whereby all parties are considered, and all perspectives are valued. Having a developing sense of social- emotional learning enables students to intellectualise and recognise common experiences of social exclusion before lightly introducing students to bullying.

Empowering students with a resource of skills and strategies, aims to increase their confidence in handling and responding to conflict and bullying.

Drawing on personal values and notions of self-concept promotes responsible decision making, which is a core element of developed social-emotional learning. Attention can be drawn to the school’s or classroom’s policy regarding bullying. Consideration can be given to the ‘definition’ of bullying, i.e. harmful, repetitive, and involving a power imbalance, with teacher recall to the previous lessons on conflict.

Please read the recommended Teacher Sheet: ‘The benefits of physical activity for mental health’, located on the ‘Big Talks...’ website.

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 conflict management from last week.

PART 2: REVIEW CONFLICT MANAGEMENT SHEETS (FROM LAST WEEK)

Begin the lesson by returning to students their ‘conflict management’ work sheets from the previous lesson.

Prompt: Ask students about the characteristics of each animal to refamiliarise themselves with both the previous content and the themes they’ll be exploring in this lesson.

PART 2: CURRICULUM LINKS

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

Elaboration:

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

LESSON 8 - EXCLUSION & BULLYING

PART 3: WATCH ANIMATION

Ask students to keep in mind the different animals while watching the next animation in the series, 'Handball'.

Once students have watched the animation, as a class have students match the animals with the characters in the scenario.

Prompt: Questions to pose: Who is being passive or avoiding conflict? Who is acting in an overpowering way in this scenario?

Ask students how they think Twig felt in this scenario? Why did Twig respond and feel the way they did in this scenario?

Prompt: Bring students' attention to the 15 second mark when Twig looks to Fin before responding. Ask students to consider what is happening here, and if Fin had acted differently, would Twig have?

Ask students if they've ever felt like they 'had' to do something, such as not including someone because they were worried about upsetting a friend.

Have students watch the animation again, paying attention to all characters.

Afterward, ask them if they think any of the characters are being a 'bully'.

Prompt: Consider students' responses open-mindedly, bringing attention to the variety in individual expectations and viewpoints.

Ask students if there is merit to politely declining an extra person in a game or consider problem solving ways in which everyone's feelings are valued and considered.

Prompt: Conclude the discussion by focusing back on Steg, the excluded Peep. Ask students what could help Steg to feel better in that scenario.

PART 3: CURRICULUM LINKS

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

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

Continuum Extract:

Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.
Personal, social and community health – Interacting with others. (AC9HP4P04).

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour.

Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.

LESSON 8 - EXCLUSION & BULLYING

PART 4: GROUP ACTIVITY

Ask students to work in small groups to discuss and plan an alternative outcome where everyone in the scenario would have good Feels.

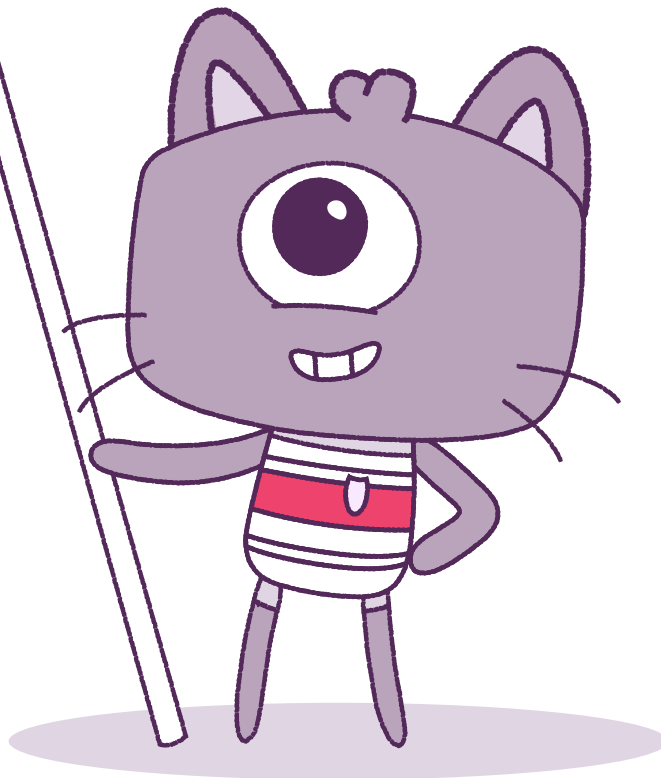
Students can then take turns presenting the alternative outcomes as skits or role-play.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 9 - EXCLUSION & BULLYING

LESSON AIMS

Explore more about exclusion & bullying.

EQUIPMENT REQUIRED

Digital animation: "Handball"

General Stationery: For drawing and writing.

Printout: Lesson printout.

Printout: Upstanders and Bystanders printout.

Access to Browser: To watch Youtube.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch animation "Handball".

PART 3: Character printout activity.

PART 4: Watch Youtube video.

PART 5: Bystander or Upstander discussion.

TEACHER NOTES

In this lesson, students extend their prior knowledge of relationships, conflict and exclusion and begin to develop values defined by their self-concept to address bullying.

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

Select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Additionally, this learning connects to the content descriptors, whereby students:

Predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them. (AC9HP4P04).

Recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school. (AC9HP4P04).

Please read the recommended Teacher Sheet: 'SEL', located on the 'Big Talks...' website.

Please read the recommended Teacher Sheet: 'The benefits of sport for mental health', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about exclusion and bullying from last week.

PART 2: WATCH ANIMATION

Begin the lesson by revisiting the 'Handball' animation, asking students to share their thoughts and recollections of the previous lesson.

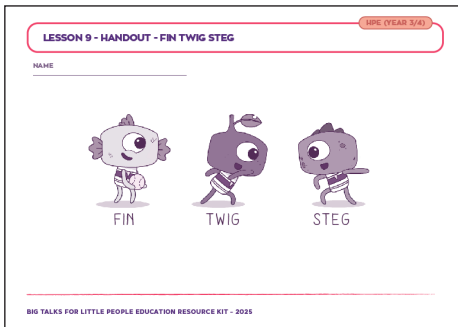
PART 2: CURRICULUM LINKS

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

LESSON 9 - EXCLUSION & BULLYING

PART 3: CHARACTER PRINTOUT ACTIVITY

Once the scenario has been revisited, give each student the task sheet for this lesson.



Have students consider the alternative scenarios from last lesson, and have them brainstorm and list the values, qualities, and empathy each character could develop (i.e. Fin might need to be assertive, brave and speak up to affect a different outcome). Prompt: Encourage students to have the characters consider the feelings of everyone i.e.

What can Steg do to help themselves?

What can Fin do to help Steg?

What can Fin do to help Twig?

When students have completed this part of the task, bring them back together as a group and pose the question: 'How could the Peeps work together to help one another?'

PART 3: CURRICULUM LINKS

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

Elaboration:

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

PART 4: WATCH YOUTUBE VIDEO

Watch the 'Growing Connections' video below from the 'Bullying No Way' website, which discusses connections and bullying.

https://youtu.be/3gK1BsKarek?si=_hioAhlaF_QedHz6

Once the students have considered the video, write 'What is a bully?' on the whiteboard/interactive smartboard and ask students to provide examples of bullying in the following domains (adapt where appropriate):

- The classroom
- The schoolyard/at lunch times etc.
- Outside of school
- On the internet

PART 4: CURRICULUM LINKS

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

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

LESSON 9 - EXCLUSION & BULLYING

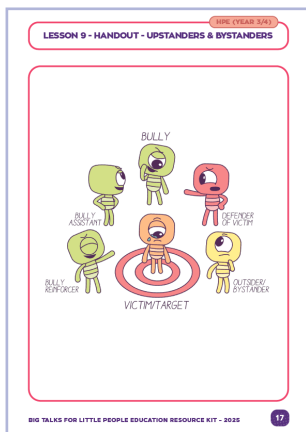
PART 5: BYSTANDER OR UPSTANDER DISCUSSION

As a whole class, go through each example and provide a possible response to each example, using the phrase 'bystander or upstander' (article below for further reading).

<https://www.proquest.com/openview/e2314e92a672a14eeb2376bbc6a655a0/1?pq-origsite=scholar&cbl=18750&diss=y>

Prompt: a bystander doesn't get involved, an upstander intervenes in a helpful and productive way.

Also provide the **"Upstanders and Bystanders"** printout to the students. Have students discuss which role they would like to take, and why.



Hnetkovsky, K. K. (2022). *The Relations Among Upstander, Bystander, Reinforcer, and Perpetrator Bullying Behaviour's in Middle School Students*.

ProQuest Dissertations Publishing.

PART 5: CURRICULUM LINKS

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

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

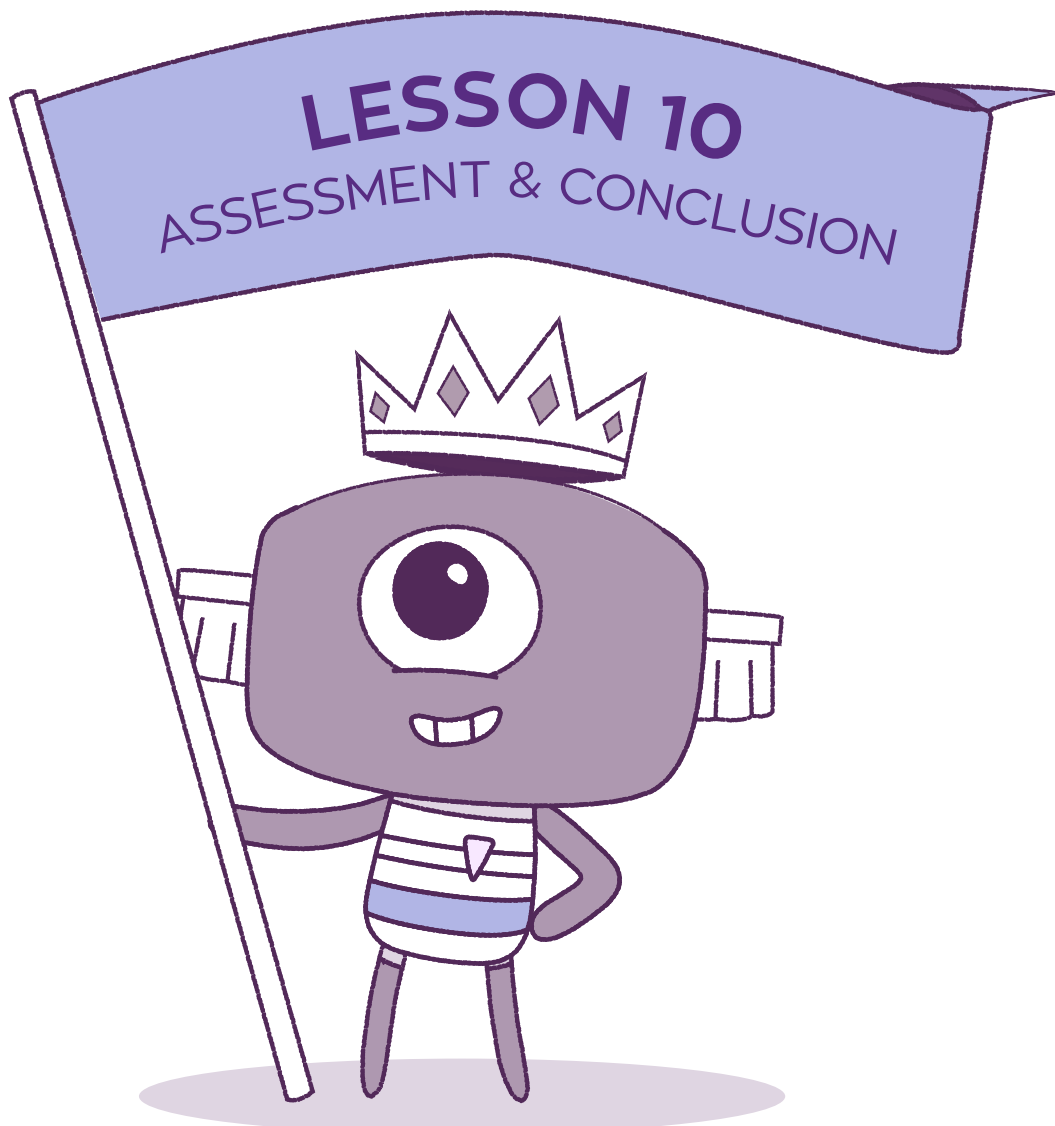
Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.

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.

Scraps and Objects: For making a 3D diorama.

Computer access: For making a digital diorama.

CORE CONTENT

PART 1: Review content from last week.

PART 2: 3D Peep Diorama

PART 3 (OPTIONAL): Student post-survey

PART 4 (OPTIONAL): Teacher post-survey

TEACHER NOTES

In the final lesson of this series, students can demonstrate and present their learning; both to consolidate learning and also for the purpose of assessment. Assessment is considered 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:

- Investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01)
- Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)
- Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05)

- Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)
- Investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing (AC9HP4P10)

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about exclusion and bullying. It is recommended to rewatch the 'Handball' animation before starting the following activity.

PART 2: 3D PEEP DIORAMA

For the final lesson, have students create a 3D or digital representation of a Peep that represents themselves within a chosen environment. This may be presented as a Peep inside a diorama, using recycled materials available to the classroom.

Some students, where possible, may prefer to use digital technology to create a picture and landscape this way, rather than a physical object.

Have students begin with building their Peep from the inside out: making small objects to represent core values and features of their self-concept.

These can then be contained within the physical object of the Peep (ensure students keep a record and list of what is inside of their Peep). Students can have the freedom to choose whichever environment they like for their Peep to reside in.

Ask them to design an environment that reflect the values of themselves and their self-concept and how they manage relationships within any given environment. Students should be able to clearly identify influences that strengthen their identities, describe strategies to manage their emotions, and the application of interpersonal skills to interact respectfully with 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 HPE Year 3 and 4 '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 3-4".

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?

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Skrzypiec, G., Slee, P., Askill-Williams, H. and Lawson, M. (2012). Associations between types of involvement in bullying, friendships and mental health status. *Emotional and Behavioural Difficulties*, 17(3–4) pp. 259–272

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AUSTRALIAN WEBSITES

Brain Basics: Anxiety for Kids: with Lee Constable

<https://youtu.be/eD1wliuHxHI?si=dakE3wI08Bag7nx5>

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>

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