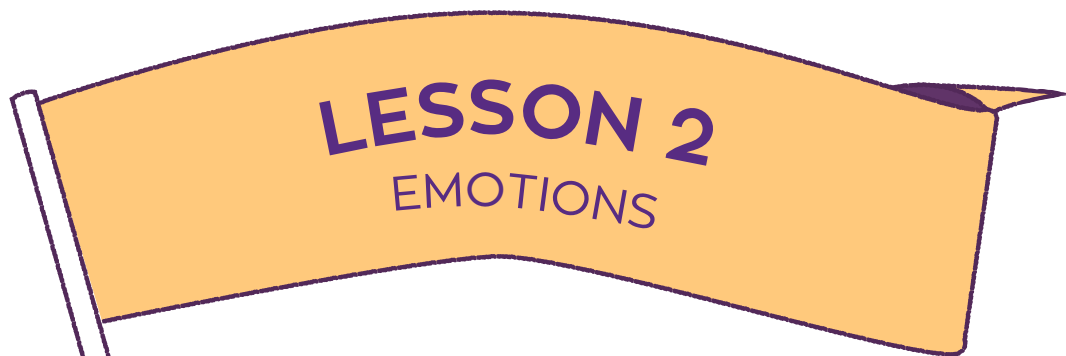




BIG TALKS for Little people



LESSON 2 - EMOTIONS

LESSON AIMS

Learn about emotions.

EQUIPMENT REQUIRED

Digital animation: “Lighthouse” animation.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Lighthouse”.

PART 3: Discuss online experiences

PART 4: Emotional strategies

TEACHER NOTES

Throughout this lesson, students will begin to explore the value of social connection outside of an increasingly ‘online world’, while developing strategies to manage emotions in online conflicts.

In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions students learn to: Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06).

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capabilities’, ensuring that students can: Analyse the influence of different factors and situations on their emotional responses. (AC9HP6P06 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: LIGHTHOUSE

Begin the lesson by introducing students to the ‘Lighthouse’ animation.

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

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

PART 2: CURRICULUM LINKS

Personal and Social capability: Social awareness: Interacting with others (AC9HP6P06).

General Capabilities:

Students learn to apply strategies to manage emotions and analyse how emotional responses influence interactions. (AC9HP6P06).

Continuum extract:

Students analyse the influence of different factors and situations on their emotional responses.

LESSON 2 - EMOTIONS

PART 3: DISCUSS ONLINE EXPERIENCES

Have students return to their workspaces and write their experiences of emotions and feelings they've experienced while online.

Prompt: Students may wish to do this in written format, creating a list or table.

Once students have had time to work independently, regroup the class and invite students to share, writing their responses on a whiteboard or interactive smart board.

PART 3: CURRICULUM LINKS

Personal and Social capability: Social awareness: Interacting with others (AC9HP6P06).

General Capabilities:

Students learn to apply strategies to manage emotions and analyse how emotional responses influence interactions. (AC9HP6P06).

Continuum extract

- Students analyse the influence of different factors and situations on their emotional responses
- Students manage personal factors influencing emotions in a range of contexts including learning.

PART 4: EMOTIONAL STRATEGIES

Highlight common 'triggers' for negative emotions while online. Present to students a range of strategies to regulate emotions while online, asking students to contribute their own also.

Prompt: Strategies for managing emotions online:

1. Take a large breath and count to ten, breathing slowly and exhaling on even numbers, until you have reached ten. This is to delay and not immediately respond to comments while experiencing strong emotions.

2. Think outside of the square: Ask yourself the intention and meaning behind the comment or message sent, ask yourself if you know the person or their intention. Encourage students to think critically about what people write and post online.

3. Seek support from adults.

4. Get offline and do something with a friend or family member to diffuse online tensions and reconnect to the real or offline world.

PART 4: CURRICULUM LINKS

Students learn to apply strategies to manage emotions and analyse how emotional responses influence interactions. (AC9HP6P06).

Continuum extract: Students consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option.

Students analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities. (AC9HP6P10).

Elaboration: Students describe strategies to support a sense of belonging and connection.

Continuum Extract: Analyse the influence of different factors and situations on their emotional responses.

Manage personal factors influencing emotions in a range of contexts including learning.

TEACHER CHECKLIST

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