



BIG TALKS for Little people



LESSON 4 - RESILIENCE

LESSON AIMS

In Lesson 4 we will learn about resilience.

EQUIPMENT REQUIRED

Digital animation : “Ball Throw”.

General Stationery: For drawing and writing.

Device with Browser: For watching Youtube.

Printout: Venn diagram printout activity.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Ball Throw”

PART 3: Venn Diagram video.

PART 4: Venn diagram activity.

PART 5: Class discussion.

TEACHER NOTES

Having begun to develop an awareness of feelings and identifying and naming them, students will further develop skills in emotional awareness and regulation to practise demonstrating empathy and relational awareness, and subsequently develop resilience.

In alignment with HPE Australian Curriculum V.9 Years 5/6 content descriptions, students will: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (AC9HP6P04).

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Examine the behaviours people demonstrate when treating others in respectful ways. (AC9HP6P04GC/CCP).

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

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about emotions.

PART 2: WATCH THE ANIMATION: BALL THROW

Begin the lesson by gathering students together to watch the ‘Ball Throw’ animation. Prompt: Have students record any feelings they notice in their ‘wellbeing dictionary’ as they watch, pausing and replaying as needed.

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Prompt: Ask students to share and collate their different interpretations of the feelings and emotions identified in the animation.

PART 2: CURRICULUM LINKS

Personal, social and community health – Identities and change.

Students describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (AC9HP6P04).

Continuum extract

explain how the ability to appreciate others’ needs, emotions, cultures and backgrounds assists in the development of social awareness.

Personal, social and community health – Interacting with others

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

Elaborations:

Students analyse situations in which emotions can influence decision-making.

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.

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PART 3: VENN DIAGRAM VIDEO

Once students have done this, view the YouTube video 'Wise Mind':

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

Draw the 'Wise mind' Venn Diagram on either a whiteboard or interactive smartboard. Ask students to provide examples of 'Rational mind' and 'Emotional mind'.

Prompt: With attention to an 'Emotional mind', ask students to think about how long the state or experience of 'being emotional' may last.

Facilitate discussion around different scenarios where emotions may endure longer or pass quickly: e.g. disappointment about not being able to participate in an activity or special event due to illness, compared to the frustration of a sibling using their possessions without permission.

Bring students' attention back to the animation and ask them whether the character 'Stalk' acted from a rational, emotional, or 'Wise mind' state.

Prompt: Ask students HOW Stalk could have diffused their frustration and acted with a 'Wise mind' state, rather than in an 'Emotional mind' state.

PART 3: CURRICULUM LINKS

Personal, social and community health - Identities and change.

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Continuum extract

explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Personal, social and community health - Interacting with others.

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

Elaborations:

Students analyse situations in which emotions can influence decision-making.

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.

PART 4: VENN DIAGRAM ACTIVITY

Learning reinforcement activity: give each student the printout and have them record experiences of when they use their 'Rational mind', 'Emotional mind', and 'Wise mind'.

Students also record a range of strategies for how to self-regulate when they are in 'Emotional mind' e.g. waiting for the strong emotion to pass, talking to someone to share and understand how they're feeling.

PART 4: CURRICULUM LINKS

Personal, social and community health - Interacting with others

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PART 5: CLASS DISCUSSION

Bring students back together and have them share their strategies collectively. Watch the animation again and discuss as a class how the outcome could have been different for Stalk, if they had used a strategy to manage their feelings. Have students record any additional words in their wellbeing dictionary.

TEACHER CHECKLIST

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