



BIG TALKS for Little people

HPE (YEAR 5/6) MENTAL HEALTH MODULE

Big Talks for Little People
Child Mental Health Module

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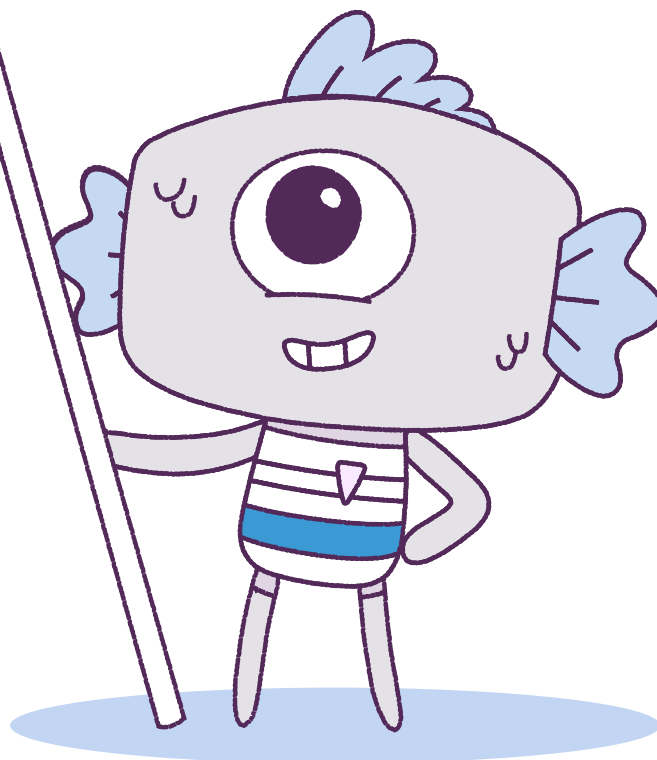
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CONTENTS

LESSON 1	04
LESSON 2	12
LESSON 3	15
LESSON 4	18
LESSON 5	22
LESSON 6	26
LESSON 7	29
LESSON 8	33
LESSON 9	36
LESSON 10	40
REFERENCES	43



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.

Computer/Digital Device: To browse images.

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.

PART 5: Start Wellbeing Dictionary.

PART 6: Share Wellbeing Dictionary.

PART 7: Image activity.

PART 8: Finalise Wellbeing Dictionary.

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.

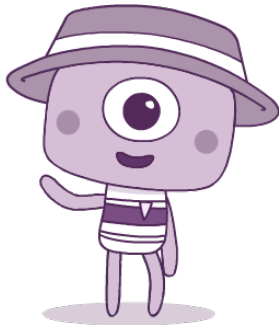
"Over the next 10 weeks we will be learning about feelings and emotions together, and talking about tricky subjects like friendships, belonging and bullying.

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

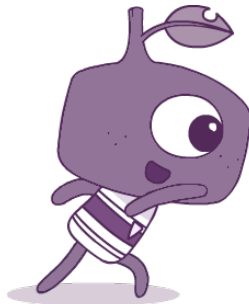
You'll get to know all about the Peeps!"

LESSON 1 - PRE-SURVEY & INTRODUCTION

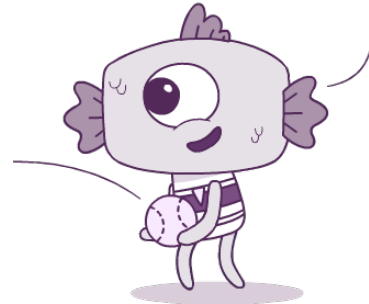
MEET THE PEEPS



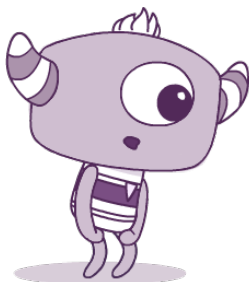
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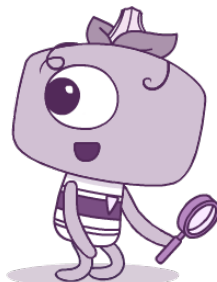
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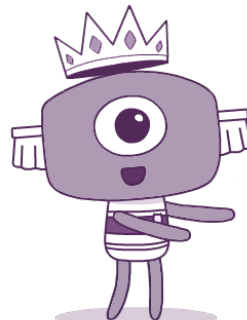
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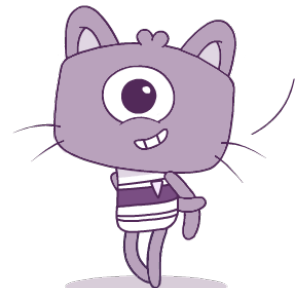
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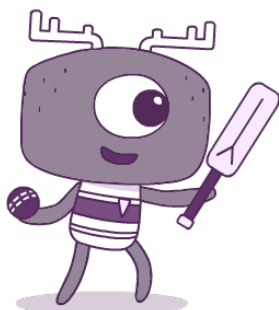
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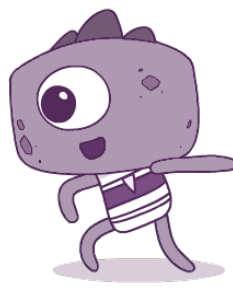
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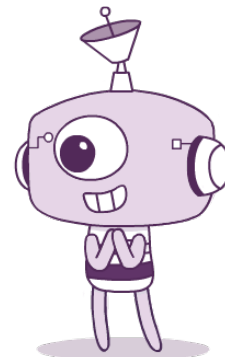
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ELK



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: START WELLBEING DICTIONARY

After students have watched the introductory animation, explain to students that to begin this unit, they will be creating their own 'Wellbeing dictionary' to begin identifying and analysing different emotions as feelings.

Prompt: Have students return to their workspaces and in workbooks, set up a table or layout for their wellbeing dictionaries.

Once students have done this, regroup them and play the animation again. As students watch, have them record all feelings and emotions they see in both the Peeps and Feels throughout the animation. Repeat playing the animation until all students have had time to write feelings observed or pause throughout to allow time for them to document.

PART 5: CURRICULUM LINKS

Personal, social and community health - Interacting with others.

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

General capabilities: Personal and Social capability

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 6: SHARE WELLBEING DICTIONARY

Once students have done this, share collectively students' wellbeing dictionary terms. Ask students to add any new words to their wellbeing dictionary.

PART 6: CURRICULUM LINKS

Personal, social and community health - Interacting with others.

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

LESSON 1 - PRE-SURVEY & INTRODUCTION

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, i.e.

- 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. Have students record feelings and emotions in their wellbeing dictionary.

Prompt: Where relevant, question students if there are different expectations or norms for emotional expressions for different genders.

Ask students what the expectations are in certain scenarios, e.g. Are there ways someone 'should' act? 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 7: CURRICULUM LINKS

Personal, social and community health - Interacting with others.

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

Personal, social and community health: Identities and change.

Students learn to investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes. (AC9HP6P03).

General capability:

Ethical Understanding: Responding to ethical issues: Explore ethical issues.

Students describe how ethical perspectives or approaches to ethical issues may vary in different situations.

Elaborations:

Students identify characters in texts who are not constrained by traditional gender stereotypes and how this influences their choices and actions.

Continuum extract:

Locates information or details embedded in the text.

Monitors the development of ideas using language and visual features.

LESSON 1 - PRE-SURVEY & INTRODUCTION

PART 8: FINALISE WELLBEING DICTIONARY

To conclude, have students return to their workspaces and add words to their 'wellbeing dictionary', asking them to add any words and feelings they have experienced recently.

Where possible, have students use computers or tablets to access an online thesaurus, finding similar and corresponding words to expand their wellbeing dictionary.

PART 8: CURRICULUM LINKS

Personal, social and community health – Interacting with others.

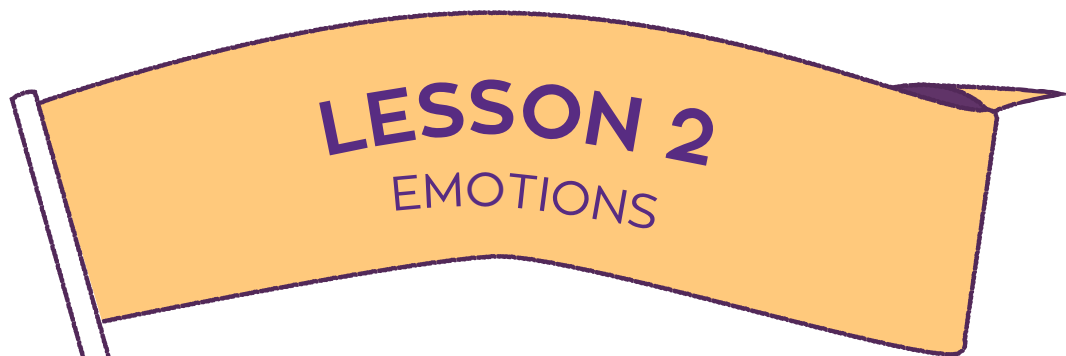
Students learn to apply strategies to manage emotions and analyse how emotional responses influence interactions. (AC9HP6P06).

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 2 - EMOTIONS

LESSON AIMS

Learn about emotions.

EQUIPMENT REQUIRED

Digital animation: “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?



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LESSON 3 - EMOTIONS

LESSON AIMS

In Lesson 3, we will explore emotions.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: “Lighthouse” animation.

Computer access: For optional e-safety website activity

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation “Lighthouse.”

PART 3: Infographic discussion.

PART 4: Make an infographic.

TEACHER NOTES

Continuing from the previous lesson, students will explore the value of social connection outside of an increasingly ‘online world’. They will begin, firstly by building their concept of what ‘health’ entails, before further exploring the importance of social connection.

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).

Furthermore, students explore concepts of health and:

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

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Ask students what they remember last week about emotions.

PART 2: WATCH THE ANIMATION LIGHTHOUSE

Begin lesson by revisiting the ‘Lighthouse’ animation.

Ask students how much time online, each day and during the week, is a ‘healthy’ amount of time to spend online. Record on interactive smartboard or whiteboard.

Students could access the Australian e-safety website to explore the question of how much time should be spent online.

Balancing your time online | eSafety Commissioner

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

Following this, write ‘Health’ on the board, and ask students to contribute attributes or behaviours they think are important to health.

PART 2: CURRICULUM LINKS

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

LESSON 3 - EMOTIONS

PART 3: INFOGRAPHIC DISCUSSION

Show students the infographic for the lesson, shown below:

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

Discuss particularly, the social elements of health and how connection with other people is vital to wellbeing and health.

Prompt: Teachers may explain this by describing how humans are a social species. List other mammals and animals that are social species and how they co-depend on one another for survival.

Ask students how people need one another for survival, i.e. social systems, distribution of food, sharing and connecting with family or loved ones over meals.

Ask students how a human would manage or survive in isolation and the challenges that would arise and impact an isolated human.

PART 3: CURRICULUM LINKS

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

Elaboration:

Students investigate practices that help promote and maintain health and wellbeing, including creating connections with others to enhance social health.

PART 4: MAKE AN INFOGRAPHIC

To conclude, have students create their own infographic poster or diagram in their book, highlighting the ways people help each other and contribute to one another's health and wellbeing.

PART 4: CURRICULUM LINKS

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?



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.

Prompt: Have students record any feeling they notice in their ‘wellbeing dictionary’ as they watch, pausing and replaying as they watch.

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.

LESSON 4 - RESILIENCE

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.

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.

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

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.

LESSON 4 - RESILIENCE

PART 5: CLASS DISCUSSION

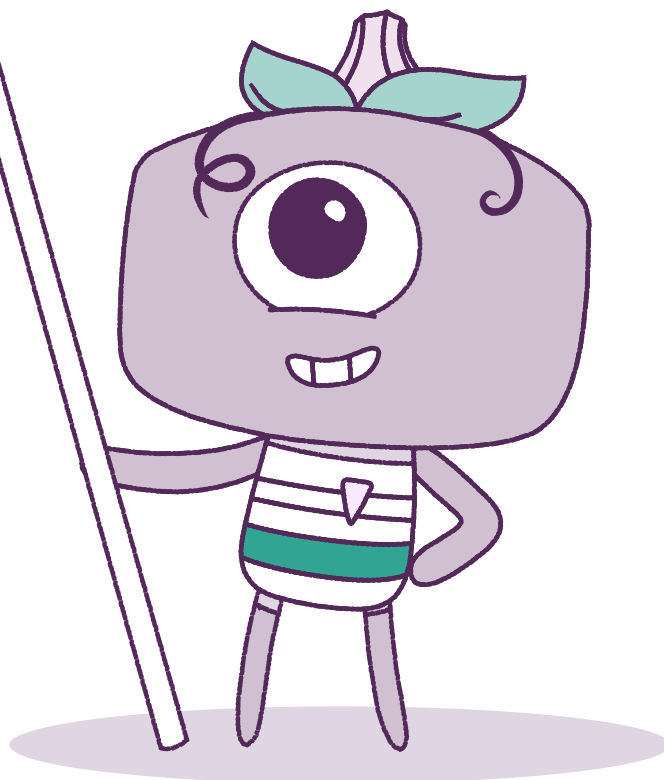
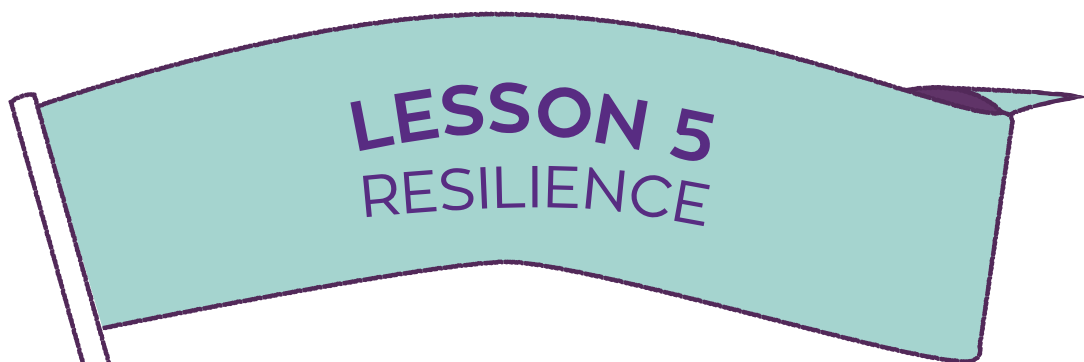
Bring students back together and have them share their strategies collectively. Watch the animation again and discuss as a class how the outcome could have been different for Stalk, if they had used a strategy to manage their feelings. Have students record any additional words in their wellbeing dictionary.

TEACHER CHECKLIST

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



BIG TALKS for Little people



LESSON 5 - RESILIENCE

LESSON AIMS

Understand more about resilience.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital Animation: "Ball Throw"

Device with browser: To watch Youtube

Printout: Peep self-concept sheet

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the animation "Ball Throw"

PART 3: Class discussion

PART 4: Youtube videos

PART 5: Printout activity

PART 6: (Optional) Class activity

TEACHER NOTES

Having begun to develop awareness of resilience in the previous lesson, this lesson aims to further students' self-awareness of identity and experience into the notion of self-concept, particularly to build resilience. In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will:

Explain how identities can be influenced by people and places, and how we can create positive self-identities. (AC9HP6P01)

In addition, this promotes learning of AC HPE General capabilities, specifically 'Personal and social capability', ensuring that students can: Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

Please read the recommended Teacher Sheet: 'Self-Efficacy', 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 from last week about resilience.

PART 2: WATCH ANIMATION: BALL THROW

Begin lesson rewatching the 'Ball Throw' animation. Ask students to work in small groups and discuss if there might have been a better outcome if Stalk had used their 'Wise mind' and acted with resilience.

Once students have done this, lead a class discussion of their different ideas and alternative outcomes to 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).

LESSON 5 - RESILIENCE

PART 3: CLASS DISCUSSION

Discuss how Stalk and their Feels corresponded in this encounter, demonstrating how feelings can dictate the decisions people make, if they don't think about their feelings before acting.

Ask students how Stalk might have felt about themselves if they had acted differently (e.g. proud, brave, confident, resilient, relieved, satisfied).

Prompt: Suggest to students that perhaps Stalk could have practised over time to play basketball and improved. They also could have then connected with the other Peep, Elk, in the animation, asking for help and created a good social connection.

PART 3: CURRICULUM LINKS

Students learn to explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).

Elaborations:

Students explain how role models influence the way individuals see themselves.

Continuum Extract:

Students analyse the influence that choices have on developing personal qualities and identify areas for growth.

PART 4: YOUTUBE VIDEOS

The 'Brain Basics' Youtube videos, developed by 'Kid's Helpline', explain in simple terms, the brain's role in controlling our emotional responses to stressful situations.

Suggested video for younger students:

Brain Basics: Anxiety for Kids: with Lee Constable

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

Suggested video for older students:

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>

PART 5: PRINTOUT ACTIVITY

Give each student a Peep self-concept task sheet.

LESSON 5 - HANDOUT - PEEP SELF-CONCEPT

NAME _____

Remember On the back of this self-concept sheet, write a commitment statement about facing your challenge(s).

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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. Collect task sheet at the end of lesson for use in the next lesson.

LESSON 5 - RESILIENCE

PART 4 & PART 5: CURRICULUM LINKS

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.

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.

Students learn to explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).

Elaborations:

Students explain how role models influence the way individuals see themselves.

Continuum Extract:

Students analyse the influence that choices have on developing personal qualities and identify areas for growth.

PART 6: CLASS ACTIVITY (OPTIONAL)

Optional activity: As a class, it may be helpful for students to discuss some of the things that may be holding them back from achieving their personal goal/s.

Students could think of some ideas and strategies that may help to overcome the things, that they feel, may be holding them back at this time.

E.g.

Could they take some lessons from a friend or family member to improve existing skills, or learn a new skill?

Could they find some detailed information in a book or video about their personal interests, to show that other people share their interest and goals?

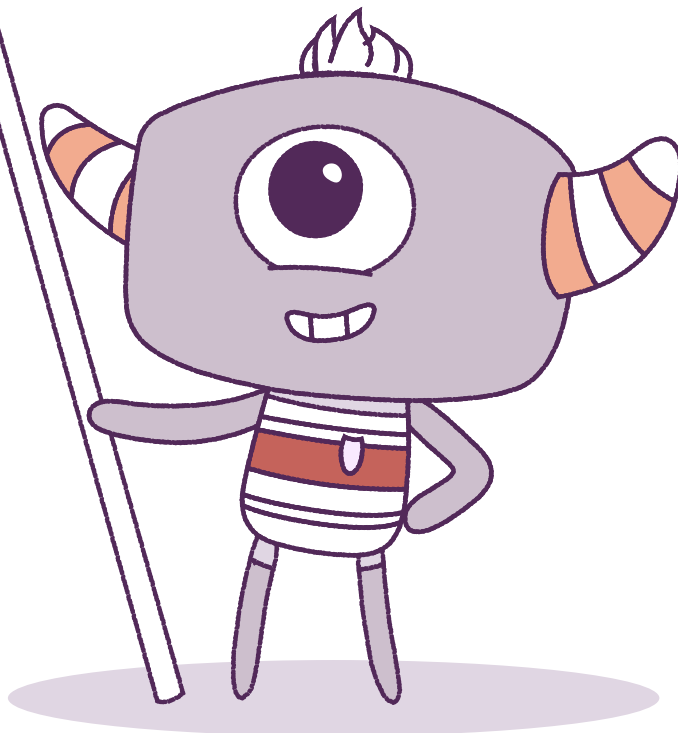
TEACHER CHECKLIST

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



BIG TALKS for Little people

LESSON 6 SELF-CONCEPT



LESSON 6 - SELF-CONCEPT

LESSON AIMS

Understand self-concept

EQUIPMENT REQUIRED

Digital animation: "Under a Cloud"

General Stationery: Tools for drawing and writing.

Printout: Roleplay scenarios.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch animation "Under a Cloud".

PART 3: Understanding empathy.

PART 4: Roleplay scenarios.

PART 5: Self-concept worksheet

TEACHER NOTES

Drawing on the previous lesson learnings that introduce self-concept, students will extend their learnings and relational and social awareness, to explore and understand values of empathy.

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

This is elaborated through the General Capabilities: Personal and Social Capability: Social awareness: Empathy.

These integrated learnings aim to enhance students' capabilities in social awareness and social management.

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 resilience. Also, return the "Self-Concept" task sheets from the previous lesson.

PART 2: WATCH ANIMATION: UNDER A CLOUD

Show students the 'Under a Cloud' animation and have them record feelings and emotions in their Wellbeing Dictionary.

Prompt: Ask students what they think the Peep - Pan was feeling. Ask them if they can think of a time when they felt like Pan, and what situations and events created these feelings.

Ask students what they thought of the Peep Brim's actions in the animation.

Prompt: Query students on what feelings, skills, and values they can see Brim demonstrating (i.e., care, compassion, kindness, bravery). Discuss the concept of 'empathy' and how we can build empathy by trying to understand and care about the feelings of others.

PART 2: CURRICULUM LINKS

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

General Capabilities: Empathy

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

Elaborations:

Students explore strategies for responding when relationships change, such as starting a new school, changing priorities or interests etc.

Continuum Extract:

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

LESSON 6 - SELF-CONCEPT

PART 3: UNDERSTANDING EMPATHY

Explain what empathy means to the students. The definition of 'Empathy' from the Merriem-Webster Dictionary:

"The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts and experiences of another."

We can build 'empathy' by trying to understand and care about the feelings of others.

Ask students:

Have you shown 'Empathy' before?

Share some examples with your class of times when you have shown 'Empathy'.

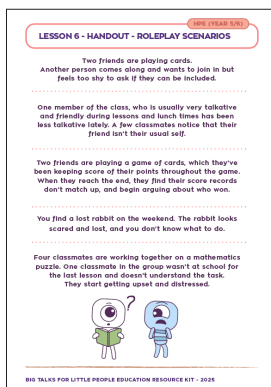
Explain the outcome of your actions.

Explain how you were able to understand, help and comfort the other person.

Would you change anything, or do the same again?

PART 4: ROLEPLAY SCENARIOS

Access the printouts for the roleplay scenarios.



Have students take turns acting out the scenarios, pausing at certain points to brainstorm how actors in scenarios can use and show empathy.

PART 4: CURRICULUM LINKS

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

General Capabilities: Empathy

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

Elaborations:

Students explore strategies for responding when relationships change, such as starting a new school, changing priorities or interests etc.

Continuum Extract:

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

PART 5: SELF-CONCEPT WORKSHEET

Lesson conclusion summary: Ask students how they would like to be treated when they're feeling sad or upset. Facilitate a discussion on why it's important to think of other people's feelings.

Have students make additions to their self-concept worksheet including attributes of empathy and caring for others.

PART 5: CURRICULUM LINKS

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

General Capabilities: Empathy

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

TEACHER CHECKLIST

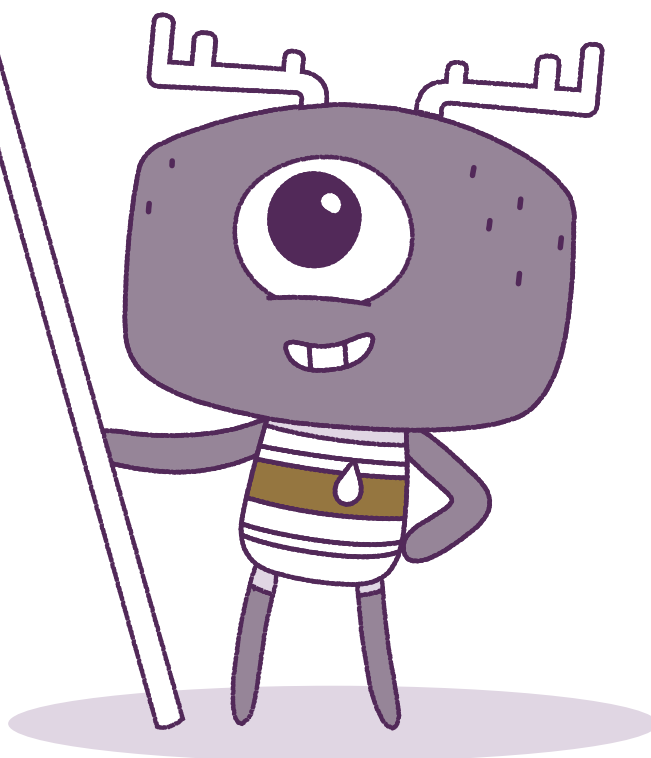
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Have you completed the relevant activities and shown the digital animation?



BIG TALKS

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LESSON 7 - SELF-CONCEPT

LESSON AIMS

Explore more about 'Self-concept'.

EQUIPMENT REQUIRED

Digital Animation: "Under a Cloud"

General Stationery: Tools for drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch animation "Under a Cloud".

PART 3: Reflecting on sad experiences.

PART 4: Seeking help for sadness.

PART 5: Continue reflection.

TEACHER NOTES

Drawing on the previous lesson learnings, students will develop an understanding of the importance of seeking help when experiencing strong emotions or feeling sad.

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

This will enable students 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 capability', ensuring that students can: Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about self-concept from last week.

PART 2: WATCH ANIMATION: UNDER A CLOUD

Begin lesson by rewatching the 'Under a Cloud' animation.

Again, bring students' focus to the Peep – Pan, and how they were feeling. Ask students to think about situations that made them feel sad that way, as though they were 'under a cloud'.

PART 2: CURRICULUM LINKS

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

General Capabilities: Emotional Awareness

Continuum Extract:

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

LESSON 7 - CONFLICT MANAGEMENT

PART 3: REFLECTING ON SAD EXPERIENCES

Have students return to their workspaces and record situations in which they have felt sadness.

Prompt: Discuss with students first, how everyone experiences sadness, and that it is normal and okay to feel that way sometimes.

PART 3: CURRICULUM LINKS

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

General Capabilities: Emotional Awareness

Continuum Extract:

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

Elaborations:

Students explore the emotions associated with feeling unsafe or uncomfortable and organise strategies to manage these situations.

Continuum Extract:

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

PART 4: SEEKING HELP FOR SADNESS

Regroup students and facilitate a discussion on the importance of asking for help from a friend or trusted adult when feeling sad.

On the whiteboard or interactive smartboard, have students contribute the benefits of seeking support. Follow up by brainstorming strategies and approaches for asking for help when feeling sad.

PART 4: CURRICULUM LINKS

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

General Capabilities: Emotional Awareness

Continuum Extract:

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

Elaborations:

Students explore the emotions associated with feeling unsafe or uncomfortable and organise strategies to manage these situations.

Continuum Extract:

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

LESSON 7 - SELF-CONCEPT

PART 5: CONTINUE REFLECTION

To conclude, have students return to their workspace and from their previous recordings, students add to their past experiences, ways in which they could have asked for help or sought support.

PART 5: CURRICULUM LINKS

Students analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

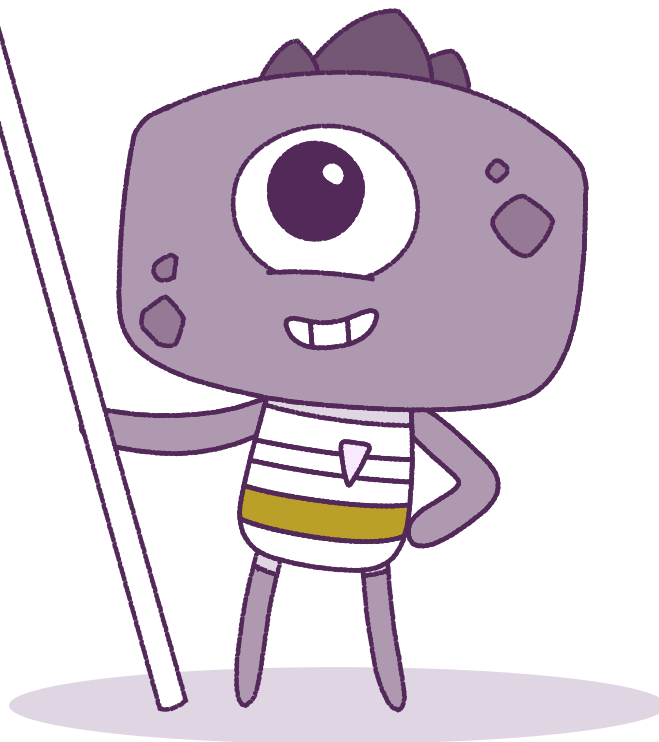
TEACHER CHECKLIST

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



BIG TALKS for Little people

LESSON 8 CONFLICT-MANAGEMENT



LESSON 8 - CONFLICT-MANAGEMENT

LESSON AIMS

Explore conflict-management.

EQUIPMENT REQUIRED

Digital animation: “Three Steps”

Printout: Online Safety Plan.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Discuss online experiences.

PART 3: Watch animation “Three Steps”.

PART 4: Online Safety Plan Worksheet.

TEACHER NOTES

In this lesson, students will engage with strategies to identify, respond to and protect themselves from cyberbullying.

In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Additionally, this learning connects to content descriptors and elaborations of digital literacy, specifically: practising digital safety and wellbeing; and managing online safety (AC9HP6P08GC/CCP).

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 self-concept from last week.

PART 2: DISCUSS ONLINE EXPERIENCES

Begin lesson by asking students what kind of platforms they use on the internet. This may include social media, entertainment media.

Prompt: Create a word wall of the platforms they access, such as TikTok, Instagram, YouTube, or Discord.

Ask students what kind of negative comments they notice online.

Prompt: This could include a celebrity or influencer figure they like, ask them if they ever notice them receiving negative comments e.g. ‘that’s cringe’, making comments about how the person looks.

Highlight to students how anybody on the internet could be subject to the unkind comments of strangers, even people with fame and power.

PART 2: CURRICULUM LINKS

Personal, social and community health – Interaction with others.

Students analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools. Students recognise when to step away from negative online social interactions

Students recognise when to step away from negative online social interactions.

LESSON 8 - CONFLICT-MANAGEMENT

PART 3: WATCH ANIMATION THREE STEPS

Show students the 'Three Steps' animation. Ensure they record any emotions and feelings in their 'wellbeing dictionary'.

After students have watched the animation, ask them how they felt after seeing what the Peep - Crown, experienced. Highlight to students that doing this is a process of empathy.

Ask students if the way people act and speak online, like they do in the animation, is the same as in real life?

Prompt: Facilitate a discussion about differences in online and offline behaviour. Ask students to provide examples of things they might have read or seen that seemed normal online, but was actually inappropriate, hurtful or harmful.

Students can be referred to the Australian e-safety website: <https://www.esafety.gov.au/>

PART 3: CURRICULUM LINKS

Students analyse and rehearse protective behaviours and help- seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract:

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools.

Students recognise when to step away from negative online social interactions.

PART 4: ONLINE SAFETY PLAN

Lesson conclusion summary: Give each student an 'Online Safety Plan' worksheet, allowing them to devise their own individual strategies for responding to cyberbullying.

Students can write explicit actions and plans for each part of their plan in the three sections: 'Stay calm', 'Report it', 'Get support'.

PART 4: CURRICULUM LINKS

Students analyse and rehearse protective behaviours and help- seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration: Students examine ways to de-stigmatise help-seeking behaviour, so all students feel more comfortable and confident to seek help when needed.

Elaboration: Students explore actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without their permission or when to step away from negative online social interactions.

General Capability: Digital Literacy, practising digital safety and wellbeing, manage online safety.

Continuum extract:

Report negative or harmful online behaviour to trusted adults and know how to report it in online tools. Recognise when to step away from negative online social interactions.

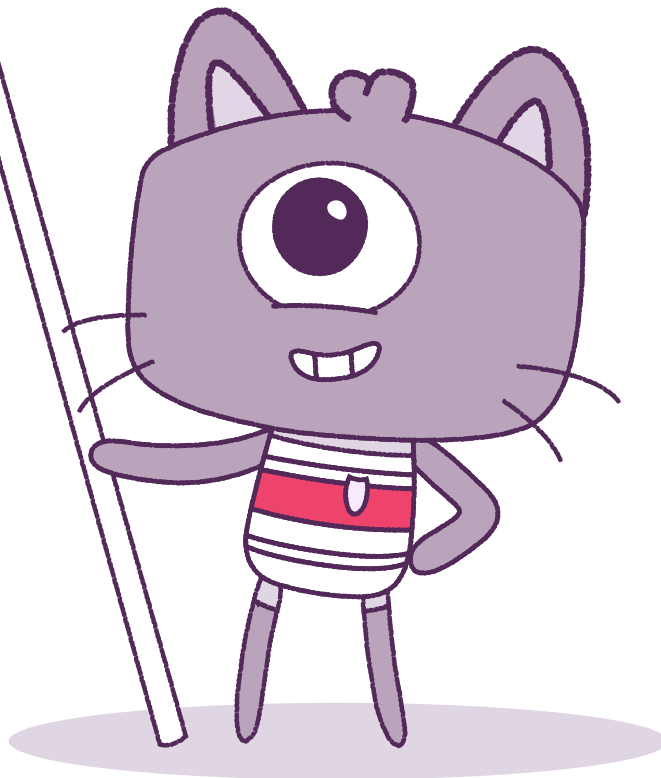
TEACHER CHECKLIST

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



BIG TALKS for Little people

LESSON 9 CONFLICT-MANAGEMENT



LESSON 9 - CONFLICT-MANAGEMENT

LESSON AIMS

Explore more about conflict-management.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: "Three Steps"

Printout: Avoid, Attack, Problem Solve.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Revisit online safety plan.

PART 3: Roleplay scenarios.

PART 4: Class discussion and poster.

TEACHER NOTES

In this lesson, students will continue to build strategies to identify, respond to and protect themselves from cyberbullying. 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 online and offline contexts.

In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Additionally, this learning connects to content descriptors and elaborations of digital literacy, specifically: practising digital safety and wellbeing; and managing online safety (AC9HP6P08GC/CCP), and connects to content descriptors and elaborations 'Personal and social capability', ensuring that students can:

Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about conflict-management from last week, and re-watching the 'Three Steps' animation.

PART 2: REVISIT ONLINE SAFETY PLAN

Begin the lesson by revisiting their online safety plan from the previous lesson.

Ask students what they would do if they saw a friend being excluded, bullied or treated poorly online.

PART 2: CURRICULUM LINKS

Personal, social and community health – Personal, social and community health: making healthy and safe choices.

Students learn to analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract:

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools.

Students recognise when to step away from negative online social interactions.

LESSON 9 - CONFLICT-MANAGEMENT

PART 3: ROLEPLAY SCENARIOS

Display the PDF showing three characters and the attribute boxes with verbs: 'Avoid', 'Attack', and 'Problem solve'.

LESSON 6 - HANDOUT - AVOID, ATTACK, PROBLEM SOLVE HPE (YEAR 5/6)

NAME _____

AVOID

ATTACK

PROBLEM SOLVE

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Discuss with students these different responses to conflict and write on the smartboard or whiteboard examples of these responses.

Ask for student volunteers to then role play online scenarios with an additional character to react, first in avoidance, second in attack, and lastly to problem solve.

Prompt: Scenarios

1. Two friends take an embarrassing picture of their friend, are laughing and then post it online.
2. One student is sent a screenshot of a private message where one friend shared a secret with someone they trusted.
3. Four friends are playing an online game, two of them keep 'kicking' one person out of the game.
4. Two friends are looking at another friend's social media account and notice a few people have been leaving mean comments.

Prompt: Swap out students for different characters to ensure maximum participation and allow students to be involved.

Prompt: 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.

PART 3: CURRICULUM LINKS

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

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

General Capabilities: Ethical Understanding, students:

- Responding to ethical issues
- Explore ethical issues.
- Making and reflecting on ethical decisions
- Understanding ethical concepts and perspectives
- Explore ethical concepts.
- Examine values, rights and responsibilities and ethical norms.
- Recognise influences on ethical behaviour and perspectives.

LESSON 9 - CONFLICT-MANAGEMENT

PART 4: CLASS DISCUSSION AND POSTER

Open discussion to the audience to feedback other ways in which characters might demonstrate avoidance, attacking and problem- solving behaviours.

Collectively, develop a classroom strategy poster for conflict resolution, to display 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 4: CURRICULUM LINKS

Personal, social and community health – Personal, social and community health: making healthy and safe choices.

Students learn to analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract:

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools.

Students recognise when to step away from negative online social interactions.

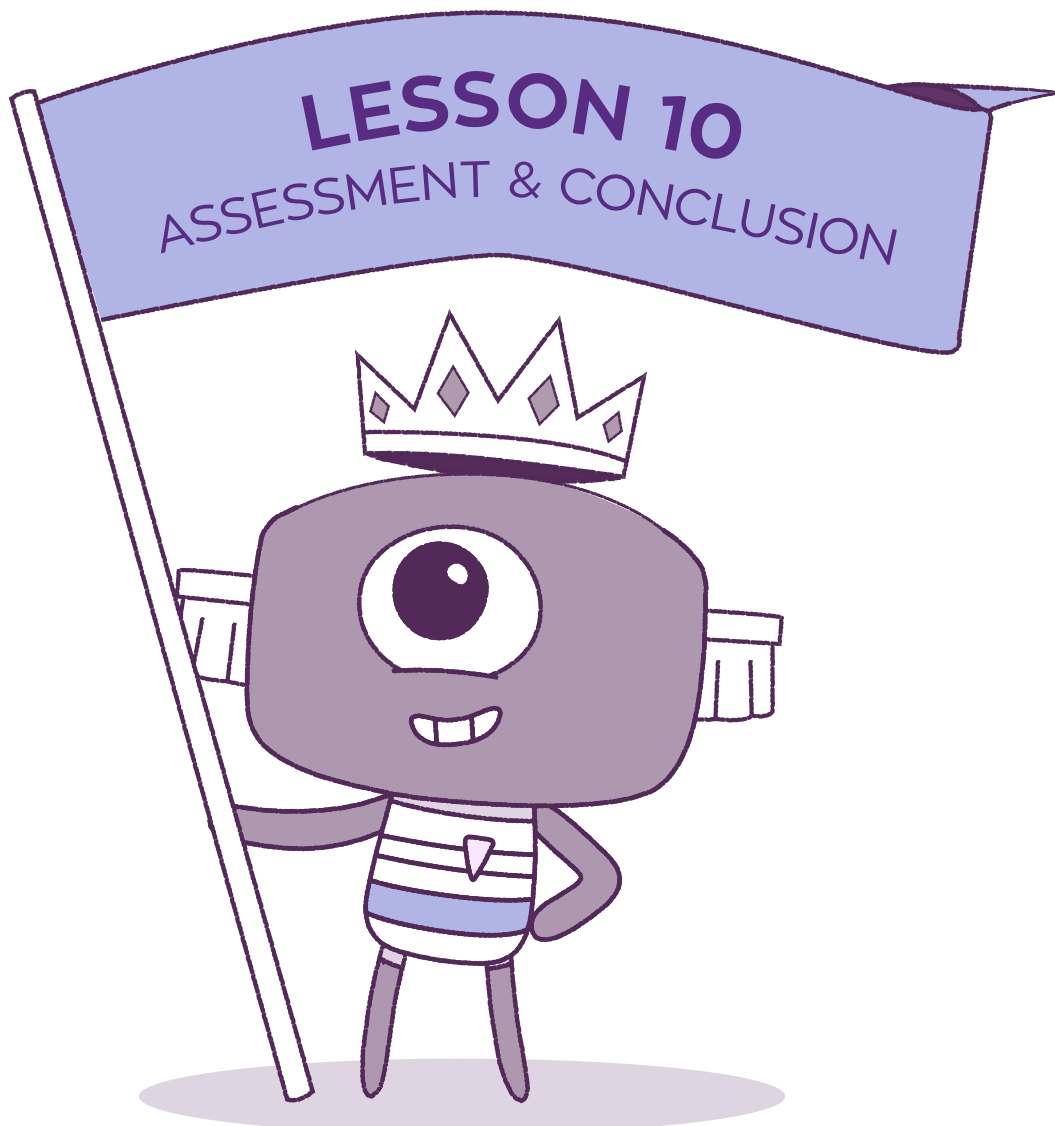
TEACHER CHECKLIST

☐ Have you completed the relevant activities?



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 program, students have the opportunity to demonstrate and present their learning; both to consolidate learning and also for the purpose of assessment. Assessment is comprised by way of appraising the 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:

- Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).
- Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04).
- Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06).
- Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).
- Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about conflict-management.

PART 2: 3D PEEP DIORAMA

For the final lesson, have students create a 3D or digital representation of a Peep that represents themselves within their own chosen environment. This may be presented as a Peep inside a hand-made diorama, using recycled or craft 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 freedom to choose the environment that they would like their Peep to reside in. Ask students to design an environment that reflects their values, their self-concept, and how they manage friendships.

Optional: Students can create a voice file along with their digital Peep, that helps to explain the things that have been included in their personal Peep creation.

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 5-6".

LESSON 10 - ASSESSMENT & CONCLUSION

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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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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