

<b>Title:</b> <b>Be Flexible</b>	<b>Catchphrase:</b> <b>Be Flexible with the unexpected - Mana tu, Mana toa.</b>	<b>Value:</b> <b>Flexibility</b>
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<b>Health &amp; PE</b>	<b>English</b>
<p>PERSONAL HEALTH AND PHYSICAL DEVELOPMENT</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• L2: <i>Personal identity</i>: Identify personal qualities that contribute to a sense of self-worth.</li> <li>• L3: <i>Personal growth and development</i>: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul>	<p>SPEAKING, WRITING, AND PRESENTING</p> <p>Students will:</p> <p><i>Structure</i></p> <ul style="list-style-type: none"> <li>• L3 - Organise texts, using a range of appropriate structures.</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Organises written ideas into paragraphs with increasing confidence;</li> <li>• Organises and sequences ideas and information with increasing confidence;</li> <li>• Uses a variety of sentence structures, beginnings, and lengths.</li> </ul>

<p><b>Values:</b> Students will be encouraged to value...</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Excellence</li> <li><input type="checkbox"/> Innovation, inquiry, and curiosity</li> <li><input type="checkbox"/> Diversity</li> <li><input type="checkbox"/> Equity</li> <li><input type="checkbox"/> Community and participation</li> <li><input type="checkbox"/> Ecological sustainability</li> <li><input checked="" type="checkbox"/> Integrity</li> <li><input checked="" type="checkbox"/> Respect</li> </ul>	<p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using Language, Symbols and Text</li> <li><input checked="" type="checkbox"/> Thinking</li> <li><input type="checkbox"/> Participating and Contributing</li> <li><input type="checkbox"/> Relating to Others</li> <li><input checked="" type="checkbox"/> Managing Self</li> </ul>	
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	<b>Mashy GFX</b>	<b>Catchphrase</b>	<b>Brain Thoughts</b>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Flexible or Rigid thinking matching activity</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Colouring page</li> <li>• Drawing an unexpected creature</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Write a 'pick a path' story</li> <li>• Flexible alternatives to rigid thinking</li> </ul>

## Activity Breakdown

These activities are grouped with the relevant videos, however they could be used at anytime.

### **Mashy GFX**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - a)

- Flexible or Rigid?: *We are learning to identify flexible and rigid thinking within scenarios.*

Students work through the scenarios deciding if they are examples of flexible or rigid thinking. If appropriate give students the opportunity to give reasons for their decisions. Answers reading across the table from left to right: 1 = rigid; 2 = flexible; 3 = rigid; 4 = flexible; 5 = rigid; 6 = flexible; 7 = rigid; 8 = flexible; 9 = rigid. (See attached worksheet - b).

### **Catchphrase**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - c)

- Colouring Page: *We are learning to promote the importance of flexible thinking.*

Students can use the given colouring page or design and create their own poster to help promote the importance of flexible thinking. (See attached sheet - d)

- Unexpected Creature: *We are learning that sometimes things don't go to plan and that's OK.*

Students in groups of no more than four, (or smaller groups taking turns) will create a creature. Each individual only has one part of the creature to create/draw, without knowing what the other parts look like, until the end. (See attached sheet - e)

### **Brain Thoughts**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - f)

- Pick-A-Path *We are learning to write a pick-a-path story to understand that things don't always go to plan and we can adapt.*

Students write a pick-a-path story, planning the path their story can take with options, interruptions and unexpected changes to be navigated, by them as the writer and their reader/audience. (See attached worksheet - g)

\*This is a follow on activity from "Flexible or Rigid?"

- Help Them Bend: *We are learning to think of flexible alternatives to rigid responses.*

Students use the rigid scenarios in "Flexible or Rigid?" (reading the grid from left to right scenario numbers: 1, 3, 5, 7, 9) to come up with alternative flexible responses. (See attached worksheet - h)