

<b>Title:</b> <b>Managing big emotions</b>	<b>Catchphrase:</b> <b>Ssssslow it down - Āta Hāere</b>	<b>Value:</b> <b>Self Control</b>
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<b>Health &amp; PE</b>	<b>English</b>
<p>RELATIONSHIP WITH OTHER PEOPLE</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• L2: <i>Interpersonal skills:</i> Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</li> <li>• L3: <i>Interpersonal skills:</i> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</li> </ul>	<p>LISTENING, READING AND VIEWING</p> <p>Students will:</p> <p><i>Ideas</i></p> <ul style="list-style-type: none"> <li>• L3 - Show a developing understanding of ideas within, across, and beyond texts.</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Uses their personal experience and world and literacy knowledge confidently to make meaning from text.</li> <li>• Start to make connections by thinking about underlying ideas in and between texts.</li> <li>• Makes and supports inferences from texts with increasing independence.</li> </ul>

<p><b>Values:</b> Students will be encouraged to value...</p> <ul style="list-style-type: none"> <li><input 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 type="checkbox"/> Thinking</li> <li><input type="checkbox"/> Participating and Contributing</li> <li><input checked="" type="checkbox"/> Relating to Others</li> <li><input checked="" type="checkbox"/> Managing Self</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Lost in the Bush”</a> by Serie Barford - School Journal L2 November 2016</li> <li>- <a href="#">“Lost in the Bush” instructional series</a></li> <li>- <a href="#">Power of the Story</a></li> </ul>
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	<b>Mashy GFX</b>	<b>Catchphrase</b>	<b>3MD</b>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Identify emotions and consider when you’d feel them.</li> <li>• What am I in control of?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Colouring page</li> <li>• Ssssslow it down strategy.</li> <li>• Ssssslow it down strategy in practice; SJ L2 Nov 2016 “Lost in the Bush”.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Drinks Dispenser Instruction sheet</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)

- What's the Feeling?: *We are learning to identify emotions and consider situations where certain emotions may occur.*

Students use the word bank to identify which emotion is being expressed by each emoji. There is no marking guide because of the ambiguity of some of the expressions if the student can reasonably justify their decision for each emoji/emotion then consider it correct. There is also room for students to give a context or scenario for when each emotion could be experienced. (See attached worksheet - b).

- What's in my control?: *We are learning that not everything is in my control but what I am in control of is me!*

Students write where in their control (either in their control or out of it) these 'things' sit. (See attached worksheet - c).

### **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 - d)

- Colouring Page: *We are learning to promote the importance of showing self control by managing our big emotions.*

Students can use the given colouring page or design and create their own poster to help promote the importance of managing big emotions and having self control. (See attached sheet - e)

- Sssslow it down: *We are learning a strategy to help us Sssslow it Down and deal with fizzing emotions before they blow.*

Students put themselves in the situation and practice using the three step strategy to work through them. (See attached sheet - f)

\*This is a follow on activity from "Sssslow it down"

- Lost in the Bush: *We are learning to make connections between what we already know and what's in the text to make inferences.*

Students read the graphic story and using prior knowledge, what they know about the Sssslow it Down strategy, and inferences from the story, answer some questions to identify how the characters used self control to help solve their problem. Answers are up to the students ability to justify their answers. (See attached sheet - g)

### **3MD**

- 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 - h)

- Drink Dispenser: *We are learning to use the science of air pressure to make a drink dispenser.*

Students use household items to create a drink dispenser. (See attached worksheet - i)