

Title: Let's Energise	Catchphrase: Re-charge before you hit empty. - Tiakina tou ngakau	Value: Re-charge
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Health & PE	Science
<p>PERSONAL HEALTH AND PHYSICAL DEVELOPMENT</p> <p>Students will;</p> <ul style="list-style-type: none"> • L1: <i>Personal growth and development</i>: Describe feelings and ask questions about their health, growth, development, and personal needs and wants. • L3: <i>Personal growth and development</i>: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. 	<p>PHYSICAL WORLD</p> <p>Students will:</p> <ul style="list-style-type: none"> • L2: <i>Physical inquiry and physics concepts</i>: Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.

<p>Values: Students will be encouraged to value...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excellence <input type="checkbox"/> Innovation, inquiry, and curiosity <input type="checkbox"/> Diversity <input type="checkbox"/> Equity <input type="checkbox"/> Community and participation <input type="checkbox"/> Ecological sustainability <input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Respect 	<p>Key Competencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Language, Symbols and Text <input type="checkbox"/> Thinking <input checked="" type="checkbox"/> Participating and Contributing <input type="checkbox"/> Relating to Others <input checked="" type="checkbox"/> Managing Self 	<p>Other Cm Links</p> <p>ENGLISH - Speaking, Writing and Presenting: Language features</p> <p>Students will;</p> <ul style="list-style-type: none"> • L2: Use language features appropriately, showing some understanding of their effects • L3: Use language features appropriately, showing a developing understanding of their effects.
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	Mashy GFX	Catchphrase	Brain Thoughts
Activities	<ul style="list-style-type: none"> • Discussion prompts • Simile and metaphor poem 	<ul style="list-style-type: none"> • Discussion prompts • Colouring page • Static energy experiment 	<ul style="list-style-type: none"> • Discussion prompts • How am I doing?

Activity Breakdown

These activities are grouped with the relevant videos, however they could be used at anytime.
The Chat Prompts repeat some general questions with a few questions being specific to the video clip.

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)
- ‘Meh’ is like ... *We are learning to identify the feeling of being drained - ‘meh’.*
Students use the given format to create a poem using similes to describe the feeling of ‘meh’ as outlined in the Mashy GFX video. (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 re-charging.*
Students can use the given colouring page or design and create their own poster to help promote the importance of re-charging. (See attached sheet - d)
- 3 Minute Do: *We are learning that the same static charge repels.*
Students can use a balloon and thin plastic bags to complete the experiment shown in the ‘3 Minute Do’ video with this unit.

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 - e)
- How am I doing? *We are learning to recognise the reasons for feeling drained and therefore what we can do to re-charge.*
Students complete the quiz to help them recognise areas in their lives where they may be getting ‘drained’ and then use the planning sheet, with suggestions to identify things they can do to re-charge. (See attached worksheet - f)