

## Primary School Lesson Plan ACPPS005

<b>Year Range</b>	Foundation Year	<b>Date</b>	
	Health and Physical Education	Personal Social and Community Health	
<b>Subject</b>	Inclusion	<b>Curriculum reference</b>	ACPPS005
<b>Topic</b>	Communicating and interacting for health and wellbeing		
<b>Outline</b>	Identify and describe emotional responses people may experience in different situations		
<b>Prior Learning</b>	ACPPS 001-ACPS004		
<b>Learning intentions /Elaborations</b>		<b>Learning Activities Outline</b>	
<p>identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused</p> <p>talking about connections between feelings, body reactions and body language</p>		<ol style="list-style-type: none"> <li>1. Read the book <i>A Pony Named Taffy</i></li> <li>2. Discuss the various emotions Taffy had in the book.</li> <li>3. Flip through the book page by page from page 7-12. Get the class to call out as a group how Taffy is feeling in each picture.</li> <li>4. You can stop and discuss along the way depending how consistent as a group their answers are. Eg. How do you know Taffy is feeling sad on page 12. We can see his tears.</li> </ol> <p>Possible answers</p> <p>p.7 unhappy p.8 curious p.9 happy p.12 sad</p> <ol style="list-style-type: none"> <li>5. Discuss how Taffy was feeling on pages 16 to 31 <ul style="list-style-type: none"> <li>• p.16</li> <li>• Learning to be on his own and make himself happy eg bath, drink and snack</li> <li>• p.27 worried</li> <li>• p.28-29 determined</li> <li>• p.31 relief</li> </ul> </li> </ol>	
<p>reading and viewing stories about adventures and talking about how characters feel and react when taking risks</p>		<p>Discussion points</p> <ul style="list-style-type: none"> <li>• Why do you think Taffy choose to go on this adventure?</li> <li>• What did Taffy have to lose?</li> <li>• What could have gone wrong?</li> <li>• Did he prepare for the adventure?</li> <li>• How could he have planned it better?</li> <li>• What other options did he have?</li> </ul>	
<p>Exploring how someone might think and feel during an emergency</p>		<ul style="list-style-type: none"> <li>• Who can you go to for help?</li> <li>• Do you know what numbers to call?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What if things don't feel right in your life, who can you talk to?</li> </ul>
<p>learning and using appropriate language and actions to communicate their feelings in different situations</p>	<p><b>What could you say?</b></p> <p>Get the children to break into groups of two and practice expressing how to explain their feelings, or they could go one at a time in front of the whole class.</p> <p>Scenarios for them from the book;</p> <p>Ask the children. What could you say?</p> <ul style="list-style-type: none"> <li>• If you feel different from the other children in your class?</li> <li>• If you are missing a special friend or family member?</li> <li>• If you want to join a group?</li> <li>• If you want to join in an activity?</li> </ul>
<p>recalling and sharing emotional responses to different situations and representing this in a variety of ways</p>	<p>Discuss with the children the various responses needed to deal with different situations, and the importance of verbalising their feelings.</p>
<p><b>Evaluation of learning and next steps</b></p>	