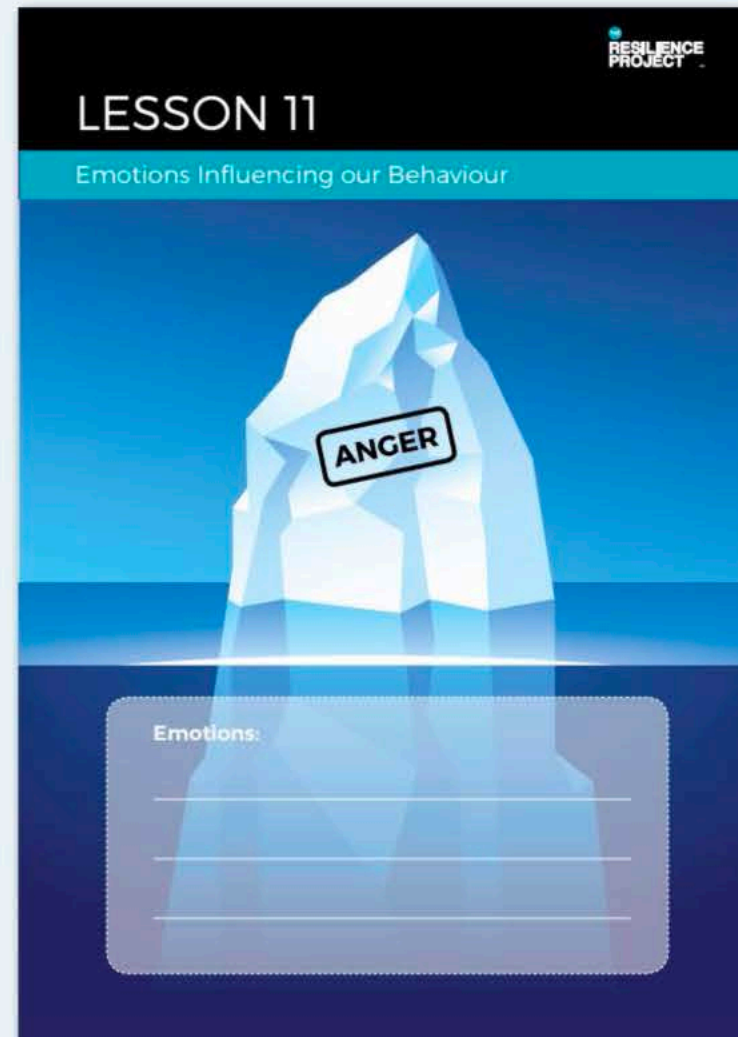


# LESSON 11

## EMOTIONS INFLUENCING OUR BEHAVIOUR



### Victorian Curriculum:

#### PERSONAL AND SOCIAL CAPABILITY

##### Self Awareness and Management

- **Recognition and expression of emotions** - Identify and explore the expression of emotions in social situations and the impact on self and others.
- **Development of resilience** - Identify personal strengths and select personal qualities that could be further developed.

#### HEALTH AND PHYSICAL EDUCATION

##### Personal, Social and Community Health

- **Being healthy, safe and active** - Explore strategies to manage physical, social and emotional change.

### Learning Intention:

- To be aware of emotions affecting behaviour.
- To develop strategies to cope with emotions in unfamiliar situations.
- To understand emotions can be linked.

### Resources:

- Interactive whiteboard or projector and speakers.
- Student workbooks.
- Video Resource List.

### Outline:

#### Activity 1a: Angry Birds (15 mins)

- Ask students: When are you angry? What is the angriest you have ever been? What did your body feel like, look like, and sound like? Did you ever do anything silly when you were angry? How does anger affect your brain and the choice we make?
- Watch **Video 406** from the Video Resource List.
- This clip discusses how they will destroy their enemy. They are experiencing very strong emotions. Watch to find out if they will let their emotions hijack their brains and control their behaviours.
- After the clip, ask students how the emotions of the birds affected their behaviour. What choice did the birds end up making? How could this have been different?

#### Activity 1b: Creative Fun: (5 mins)

- Why do you think the birds are angry? Is it because of jealousy or something that happened to them early that day?
- In pairs, students can come with their own creative reasons why the birds are angry and share it with the class. The most creative idea wins.

#### Activity 2: Anger Iceberg (25 mins)

- Discuss why anger is an important emotion. (It helps us protect ourselves and warns us if something bad is happening). Further, if not controlled and identified, anger can influence our behaviour (we can go on an anger rampage). Anger can often be brought on by other emotions, for example, fear.
- Someone might be scared of going on the high ropes course at camp but hasn't told anyone. When it is their group's turn to walk over to the course they appear angry. They stop talking to their friends and start arguments over nothing. This anger is brought on by the emotion of fear.
- Sometimes others only see anger and may not realise that it was brought on or is accompanied by other emotions. It's a bit like an iceberg. You see the top clearly, but everything it is supported by is hidden under the water where we can't see it.
- By identifying these triggers and initial emotions, we reduce our anger levels and begin to think clearly. Just saying we are angry or writing it down can reduce our anger significantly.
- Student complete iceberg activity in student workbooks by filling in the diagram, explaining which emotions may lead to, or present as, anger.

#### Follow Up: (5 mins)

- Share with the person next to you—when has anger influenced your behaviour in the past? What would you do now in the same situation?