

Lesson Name:**Any Day Highlights****Unit Objective – Highlights:****To teach skills to acknowledge daily highlights to build a positive focus****Year Level Objective:**To bring **awareness** to the simple joys and highlights in our life and all around us**Lesson Objective:**

To become aware that highlights are all around us

Lesson Duration:

15 minutes

Resources/Guides	Learning Experience
<p>AUDIO: Possa Bill loves Nature RESOURCE: Possa Bill loves Nature (story) VISUAL: Possa Bill loves Nature Highlight clicker (for Teacher use only) Paper and coloured pencils (optional)</p> <p>Highlights are happy things you see and do and happy times you share with others.</p> <p>Highlights help you feel good.</p> <p>Highlights are a great way to focus on the positive at any time of the day.</p>	<p>Open lesson with the word Highlights. (can write word on board or easel). Explain that highlights are things we feel good and happy about. They can be big like seeing the ocean or going on holiday or tiny like noticing a ladybug. Explain that today we are talking about simple, any day highlights. These are highlights that are everywhere - all around us.</p> <p>Show students the highlight clicker and explain to them that you will be clicking the clicker every time you mention a highlight. Talk to students about the joy in Nature – (each time you say a highlight, click your clicker) a bird singing, a sunny day, a pond or lake, flowing stream, a mountain, sunset, sunrise, stars in the sky, a campfire, the beach, seeing a frog, listening to rain on roof, watching animals..... any simple thing that helps you feel good. <i>Share with students how many highlights you clicked/counted in your examples.</i></p> <p>Read the short story ‘Possa Bill loves Nature’ or play audio and show the pictures (<i>can click the clicker or have one of the students click the clicker as highlights are shared</i>). Share with students how many highlights they counted in Possa Bill’s story.</p> <p>Ask students, what else is a joy or highlight in nature? Can click each time a highlight/simple joy is shared. Eg; leaves, sand, colours, sounds, smells (<i>eg beach, flowers</i>) tastes. <i>Share with class how many highlights you clicked/counted when discussion is completed.</i></p> <p>Optional/Extension: Refer students to their workbooks and have them draw a picture of a simple highlight they have noticed today or yesterday. Encourage them to take their book home and finish their drawing and share their simple highlights with those at home.</p> <p><i>Could take students outside to choose their favourite nature item and discuss Any Day highlights they can see in their environment.</i></p>

Any Day Highlights *(Curriculum reference)*

Learning Areas

English

Language

Evaluative language Understand that language can be used to explore ways of expressing needs, likes and dislikes **(ACELA1429)**

Literature

How texts reflect the context of culture and situation in which they are created. Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences **(ACELT1575)**

Expressing preferences and evaluating texts Share feelings and thoughts about the events and characters in texts **(ACELT1783)**

Literacy

Listening and speaking interactions Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations **(ACELY1646)**

Oral presentations Deliver short oral presentations to peers **(ACELY1647)**

Comprehension strategies Use comprehension strategies to understand and discuss texts listened to, viewed or read independently **(ACELY1650)**

Listening and speaking interactions Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact **(ACELY1784)**

Mathematics

Science

Humanities and Social Science

The Arts

Visual Arts

Exploring ideas and improvising with ways to represent ideas Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists **(ACAVAM106)**

Sharing artworks through performance, presentation or display Create and display artworks to communicate ideas to an audience **(ACAVAM108)**

Health and Physical Education

Personal, social and community health

Communicating and interacting for health and wellbeing sub-strand

Practise personal and social skills to interact positively with others **(ACPPS004)**

Identify and describe emotional responses people may experience in different situations **(ACPPS005)**

General Capabilities

Personal and Social Capability	Literacy	Numeracy
<p><u>Self-awareness</u> Level 1a Recognise emotions recognise and identify their own emotions</p>	<p><u>Comprehending texts through listening, reading and viewing</u> Level 1e Navigate, read and view learning area text navigate, read and view simple texts with familiar vocabulary and supportive illustrations</p> <p>Listen and respond to learning area texts listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts, including audio-visual texts, and texts read aloud</p>	
Critical and Creative Thinking	Ethical Understanding	Intercultural Understanding / ICT Capability
<p><u>Inquiring – identifying, exploring and organising information and ideas</u> Identify and clarify information and ideas identify and describe familiar information and ideas during a discussion or investigation</p> <p>Organise and process information gather similar information or depictions from given sources</p> <p><u>Generating ideas, possibilities and actions</u> Imagine possibilities and connect ideas use imagination to view or create things in new ways and connect two things that seem different</p>		