

Lesson one: My feelings



Lesson aim:

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



Learning outcomes:

- I can recognise a wide range of emotions, and identify factors that affect emotions
- I have considered strategies to help manage my emotions
- I have thought about ways to recognise and respond to other people's emotions



Resources required:

- Resource sheet: Scenario cards
- Resource sheet: Footprints
- Plastic cups
- Straws

Key words: emotions, empathy

Teacher notes:

This lesson focuses on five primary emotions: happy; sad; angry; surprised; scared. However, it is important to encourage pupils to consider and discuss a wider range of emotions if possible. When talking about emotions it is important to reassure pupils that no emotions are wrong, bad or naughty. Some emotions are more comfortable to experience than others and all are natural to experience.

Be mindful of pupil's circumstances when assigning the scenarios in Activity three, in case some directly relate to a pupil's personal circumstances.

Begin the lesson by...

Explaining to pupils that in this lesson we will be learning about emotions. Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Reassure pupils that no emotions are bad, wrong or naughty but some emotions feel more comfortable than others. Explain that it is important to share emotions with other people but that there are safe and appropriate ways of doing this, which we will be learning about today. Remind pupils of the working agreement.



Activity one: Emotion charades

Ask pupils to tell you all the different emotions that they know of. Write these onto a board as a visual reminder. Ensure that the following emotions are included: happy; sad; angry; surprised and scared.

Tell pupils that they are going to play a game of emotion charades. Explain that to play the game they can select any emotion that has been written on the board to act out to the rest of the class. They must not speak but demonstrate their emotion using facial expressions, hand gestures and body language. Begin the game by acting out an emotion of your choice to the rest of the class. The pupil who correctly guesses the emotion takes the next turn to act an emotion that has not already been demonstrated. Continue play until all the emotions have been demonstrated.

Return to the emotions on the board. Discuss each emotion in turn with the class, asking them to identify what might cause someone to feel this emotion.

Suggested answers:

- **Happy** – *doing something you enjoy, someone saying something nice to you*
- **Sad** – *someone dying, falling out with a friend, cancelling something nice because you are ill*
- **Angry** – *being hit or kicked, being unfairly treated, not getting what you want*
- **Surprised** – *finding out a friend has said unkind things about you, being given a present*
- **Scared** – *being in pain, getting lost, watching something on the news*

Explain to pupils that we are all different and may therefore feel different emotions to the same things or may react to an emotion differently. It is important that we try to recognise and understand our emotions and those of other people. Being able to do this can help us to behave positively.



Activity two: Breathing for behaviour

Using a different coloured pen, circle the following emotions on the board:

- Sad
- Angry
- Scared



How do you react when you feel these emotions? Are any of the responses physical (the body does something different)?

Discuss with pupils how their body reacts when they feel (the emotions of) angry or scared. Explain that all our emotions are like messengers to our body and brain, helping us to react quickly. The emotions of angry and scared can cause:

- **Blood to move more rapidly to our brain so we think less and react more** – this could be part of the reason why some people say and do things that they normally would not.
- **Heart beats faster** – you could be aware of this as it may feel like it is beating hard or you may feel as though you can hear it beating.
- **Breathe quicker or find it hard to breathe easily** – this might make it hard to talk and explain things clearly.
- **Muscles tense** – this can make your hands and arms feel tingly, twitchy or as though they have ‘pins and needles’.
- **Might get sweaty** – the palms of the hands can get a little sweaty, this is your body’s way of cooling you down.
- **Feel sick**
- **Have a dry mouth**



What things do you try to do to help yourself or someone else who is feeling angry or scared.

Tell pupils that deep breathing can stop their body from doing some of these functions or trick the body into stopping them. This can help them to manage their emotions.

Tell pupils that they are going to learn how to deep breathe. Provide each pupil with a plastic cup and a straw. Fill $\frac{1}{4}$ of the cup with water. Ask pupils to breath in slowly through the straw for as long as feels comfortable, then place the straw in the cup of water, breathing out through the straw to blow bubbles in the cup. Repeat x3 to develop an awareness of the rhythm of deep breathing. Ask pupils to try deep breathing in the same pattern without the props. Breathing in slowly to the count of five in, breathe out slowly to the count of three.



How has deep breathing changed your emotional state?

Discuss with the class how they have become quieter, stiller and any other observations you have noted. Explain that deep breathing delivers more oxygen to the brain, releases toxins and relaxes muscles. Remind pupils that deep breathing is something they can do before, during or after experiencing a strong emotion to help calm their body and brain, enabling them to manage difficult emotions more easily.

Activity three: Stepping into someone else's shoes

Tell pupils that empathy is the ability to imagine how someone feels. For example, feeling sad when someone else feels sad. This is sometimes referred to as 'wearing another person's shoes'. Explain that having empathy can help us to consider how a person might be feeling, so we can respond appropriately to them.

Divide the class into six groups. Give each group a different scenario, and a set of foot prints.

Give the group some time to consider their scenario. Explain that you are going to read out a question. As a group they will be given some time to consider a response, following which a pupil from the group can take it in turns to stand on the foot prints, sharing with the rest of the class:

- What emotion is your character feeling?
- What facial expression and body language is your character showing?
- How do you feel towards your character when they are showing this emotion?
- What could you do to make your character feel worse?
- What could you do to make your character feel better?



Why is it important to 'step in someone else's shoes' and show empathy sometimes?

Encourage pupils to show empathy when dealing with someone else's difficult emotions by imagining what it might be like for them.



Extension:

Tell pupils to write a top tips guide for managing emotions. The guide is aimed at someone of their own age. The guide must help people to deal with their own emotions and those of other people.

For example:

- If the person needs it or isn't ready to talk, give them time to calm down
- A person can behave differently or say things they don't mean so try hard not to be upset by the person
- Encourage them to take deep breaths and calm down
- Find an adult to help if necessary

The best top tips can be displayed within the classroom as a visual reminder of the learning from this lesson.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe what empathy is, why it is important and some simple strategies they have learned to help them manage their own emotions, and those of other people. Reassure pupils that we all experience a range of emotions. No emotions are wrong, bad or naughty but some behaviours in response to emotions can be. Remind pupils that it is therefore important to identify strategies like deep breathing to help us manage our emotions so we can express them in a helpful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils suggested a wide range of different emotions, demonstrating awareness of how these may present in themselves and other people.

Activity two: Pupils suggested effective strategies for managing the emotions of anger and scared. They demonstrated the correct technique for deep breathing as a strategy to calm down.

Activity three: Pupil responses demonstrated good understanding of how various characters might feel within the context of different scenarios.

Evidence of assessment: Top tips guide, if extension activity completed.

Scenario one

Yaz has just been told that his grandad has died. His mum asked him to visit his grandad last night, but he wanted to stay at home and play Xbox instead. He was due to go fishing with his grandad at the weekend.



Scenario two

Jasmine doesn't know how to tell the time. They have been learning about it this week at school but she cannot understand it. Her Dad bought her a new watch to help, which she really likes. The teacher has just told her off for not coming to the library at the right time during lunch break. When Jasmine explained she didn't know the time, her teacher said she could have looked at her watch.



Scenario three

Toby's mum got in trouble with the Police. He has just found out that his mum is going to prison for 10 months and will miss both his birthday and Christmas. He is going to live with his nanna.

Scenario four

Lucy has just been told that she has not been selected to play on the school's football team even though she practices all the time and everyone says she is the best player. Her teacher says it is because she shouted unkind words at the other players in the last tournament.



Scenario five

Harrison has arrived to school late as his Dad was crying this morning. His Dad is often late up and cries so doesn't help him get ready for school. Harrison hasn't had any breakfast and is feeling hungry. The person he usually works with is already paired up with someone else for the learning task. As Harrison sits down he realises that he hasn't got his pencil case or lunchbox in his bag.



Scenario six

Jake's mum and dad got divorced last year. His dad has got a new boyfriend who Jake likes. Jake was called a 'gay weirdo' on his way to school today.

