Lesson one: My feelings

Lesson aim:

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.

Learning outcomes:

- I can identify comfortable and uncomfortable feelings
- I can describe my feelings
- I can manage uncomfortable feelings

Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Speech bubbles
- Paper plates
- A range of craft materials

Key words: feelings, comfortable, uncomfortable

Teacher notes:

When teaching about feelings, it is important to reassure pupils that no feelings are wrong, bad or naughty. Some feelings are more comfortable than other feelings but all feelings are natural to experience.

The paper plate faces and feeling speech bubbles can be used to create a classroom display called 'Our Feelings'. This will provide pupils will a helpful visual reminder of the feelings they have discussed and explored throughout the lesson, helping them to explain their feelings at another time.

Begin the lesson by...

Explaining that we will be learning about feelings, the different types of feelings that we experience and how we can help ourselves and each other to manage our feelings. We all have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired, in pain or unwell. Our feelings can also be affected by things happening outside our body, such as if someone is kind or unkind to us or if something upsetting happens, for example when a pet dies.

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Activity one: I feel good about...

Display all of the feeling faces at the same time to the class.

Work with the class to divide the feeling faces into two groups - those that represent comfortable feelings and those that represent uncomfortable feelings.

Take each of the comfortable feeling faces in turn and ask pupils to suggest what emotion they think the face is feeling. Write down the suggested emotion in a speech bubble and position next to the face.

Suggested answers:

- *Happy*
- *Excited*
- *Pleased*
- *Surprised*
- *Calm*
- *Relaxed*

Repeat this activity for the uncomfortable faces.

Suggested answers:

- *Sad*
- *Angry*
- *Disappointed*
- *Scared*
- *Embarrassed*
- *Tired*
- *Worried*
- *Surprised*
- *Confused*
- *Irritated*
- *Lonely*

Activity two: Feeling behaviours

Display each feeling face in turn in a random order, with the completed speech bubble and remind pupils of the feeling that they identified for the face. Tell pupils to pull a face or do an action to demonstrate how they might behave if they were experiencing that feeling.

For the uncomfortable feelings, where unhealthy behaviours might be demonstrated, ask pupils to suggest something that they could do to help them calm down.

Suggested answers:

- *Have a cuddle*
- *Deep breathing*
- *Talking to someone they trust*
- *Running around*
- *Distracting themselves*
- *Having some time out*
- *Looking at a book*
- *Colouring*

Repeat for all of the feeling faces.

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Activity three: Make my feeling face

Give each pupil a paper plate and a blank speech bubble. Tell pupils to create/draw a face, using a range of craft materials that shows a feeling of their choice. Help them to complete the speech bubble by writing the feeling their face expresses with them.

Extension:

Tell pupils that they are going to play a treasure hunt style game of 'find the feeling face'. Hide the faces from Activity one around the classroom. Tell pupils to search and find the faces. As each pupil finds one, pause the game and ask the pupil to hold up the face and suggest a feeling that it could represent.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the feelings that they have learnt about and some calm down ideas to help them manage unhealthy behaviour. Reassure pupils that we all experience lots of different feelings every day and at this school everyone is encouraged to share their feelings with each other and the adults in the school. Remind pupils that whilst all feelings, comfortable or uncomfortable are OK, some behaviours are not OK. Tell pupils that it is not OK to be unkind to someone because of how they are feeling. Thinking about what has caused a feeling can help to manage the feeling and your behaviour. Ask pupils to tell you some of the calming down strategies that they have learnt about. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.

Assessment:

Activity one: Pupils identified, using a range of vocabulary, comfortable and uncomfortable feelings.

Activity two: Pupils suggested a range of behaviour management strategies.

Activity three: Pupils made a face that illustrated a feeling, and identified the feeling.

Evidence of assessment: Paper plate faces with completed speech bubble.

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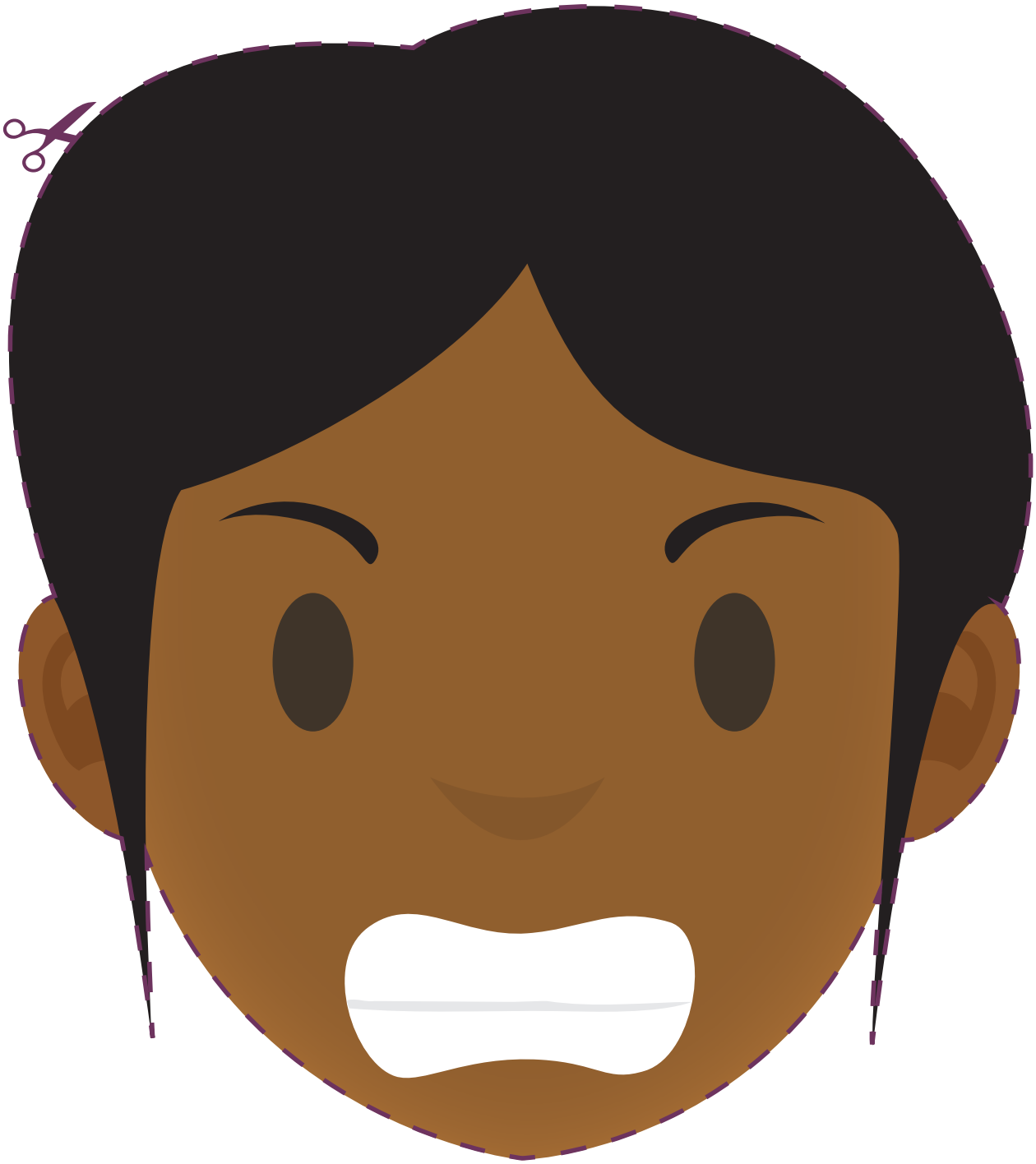

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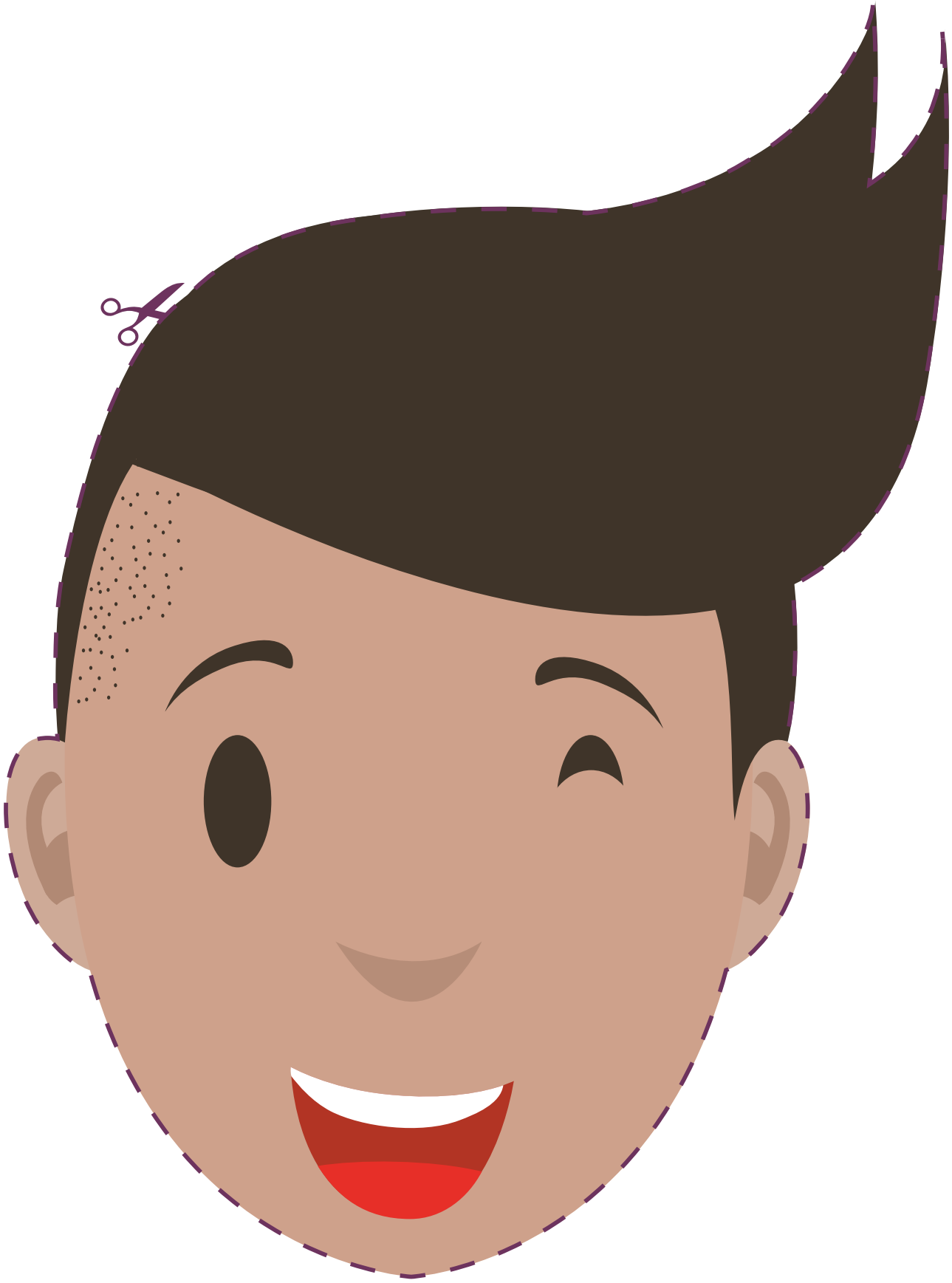

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