

Managing Feelings

Age: Key Stage 2

Outcomes:

- Explain how feelings and emotions can influence actions and behaviour.
- Identify ways of coping with feelings in different situations.
- Explain why it is important to talk about feelings and describe how this can feel.
- Recognise that help, advice and support about feelings comes from different sources.

Resources:

- Flipchart paper
- Pens and pencils
- 'Who can help' labels.

Activity	Description
1. Introduction	<p>At the beginning of the lesson, get the pupils to write all the feelings and emotions they can think of on a 'graffiti wall' piece of flipchart paper.</p> <p>Whilst they are working, note any responses, gaps in understanding, or misconceptions that need addressing through the lesson. Keep the graffiti wall displayed throughout the lesson — pupils will return to this activity at the end.</p>
2. Feelings reaction	<p>Display the following feelings words on the flipchart or whiteboard: surprise, excitement, anger, fear, disappointment, sadness, joy (plus any others you wish to include).</p> <p>Pupils then work in pairs to choose one of the words and jot down or draw the different actions or reactions people might have to this feeling. Take feedback.</p> <p>Point out that there is likely to be more than one reaction to each feeling. Reiterate that people react differently; although we may all experience a similar feeling, our reactions to that feeling may be many and varied and may be particular to an individual. Provide your own examples to demonstrate this.</p>
3. How does it feel to talk?	<p>Discuss with the class how talking to someone about how they are feeling could help somebody. Ask them why might this be.</p> <p>Display the following words and phrases on the flipchart or whiteboard: nervous, embarrassed, relieved, weight-off-your-shoulders, good, unsure, ashamed, ok, relaxing (and any others you may want to add).</p> <p>Discuss these questions with the pupils:</p> <ul style="list-style-type: none"> • Is it likely people might feel these things when talking about their feelings and emotions? • Do they feel other things? Are any feelings more likely than others? • Should people still talk about their emotions, even if they feel embarrassed or nervous, for example? Why?

Activity	Description
4. Who can help me?	<p>Display labels around the classroom with the following words: parent, teacher, friend, someone else, website, text, telephone, no-one.</p> <p>Read aloud a scenario (eg A child is in the school play. They feel nervous about going on stage in front of everybody but to make things worse, it is their turn to speak and they have forgotten what to say. Everyone is looking at them, they feel their face go red and their legs turn to jelly).</p> <p>After reading out a scenario, ask pupils to go and stand next to the label showing the person they feel would be the best to help the character in the situation.</p> <p>Choose individual pupils to feedback, explaining their thinking and who the character should talk to.</p> <p>Flag up children's websites and helplines and discuss when these might be needed. If pupils are not already aware of it, show them the website and how to access it.</p> <p>Reiterate the importance of expressing and talking about feelings especially those that feel very strong or go on for a long time. Explain that it is totally usual for people to need help with their feelings sometimes.</p>
4. Reflection	<p>Reflect on the lesson learning.</p> <p>Give each pupil a piece of paper to draw or write their learning from the lesson. Is there anything they know now that they didn't before the lesson? Is there anything to add to the graffiti wall flipchart paper?</p>