



## How are they feeling?

Vocabulary used and taught in this lesson

Building self-esteem Bullying Growing and changing Resilience Relationships

### Introduction

Briefly describe one or two different feelings experienced during the day, for example, feeling excited by an invitation from someone; feeling disappointed that there were no bananas for packed lunch so had to have an apple and really prefer bananas...

Begin a discussion about the many different emotions people might have experienced already today.

### Activity

#### Activity 1 - Emotions Bingo

Play emotions bingo. Children to have a card each or share between two (there are 16 different cards). The teacher will call out randomly selected emotions from the list until someone calls "Bingo".

Were there any emotions that the children had never heard of?

Some of the emotions words have similar meanings. Can the children see any on their cards that have similar meanings?

Using the *Emotions Synonyms: intensity of feelings* Activity sheet, the children now choose a word and gather others that have a similar meaning. They should then organise the words to show the level of intensity of that feeling.

Example:

Angry – cross, furious, annoyed

Annoyed, cross, angry, furious

N.B. There might not be a definitive 'right' answer but the pupils will have demonstrated their thinking.

Groups to feedback.

#### Activity 2 - How are they feeling?

Give out the How are they feeling? Activity sheet (scenarios). Ask the children to read the sheet and decide with a partner which word might best describe that person's feelings.

Allow the children a few minutes to complete their sheet and then share their ideas.

Some of the feelings were good feelings. How might having good feelings affect our well-being?

Can we complete this sentence with a range of different ideas?

***If someone feels well and on top of things, well rested and strong, they.....***

Some of those feelings are not so good. How do you think they might affect a person's **wellbeing**?

Could 'not so good' feelings or emotions affect someone's physical health?

Draw out that worries and anxieties can affect someone's sleep, concentration, confidence, ability to eat etc.

Most of the time people around us are pleasant and friendly. There are occasions, hopefully not too often, when people might feel less than good about something. This might be because of something that happened or because of someone else's behaviour.

What strategies and skills can they use to help restore their feelings of wellness or positivity?

## Resilience

Have the children heard the word '**resilience**'? Can they explain the word?

How does a person become resilient?

They develop this if they have a strong sense of their self-worth and learn from experiencing things that are less than good, but getting through it.

If we fall over and cut ourselves, we learn that our bodies heal again. Similarly, when we feel upset or annoyed by things that happen in our lives, we can learn how to help ourselves recover.

## Activity 3 - Building Resilience

Start by showing the first slide for the IWB which is the Japanese proverb - in Japanese.

Now show the translation of this on slide 2.

Explain: there is a Japanese saying: Fall down seven times, get up eight.

What do you think it means?

Sometimes it can feel quite difficult to manage feelings that are more intense. At these times, it might help to share our situation with a trusted adult/friend. It might help to try and recall behaviours and thoughts that have helped in the past.

Using positive language can be one strategy:

***I can..., I will...,***

Visualising pleasant images can be another.

Recording positive thoughts and events can remind us of these.

Do our feelings stay the same?

Reassure the children that usually 'not so good' feelings pass quite quickly and we return to feeling well. Developing confidence in ourselves can help that to be the case - it can help us to 'bounce back'.

How can we develop our own confidence?

Invite ideas. Here are some examples:

- Notice when people give us praise.
- Identify our strengths and talents.
- Accept that improving confidence can happen a little at a time.
- Accept that we sometimes have to step out of our comfort zone and make mistakes to learn and improve.

## Plenary

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Thank the children for their thoughtful contributions to the discussion.

End the session by asking the children to identify something that improves their happiness using this sentence stem:

***I always feel happier when...***

Learning outcomes:

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.