

<p>Learning Objective: To understand how feelings change as we grow and how we can manage these feelings positively.</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To understand how everyday things can affect our feelings. • To recognise our personal attributes and achievements and the effects that these have on our feelings of self-esteem and self-worth. • To know how feelings change over time and can be experienced at different levels, times and intensities. • To understand and recognise the importance of expressing and managing different types of feelings. • To know that sometimes support and resilience is needed to manage our feelings. • To be able to set goals and manage setbacks – repeat resilience and support that may be needed self/others. <p>Thinking Skills:</p> <ul style="list-style-type: none"> • Empathise with how others are feeling/thinking about something • Encourage others to join in discussions • Draw upon evidence and own experiences • Suggest reasoned conclusions • Show a willingness to illustrate the ideas of others with own experiences • Identify associated concepts and explain their relevance and connections 	
<p>Vocabulary:</p> <p>qualities individuality attributes achievements self-esteem self-worth intensity set-backs proportionately reframe manage circumstances loss grief</p>			
Suggested Lessons	Aims of Sessions:	Content:	
	<p>Recap of prior learning:</p>		
<p>1</p>	<p>To recognise and appropriately respond to external pressures</p>	<p>L.O. To understand how everyday things can affect our feelings.</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something Draw upon evidence and own experiences</p> <p>Share the story Feeling Angry by Katie Douglass (This could be changed to a story to reflect whatever feeling is appropriate for your class). What everyday things changed the feelings of the characters in the story (why did they become angry) How do you think that this would affect their day? How did Harry change the feelings around to something more positive to make everyone feel better? We could call this an act of kindness which in turn will make Harry feel good too (link back to year 2 learning about feeling good/better) What other everyday things can change our feelings? (Emphasise that this is not always negative, sometimes this can things that make us feel good too) Talk to the children about how they feel today and why. Is that the same as they felt yesterday? How/why is the feeling different? Discuss how feelings change constantly in both directions. End the session by sharing the ‘Feelings Song’ https://www.youtube.com/watch?v=UsISd1AMNYU Give the children the chance to join in too!</p>	

2	<ul style="list-style-type: none"> To recognise your own strengths and what you want to be better at 	<p>L.O. To recognise our personal attributes and achievements.</p> <p>Skills Focus: Draw upon evidence and own experiences Show a willingness to illustrate the ideas of others with own experiences Identify associated concepts and explain their relevance and connections</p> <p>What is an attribute? – Discuss in terms of character traits and how these relate to how you behave, what you say, what you think or the way you act. They can be good or bad and everyone has them. Watch For The Birds clip https://www.youtube.com/watch?v=nYTrIcn4rjg What character traits would you give to either the big bird or the small birds based on their actions and behaviour? Make a list of these on the board or flipchart. Model how to identify your own personal character traits – e.g. helpful, patient, loving, nervous, funny, jealous. Which of these are good traits? Why? In pairs, or small groups decide on your own personal character traits. Collect some of the children’s reflections and talk about if they are good traits or not. Talk with the children about if they could write a recipe for a good character, what would they include in their recipe and why. Children to write a recipe for what a good character looks like using their attributes as the ingredients.</p>
3	<ul style="list-style-type: none"> To recognise your own strengths and what you want to be better at How feelings affect body and behaviour. How feelings can change 	<p>L.O. To recognise how our personal attributes and achievements affect our feelings of self-esteem and self-worth.</p> <p>Skills Focus: Draw upon evidence and own experiences</p> <p>Reflect on previous lesson about character traits. Ask the children how it might affect their feelings if they were never proud – they didn’t have that trait. Explain that that feeling is called self-esteem or self-worth. The kind of person that we are and how we behave directly affects our self-esteem. Feeling that we are not good at something and we want to be, lowers our self-esteem. When we achieve something that increases our self-esteem and self-worth. We feel good. Ask children to name a time when they have felt high esteem or self-worth. Begin with modelling and example of your own. My self-esteem was high when I ... Celebrate each child’s contribution with a positive comment. Children to wander around the classroom with a blank piece of paper on their backs, they should write something positive on the paper of their classmates. After a suitable length of time, ask the children to remove the paper and see what their classmates have written about them. Teacher to join in especially with children that have few comments. Explain that ways to promote our self-esteem and self-worth are to celebrate our strengths and achievements. The children create a book of positive messages for themselves. They should use the paper from the first activity to help them to be positive. Invite them to write a negative message that they think</p>

		<p>about themselves with a positive message on the other side using different pieces of coloured paper which we will staple together at the end of the session (negative and positive comments do not need to match). They will keep and use these little books to feel better about themselves when their self-esteem is low. Invite children to volunteer to share some of their comments.</p>
4	<ul style="list-style-type: none"> To be able to recognise your own feelings and how to deal with them What is a feeling? Vocab Range of feelings What helps you to feel good/better What helps you to feel good/better Similarities and differences between physical and emotional feelings. How to manage and share feelings. To manage my own behaviours and resist copying poor behaviour. To recognise and respond to challenging and conflicting feelings. 	<p>L.O. To understand and recognise the importance of expressing and managing different types of feelings.</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences</p> <p>Recap the types of feelings by using a snowball activity – children have a piece of paper and a pencil, sit in a circle with a large bucket or box in the middle. The children write an emotion on their piece of paper, screw it up and throw it into the bucket. When all the pieces are in the bucket, the teacher empties it around the edge of the circle. The children take out a ‘snowball’ each and write a different emotion to the one that was already on there. Repeat 4 or 5 times to get a range of emotion words. Finally share these as a class and write them all up on the board or flipchart. Ask the children how these feelings influence their wellbeing. How? Is this the same for everyone? Discuss how feelings can change as we grow and mature, that this is different for every single person, and that this is ok. When we understand this, we can then manage our feelings to then change the way that we feel, act and behave. Focus on the negative feelings from the list. Ask children to think pair and share how they keep these feelings under control. Working independently, the children devise some strategies for managing their own feelings to promote positive wellbeing. For example,</p> <ul style="list-style-type: none"> ✓ Count to ten ✓ Walk away from the person or situation ✓ Get some fresh air ✓ Scream <p>At the end of the session, ask the children to pick their top three and create strategies to display for the classroom.</p>
5	<ul style="list-style-type: none"> To be able to recognise your own feelings and how to deal with them How to manage and share feelings 	<p>L.O. To know that sometimes support and resilience is needed to manage our feelings.</p> <p>Skills Focus: Encourage others to join in discussions Draw upon evidence and own experiences</p> <p>Refer back to the previous lesson. How are you feeling today? Has anyone used some of the strategies that we created? Why did you need to use it? How did it work? Do we need to add/change anything? Ask the question: What should we do if the strategy doesn’t work straight away? Should we give up? Relate this to resilience – not giving up if something doesn’t work try another way.</p>

		<p>What happens if we've been resilient, tried several strategies but you just can't shake that feeling? Explain that is it Okay to not feel Okay, but what could we do to try and feel better if it's not possible to do it by ourselves? Yes – ask for help? Who?</p> <p>Discuss some scenarios with the children: e.g. If a family member was poorly and you were worried, you can't get past this feeling what should you do? You keep falling out with your friend and arguing, you've tried walking away, counting to ten and talking to a friend about it, but it's just not working, and you're upset and angry. What should you do? Children to be presented with some scenarios and they should reply using speech bubbles with ways that that person could seek further help and support. Challenge: What should the person do if the first suggestion still doesn't work? SEND: Give the scenarios that have already been mentioned and vocabulary for support or talking tins.</p>
<p>6</p>	<ul style="list-style-type: none"> To recognise and respond to challenging and conflicting feelings. 	<p>L.O. To be able to set goals and manage setbacks – repeat resilience and support that may be needed self/others.</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences Suggest reasoned conclusions</p> <p>Share the video of 'The Race' by D H Groberg https://www.youtube.com/watch?v=7NsWghmFeRQ What was the boy's goal? Did he achieve it? Why not -What setbacks did he face? How did he overcome them? Who helped him? What did he learn from this experience? How will it help him in the future? Ask the children to set themselves a sporting goal that they would like to achieve. Give them examples of a short-term sporting goal. When they have a goal in mind ask the children to consider what barriers might get in their way to stop them from achieving their goal. What will they do to overcome these barriers (setbacks)? Include who they might need to help them to achieve it and remove barriers. Children to complete the template detailing the goal that they intend to achieve what challenges might get in their way and how they will overcome them.</p> <p>Create a 'resilience in achieving our goals' display. Add photos/comments etc when goals have been achieved. Rope in the help of the PE coach or plan time within PE to carry out goals.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> Understanding how everyday events can affect feelings. Recognises and names personal attributes and achievements and understands the effects that these have self-esteem and self-worth. Explains how feelings change over time and can be different for different people. Understands and recognises the importance of expressing and managing feelings.

	<ul style="list-style-type: none"> • Recognises that sometimes support and resilience is needed to manage our feelings. • Can set a realistic goal, planning for barriers and beginning to find ways to overcome them.
Resources needed for project:	<p>Feeling Angry by Katie Douglass Recipe template for a good character https://www.pinterest.co.uk/pin/240309330093809450/?nic_v1=1aKVybmK95tr0bq8BET%2F6BugDExe5dtgpqALDXn93a02PApJ4e0WXSe0UOVm%2FoHJZ%2F Scenario pictures Coloured squares of paper</p> <p>https://www.twinkl.co.uk/resource/t2-t-16794-my-goals-activity-sheet</p>
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.	
SEND:	Provide opportunities for children to practice empathy.