

# Lesson one: My feelings



## Lesson aim:

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



## Learning outcomes:

- I can describe my feelings
- I understand that people react differently to their feelings
- I know that all feelings are OK, but some behaviours are not



## Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Emotions spinner
- Paper fasteners

## Key words: emotions, feelings

### Teacher notes:

Emotions and feelings are two very different things, but highly connected. Emotions create biochemical reactions in the body (physical) whilst feelings are reactions to emotions (often subconscious). When teaching about emotions and feelings, be mindful to encourage pupils to be accepting of a wide range of emotions and feelings within themselves and others. Reinforce the message that we all experience a range of emotions and feelings. Some emotions and feelings are more comfortable than others. It is important to be clear that some behaviours are responses to feelings and that if these cause upset or harm to others then this is not acceptable.

Be mindful throughout the lesson, and particularly in Activity three, not to normalise any behavioural response based on a pupil's gender.

### Begin the lesson by...

Explaining that we will be learning about the different types of emotions and feelings that we experience, and how we can help ourselves and each other to manage these. There are many different types of emotions and many different types of feelings. Some emotions and feelings are comfortable, whilst others feel uncomfortable. Reassure pupils that no emotions are wrong or naughty. However, it is never OK to be unkind or hurt someone because of your own feelings.

## **Activity one: Feelings**

Display the feeling faces on the walls of the classroom. Read out the first feeling on the list below and ask pupils to stand under the face that they think is expressing that emotion. Reassure pupils that there is not necessarily a right or wrong answer, and encourage them not to move with their friends or the majority of the class. Discuss pupil's positions with them as appropriate. Repeat for the remaining feelings, and add any additional feelings that are relevant to the class.

- Happy
- Sad
- Angry
- Excited
- Disappointed
- Scared
- Embarrassed
- Tired
- Worried
- Surprised
- Confused
- Calm
- Irritated
- Relaxed
- Lonely
- Grumpy

## **Activity two: Feeling behaviours**

Display the feeling faces one at a time. Ask pupils:



**How do you think this face is feeling? What might someone who is feeling this way do?**

Discuss ideas and make appropriate suggestions. Encourage pupils to extend their thinking by asking:



**How might you react towards someone who behaved this way towards you?  
How might that affect their emotions and how they feel? Would this make their  
behaviour better?**

Discuss ideas and make appropriate suggestions.

Invite pupils to select a feeling face to come and hold up in front of the class, whilst suggesting something they would say or do to help that person enjoy or manage their feeling.

Discuss ideas and reinforce effective suggestions.



## Activity three: Feeling responses

Display the feeling faces in full view of the pupils. Provide each pupil with a feelings spinner. Tell pupils to write and illustrate a feeling of their choice in each space. They can look at the faces displayed to remind them of the different types of feelings. Once they have completed their illustrations, attach the arrow onto the spinner using a paper fastener.

Tell pupils to work with a partner and take it in turns to spin the arrow on their partner's feelings spinner. Ask the pupil whose feelings spinner has been used to tell their partner how they might behave, if they are feeling this way. Their partner then needs to respond by telling them what they would do if they behaved that way towards them. If time allows, encourage pupils to swap places and work with a different partner.

Ask pupils to share with the class the different ways that they discussed about how different feelings might make them behave, and how they might react to that behaviour.



**Have you noticed how different people respond differently to the same feeling?  
Why is this?**



## Extension:

Tell pupils to work in pairs or small groups to role play a person reacting to a feeling and an appropriate response to this, which may involve asking an adult to help. These could be shared during a relevant school assembly.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies they have learned that are healthy behavioural responses to emotions and feelings. Reassure pupils that we all experience lots of different feelings every day, and at this school they should feel comfortable to share their feelings with each other and the adults within the school. Remind pupils that whilst some emotions and feelings are more comfortable than others, all are OK. However, some behaviours are not OK. For example, it is never OK to be unkind, or to hurt someone because of how you are feeling. If pupils experience difficult emotions and feelings, someone is unkind towards them or they witness someone being unkind to another person, they should always tell an adult within the school. 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 described a range of comfortable and uncomfortable feelings, correlating feelings to facial expressions.

**Activity two:** Pupils identified behavioural responses to feelings, recognising that some responses are more acceptable than others.

**Activity three:** Pupils discussed different behavioural responses to feelings and appropriate peer responses to help another person manage their feelings positively.

**Evidence of assessment:** Feelings spinners























