

2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Sub-theme 2

Importance of Mutual Respect and Understanding Towards the Feelings of Others

Teaching Activity 1

Reveal How You Feel!

Teaching Activity 3

I Feel, You Feel

Teaching Activity 2

The Inner Me

Resources



2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Teaching Activity 1

Reveal How You Feel!

Learning Intentions

Pupils are learning:

- to develop an awareness of a variety of feelings and vocabulary used to describe them;
- to articulate feelings and their intensity more clearly, recognising that others experience the same/different feelings;
- to develop a routine of turn taking, respecting the views and opinions of others, when discussing the individual interpretation of different 'feeling' words.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Working with Others: develop the routine of turn taking, respecting the views and opinions of others, when discussing the individual interpretation of different feeling words;
- Communication.



Learning Experiences

- Relevant and enjoyable
- Ongoing reflection
- Supportive environment
- Positive reinforcement
- Linked to other curricular areas



Attitudes and Dispositions

- Self belief
- Concern for others
- Openness to new ideas
- Tolerance

Resources

- 'Expressing Emotion' (Resource 1)
- 'Saying How I Feel (A Checklist of Emotions)' (Resource 2)
- 'How do You Feel Today' (Resource 3)
- 'Scenario Cards' (Resource 4a-b)
- Large sheets of paper
- Sticky notelets

Methodologies

- Individual reflection
- Think, Pair, Share
- Group work
- Class discussion
- Circle time



2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Teaching Activity 1

Reveal How You Feel!

Teaching Notes

The purpose of this activity is to help pupils talk about how they feel - many people feel very uncomfortable with this. It is important to reinforce the legitimacy of feelings and that articulating how we feel helps us to deal with them.

With a limited vocabulary, young people often find it difficult and frustrating to describe how they feel accurately. Students have the opportunity to explore feeling words for themselves and reinforce the legitimacy of feelings within their peer group. It is also important to help pupils' understand that others may have different feelings and react differently from themselves, depending on the circumstance.

Activity 1.1

- a Individual pupil activity - give pupils a copy of 'How Do You Feel Today?' (Resource 3). Ask them to circle some of the feelings listed that they have experienced today. It is OK to have experienced more than one feeling. Then circle the class asking each student to give one emotion they have felt today and explain why.
- b In groups of two or three, pupils complete and discuss 'Saying How I Feel (A Checklist of Feelings)' (Resource 2). Then ask pupils to move on to discussing how they felt about a real recent event in their life e.g. moving school, making new friends etc.

Activity 1.2

- a Whole class activity - brainstorm 'feeling' words, write these down on sticky notelets to use in the next activity.
- b Circle time activity - write a variety of feeling words onto sticky notelets. One pupil volunteers to guess the feeling word, which has been stuck onto their forehead. Others take turns to describe this word using appropriate vocabulary.

Activity 1.3

- a Group activity (maybe try to mix up the groups at this stage to help students get used to talking about their feelings with different people) - each group is given a scenario to reflect on from 'How Do I Feel?' (Resource 4a-b). They record how they feel at each stage of the scenario. Discuss differences between people and how they react. Explore how we do not always feel the same way about things or react with the same intensity.

Another similar resource to use here is 'Expressing Emotion' (Resource 1).



Opportunity for AfL Effective questioning

- b Whole Class Discussion - write down a selection of the feeling words from the previous scenarios. Taking each feeling word in turn, suggest three or four other words which might describe the same feeling but perhaps with a different intensity e.g. angry, annoyed, frustrated, enraged, irate.
- c Conclude by encouraging pupils to record in their personal journal, some of the feelings they identified in Activity 1. Can they now expand the description of that feeling using some of the new vocabulary they have learnt today? For example, indication of intensity of the feeling etc.



Opportunity for AfL Pupil reflection and evaluation

2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Teaching Activity 2

The Inner Me

Learning Intentions

Pupils are learning:

- to understand where feelings come from;
- to recognise negative feelings and the concept of positive thinking;
- to make links between cause and effect when considering how thinking influences feelings.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving, Decision Making: make links between cause and effect when exploring what influences their choice;
- Communication.



Learning Experiences

- Investigating and problem solving
- Offers choice
- Supportive environment
- On going reflection



Attitudes and Dispositions

- Personal responsibility
- Concern for others
- Openness to new ideas
- Respect and tolerance

Resources

- 'Types of Unhelpful Thinking' (Resource 5)
- 'Unhelpful Thinking Quiz' (Resource 6)

Methodologies

- Whole class discussion
- Think Pair Share
- Circle time



2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Teaching Activity 2

The Inner Me

Teaching Notes

During this activity, the teacher illustrates a model for where our feelings come from. This shows how a feeling response comes from a thought process. The more aware we are of what we are thinking, the more control we have over our feelings.

The concept of self-talk is also addressed. We often don't just get upset, depressed or tense. It is often what we are thinking to ourselves (self-talk) about events that cause us to get upset. We may not even notice this self-talk is like a radio playing in the background. As we get older we may continue to use negative thinking patterns that lower our mood and can create problems for us. We can learn to recognise, control and change our feelings by being in control of our thinking. If we can catch our negative thoughts and think more objectively we will be less moody, upset, tense, angry or depressed and feel better about ourselves.

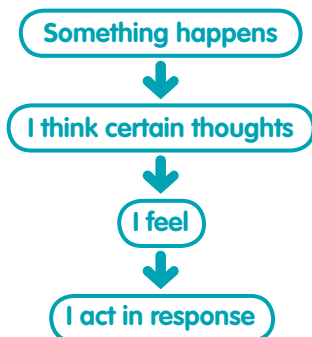
Activity 2.1

- In pairs discuss the question 'Where do feelings come from?'
- Whole class discussion on 'Where do feelings come from?'



Opportunity for AfL Formative feedback

- Teacher-led input around how thinking leads to feeling, using the flowchart:



For example:

- you forget your homework;
 - you think 'I'm going to get into trouble';
 - you feel worried or anxious;
 - you skip class.
- Use further examples, both positive and negative to reinforce this concept.

Activity 2.2

- Teacher introduces the concept of 'self-talk' (see Teaching Notes above).
- The first step in changing your way of thinking is to catch yourself thinking negatively. It helps to learn what kind of negative thinking habits you have developed and use automatically. Give students 'Types of Unhelpful Thinking' (Resource 5), discuss some types that are common.
- Pupils complete 'Unhelpful Thinking Quiz' (Resource 6). Break into small groups and ask for some examples of each of the five types of thinking.
- Circle time activity. Ask pupils to share times when they have experienced unhelpful thinking. The class are encouraged to suggest ways this could be turned into positive thinking. Allow a free-flow of ideas from individuals in the circle. The pupil who has volunteered their example can then comment on which strategies they have found most helpful.



Opportunity for AfL Formative feedback

- Students then individually write in their personal journal. Prompt questions could be:
 - Which type of unhelpful thinking do I tend to adopt?
 - How does it make me feel?
 - What could I do to help myself turn my thoughts around to be more positive?



Opportunity for AfL Pupil reflection and evaluation

2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 2

The Importance of Mutual Respect and Understanding Towards the Feelings of Others

Teaching Activity 3

I Feel, You Feel



Learning Intentions

Pupils are learning:

- to express feelings appropriately and with clarity;
- to recognise that others experience the same/different feelings;
- to take personal responsibility for work with others by showing respect and listening carefully when people are talking about their emotions.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Working with Others: take personal responsibility for work with others by showing respect and listening carefully when people are talking about their emotions;
- Self Management: manage emotions and behaviour in a range of situations, such as when discussing feelings;
- Communication.



Learning Experiences

- Challenging and engaging
- Ongoing reflection
- Supportive environment
- Offers choice



Attitudes and Dispositions

- Concern for others
- Tolerance and respect
- Personal responsibility
- Openness to new ideas



Resources

'Feelings Cards'
(Resource 7a-b)

Methodologies

- Personal reflection
- 'Four cornered debate'
- Whole class discussion

2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 2

The Importance of Mutual Respect and Understanding Towards the Feelings of Others

Teaching Activity 3

I Feel, You Feel

Teaching Notes

This activity gives pupils more opportunity to understand how they feel and overcome their fear of expressing such feelings. The importance of mutual respect and understanding towards the feelings of others should be highlighted throughout this activity.

Activity 3

- a Split the class into groups of four or five and give each group a pack of cards made from 'Feelings Cards' (Resource 7a-b). It is important to think about the individuals in your class and remove any cards that may be inappropriate or add more suitable ones.
- b The cards are placed in a pile in the middle, face down. Pupils take turns to pick a card, reflect on how they feel, and then share their answer/ending with the rest of the group. The group discuss as appropriate, then move on to the next person. Pupils may be given the option to pass if they wish and put the card on the bottom of the pile without showing the rest of the group. This must be respected by the others. (Some classes may not be confident enough with each other to do this activity.)

An alternative activity is:

- To put labels up around the room with feeling words on them, such as, happy, sad, angry, ashamed, depressed, surprised, frightened, confident.
- Choose/adapt some of the statements from the cards to fit these answers and read them aloud to the class. The students then walk to the feeling that would suit their reaction.
- Encourage discussion between people with the same/different feelings to highlight that different people react similarly/differently to an identical situation.



Opportunity for AfL Effective questioning

- c Leave at least 10 minutes at the end of the lesson for feedback and discussion as a group.



Opportunity for AfL Formative feedback

- d Students write in their personal journal, reflecting on how they felt talking about their feelings with other people.



Opportunity for AfL Pupil reflection and evaluation