



SUPPLEMENT TO GUIDANCE DOCUMENT:

PREPARING TO TEACH ABOUT

MENTAL HEALTH AND

EMOTIONAL WELLBEING

JULY 2015

Teaching about mental health and emotional wellbeing

INTRODUCTION

This pack of nine lesson plans for key stages 1 and 2 accompanies the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). We recommend that if possible, the guidance should be read in full before teaching any of the lessons but as a minimum, teachers should ensure they read pages 4 to 12 for the rationale for this learning and pages 13 to 20 for important pedagogical guidance on teaching about mental health and emotional wellbeing safely and effectively.

While schools may choose to teach all nine lessons over the two key stages, the lesson plans are designed to be used flexibly, with a wide range of activities offered. Therefore many will select the lessons most relevant for their pupils. Lessons 1 to 3 are designed for use in key stage 1, lessons 4 and 5 are suitable for lower key stage 2, whilst lessons 6 to 9 are designed for upper key stage 2.

The plans are based on one-hour lessons; however the timings indicated on the plans are the minimum time required to deliver the activities. Whilst it is always important for PSHE education lessons to be paced, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in-depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Every group of pupils in every school will have different starting points and needs, so inevitably the lesson plans will need to be adapted by teachers for their pupils. This might include differentiating to allow all pupils to access the learning activities, or modifying intended learning outcomes, as appropriate for individual pupils' needs and circumstances.

The lessons are not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

ACKNOWLEDGEMENTS

The PSHE Association's work on these lessons has been led by Pooky Knightsmith, with Jenny Barksfield, Claire Keech, and Karen Summers, and excellent support from Parama Chakravorty, John Dillon, Olivia Jardine and Sakunthala Wijesinghe.

In producing these accompanying lesson plans, we have drawn on the Shropshire Respect Yourself Programme, authored by Alice Cruttwell, Public Health Curriculum Advisor. We are very grateful to her colleagues in the Children and Young People's Team of the Shropshire County Council Public Health Department and to Shropshire schools and their pupils for providing their feedback on the lessons.

Teaching about mental health and emotional wellbeing

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LESSON 1: Recognising feelings: identifying feelings words

KEY STAGE 1

This is the first of a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). We recommend that you read the guidance before teaching these lessons.

This lesson aims to give pupils a vocabulary for talking about and identifying feelings and emotions.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Core Theme 2: Relationships

Pupils should be taught:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

<p>Learning objectives</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • to recognise a range of emotions • words to describe feelings
<p>Intended learning outcomes</p>	<ul style="list-style-type: none"> • I can describe a range of feelings and emotions • I can talk about the feelings people experience in different situations • I know who, how and when to ask for help with my feelings
<p>Resources required</p>	<ul style="list-style-type: none"> • Resource 1 - Feeling words to cut out (see accompanying resources) • Resource 2 - Faces feelings (see accompanying resources) • Storybook: ‘How Are You Feeling Today?’ by Molly Potter (or another story) • Anonymous question box (if pupils are at an age and stage to use one) • Colouring pens or pencils • Large piece of sugar paper • Magazines/comics • Glue
<p>Climate for learning</p>	<p>Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <p>Encouraging questions</p> <p>Encourage pupils to ask questions they have in relation to today’s learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.</p>

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

If you become concerned about a child's wellbeing or safety for any reason during the course of a lesson or during follow up conversations, your school's safeguarding and child protection policies should be adhered to.

Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information, and following up concerns in a more appropriate setting outside lessons). It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in anyway, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

Even with younger children, it is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. It is important to reinforce, each lesson, where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In Key Stage 1, it is important that pupils know who they can speak to, that they have strategies for asking for help, and are able to persevere in making themselves heard.

	<p>It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.</p>
<p>Key words</p>	<p>Good feelings, not so good feelings, happy, sad, worried, confused, excited, calm, upset, face, expression, body language</p>
<p>Baseline assessment</p>	<p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Feeling Words 10 min</p> <p>Ask pupils to think of as many different words as they can to describe different feelings. Write them on a large piece of sugar paper - these will be returned to at the end of the lesson.</p> <p>If pupils find it difficult to understand what we mean by feeling words, discuss the difference between other types of words:</p> <ul style="list-style-type: none"> • Is 'banana' a feeling word? No! How about 'carpet'? No... what about happy? Can you think of others? <p>Try to create as varied a list as possible. Briefly discuss each feeling.</p> <ul style="list-style-type: none"> • Is it a big feeling or a little feeling? • A good or not so good feeling? • What makes people feel like that? • If we felt like that would we want to feel different?
<p>Core activities</p>	<p>Exploring feeling words 10 min</p> <p>Now you have a long list of feeling words on the sugar paper. Talk to the pupils about what each of those feelings looks like. Do this by choosing a few of the feeling words and as a whole class pull a face that represents that feeling:</p> <ul style="list-style-type: none"> • Can you show me your best happy face? • What does an angry face look like? • How do we look when we're confused? <p>For those pupils who may need support:</p>

Feelings faces

Show pupils a range of faces which represent different expressions (e.g. either using Resource 2 - Faces feelings or you may choose to source pictures from magazines or use Feelings Fans).

Talk about which feeling words match these faces. Next the pupils can try to pull the same faces as those shown.

Extension

You can ask pupils to stand up and show how feelings look with their whole bodies

- When we're happy our whole body relaxes doesn't it?
- When we're angry we might clench our fists or stamp our feet

Feeling words group work

10 min

Ask pupils to work in small groups with the support of a member of staff. In their groups they should cut up the feelings words (see Resource 1).

Talk about each of the feelings words – what colour would best represent it and why? Shall we colour it in that colour to help remind us what that word feels like?

Ask pupils to challenge each other to make the face or body that shows how each word feels. Allow each pupil to have a turn at each word if they're happy to.

Encourage pupils to feedback on each other's faces and body language and make suggestions for making themselves look even more like that feeling.

Feeling faces collage

20 min

Give pupils a pile of magazines and comics to work from (or the ability to work online and print off what they find). Encourage them in pairs or small groups to make collages that represent a specific feeling. Assign more complicated feelings to pupils with better understanding of the topic so far.

	<p>Their collage can include both faces and bodies that represent the feeling they have been assigned but might also include things that could cause that feeling in themselves or someone they know or can imagine.</p> <p>When finished, pupils should share their collages with each other and explain why they have chosen the different elements they have chosen to include.</p>
<p>Plenary / Assessment for and of learning</p>	<p>Reflection: Feelings in stories 10 min</p> <p>Display the piece of sugar paper from the Baseline Activity and read ‘How Are You Feeling Today?’ or another story which explores a range of feelings. Ask pupils to identify any feelings that the characters had which are not already on the sugar paper list. Then, writing in a different colour, add the new feelings to the list whilst discussing what the feelings are. Display this on the ‘working wall’ or in the classroom, for use in the next lesson.</p> <p>Remind pupils about using the anonymous question box or to speak to you if they have any questions they’d like to ask. Ensure the question box is available after the lesson.</p>
<p>Extension activities / Home learning</p>	<p>Extension Activity 1:</p> <p>Feelings Art</p> <p>Ask pupils to create a painting or drawing that represents a specific feeling. Pupils can do this individually or you could ask groups of pupils to work on different feelings (one feeling per group) and produce a larger piece of art which could be used as part of a class display.</p> <p>Whilst supporting the group with their feeling art, encourage them to explore the feeling they have been assigned.</p> <ul style="list-style-type: none"> • What makes it different to other feelings? • How big is it? • What colour is it? • What texture is it? <p>Of course, there are no right or wrong answers to these questions. The key thing is to enable pupils to become more comfortable talking about different</p>

feelings and understanding the difference between the emotions we experience.

When all groups have produced their 'feeling art', come together as a class and discuss the different pieces (this may be a couple of days later and can be used to reinforce earlier learning). Think about each group's use of colour and texture to represent different feelings. Encourage pupils to discuss what they like about each other's work and to explain how they think it helps to represent the feeling they were exploring.

Extension Activity 2:

Encourage pupils to consider the different feelings of the characters of the books that you read throughout the rest of the week. If you have created feelings collages or artwork, relate this back to how the characters in your story are feeling.

LESSON 2: Recognising feelings words, 'big feelings' and expressions

KEY STAGE 1

This is the second of a series of lessons exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document ['Preparing to teach about mental health and emotional wellbeing'](#). We recommend that you read the guidance before teaching these lessons.

This lesson helps pupils to recognise a range of feelings in other people and to identify who and how to ask for help with some of their feelings.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

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Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Core Theme 2: Relationships

Pupils should be taught:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Learning objectives

We are learning:

- to recognise a range of feelings in ourselves and other people
- to use words to describe a range of feelings

Intended learning outcomes

- I can recognise a range of feelings in other people
- I can use words to describe a bigger range of feelings
- I know who I can ask for help with big feelings

Resources required

- Resource 1 - Feeling words
- Resource 4 – Cartoon faces feelings
- Mirrors - enough for at least 1 between 2 pupils
- Storybook: ‘How Are You Feeling Today?’ by Molly Potter
- Anonymous question box (if pupils are at an age and stage to use one)
- The pupils’ feeling words list from Lesson 1

Climate for learning

Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.

Encouraging questions

Encourage pupils to ask questions they have in relation to today’s learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that that this is not a topic they should have raised in class. Instead, you can

acknowledge the question and its importance and talk to the child separately.

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Ground rules

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Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. It is important to reinforce, each lesson, where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In Key Stage 1, it is important that pupils know who they can speak to, that they have strategies for asking for help, and are able to persevere in making themselves heard.

It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.

Key words

Expressions, body language, uncomfortable, comfortable, big feelings, express feelings.

10 min

Baseline
assessment

Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.

Story recap

Show pupils the list of feelings from the last session and recap '[How Are You Feeling Today?](#)' by Molly Potter. Ask pupils to briefly outline what happened in the story.

As a class, discuss all the different feelings that the characters experienced. Add any new feelings to the feelings list. Keep this on display and add to it throughout the lesson as new feelings are identified.

Next, talk to the pupils about how some feelings can be 'big feelings' like feeling really excited or angry. Ask the pupils to identify some 'big feelings' from the list.

Core activities

Feeling faces

10 min

Then reread the story to the class, stopping at any point where a feeling is expressed in the pictures or through the words.

Pupils hold up a face picture or word cards which match the emotion or feeling in the story (see Resource 4 - Cartoon Faces Feelings).

Extension – for more able pupils

Repeat this exercise with other stories which explore feelings and emotions, for example:

- *Nothing* by Mick Inkpen (loneliness, feeling unloved)
- *Angry Arthur* by Haiwyn Oram
- *The Second Princess* by Tony Ross (envy, jealousy)
- *Colour Me Happy* by Shen Roddie and Ben Cort (different feelings for younger children)
- *The Very Lonely Firefly* by Eric Carle (loneliness)

Feelings mirror

5 min

Using a mirror, ask the pupils to make faces/expressions to express the feelings in the stories, ensure some 'big feelings' are included. This can either be done as you reread the story or by brainstorming all the feelings on the board and then reading them out. Call out feelings words and ask all pupils to use their faces and the mirrors to express the feeling.

Once the pupils are feeling confident, let them take turns calling out feelings words to express in the mirror. This can either be done in groups or as a whole class.

Who can I ask for help with 'big' feelings? 20 min

Tell the pupils that they are going to think about some of the people who are special to them. The pupils are likely to respond with a range of suggestions including family and friends.

Invite the pupils to talk about what it is that makes these people special. Is it what they do or what they say?

Explain to the pupils that some of their special people can help them when they have 'big' feelings. Next, ask the pupils to recall some 'big' feelings that they know or have felt. If necessary, prompt the pupils with words such as 'frightened' or 'petrified' (encourage pupils to broaden the range of words to describe feelings e.g. anxious, scared, frightened, petrified). Collect these feelings on the board and explore the facial expressions and body language that goes with them.

Next, talk to the pupils about *when* people may feel like this. For example: *'someone might feel frightened when someone turns out the light/someone might be petrified if they got lost'*.

Collect some of their responses on the board.

Ask the pupils in groups to role-play one or two of their suggestions and invite them to think about ways in which the problem could be solved and/or how their special people might be able to help them. Who could they ask for help? How would they ask for help or tell someone? The pupils can role-play in pairs or small groups. Ensure the discussion includes who they could talk to at school at any time they're worried about something or experiencing really big feelings.

	<p>Choose some pupils to show their role-play to the class and discuss the ways that they shared and got help with their big feelings.</p>
<p>Plenary / Assessment <i>for</i> and <i>of</i> learning</p>	<p>Reflection 10 min</p> <p>With the class's help, recap the different feelings that have been discussed today. Ask pupils to pull faces to match the feelings.</p> <p>Recap what we can do if we are experiencing difficult feelings and who can help us:</p> <ul style="list-style-type: none">• Is it good to express feelings?• Why might it be better to tell someone how we're feeling than keep it to ourselves? <p>Remind pupils about using the anonymous question box or to speak to you if they have any questions they'd like to ask. Ensure the question box is available after the lesson.</p>
<p>Extension activities / Home learning</p>	<p>Feeling faces everyday</p> <p>Revisit the feeling faces activity outlined in the first activity each time you are reading a story with a pupil or as a class which touches upon different feelings. Get into the habit of discussing the different feelings of characters in class stories and thinking about what these feelings might look like.</p>

**LESSON 3: Recognising feelings: hearing,
drawing and being**

KEY STAGE 1

This is the third in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). The remaining six lessons are designed for key stage 2 and build on the learning in lessons 1 to 3.

The focus of this lesson is for pupils to build upon the range of feelings they can identify in themselves and in others. Pupils are given opportunities to practise strategies for ensuring someone listens to them when they need to talk about how they are feeling. The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in-depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

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Thinking about feelings every day

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Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Core Theme 2: Relationships

Pupils should be taught:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

Learning objectives

We are learning:

- about a range of feelings
- to tell how other people are feeling
- to ask for help with our big feelings

Intended learning outcomes

- I can use words and my body to describe and show lots of feelings
- I am beginning to recognise how other people are feeling
- I can ask for help with big feelings

Resources required

- Resource 3 - Matching feelings resource (see accompanying resources)
- Anonymous question box (if pupils are at an age and stage to use one)
- The story *Not Now Bernard* by David McKee
- Song: *Happy* by Pharrell Williams

Climate for learning

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Encouraging questions

Encourage pupils to ask questions they have in relation to today's learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within

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Ground rules

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It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.

<p>Key words</p>	<p>Big feelings, ignore, persevere, listen (see Core Activity for extensive list).</p>										
<p>Baseline assessment</p>	<p>15 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Matching feelings</p> <p>Using Resource 3 – ‘Matching feelings’ either give each pupil their own set of pictures and words to match or alternatively, pupils can be given the sheet to draw a line connecting the correct picture to the correct word.</p> <p>Ask the pupils to complete the activity without talking about it with their neighbours or sharing ideas at this stage. You and any other adults should circulate and gauge where the pupils are in their understanding before continuing. Provide adult support for pupils who struggle with this activity bearing in mind the amount of support required when gauging their starting point for the lesson.</p> <p>Discuss how well they got on. Are there any feelings pupils found harder to match than others? If so spend a little time reinforcing the learning on these.</p> <p>Remind the pupils of the list of feelings completed from the previous sessions.</p> <p>Are there any new feelings that the pupils would like to add?</p>										
<p>Core activities</p>	<p>Act the feeling 10 min</p> <p>Share one feeling word at a time, a maximum of 5 for this activity, by writing it on the board. Then ask pupils to walk around the room using their body to show that feeling. As this is the third lesson, try to stretch the pupils a little with some more difficult feelings words as this will better enable your pupils to describe and explore their emotions. Using the baseline activity as a starting point so you can match the feelings to your class’ current level of understanding.</p> <p>Feelings words you could share include:</p> <table border="1" data-bbox="480 1928 1337 2047"> <tr> <td>Happy</td> <td>Relaxed</td> <td>Unhappy</td> <td>Disgusted</td> <td>Moody</td> </tr> <tr> <td>Surprised</td> <td>Confident</td> <td>Lonely</td> <td>Anxious</td> <td>Jealous</td> </tr> </table>	Happy	Relaxed	Unhappy	Disgusted	Moody	Surprised	Confident	Lonely	Anxious	Jealous
Happy	Relaxed	Unhappy	Disgusted	Moody							
Surprised	Confident	Lonely	Anxious	Jealous							

Content	Sad	Angry	Worried	Embarrassed
Ecstatic	Miserable	Furious	Concerned	Guilty
Pleased	Withdrawn	Enraged	Timid	Ashamed
Delighted	Helpless	Irritated	Shy	Concerned
Calm	Gloomy	Mean	Curious	Bored
Safe	Rotten	Grumpy	Bold	
Uncomfortable	Uneasy	Tense	Unsettled	
Panicky	Terrified	Horrified	Confused	

This is an extensive list, so only introduce a few new words at a time and try to incorporate this activity into the daily routine of the class, to ensure that the learning is embedded.

For each feeling, explore questions such as:

- Is this a feeling that we like feeling or not?
- When might someone feel like this?
- Can we think of any times that the characters in our books have felt this way?
- If it's an uncomfortable feeling, how can we stop ourselves feeling this way? (Ensure that telling one of our special people / our teacher is included here)

How to ask for help

25 min

Remind the pupils about the work they did in the previous lesson about who could help them with 'big' feelings. Introduce and read the book 'Not Now Bernard' by David McKee. When finished, ask the pupils:

- Did Bernard's parents listen to him?
- What did Bernard say or do to try to get mum or dad to turn around and listen?
- What did Bernard's parents keep saying?
- How do you think Bernard feels?

Next, ask the pupils what advice they would give Bernard to get his parents to listen to him. Write up some of the pupils' ideas on the board. You may wish to offer some of your own phrases, such as, 'Please listen', 'I want to tell you something and I need you to listen please', 'I'm worried / scared about

	<p>something and I need you to listen please’.</p> <p>Invite the pupils to work in pairs to role play and practise these ideas for getting someone to listen to them.</p>
<p>Plenary / Assessment for and of learning</p>	<p>Updating the feeling word list 10 min</p> <p>Revisit the list of feeling words the class has been adding to over these three lessons and add any final words the pupils can suggest that they now know but which aren’t already on the list.</p> <p>Go through some of the newer, more complex words and ask how we might recognise that someone was feeling like this.</p> <p>Reflection: Musical feelings</p> <p>Play a clip from <i>Happy</i> by Pharrell Williams.</p> <p>Ask the pupils how it makes them feel? Can they think of words to describe the music and the feelings that it gives them? Can they do this without using the word ‘happy’? How many other feeling words can they use instead?</p> <p>Remind the pupils to practise making people listen to them when they are worried or have problems, and to share their feelings, especially their ‘big’ feelings with their special people.</p> <p>Remind pupils about using the anonymous question box or to speak to you if they have any questions they’d like to ask. Ensure the question box is available after the lesson.</p>
<p>Extension activities / Home learning</p>	<p>Extension: Feeling vocabulary building</p> <p>Introduce a new emotion word to your pupils every day (you could use the list above as a stimulus). Think about characters in books you have read who have experienced the new feeling you’re exploring each day and practise pulling the face that represents this emotion or walking around the room using our bodies to express this feeling.</p>

LESSON 4: Recognising feelings: Facial Bingo

KEY STAGE 2 (lower)

This is the fourth in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). Lessons 1 to 3 are designed for use in key stage 1 whilst this is the first of two lessons designed for lower key stage 2, with a further four which are suitable for upper key stage 2.

Revisiting and building on the learning in lessons 1 to 3, the focus of teaching for lower key stage 2 is to strengthen the pupils' understanding of strong feelings: both their own and others'. It enables them to further develop a language for feelings, to know where and how to get help with their feelings, to share their feelings and help themselves.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day-to-day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- strategies for keeping physically and emotionally safe

<p>Core Theme 2: Relationships</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise and care about other people's feelings. 	
<p>Learning objectives</p>	<p>We are learning:</p> <ul style="list-style-type: none"> to recognise, describe and express a larger range of feelings.
<p>Intended learning outcomes</p>	<ul style="list-style-type: none"> I can recognise a range of emotions. I can explain how we experience and express different feelings. I can use some simple strategies for making myself and others feel better.
<p>Resources required</p>	<ul style="list-style-type: none"> A4 plain paper for drawing a mind-map – 1 per child Resource 6 - Feelings bingo (see accompanying resources) A hat, box etc. to draw out the cards Story 'Tear Thief' by Carol Ann Duffy A picture or image showing someone or people who are either lonely, embarrassed, unsure, unhappy or alone Anonymous question box (if pupils are at an age and stage to use one) Sugar paper (or whiteboard) with a large circle pre-drawn in the centre Image or photograph showing people or a person who is either lonely, embarrassed, unsure, unhappy or alone – either on the board or large enough for all pupils to see.
<p>Climate for learning</p>	<p>Consider any sensitivities and prior knowledge about specific pupils' circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <p>Encouraging questions</p> <p>Encourage pupils to ask questions they have in relation to today's learning, even if they arise after the lesson. Pupils are who able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.</p>

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

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Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information). It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in anyway, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. Pupils should be reminded where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In all settings, it is important that pupils know the trusted adults that they can speak to; that they have strategies for seeking help, and that if need be they are able to persevere in making themselves heard.

It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.

<p>Key words</p>	<p>Feelings, facial expressions, emotions, comfortable feelings, uncomfortable feelings, positive responses.</p>
<p>Baseline assessment</p>	<p style="text-align: right;">10 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Baseline assessment</p> <p>Give each pupil a piece of A4 plain paper, and ask them to mind-map everything they know about feelings (writing their name on the sheet).</p> <p>For this activity it is important that pupils work on their own, without sharing ideas until afterwards, as it will give an insight into their existing understanding of this topic. You and they will also be returning to it to gauge their progress later.</p> <p>Encourage them to include names of feelings, how these feelings feel in the body or what these feelings look or sound like: how can we see that we or someone else has that feeling?</p> <p>Gather up the mind-maps for use later in the session.</p>
<p>Core activities</p>	<p style="text-align: right;">10 min</p> <p>Feelings Bingo</p> <p>Use Resource 6 – ‘Feelings bingo’ which includes 10 different bingo game cards to be given to pupils and a set of picture cards for the teacher to show to the class. Depending on class size and ability level this can be played in pairs or individually.</p> <p>Hand out the bingo cards to pupils. Explain using an example picture card how they see if they have a match and complete the game card. Draw out a picture card one at a time. If the card matches the face on their game card the pupil crosses out the image and shares with the class what they think the feeling/emotion is, when people might feel this and why. Keep going until someone completes his or her card.</p> <p>Discuss:</p>

- Are there good and not so good feelings?
- Or comfortable and uncomfortable feelings?
- Is it ok to be sad or angry sometimes?

Is it ok to ask for help if we are feeling uncertain or unhappy about something?

- Why and when is it important to ask for help?
- How might we act on feelings in a way that's not so good or not helpful? (e.g. when you hit someone or say nasty things)

Story Time

15 min

Read 'The Tear Thief' by Carol Ann Duffy. Ask the pupils to write on sticky notes all of the different feelings that are mentioned, or that the characters feel in the story while they are listening to you read.

Some questions to prompt the discussion might include:

- Why did the children cry?
- What were the different feelings they were expressing?
- What kinds of tears did the fairy collect and why?

Next, ask pupils to stick their notes on the sheet/whiteboard where you have drawn the circle of feelings, with all the good, positive feelings inside the circle and the not so good/negative feelings on the outside.

Referring to some of the feelings that pupils have identified on their sticky notes, ask them to explain when and why the characters in the story felt like this.

Extend the activity by discussing with pupils questions such as:

- Did the character feel like this because of what someone was saying or doing?
- Did the character imagine the problem or lack confidence?
- Who or what helped the character feel better?
- Who or what would have helped you to feel better?
- How can it help knowing that someone else has the same problem?

Strategies for feeling better

20 mins

Show the pupils a picture or an image showing people who are either lonely, embarrassed, unsure, unhappy or alone. Discuss the picture with the pupils, and

as a class make up a story about what caused the people to feel this way. For example, show an image of two children of around 8 or 9 years old who are upset. Possible story: the children are upset because another pupil has been saying nasty things that have hurt their feelings.

During this discussion, make use of some of the vocabulary from the circle of feelings created in the previous activity.

Working in small groups, ask one half of the class to make up a good/happy ending, and the other half to make up a not so good/not so happy ending. Allow some groups to share their good endings with the class. Ask questions such as 'Who or what made this a good ending?'

Next allow some groups to share their not so good endings with the class. Ask them questions such as, 'What would you have said or done?' or 'Who or what could have helped them to feel better'.

A possible good ending:

The children went home to their grandma's house for tea. They told her what happened and felt better.

I would have said: Don't worry, you can be my friend, I'll play with you.

A possible not so good ending:

The children did not tell anyone and the other pupil is being nasty to them every day.

I would have said: tell your teacher or ask the other child to stop being nasty.

Plenary /
Assessment for
and of learning

10 min

Invite some pupils to come up one or two at a time to the circle of feelings, take one of the not so good/negative feelings from the outside of the circle and suggest something that someone could say or do to turn that negative feeling into a good feeling. For example:

- 'If someone's feeling worried they could tell their teacher what they're worried about and ask their teacher to help them.'
- 'If someone's feeling nervous they could read a book or run around in the garden to take their mind off whatever they're nervous about.'

Give pupils back their mind-maps and using a different coloured pen ask them to add anything that they can now think of to do to make themselves or others

feel better when they are experiencing negative/not so good feelings.

Remind them where, how, why and when to seek help if they need further support with any of the issues addressed in the lesson.

Remind pupils about using the anonymous question box or to speak to you if they have any questions they'd like to ask. Ensure the question box is available after the lesson.

Extension
activities /
Home learning

Extension: Positive responses

Throughout the week, return to the theme of how we respond to negative feelings and what kinds of responses are a problem. Distance the learning by using film clips/book characters to talk about some of the negative responses to difficult feelings that we often see in the classroom, and focus on finding more positive ways to respond in these situations. Explore ideas to respond more positively and as a class make a pact to try to manage difficult feelings better in class. Encourage pupils to help each other and to remind each other of our different strategies any time it looks like a situation might escalate. (You can explore the warning signs together).

Revisit this often and highlight and celebrate examples where positive strategies were used to respond to difficult feelings.

LESSON 5: Understanding feelings: body feelings KEY STAGE 2 (lower)

This is the fifth in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). Lessons 1 to 3 are designed for use in key stage 1 whilst this is the second of two lessons designed for lower key stage 2, with a further four which are suitable for upper key stage 2.

The focus for lower key stage 2 is to strengthen the pupils' understanding of strong feelings: both their own and others. It enables them to further develop a language for feelings, to know where and how to get help with their feelings, to share their feelings and help themselves. This lesson is very much an extension of lesson 4, reinforcing and building on that learning, so you may wish to combine them where time is limited, or select the activities that are most appropriate for your class.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- to deepen their understanding of good and not so good feelings, to extend their vocabulary to

- enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- strategies for keeping physically and emotionally safe

Core Theme 2: Relationships

Pupils should be taught:

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise and care about other people's feelings

<p>Learning objectives</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • more about our body’s response to different types of emotions and feelings
<p>Intended learning outcomes</p>	<ul style="list-style-type: none"> • I can recognise how feelings change in different situations • I can describe the different feelings related to different situations • I can explain how we experience and express an increasing range of feelings • I can identify who and what can help me manage and express my feelings
<p>Resources required</p>	<ul style="list-style-type: none"> • Body outline - big piece of paper for large body outline • Resource 6 - Small body outlines handout (see accompanying resources) • Resource 7 - My feelings framed handout (see accompanying resources) • Resource 8 - Helping hands handout (see accompanying resources) • Story book – ‘The Great Big Book of Feelings’ by Mary Hoffman • Story book – ‘Huge Bag of Worries’ by Virginia Ironside • Anonymous question box
<p>Climate for learning</p>	<p>Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <p>Encouraging questions</p> <p>Encourage pupils to ask questions they have in relation to today’s learning even</p>

if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box. Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its' importance and talk to the child separately.

Confidentiality and Safeguarding

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Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information. It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in any way, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. Pupils should be reminded where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In all settings, it is important that pupils know the trusted adults that they can speak to; that they have strategies for seeking help, and that if need be they are able to persevere in getting

	<p>themselves heard.</p> <p>It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.</p>
<p>Key words</p>	<p>Emotions, comfortable/uncomfortable feelings, difficult feelings</p>
<p>Baseline assessment</p>	<p style="text-align: right;">10 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Baseline and reconnecting activity</p> <p>Ask pupils to think back to the previous lesson and start a round where each person says one of the feelings words we talked about in the last lesson. You might ask them to add whether the feeling word they remember describes a good, or not so good feeling, a ‘big’ feeling, a ‘comfortable’ or ‘uncomfortable’ feeling. Does anyone have a new feelings word to add to the list?</p> <p>During the activity, ask a member of support staff to capture the key feelings on the board (alternatively you may have the list or working wall from previous lessons that you have been adding to).</p>
<p>Core activities</p>	<p>Body responses – whole class 5 min</p> <p>Draw around a child or use your pre-prepared large body outline.</p> <p>Ask the whole class to stand around the outline. Discuss some of the different feelings pupils identified in the context of our bodies. Explore using questions like:</p> <ul style="list-style-type: none"> • Where in our body do we feel this feeling? • What do our hands do when we feel like this? • What about our eyes? • What would our face look like (ask pupils to demonstrate)? • How would our tummy feel? • What would our breathing be like?

Body responses – in pairs

10 min

Provide Resource 6 – ‘Small body outlines’ for each pair, to identify different feelings which have not yet been discussed.

They should consider where and how the body expresses them. If they have already identified a wide range of feelings and are not able to think of more at this point, you might wish to select a feeling / feelings for pairs of pupils, taking the opportunity to differentiate: challenging some pairs with more complex feelings and others with key feelings that need reinforcement.

Invite pupils to look at each other’s pictures. Explore as a whole class how the body provides a feelings map or window into the emotions.

I have all kinds of feelings

10 min

Individually pupils complete Resource 7 - ‘My feelings framed’ which explores how they would feel in a range of different situations.

Pupils then discuss in pairs how they would describe their feelings in the different situations and then discuss how they have drawn themselves and why. Draw on some of these ideas as a whole class.

You can explore further, using questions such as:

- How many different feelings words can we think of to describe how we might feel in these different situations?
- Which are nice feelings?
- Which are not so nice?
- How can we help ourselves to feel better when we experience difficult, or not so nice feelings?

Story

10 min

Read: [‘Huge Bag of Worries’](#) by Virginia Ironside.

Discuss uncomfortable and difficult feelings

- Reassure pupils that although some feelings are really ‘big’, uncomfortable, difficult or not so nice; there is no such thing as a bad feeling. They all ‘tell us’ something and need to be listened to.
- Discuss what happens if we don’t listen to our feelings using an example of anger or sadness
- Identify what and who helped Jenny in the story

Helping Hands

5 min

Give pupils Resource 8 – ‘Helping hands’.

Ask pupils to pick one uncomfortable, difficult or not so nice feeling.

Ask them to identify who and what could help them manage this feeling and to write or draw this on their handout. If they are struggling, refer back to the conversation about what and who could have helped Jenny.

Pastoral care

Check the Helping hands handout to assess and ensure all pupils have identified some strategies for managing and coping with feelings.

One to one may be necessary or discussion with carers/family, for example if a pupil is going through a difficult time or something has recently happened.

Offer to talk about this further e.g. separation, divorce, death of a pet /person, new baby in family, physical changes –early puberty, friendship issues at school.

Reflection

Revisit the intended learning outcomes for the session. Ask pupils to show you with thumbs up, flat or down (or on fingers 1 to 5), how confident they feel now that they can say yes to each of the ‘I can’ statements.

In pairs, ask pupils to share one idea or example for each of the ‘I can’ statements.

Recap what we can do if we are experiencing difficult feelings.

Remind them where, how, why and when to seek help if they need further support with any of the issues addressed in the lesson.

Remind pupils about using the anonymous question box or to speak to you if they have any questions they’d like to ask. Ensure the question box is available after the lesson.

Plenary /
Assessment for
and of learning

Extension
activities /
Home learning

Extension: Helping hands working wall

Create a helping hands working wall. Throughout the week as opportunities arise, encourage pupils to identify sources of help and support for difficult feelings. This can be done in the context of characters in the stories you read.

Each time a new strategy is identified, a pupil should draw around their hand and cut it out with the strategy written or drawn on it and it should be added to the working wall (or they can use the outline supplied in the accompanying resources). Throughout the week, revisit the wall and explore the new strategies that have been shared.

The wall could also include pictures of people we can go to for help.

Extension: Story

Story book – [‘The Great Big Book of Feelings’](#) by Mary Hoffman

Read this story together as a class and discuss the different feelings explored.

LESSON 6: Gauging our feelings

KEY STAGE 2 (upper)

This is the sixth in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). Lessons 1 to 3 are designed for use in key stage 1, lessons 4 and 5 are designed for lower key stage 2, whilst this is the first of four lessons for upper key stage 2.

This lesson aims to help pupils to talk about and reflect on the different feelings they may experience in a variety of situations. Measuring the intensity of feelings is explored together with different ways of expressing the intensity of feelings. The lesson also addresses the effect of online communication on feelings, as research has recently highlighted that peer harassment online can amplify the emotional harm experienced by children and young people; with negative outcomes increasing when technology is involved (alongside offline experiences).

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- what positively and negatively affects their physical, mental and emotional health to deepen

their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- strategies for keeping physically and emotionally safe

Core Theme 2: Relationships

Pupils should be taught:

- to recognise and respond appropriately to a wider range of feelings in others
- that their actions affect themselves and others

Learning objectives	<p>We are learning:</p> <ul style="list-style-type: none"> • About the intensity of feelings • how to recognise, identify, discuss and manage a range of feelings and emotions
Intended learning outcomes	<ul style="list-style-type: none"> • I can identify feelings in a range of situations and say whether they are positive or negative feelings • I can explain how things we may say, see, read or write online can have the same effect on our and others' feelings as when we are face to face with someone • I can explain the intensity of different feelings using an emotional thermometer • I know when, who and how to ask for help with strong feelings
Resources required	<ul style="list-style-type: none"> • Resource 9 – Working Wall (optional for additional extension activity) • Resource 10 - Colourful feelings worksheets (optional for additional extension activity) • Resource 11 - Situation images (optional for reinforcing activity) • Resource 12a, b, c, d - Feelings thermometer • 'Flowers are Red' - (lyrics provided in Resource 14). Optional activity in which the song could be listened to or the prose read aloud in class • Anonymous question box • Large soft foam ball • Large sheets of sugar paper
Climate for learning	<p>Consider any sensitivities and prior knowledge about specific pupils' circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p>

Encouraging questions

Encourage pupils to ask questions they have in relation to today's learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

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Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

	<h2>Help-seeking</h2> <p>It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. Pupils should be reminded where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In all settings, it is important that pupils know the trusted adults that they can speak to; that they have strategies to help them seek help, and that if need be they are able to persevere in getting themselves heard.</p> <p>It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.</p>
<p>Key words</p>	<p>Emotions, Feelings, Online, Offline, Social media, Negative feelings, Positive feelings, Intensity, Thermometer</p>
<p>Baseline assessment</p>	<p style="text-align: right;">5 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <h3>Reconnecting activity:</h3> <h3>Words that describe our feelings</h3> <p>Remind pupils about our past work on feelings. Working in pairs, ask them to recall three key points they remember from the previous session. Using a soft ball, ask pupils to throw the ball to different pupils who have to recall one thing they can remember from the previous session. Remind them that they are not allowed to repeat a point that has already been said.</p>
<p>Core activities</p>	<h2>Feelings may be positive and negative</h2> <p style="text-align: right;">10 min</p> <p>Ask the class to define what they think positive and negative means in terms of feelings. Explain that feelings are positive and negative or comfortable and uncomfortable rather than good and bad because all feelings are important, so even the most uncomfortable feeling is telling us something.</p>

Give an illustrative example to explore the purpose of an uncomfortable feeling:

e.g. You and your friends stumble across a deserted house in the woods, you want to go in but your tummy does flip flops and you start to breathe faster and feel a bit sick.

- What are you feeling?
- In what way is it uncomfortable?
- What is this feeling telling you?
- What do you do next?

Return to the list they have made and ask pupils:

- Are there any feelings that don't fit into a category?
- What about physical feelings like being tired or thirsty?
- Is it easier to talk about positive or negative feelings?
- Is it important to talk about positive feelings? What might make this the case?
- Is it important to talk about negative feelings? What might make this the case?

Optional reinforcing activity

Exploring some positive and negative feelings

10 min

Divide pupils into small groups.

Hand out a few of the situation images to each small group. Ask pupils to work together to understand:

- What is happening in this picture?
- How might someone feel if it was happening to them?
- Are these positive or negative feelings (or could they be both)?
- Are these feelings that should be addressed? How?

Feelings online

15 min

Explain that you are going to read a tiny extract from a story about Boz and Jaz, two children who are in the same class at school:

Jaz brought a swimming medal into school that day to show everyone. Boz thought Jaz was showing off a bit about winning the medal but didn't want to say anything.

After school, Boz was online on Chatbook, (the latest social media site they were all using) and saw that Jaz and some other people from their class were chatting on Jaz's profile page. One of them made a silly joke about Jaz turning into a frog with all that swimming and someone else added that Jaz already looked like a frog. Boz wanted to join in and so wrote that Jaz was a show-off and added some even nastier things to try and make the others laugh.

Ask pupils:

- Why do you think Boz didn't want to say anything about Jaz showing off whilst they were in school but did say it online?
- Do we sometimes say things in texts, emails, or chatting online that we would not say to someone's face?
- How do you think Jaz felt reading the nasty comments? (How many words can we think of to describe those feelings?)

Explain that even though we cannot see the other person, when we say things online, the emotions felt by the other person are the same, which is why it is so important to behave online as you would offline. It is easy to forget someone else's feelings when in front of a computer – but the person is still affected in the same way.

- Thinking about when Boz was reading the other children's comments, how many feelings words can we think of to describe Boz's emotions at that time? (Draw out things like feeling pressurised to join in, wanting to be one of the crowd rather than feeling left out)

In pairs: ask pupils to think of a text or email they could send to either Jaz or Boz giving them some advice on managing their feelings in this situation.

This also provides an opportunity to talk about reporting online abuse. See <https://www.thinkuknow.co.uk/> for advice and resources.

Emotional Thermometer

10 min

Explore the idea that we might feel the same feeling at a different level of intensity – for example some things might make us feel a little bit angry whilst others make us feel really, really angry.

In small groups: Explain that it is helpful to be able to express the intensity of a feeling when we talk about our feelings to other people. One way we could think of this is through numbers.

Hand out the Feelings Thermometer sheets (Resource 12). Check everyone understands the concept of the thermometer and give each group a selection of the situation images. Ask each group to give an intensity rating for each of the situations.

Discuss these as a class and talk about how we can use numbers to help explain to other people how we're feeling when we don't know how else to explain it. (See also the optional additional activity on colours and feelings in the 'Extension activities and Home learning' section.)

Another way we can do this is through words. Looking back at their thermometers, ask pupils to suggest words to describe different intensity of those feelings (for example, irritated, angry, furious, and livid).

When and how to ask for help

10 min

Think about some of the situations discussed during the thermometer exercise. Which of those feelings would be very uncomfortable?

Think about when a feeling becomes too uncomfortable to manage on our own – is a feeling that's a 5 one we need help with?

Remind pupils that we are all different and we need more help some days than others so if a feeling is making us feel uncomfortable and we're not sure what to do we should seek help even if the feeling is only a one or a two.

All feelings are ok, but we need to be able to express and explain ourselves and our feelings to others. It's not ok to hit someone, or to be nasty or hurt someone because you are feeling hurt and angry.

Where can we get help for ourselves or a friend if we are experiencing uncomfortable feelings? What other things can we do to help relieve those

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feelings? We will explore more ideas on this next time.

Remind the class that everyone is different and has their own feelings. Recap who to go for help, support and advice and what will happen if you do.

Explore as a class whether we'd like to practise using numbers to express the intensity of our feelings as well as different words, throughout the next week.

Revisit the intended learning outcomes. In pairs, ask pupils for each outcome to say one thing they can now do/explain/show to demonstrate they have met the outcome

Remind pupils about using the anonymous question box or to speak to you if they have any questions they'd like to ask. Ensure the question box is available after the lesson.

Optional additional activities:

Colourful Feelings

As a class discuss the idea of using colours to represent different feelings.

Ask if anyone can think of phrases to do with colours and mood? e.g. 'She saw red', 'feeling blue', 'black mood'.

Ask pupils to think of feelings and what colours they would use to describe them.

Give some ideas if necessary but let pupils decide their own colour 'code'.

e.g. Blue = calm and thoughtful

Green= creative, energetic

Red = angry, violent, losing temper, rage,

Purple= excited, happy

Black = sad, lonely, worried, fearful.

Hand out Resource 10 – 'Colourful feelings' and ask pupils to work in pairs or small groups to think about the different feelings they would ascribe to each colour. Using the appropriate colour pencil/pen, they should complete the faces to show the kinds of emotions they think the colour represents and list them below.

Extension activities / Home learning

Discuss whether sometimes it's easier to give our feelings a colour name (as long as everyone involved understands the 'colour code', rather than its real name – especially if we don't really understand or know how to describe how we feel)

Explore the fact that sometimes there will be more than one feeling / colour at a time. Explore some more examples of this as a class – for example you might feel both excited and scared before performing in a school play.

Song – The flowers are red by Harry Chapin

Play 'The Flowers are Red' (Resource 14 has the lyrics) and explore the song with the class.

- What happened?
- How could we describe the boy's feelings?
- What words could we use?
- What colours?
- What number would his feelings be on our thermometers at different points in the song / story?
- How does it feel if someone ignores or misunderstands another person and their expression of feelings?

Working wall

Use some of the work generated in the lesson to start a feelings working wall. Revisit this regularly throughout the week – where different feelings come up in stories, poems or reflections, discuss as a class or with individual pupils. If appropriate, encourage them to give the feeling a number and a colour. This can be done in a paint splodge and coloured appropriately (see Resource 9 – 'Working Wall') and added to the working wall.

LESSON 7: Developing positive coping strategies (1)

KEY STAGE 2 (UPPER)

This is the seventh of a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). We recommend that you read the guidance before teaching these lessons.

Lessons 1 to 3 are designed for use in key stage 1, lessons 4 and 5 are designed for lower key stage 2, whilst this is the second of four lessons for upper key stage 2.

This lesson aims to help pupils to recognise a range of emotions in other people and to identify who and how to ask for help with emotions that may feel challenging. This and the two subsequent lessons, help pupils to develop a wide range of strategies for managing feelings and emotions positively.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons, are designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen

- to their emotions or overcome them
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know
- strategies for keeping physically and emotionally safe

Core Theme 2: Relationships

Pupils should be taught:

- to recognise and respond appropriately to a wider range of feelings in others
- that their actions affect themselves and others

Learning objectives	<p>We are learning:</p> <ul style="list-style-type: none"> • to recognise and manage a range of emotions in ourselves and others • some positive coping strategies to help us manage our feelings
Intended learning outcomes	<ul style="list-style-type: none"> • I can identify feelings/emotions in a range of situations • I can recognise body responses related to certain situations and strong feelings that may arise • I can use and apply helpful strategies for managing my feelings
Resources required	<ul style="list-style-type: none"> • Resource 6 – Small body outline or 16 - Where I feel • Resource 23 - Healthy responses • Resource 11 - Situation images • Song ‘On the Sunny Side of the Street’ (For lyrics see Resource 19) • Resource 18 - Four ideas for feeling better in a difficult situation • Resource 20 - Bucket outlines for working wall • Anonymous question box • ‘Have You Filled a Bucket Today? A guide to Daily Happiness for Kids’ By Carol McCloud
Climate for learning	<p>Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <p>Encouraging questions</p> <p>Encourage pupils to ask questions they have in relation to today’s learning even if they arise after the lesson. Pupils who are able to communicate in writing can</p>

be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.

Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

If you become concerned about a child's wellbeing or safety for any reason during the course of a lesson or during follow up conversations, your school's safeguarding and child protection policies should be adhered to.

Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information). It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in anyway, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. It is important to reinforce, each lesson, where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In key stage 1, it is important that pupils know who they can speak to, that they have strategies for seeking help,

	<p>and are able to persevere in making themselves heard.</p> <p>It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.</p>
<p>Key words</p>	<p>Emotions, feelings, challenging, negative feelings, strategies, thermometer</p>
<p>Baseline assessment</p>	<p style="text-align: right;">10 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Explain that we're going to continue to look at feelings and emotions, how to recognise those which may be uncomfortable for us and start collecting up and practising helpful ways in which we may be able to manage and cope with them.</p> <p>Using your working wall if you developed one, revisit the way that different numbers (and colours, if you included the optional additional activity on this) can be used to express the intensity of different emotions and feelings.</p> <p>Ask pupils to suggest emotions which may feel uncomfortable. Can they give examples of occasions when people might experience them? Using the scale of one to ten on our thermometers, can they suggest a score to match the intensity of one or two of the feelings? Can they think of different words to express the intensity of the feelings? (E.g. are they irritated, angry or furious?)</p> <p>Explore the purpose of uncomfortable feelings and remind pupils that a feeling is just a feeling and not something that is either good or bad. Feelings are the 'feedback system' that gives us information about ourselves. However, there will be times when we need to manage very strong feelings in ways that are positive both for ourselves and for others.</p>
<p>Core activities</p>	<p>How feelings make our body feel 15 min</p> <p>Divide the class into groups and give each group two or three different situation images from Resource 11. Remind the class that we have thought a bit about how we experience feelings in our bodies in previous lessons. Ask them to think</p>

again about how these feelings might be experienced in different parts of our bodies and see if they can come up with some additional ideas. They can record their ideas by either writing or drawing on the blank body outline.

Encourage pupils to explore examples such as:

- feeling hot under the collar,
- seeing red,
- heart beating fast,
- feeling tearful,
- sweaty hands,
- butterflies in tummy,
- whooshing in the ears,
- knots in the tummy,
- heavy heart,
- tired /blank eyes.

Discuss as a class:

- Which parts of our body tell us about our feelings?
- How does it feel?
- How does our tummy feel sometimes?
- What about our head?
- Or our heart?
- Are these feelings comfortable or uncomfortable?

Top four tips

20 min

Go on to explore the idea that when we experience uncomfortable feelings in our body it can be our body's early warning system saying 'I don't like this! Do something to change the situation!'

Remind the class about Boz and Jaz from the last lesson: they were in the same class at school and were about the same age as your class. Ask pupils to imagine that either Boz or Jaz finds them self in a situation which sets their body's early warning system off – use one of the situations from earlier that seemed to strike a chord, or create a new situation that is relevant (but not so relevant as to be upsetting) to your class.

- What strategies could they use to help them feel better?
- What else might help them understand and cope with their feelings?

- Why might some strategies work better than others?

As a class or in small groups, brainstorm as many strategies as possible. You can start the brainstorming if necessary, but don't do all the work. Pupils' active participation will build confidence and they are likely to come up with a far larger and more innovative range of ideas than you could imagine.

Support the practical strategies and add to them as needed. Ask:

- How do you think this might work?

Once a wide range of strategies has been shared, give pupils Resource 18 – 'Four ideas for feeling better in a difficult situation' and ask them to complete their own four 'top tips'. These may be illustrated alongside their writing. Encourage them to use practical strategies that they can either imagine using or have actually used themselves. Remind them that everyone is likely to choose different things because we are all different.

Take feedback from pupils on their lists. Are there any that nearly everyone chose? Emphasise that there are lots of things we can do in difficult situations or when we are feeling negative or dealing with uncomfortable feelings.

Pooling all the ideas, decide on a class 'Top four (or more) tips'. These could be added to the working wall.

Text scenario

10 min

Ask pupils to imagine that Boz has received a text from someone that makes him/her feel uncomfortable, embarrassed and a bit 'funny inside'.

- What should Boz do?
- Should Boz tell someone about the text?
- Why/why not?
- Who could Boz tell?

Now imagine that the person who sent Boz the text wanted Boz to either send a text back that Boz didn't want to send, or send the first text onto someone else. How might this make Boz feel?

- What advice would you give now to help Boz manage those feelings and to help Boz stay safe?

(As with the previous lesson, this offers an opportunity to link with learning about online safety elsewhere in the curriculum.)

Remind pupils that our feelings can be just as strong or even stronger in online situations and that sometimes in these situations our 'feelings early warning

	<p>system’ should also alert us to take action to keep ourselves safe.</p> <p>Ask pupils whether they would like to now add any more top tips to their list for managing feelings in online situations?</p>
<p>Plenary / Assessment for and of learning</p>	<p style="text-align: right;">5 – 10 min</p> <p>Finish the lesson with an upbeat identification of things you can now do to be positive and manage feelings. Remind the class that this is not the same as ignoring difficult feelings or pretending not to have them.</p> <p>In their small groups, ask pupils to go around the group taking it in turns to say a new strategy they have thought about today that they would use to help manage their feelings in different situations. How many new strategies can each group remember?</p> <p>Play ‘The Sunny Side of the Street’ (Resource 19 has the lyrics) to stimulate ideas and to lift the mood after discussing difficult feelings. Identify all the positive approaches that are in the song.</p> <p>Tell pupils that next lesson we are going to look at things that help us stay positive and manage our feelings in difficult situations in more depth.</p> <p>End with a recap about who to go to for help, support and advice and what will happen if help is sought.</p> <p>Remind pupils about using the anonymous question box or to speak to you if they have any questions they’d like to ask. Ensure the question box is available after the lesson.</p>
<p>Extension activities / Home learning</p>	<p>Extension – Story</p> <p>Read: ‘Have You Filled a Bucket Today? A guide to Daily Happiness for Kids’ By Carol McCloud.</p> <p>The story uses a bucket metaphor to explore feelings. When the bucket is full, we feel positive feelings, when the bucket is empty we feel negative feelings. Discuss with pupils what they can do to fill their buckets.</p> <p>As ideas arise throughout the week, pupils can write or draw these on a bucket outline and cut it out and add them to a working wall. Revisit these ideas throughout the week.</p> <p>Depending on when you teach this lesson, you might ask pupils to think about</p>

five top tips for managing uncomfortable feelings which could be used by them when they are preparing for secondary school transition.

LESSON 8: Developing positive coping strategies (2)

KEY STAGE 2 (Upper)

This is the eighth in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). Lessons 1 to 3 are designed for use in key stage 1, lessons 4 and 5 are designed for lower key stage 2, whilst this is the third of four lessons for upper key stage 2.

This lesson aims to help pupils to build on the range of strategies which they can use to help them manage their feelings and emotions.

The remaining lessons need not follow on immediately after but can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- strategies for keeping physically and emotionally safe

<p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others that their actions affect themselves and others 	
<p>Learning objectives</p>	<p>We are learning:</p> <ul style="list-style-type: none"> about different ways of coping with uncomfortable and challenging thoughts and feelings
<p>Intended learning outcomes</p>	<ul style="list-style-type: none"> I can identify a range of coping strategies I can use a greater range of strategies to manage emotions
<p>Resources required</p>	<ul style="list-style-type: none"> Resource 21 – Treasure chest Resource 22 – Coping strategies Resource 23 – Healthy responses Anonymous question box Craft equipment and materials to make a treasure chest (optional) The Kids’ Guide to Staying Awesome and In Control by Lauren Brukner
<p>Climate for learning</p>	<p>Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <p>Encouraging questions</p> <p>Encourage pupils to ask questions they have in relation to today’s learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.</p> <p>Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that</p>

that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

If you become concerned about a child's wellbeing or safety for any reason during the course of a lesson or during follow up conversations, your school's safeguarding and child protection policies should be adhered to.

Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information, and following up concerns in a more appropriate setting outside lessons). It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in anyway, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. It is important to reinforce, each lesson, where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In key stage 1, it is important that pupils know who they can speak to, that they have strategies for asking for help, and are able to persevere in making themselves heard.

It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.

<p>Key words</p>	<p>Positive, treasure, coping, strategies, healthy responses</p>
<p>Baseline assessment / Reconnecting activity</p>	<p style="text-align: right;">5- 10 min</p> <p>Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.</p> <p>Reconnecting</p> <p>Remind the pupils that in the last lesson we talked about how our bodies respond to strong feelings and emotions. Who can give us an example?</p> <p>And we also came up with our top tips for managing strong feelings. How many can we remember?</p> <p>(Using your working wall as inspiration if you have one) work with the class to identify all the different things we do that make us feel good and positive about ourselves.</p> <p>If pupils are slow to share ideas at first, you can prompt them by asking questions like:</p> <ul style="list-style-type: none"> • What might make someone feel happy if they were feeling sad? • What might make us feel excited and bouncy? • What might we do differently at home than at school to feel good and positive about ourselves? <p>Put suggestions on the board, don't discuss them yet, just acknowledge that there are lots of different ways for coping with our feelings and emotions.</p> <p>Introduce the analogy of a treasure chest – all the ideas and suggestions we have shared are valuable, like treasure.</p> <p>Comment, acknowledge and praise 'what a lot of treasure there is in the room'.</p>
<p>Core activities</p>	<p>Treasure Chest 20 min</p> <p>Talk to the pupils about a scenario where someone is experiencing difficult/challenging feelings. You can make someone up but it is most effective if you use a shared point of reference such as a character from a book you have all read together. Even if the character did not experience difficult feelings during the book, you can ascribe them when talking to the class – or you can</p>

reintroduce the Boz and Jaz characters from the previous lessons.

Hand out Resource 21 – ‘Treasure chest’ sheets to pupils and ask them to fill their treasure chests with strategies they think would help the character to feel better. You can suggest including things that pupils have tried themselves or that they think they might try if it was them who was struggling. Remind them that it can be things to do or it can be ways of thinking differently about the situation.

Resource 22 provides some coping strategies. You could choose to give it to all pupils, or encourage pupils to try and come up with their own, before sharing those on the resource. Alternatively, you might just choose to use the resource for pupils who need a little more support.

Pupils fill their treasure chest with words, descriptions or pictures which represent their treasure. This will be largely based on the class discussion, though you should also encourage pupils to include any new ideas they have too.

When everyone is ready, discuss their ideas and strategies with the whole class.

- What strategies do you have in your treasure chest?
- What kind of feelings/emotions do you think they’d help us to manage?
- Why do those feelings/emotions need managing?
- How might using some of our suggested strategies change or affect our thoughts and feelings?
- What else can we try – what other treasure do we have? Suggest to pupils that ‘treasure’ can come in different forms, i.e. people at home, friends, people in school who we can ask for help or who we can share our feelings with and who won’t ‘judge’ us
- Have you tried any of these?
- Which of these that you have never used before do you think you might like to try?

Explain to pupils that they are probably using a lot of different strategies already but stopping and recognising them helps us to know how to manage our feelings, especially at difficult times. Likewise, we may be using strategies that no longer work or that we find difficult to use. Thinking about the different options we have can help us to feel better and to feel less alone with our uncomfortable feelings and emotions.

Ensure that seeking help, support or advice forms part of the treasure and reinforce appropriate and relevant help-seeking messages. 'We have lots of treasure to help us manage big feelings but sometimes the best treasure of all is talking to an adult who we trust.' Be sure to clearly identify where, how, why and when to seek help and what will happen if they do.

There are lots of ideas that you can share with the class in [The Kids' Guide to Staying Awesome and In Control](#) by Lauren Brukner if you are keen to explore some new ideas you haven't tried before.

Healthy Responses

10 min

Give pupils Resource 23 – Healthy responses.

Read each scenario straight through once, then re-read it, this time asking pupils to stop the dialogue by clapping when they want to highlight something positive or negative or point out or where the characters could say or do something different.

Working in groups, now ask the pupils to suggest three alternative responses to the ones that were given which would have a positive outcome for both parties. Ask groups to 'vote' on the response that they think would be the most helpful and then ask each group to share their most favoured responses with the rest of the class.

Boz and Jaz

10-15 min

In pairs, ask pupils to use the Boz and Jaz characters (pupils who are about the same age as them and are in the same class at a school just like ours) to make up a story of a time when how they reacted to/managed uncomfortable feelings led to a negative outcome.

For example:

- Boz was jealous of Jaz's pencil case so he/she damaged it.
- Boz was angry with Jaz so he/she hit him.
- Boz was feeling sad and lonely so he/she sat in a corner and cried.
- Jaz was angry with Boz so he/she created a cruel and unkind image of Boz and sent it to everyone they knew online, asking them to write a silly comment about the picture.

For the above situations, or situations that pupils have invented, ask them to discuss or write about:

- How could the situation have been resolved differently to achieve a positive outcome?
- How could Boz / Jaz have thought differently about the situation?
- What ‘treasure’ could Boz or Jaz use to manage the situation?
- What might the impact be on other people (friends, family) who hear about the situation? How might they be feeling?

Plenary /
Assessment for
and of learning

What would you do?

10 min

If it feels safe to do so (i.e. none of the scenarios are too sensitive to pupils in the room) ask pupils to ‘hot seat’ some of the characters in the Healthy Responses scenarios.

When a pupil is ‘in role’ encourage the class to ask questions so that ‘in character’ they can describe how they are feeling and what has made the situation better and what has made the situation worse. Ask the class to suggest some of the strategies from the previous lesson that might help the person in the scenario to manage their feelings and emotions.

Remember to de-brief pupils who have been ‘in role’. Ask them to come out of role and to imagine that the character they have been playing is sitting in front of them. Invite them to give three pieces of advice to their ‘character’ who is sitting in an empty chair in front of them and then to say goodbye to them.

Start a round, each person saying one strategy that they think they will try to help them manage a difficult feeling.

End with a recap about who to go to for help, support and advice and what will happen if help is sought.

Remind pupils about using the anonymous question box or to speak to you if they have any questions they’d like to ask. Ensure the question box is available after the lesson.

Extension
activities /
Home learning

Extension: Giant class treasure chest

As an extension to the treasure chest activity and analogy, you can make a large class treasure chest out of a crate or box. Pupils can work together to decorate it. Think together about the types of things we can fill our treasure chest with – there will be many physical things that can go in the chest. Encourage pupils to identify moments when they need help managing their feelings and direct them towards the treasure chest during the week to reinforce and remind pupils

about the strategies they are learning.

Periodically discuss

- What is in the chest,
- What have people found helpful,
- What should we add or take away,
- What other strategies can we use when we don't have access to the chest?

LESSON 9: Developing positive coping strategies (3)

KEY STAGE 2 (Upper)

This is the ninth in a series of lessons, exploring mental health and emotional wellbeing, written to accompany the PSHE Association's guidance document [Preparing to teach about mental health and emotional wellbeing](#). Lessons 1 to 3 are designed for use in key stage 1, lessons 4 and 5 are designed for lower key stage 2, whilst this is the fourth of four lessons for upper key stage 2.

This lesson aims to help pupils to increase the range of strategies they can use to manage uncomfortable feelings and emotions that they have been exploring over the last three lessons. It includes relaxation techniques.

Although this is the last in the series of lessons, it can be incorporated into your PSHE education programme at any point that is appropriate for your pupils.

The timings indicated are approximate and represent the absolute minimum time required to deliver the activities. Whilst it is always important for PSHE lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Neither this, nor any of the other lessons is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Thinking about feelings every day

During general day to day classroom interactions and activities, make a conscious effort to name feelings, encouraging pupils to do the same. The more that pupils name and identify their feelings day to day, the better they will be able to identify, respond to and manage difficult feelings as they arise.

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen

- to their emotions or overcome them
- strategies for keeping physically and emotionally safe

Core Theme 2: Relationships

Pupils should be taught:

- to recognise and respond appropriately to a wider range of feelings in others
- that their actions affect themselves and others

<p>Learning objectives</p>	<p>We are learning:</p> <ul style="list-style-type: none"> about some additional ways of coping with uncomfortable or challenging thoughts and feelings
<p>Intended learning outcomes</p>	<ul style="list-style-type: none"> I can identify a range of coping strategies I can use relaxation strategies to help me to feel calm when I am feeling stressed or anxious
<p>Resources required</p>	<ul style="list-style-type: none"> Feelings thermometer ‘Feeling relaxed’ (Resource 13) Resource 16 – ‘Where I feel’ Ladybird’s Remarkable Relaxation by Michael Chissick The Kids’ Guide to Staying Awesome and In Control by Lauren Brukner Anonymous question box Bubble container and wand (optional)
<p>Climate for learning</p>	<p>Consider any sensitivities and prior knowledge about specific pupils’ circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.</p> <h3>Encouraging questions</h3> <p>Encourage pupils to ask questions they have in relation to today’s learning even if they arise after the lesson. Pupils who are able to communicate in writing can be encouraged to submit anonymous questions prior to or subsequent to the learning taking place by using a question box.</p> <p>Always set aside plenty of time to explore any questions in relation to the learning and if, for any reason, it is not appropriate to answer a question within the class setting, it is important to ensure that the pupil is not made to feel that</p>

that this is not a topic they should have raised in class. Instead, you can acknowledge the question and its importance and talk to the child separately.

Confidentiality and Safeguarding

If you become concerned about a child's wellbeing or safety for any reason during the course of a lesson or during follow up conversations, your school's safeguarding and child protection policies should be adhered to.

Teachers should always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information). It is important to be honest with pupils about the limits of confidentiality, explaining that if you were worried about a pupil being at risk in anyway, you would speak to the appropriate member of staff (the Safeguarding lead or Child Protection officer).

Ground rules

It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be negotiated with the children and should help to encourage involvement and engagement from every pupil without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.

Help-seeking

It is important to ensure that all pupils know how to seek help and support if they feel uncomfortable during the learning or after the lesson. It is important to reinforce, each lesson, where, how, why and when to seek help if they need further support with any of the issues addressed. This help and support needs to be appropriate to the age of your pupils. In key stage 1, it is important that pupils know who they can speak to, that they have strategies for asking for help, and are able to persevere in making themselves heard.

It should be explained to pupils in a child-friendly way what is likely to happen next if they do choose to seek support.

Key words

Positive, treasure, coping, strategies, healthy responses, dilemmas, choices, stress, breathing

10 min

During this lesson, be sensitive to pupils who may have physical impairments which might make some of the exercises difficult to do. Be ready to suggest stretches of different body parts which they could do or stretches which they are comfortable with and could simply repeat.

Revisit ground rules/working agreement. Is there anything that we might like to change or amend or add before we begin the lesson? Remind pupils of the reasons for having ground rules and how they can support their learning.

Reconnecting

Remind the class that last lesson we were thinking of as many ways of managing difficult feelings as we could. These strategies were our treasure and filled up our treasure chest.

Ask pupils to recall what strategies we discussed and when you might be able to use them.

- Were any of them difficult / challenging to use?
- Can you think of reasons why this might be?
- Has anyone come up with any new ones since last time?

Explain that one of the most challenging aspects of experiencing strong feelings and emotions is being able to manage them so that they don't overwhelm us and that we don't say or do something that we later regret.

Give each pupil a thermometer sheet, which this time is about feeling relaxed (Resource 13). Ask them to indicate on the thermometer how relaxed they are feeling on the scale, for example 1= not feeling relaxed at all, 10 = feeling very relaxed.

Explain to the class that we will be re-visiting their thermometer scale at the end of the lesson. Ask them to put it to one side for now.

In this lesson we are going to try out a few new practical things we can do with our body to manage strong emotions, especially when we need to calm down or when we're feeling anxious. We will be able to add these strategies to our treasure chests.

Baseline
assessment /
Reconnecting
activity

Core activities

Core activities At least 5 min for each strategy

Bubble Breath

The first idea we're going to try is 'Bubble Breath' (which is taken from [The Kids' Guide to Staying Awesome and In Control](#) by Lauren Brukner and in which there are many more ideas you might like to try with your pupils).

Tell pupils:

- Imagine you have a wand of bubbles (you could use a bubble wand and demonstrate with a real bubble)
- When you breathe out, be careful not to pop the bubble film on the wand!
- Place one flat palm on your heart and one flat palm on your belly
- Breathe in slowly through your nose
- Hold your breath for five seconds
- 1.....2.....3....4.....5
- Breathe out a large 'bubble' through pursed lips
- Blow out and hold for five seconds
- 1.....2.....3....4.....5
- Talk the class through the breathing technique and ask them to quietly 'practise' the technique for a few minutes

Discuss

- How did doing the exercise make you feel?
- What particular feelings might it help us to alter or manage?
- Would you find this technique helpful?
- What type of situations might it be especially helpful for?

Finger Pull

(Also from *The Kids' Guide to Staying Awesome and In Control* and reproduced with permission of Jessica Kingsley Publishers)

Tell pupils:

- Put one hand palm up and one hand palm down, both facing each other
- Link your fingertips together (except thumbs) and pull them apart as hard as you can

- Hold for as long as your body needs to – at least 10 seconds
- 1.....2.....3....4.....5....6....7....8....9....10
- Put all of your uncomfortable feelings into your finger pull and keep pulling until you pull the feeling right out of your body!
- Pull hard until you want to stop.

Discuss

- How did doing the exercise make you feel?
- What particular feelings might it help us to alter or manage?
- Would you find this technique helpful?
- What type of situations might it be especially helpful for?

Physical relaxation

Next we're going to try some simple exercises to help us physically relax. These can help us to change our mood and how our body feels when we are feeling angry, wound up or anxious.

They are all simple stretches you can do at your desk in the classroom.

Tell pupils:

- Move your chair away from your desk and give yourself plenty of room to extend and move your legs and arms
- Sit up straight with both feet flat on the floor (shoes can be removed)
- Gently and slowly nod your head up and down (eight times) Gently turn your head side to side (eight times)
- Roll both shoulders backwards in a circular motion (eight times) Roll both shoulders forward in a circular motion (eight times)
- Shake your hands out (eight times x 2)
- Leading with your head, roll the upper body down slowly as far as you can reach (only go as far as the individual is comfortable, four times)
- Turn your head to the right and a little further and hold (for 8 counts then release x 4)
- Repeat on the left and hold (for 8 counts then release x4)
- Shrug and hold your shoulders (for 8 counts and release x 4)
- Extend arms out in front and clench fist and squeeze hold (for 8 counts and release x4)
- Leading with your head, roll upper body slightly and bring your right

knee up high as you can to meet your chest, hug your knee holding onto the front of the shin and release (for 8 counts x4)

- Repeat with left leg (x4)
- Hold the seat of your chair, lift and extend your legs out in front of you
- Flex your toes up to the ceiling hold for 4 counts and point toes away for 4 counts, then place your feet down on floor (x4)
- Sitting up, feet flat on the floor. Lift your arms slowly from the side up to the ceiling (like a butterfly/bird), whilst breathing in through your nose for 4 counts (breathe into your belly like a balloon). Bring your arms down the side slowly (like a butterfly/bird) whilst breathing out through your mouth (breathe all the air out of your belly and lungs like a balloon deflating) for 4 counts
- Stay there for a few moments enjoying the feeling of being completely relaxed.

Discuss

- How did doing the exercise make you feel?
- What particular feelings might it help us to alter or manage?
- Would you find this technique helpful?
- What type of situations might it be especially helpful for?

Visualisation

Next we are going to try visualisation. This is a technique that involves creating images or pictures in your mind while you are in a state of relaxation. For example, you might imagine:

That you are lying in a field full of beautiful flowers.

That you are lying on a warm sandy beach.

That you are lying on a soft and comfortable bed.

The theory is that by imagining a peaceful scene, you will encourage yourself to feel more relaxed.

Relaxing on a soft bed

Close your eyes, be very still and imagine that you are lying on your back on the softest bed in the world. The pillow is so soft and the sheets are made of silk and feel so warm and soft against your body.

Very slowly you feel your legs become more and more relaxed. Your muscles start to relax as you gently sink deeper into the soft bed.

Now, feel your spine starting to open and lengthen. Feel your arms gently sink downwards. Allow your spine to gently sink into the bed. Let your neck and head be free and sink down. Let your legs sink into the softness of the bed.

You are lying on such a comfortable bed. It feels so soft and warm. The deeper you relax the more you gently sink. You feel very calm lying here. In your mind repeat to yourself ...I am completely calm, I am completely calm ...Stay in this calm state for as long as you wish.

Relaxing on the Beach

Close your eyes, be very still and imagine you are lying down on the beach. Feel the warm sand underneath your body. You can hear the waves of the sea.

Now very gently, you are going to relax each part of your body. Start with your feet, let your toes completely relax and become soft. Let this feeling spread gently through your feet. Now squeeze your legs and gently let them go. Feel all the tension in your legs being released as they become relaxed and soft.

Squeeze the muscles in your tummy and let go completely. Stretch your back as far as you can, and relax. Can you feel your back sinking into the sand?

Now let your shoulders and neck become soft, as all the tension melts away. Squeeze your arms as tight as you can and let them go. Allow your arms to feel heavy as they sink into the sand. Squeeze your fingers into a tight fist, and now uncurl them slowly and rest them on the golden sand.

Scrunch your face into a tiny ball and let go and relax. Let your head completely relax: Relax your eyes, your ears, your cheeks, and your forehead. Become completely still and relaxed.

Feel the warm sun on your face and body, as you sink further into the powdery sand. Stay there for a few moments enjoying the feeling of being completely relaxed.

The Alien

Close your eyes, be very still and imagine that you are an alien. Your whole body is made of metal and flashing lights. The lights on your arms and legs and stomach are flashing brightly. The alien also makes all sorts of beeping noises.

Now you are going to see if you can switch lights off and make every part of your body completely still. Start with the right leg – bring all your attention to your right leg and completely turn off the switch. Do the same to your left leg, switching off the switch and watching the bright lights on each leg turn off.

Switch off the light on your stomach and make it very, very still and quiet inside. Now, do the same to your arms, turning off the lights and letting your arms become very still and heavy. Finally, turn off the switch in your head. Switch off your mouth, switch off your nose and finally switch off your eyes.

You should feel very still now. See how still you can make your body. Don't forget that if you move anything, then the lights will go back on - so stay as still as you can. How long can you stay completely still and quiet for?

Discuss

- How did doing the exercise make you feel?
- What particular feelings might it help us to alter or manage?
- Would you find this technique helpful?
- What type of situations might it be especially helpful for?

Plenary / Assessment for and of learning

10 - 15 min

Re-visit your 'Feeling Relaxed thermometer'.

- Where would you place yourself on the scale now?

Recap the different strategies we have used today. Think about which ones we could add to our treasure chests and which ones we each prefer for dealing with specific situations or types of feelings.

We might like to think of having a 'toolkit' of strategies that we can now call upon when we are feeling unhappy or upset by our feelings and emotions. There are lots of things we can do to help ourselves feel better and this will, in turn, help us to manage uncomfortable feelings and emotions.

Ask pupils to choose one or two of the new techniques they have learned today

and write about how they would use them to help them feel better.

- Have you become more relaxed? How do you know?
- What do you notice about yourself?

Remind pupils about using the anonymous question box or to speak to you if they have any questions they'd like to ask. Ensure the question box is available after the lesson.

Extension
activities /
Home learning

Extension: Ladybird's Remarkable Relaxation

Read [Ladybird's Remarkable Relaxation](#) by Michael Chissick with pupils and practise using the relaxation script with pupils to help them learn to manage any worries they may have.

Hold an assembly for younger pupils (lower key stage 2/key stage 1) where all of the above physical techniques and strategies are shared and demonstrated by upper key stage 2 pupils. Invite midday supervisory staff to attend so that they know about the new strategies that pupils will be using.

Consider adapting/implementing strategies and techniques for use in other classes or as part of a whole school initiative for managing mental health. Whole school and class reward systems could include praise and recognition for when pupils use any of the above self-management strategies and techniques to manage uncomfortable feelings and emotions.