

# Lesson 1: Everyday feelings

# Key stage 2: Year 3/4

This is the first in a series of three KS2 lessons for Year 3 or 4, exploring mental health and wellbeing. This first lesson builds on learning from KS1 focusing on feelings and emotions, how these change over time and what helps people to feel good. 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.



## Learning objective

Pupils will learn:

- about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good



## Learning outcomes

By the end of the lesson, pupils will be able to:

- identify that feelings/emotions are part of a person's health and wellbeing
- recognise that feelings usually change throughout the day
- give examples of everyday things that can affect feelings
- describe what can help people to feel good/better



## Climate for learning

Before teaching these lessons, ensure that you read the accompanying PSHE Association document [Teaching about mental health and emotional wellbeing](#) for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.



## Resources required

Box or envelope for anonymous questions



A4 Paper (blank)



Pens and pencils



Sticky-notes or small pieces of card



Resource 1: Ziggy's day



Resource 2: Moments cards



Resource 3: Sammi's blog post



## Key words

Feeling, emotion, health, body, mind, good, not so good

Activity	Description	Timing
1. Baseline assessment: Draw & write	Pupils draw/write about the feelings a person has and what helps them to feel good every day	10min
2. Introduction	Class discussion and definition – What is a feeling?	5min
3. Timeline of feelings	Pupils work in pairs to plot a character's feelings at different times of day on a timeline	10min
4. Card sort: How does it feel?	In small groups, pupils categorise moments that might occur in a day as giving a good, not so good, or neutral feeling	15min
5. Blog post stimulus	Pupils read a blog post about ways to feel good on a daily basis and what can help if feeling not so good	10min

6. Endpoint assessment	Pupils go back to their 'feeling good' draw and write activity they completed at the beginning of the lesson and add to or amend it in light of their new learning	5-10min
7. Extension activity (optional)	Using Resource 2: Ziggy's day as a story planning tool, pupils write a story describing the feelings Ziggy experiences and why.	-

## Baseline assessment



### Feeling good - draw and write



Ensure this activity is completed before delivering the lesson.

Provide pupils with a piece of blank A4 paper. Ask them to:

- Imagine a person of about their age (or a bit older), who goes to a school like theirs, somewhere near here.
- Draw and/or write about:
  - the feelings they have most days
  - what helps them to feel good every day.

The purpose of this activity is to enable you to find out the pupils' existing knowledge, skills and attitudes. Pupils should work individually. Whilst they are working, do not prompt them in any way. When complete, ensure pupils write their name at the top of their paper. Collect in and check pupil responses, noting any responses and any misconceptions that need addressing through the lesson. Keep the papers - pupils will return to this activity at the end of the lesson to assess their learning.

## Introduction



### What is a feeling?



Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson.

In small groups, pupils discuss what a feeling is and what feelings do. Then display the following definition and discuss with the class:

*'A feeling is our emotional state, or our reaction to something. Feelings are important because they help us to manage different situations and look after ourselves. Feelings and emotions are about our minds but we might also experience them in our bodies.'*

**Teacher's note:** For pupils in KS2, we suggest using the terms 'feelings' and 'emotions' interchangeably as their definition is similar, but for your own subject knowledge these words can be defined as:

- **Emotion:** a strong feeling deriving from one's circumstances, mood, or relationships with others; an instinctive or intuitive feeling as distinguished from reasoning or knowledge\*
- **Feeling:** an emotional state or reaction, an idea or belief, especially a vague or irrational one, or the adjective feeling: showing emotion or sensitivity\*

\* ©Google dictionary definition (accessed: 05/06/2019)

# Core activities



## Timeline of feelings



Remind pupils of their learning from KS1; that we have lots of different feelings all the time and that different things can influence and affect our feelings; that our feelings change often.

Using **Resource 1: Ziggy's day**, pupils demonstrate their understanding of this by working in pairs to plot a character's possible changing feelings at different times of the day.

Discuss how much Ziggy's feelings changed throughout the day. Compare the different feelings they thought Ziggy might experience at different times.

*Pupils may have different responses and you may need to reiterate that people often feel differently about different things (Refer back to KS1, Year 1 and 2: lesson 2).*

### Support:



Provide printed cards (pictorial or written) showing a range of feelings – pupils match appropriate cards to the timeline. Some pupils may need additional adult support to talk about Ziggy's feelings at different times of the day.

### Challenge



Pupils describe the feelings Ziggy experiences in more detail and explain why Ziggy feels like that at different times of the day.



## Card sort: How does it feel?



Reflecting on the previous activity, briefly highlight how Ziggy's feelings were influenced by, or in response to, things happening.

To explore this concept further, provide groups of pupils with envelopes containing a set each of **Resource 2: Moments cards**.

Pupils take it in turns to draw a card from the envelope, then decide as a group whether it would give a good, not so good or neutral feeling, and place the card in groups on their table. As for the previous activity, note that people might feel differently about different things.

After a short time, stop the group work (they may not have used all the cards from the envelope). Ask them to assess whether, according to the moments cards, it was a good day or not-so-good day, so far. Discuss the types of things that made the day better or worse; things we can control and things we can't. Allow the pupils to continue the activity until they have used all the cards.

**Teacher's note:** *Point out that some of the examples on the cards can be interpreted as online behaviour as well as offline; the emphasis on this will depend on the experience of the pupils in the class and teaching should be adapted as necessary. Examples include: there is an argument in the group; someone says something nasty to someone else; no-one wants to play today; someone is not included.*



## Blog stimulus



Discuss with the class that there are some ways we can help to make our days feel better, or to help recover if something happens that doesn't make us feel good and that this is all part of looking after our feelings and emotions (our mental health).

In pairs, pupils read **Resource 3: Sammi's blog post** and identify the different ways Sammi suggests people can feel good every day (or better, if something feels not so good). Discuss their opinions on the blog. Do they like the ideas? Have they got any others to suggest?

*This might include things like: having a hug; thinking of something or somewhere nice; healthy food or talking to mum/dad.*

## Assessing learning & signposting support



### Reflecting on today's learning: Feel-good messages

Ask the pupils to write a reminder message to Ziggy suggesting one idea to manage feelings positively every day. Use the sticky-notes or pieces of card. Pupils can think back to the timeline activity to help them think of suitable ideas for Ziggy.



### Endpoint assessment



Give each pupil their **Feeling good draw and write activity** from the beginning of the lesson and a different coloured pen or pencil. Ask pupils to amend their original ideas or add their new learning to their work.



### Signposting support

Ensure pupils are aware to tell someone if something happens that makes them feel not so good often (every day or most days) or if a one-off moment makes them feel bad.

Signpost to:

Parents, carers, teachers or other trusted adult in the first instance

CEOP <https://www.thinkuknow.co.uk/> to report issues online

Childline <https://www.childline.org.uk/> 0800 1111

## Extension activity →



### Ziggy's Day: a story of different feelings



Pupils write a story using **Resource 2: Ziggy's day** as a story planning tool. They describe the feelings Ziggy experiences and explain why Ziggy feels like that at different times of the day.