

What am I FEELING?

Session Length	35 minutes
Introduction	<p>This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved. Children will learn to examine their feelings, try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good or bad guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.</p> <p>NB. There are two versions of the Online Presentation, one which mentions hormones and one which doesn't. If you have run Module 1, Unit 2 sessions with the class then use Version 1. If you haven't, or if teaching on hormones isn't appropriate for the age and stage of your class, use Version 2.</p>
Learning Objectives	<p>Children will learn:</p> <ul style="list-style-type: none">• That emotions change as they grow up• To deepen their understanding of the range and intensity of their feelings and that 'feelings' are not good guides for action• What 'emotional well-being' means• That positive actions and talking to trusted people helps emotional well-being
Success Criteria	<ul style="list-style-type: none">• Children will identify how different people feel in various situations.• Children will complete the worksheet as evidence of their understanding.
Virtues to be developed	<ul style="list-style-type: none">• Respect• Patient• Loving• Caring• Friendship• Appreciative• Gratitude

<p>Resource Materials</p>	<ul style="list-style-type: none"> • Teacher Notes (this document) • Online Presentation <ul style="list-style-type: none"> ○ Version 1 includes teaching on hormones ○ Version 2 makes no mention of hormones • Appendix 1 – Emotional Well-being
<p>Preparation Notes</p>	<ul style="list-style-type: none"> • Prepare a display space for a word bank for this Unit. • Decide which version of the PowerPoint you will use. Discuss with your Programme Co-ordinator if you are uncertain.

Introduction: How Are You Feeling Now?

<p>Slide 1</p>	<p>Explain to the pupils that in this session they are going to think about feelings and emotions.</p> <ul style="list-style-type: none"> • To begin, ask them to explain what they think feelings and emotions are. • Have a thumbs up/thumbs down check-in to show how they are feeling right now. • Show an empty word bank for this unit. Ask pupils to suggest as many different emotions and feelings as they can: positive, negative and everything in between. As pupils suggest the words, write them onto the word bank and ask them to describe a time when they have in the past or could in the future feel that emotion.
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Activity: What Am I Feeling?

<p>Slide 1 (continued)</p>	<p>In this activity, volunteers will pretend to experience an emotion but try to hide it. The rest of the class must guess what emotion they are experiencing.</p> <ul style="list-style-type: none"> • Invite a volunteer to the front - say that you want really good actors! • Tell the volunteer that you will whisper an emotion in his/her ear. They must pretend to experience this emotion on the inside, but at the same time try to make it difficult for the class to guess what they are feeling • Suggested emotions are: fear, anger, joy, sadness, boredom, tired, unwell. • Choose a different volunteer for each emotion word.
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At the end of the activity, the key point to draw out is that sometimes **it can be difficult to know how someone is feeling.**

Teaching: Emotions Can Be Confusing

Slide 2 (v1)

Version 1

If you have run the sessions with this class in Module 1, Unit 2, then display the word on the screen: **Hormones**

- Ask if anyone knows what ‘hormones’ are.
- Explain that **hormones are chemicals in our bodies** which can affect and change the way we feel.
- Explain that **just like their bodies will grow and change, their emotions will grow and change too.** The hormones that make their bodies experience changes as previously discussed will also affect their emotions.
- Say that **emotions can be confusing sometimes**, because we don’t always know what we feel or we can’t always tell how others how we feel.

Slide 2 (v2)

Version 2

If this teaching is not appropriate for the age and stage of your children, choose version 2 and display the words: **Emotions Can Be Confusing**

- Explain emotions can be confusing sometimes because we don’t always know what we feel or we can’t always tell how others how we feel.

Scenarios: Acting on Feelings

Slide 3

In this section, children will read three scenarios in which characters act on their feelings. To help them consider each scenario, ask the following:

- What was the character feeling?
- How did the character act on that feeling?
- What could he/she have done differently?

Through these scenarios, make the key point that **feelings are not always good guides for actions.**

Extension.

Have children roleplay these scenarios in front of the class before discussing them. Give the scenario information to just the actors and have the class

	describe what happened before moving on to the questions above.
Slide 4	<p>Scenario #1 - Leyla was sick in bed and she didn't want to go to school. Her Mum said okay but said that she wouldn't be able to go to karate class tonight. Leyla got angry with her Mum. She shouted at her and told her that she was being mean.</p> <p>Feeling: Anger Action: Shouting at Mum</p>
Slide 5	<p>Scenario #2 - Finn was at home. Before his Mum went out to work, she told Finn that he was not allowed to play on his phone because he spends too much time on it. But Finn was feeling bored. Out of boredom, he decided to play games on his phone. Hours ticked by and he played and played until eventually his Mum came back in, upset by what he had done.</p> <p>Feeling: Boredom Action: Being disobedient</p>
Slide 6	<p>Scenario #3 - Siobhan was at school. She got a low mark on a Maths test which made her very upset. Later, on the school playground, her friend Marcus knocked into her by accident. She pinned him to the wall and told him to stop it or she will punch him.</p> <p>Feeling: Upset Action: Being aggressive</p>
Group Activity: What helps our emotional well-being?	
Slide 7	<p>In this section, help the children to identify what actions they can take to positively change their emotions.</p> <p>Ask pupils to discuss what the words 'Emotional Well-being' might mean, then explain:</p> <ul style="list-style-type: none"> • 'Emotional well-being' doesn't mean that we never experience negative feelings! • 'Emotional Well-Being' means that we are able to respond positively to situations even when we feel a bit down, or are in situations that we don't like.
Slide 8	Returning to the three scenarios involving Leyla, Finn and Siobhan, all three characters explain how they could have handled the situation differently.

	<p>Click to reveal each explanation:</p> <ul style="list-style-type: none"> • Leyla says that when she feels angry, it helps her to close her eyes for a few moments and breathe deeply. • Finn says that when he feels bored, it helps him to do something creative like draw a picture instead of being disobedient. • Siobhan says that when she feels upset, the best she can do is talk to her Dad.
<p>Slide 9</p>	<p>Explain that there are things we can do and habits that we can keep to help our emotional well-being.</p> <ul style="list-style-type: none"> • Actions – walking outside, feeling the sun on your face, listening to music, running/exercise, laughing, recalling a special memory, saying a prayer. • People we can talk to – parents, other family members, teachers, parish priest, friends, brothers/sisters. <p>Invite the pupils suggest additions to the list.</p>
<p>Personal Activity: Emotional Well-being</p>	
<p>Slide 9 (continued)</p>	<p style="text-align: center;">Manually click to play music if you wish.</p> <p>Ask the pupils to undertake a personal writing/drawing activity using Appendix 1 – Emotional Well-being. Working on their own, pupils should complete the sheet by answering the following questions:</p> <ul style="list-style-type: none"> • When I feel.... <i>(add negative emotions)</i> • I can talk to.... <i>(add trusted people you can talk to)</i> • I can do... <i>(add positive actions)</i> <p>To help, pupils can refer to the suggestions on the slide and the word bank you have created.</p>
<p>Plenary</p>	
<p>Slide 10</p>	<p>Ask children to describe what they've learned throughout the session, then click to reveal the list below to see how they did:</p> <ul style="list-style-type: none"> • Emotions change as we grow up • Feelings are complex and can be confusing • Sometimes our feelings lead us to act in negative ways • 'Emotional Well-being' means responding positively to situations even

	<p>when we have negative feelings or are in situations we don't like.</p> <ul style="list-style-type: none">• Positive actions help our emotional well-being• Talking to people we trust helps our emotional well-being <p>If appropriate for your class, also explain the following:</p> <ul style="list-style-type: none">• It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.• Isolation and loneliness can affect children too, and it is very important for children to discuss their feelings and seek support.• If they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online), they should seek support. <p>Explain any support structures within your school, as well as mentioning Childline (0800 1111).</p>
<p>Slide 11</p>	<p>Finish with a final prayer:</p> <p>Dear God,</p> <p>Thank you for giving me feelings. Please help me to understand them better, and to think before acting on them! Thank you that you love me, no matter what I might be feeling.</p> <p>Amen</p>