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| **Beano KS1 Lesson Plan 3 – How to Manage Difficult Emotions** | | | |
| Date: | | Key Stage: 1 | Teacher: |
| Learning Objectives |  | * To recognise negative emotions * To develop simple strategies for managing emotions. | |
| Starter Activities | Intro | Show the introductory video | |
| Lesson Intention | Pupils will consider different ways to cope when they experience difficult emotions. They will understand that being overwhelmed by our feelings at times is normal and that they can change their behaviour if they stop and think about what they are doing. The hope is that when the situation arises, they will understand their emotions and have some tools to deal with them positively. | |
| 5 mins | * “*In the last few lessons we have looked at the different emotions we might feel and about how we need to be brave and resilient*.” Show **PowerPoint Slide 1** – as a class can you fill in as much as the alphabet as possible with emotion words? Encourage pupils to come to the board and write their own words up. Give them only a few minutes. Recap what resilience means. * *“We learned that resilience and bravery are not about being tough. But about managing how we feel. Today we are going to look at how we might be able to do this*.” | |
| Main Activity | 15 mins | * Ask everyone to get to their feet and spread out so they have some space around them. Explain that the pupils are going to have to do a bit of acting and that you are going to call out situations that could happen in life. When you call out a scenario, the pupils will have to act out how they think they would feel if it happened to them. They will have to show these emotions with their body language and their facial expressions. * **PowerPoint Slides 2 - 14**: Read out each scenario, pausing after each one to give the pupils some time to act out the emotions. Point out one or two particularly creative ones and ask the rest of the group to guess what emotions their friends are acting out – note to the class that we can feel different emotions to each other even in the same scenarios. (Adaption**:** If any of the pupils are reluctant to get involved, pair them up so that one acts out the emotion while the other identifies what they are feeling.) * **PowerPoint Slide 15:** When you have been through all of the scenarios, consider the effects of having lots of emotions at once. Explain that feeling all of those different things at once can be overwhelming but we can build our resilience by actively doing something to help ourselves feel better. | |
| Extension Work and Further Activities |  | **Extension Worksheet**: Try and match the faces with their feelings and behaviour. Consider ways to cope when we’re angry. | |
| Plenary | 5 mins |  | |
| Plenary | 10 mins | * **PowerPoint Slide** **16-17**: Can the children come up with a variety of ways to help you feel better in this situation? For example going to watch your team so that you can still learn along with the group or playing your favourite video games with friends instead. * Give each pair or small group one scenario from the PowerPoint (**Scenario Cards**) and ask them to discuss what they could do to feel better in each. Encourage them to think of as many strategies as possible from distraction (doing something different), to asking for help, using humour, to solving the problem or simply having a break. Those who are willing could share their ideas with the class. Did pairs with the same cards come up with the same ideas? | |
| AfL |  | Observing, question and answers, contribution to discussion and written responses.  Self-assessment – encourage the pupils to consider whether they feel more confident understanding the negative feelings they may experience and whether they feel they could develop more positive responses to them. | |
| English  Curriculum Links |  | * PSHE (As recommended by the PSHE-Association)   Pupils should have the opportunity to learn:   * + H4. to learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.   + R2.  to recognise that their behaviour can affect other people   + R5.  to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class   + R6.  to listen to other people and play and work cooperatively | |
| Key Words |  | Resilience, anger, jealousy, embarrassment, worry, fear | |
| Differentiation |  | Through questioning and mixed ability pairings. Less able pupils may need support with the written tasks and guidance in the discussions. | |
| Resources/  Preparation Needed |  | PowerPoint, Scenario Cards (cut out) – enough for one per pair or group, Extension Worksheet (double-sided) per pupil. | |
| Evaluation |  | C:\Users\morobertson\Desktop\ALL SCHOOL STUFF\ppt images\Vector Smart Object8.pngFor teacher to complete: | |

 **Things to consider**

When delivering this lesson, you might trigger feelings in children that they find difficult to cope with.

Different children may respond very differently to the same content. It’s really important to think about how these individuals might be best supported. Ensure that there is an adult that the child can talk to if they are finding the session too difficult and a safe space (somewhere else) for them to go if they want to sit things out.

It is really important to adhere to the normal safeguarding procedures of the school you are working in. Your school will have a Designated Safeguarding Lead and clear procedures to follow if you are worried about the safety of a child in your care.