

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	An email from Harold!	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</li> <li>Explain how different words can express the intensity of feelings.</li> </ul>	<p>How does a person feel with good feelings? - content, relaxed, excited, the physical effects of these feelings are explored (being able to concentrate on things, heart rate steady, muscles relaxed etc.).</p> <p>'Not so good' feeling, for example: lonely, ashamed, guilty, threatened, are explored in the same manner (physical effects being - teeth clenched, heart rate increased, sweating, tensed muscles, inability to sleep, butterflies in tummy feeling, etc.).</p> <p>Explain that most of the time people feel positive feelings but occasionally they might feel some of the less good feelings. The lesson will look at ways to help deal with those times.</p> <p>Activity- Identify any feelings words within a story and organise them according to the level of intensity (weakest to strongest). For example, someone who is feeling upset could be feeling: Sad, unhappy, devastated, wretched, downcast. Discuss how to communicate feelings clearly to someone who could help us so they will be able to empathise and offer support more easily. Discuss who to tell when feeling not so good.</p>	<p>Feelings Physical effects Devastated Miserable Distressed Ignored Isolated Abandoned Apologetic Regretful Remorseful Rueful Repentant, Excruciating Agonising Untroubled Assured Petrified</p>
2	Ok or not ok? (part 1)	<ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship'.</li> <li>Describe some of the qualities that they admire in others.</li> </ul>	<p>"Me!" "You!" ice breaker: expressing the emotion:</p> <ol style="list-style-type: none"> <li><i>sad</i></li> <li><i>excited</i></li> <li><i>angry</i></li> <li><i>shy</i></li> <li><i>scared</i></li> <li><i>worried</i></li> </ol>	<p>Positive Healthy Relationship Respect Responsibilities Qualities Excluded Assertive Aggressive Negotiate</p>

			<p>7. <i>frustrated</i> 8. <i>happy</i></p> <p>Activity- Show the <b>Friends</b> picture on the IWB. Look at the photograph, asking – what do they notice about this group of people? Accept responses leading to – they look like they are friends. Discuss all the reasons why the children in the picture might be friends:</p> <ul style="list-style-type: none"> <li>• What they might like about each other</li> <li>• What things they might do together</li> <li>• Perhaps think about their own friends and include some of those reasons.</li> </ul> <p>Discuss that friends like to do things together, however, sometimes friends want to do different things. Show the <b>Bike Ride story cards</b> and explain that the original message was sent by a friend and the 5 other boxes show us 5 different possible replies. Read the cards and put them into 3 piles: 'That's ok', 'That's not ok' and 'In-between the two'.</p> <p>Go through the cards and discuss each response.</p>	
3	Ok or not ok? (part 2)	<ul style="list-style-type: none"> <li>• Recognise that there are times when they might need to say 'no' to a friend.</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>	<p>Read out the original message card <b><i>'I had a great time on Saturday. Shall we go for another bike ride this weekend?'</i></b> Discuss the replies – what feelings does this invoke? Is it friendly or rude or aggressive?</p> <p>Activity- Sum up by acknowledging that each reply is saying, 'No' but in different ways and with very different effect on the person reading them, leading to very different consequences.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Would it make a difference if this was face-to-face rather than by phone messaging?</li> </ul>	<p>Friendly Rude Aggressive Consequences Face-to-face Assertive Compromise Respectful</p>

			<ul style="list-style-type: none"> <li>• Are there any of the phone messages that would be likely to be said face-to-face? Why?</li> </ul> <p>Sometimes, if people are communicating digitally, they might not consider the other person’s reaction as much as if it was face-to-face. Consider- Sometimes we want to say ‘No’ to someone we care about. That it is s Ok. We have a right to say ‘No’ but we need to think about how to do that in a respectful and thoughtful way. We can call this being assertive.</p>	
4	Human machines	<ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task.</li> <li>• Define successful qualities of teamwork and collaboration.</li> </ul>	<p>Introduce the session by doing a job collaboratively – that means working together and be aware of what the other person was doing and what help they needed.</p> <p>Human Machine challenge cards – this means using bodies and voices to create a ‘machine’ that can meet the challenge.</p> <p>The Human Challenges are:</p> <ul style="list-style-type: none"> <li>• Peel a banana and turn it into banana cube sweets that are wrapped in paper</li> <li>• Unravel a roll of sticky tape and make a giant flower bouquet, with a ribbon bow</li> <li>• Dig up a carrot, clean it, peel it, then grate it up for a salad</li> <li>• Wash and smooth some bed sheets</li> <li>• Make a cup of tea, with milk</li> <li>• Make a pizza, from a ball of dough, a bowl of tomato sauce, some grated cheese and one more topping</li> <li>• Wash, dry and brush a small, fluffy soft toy</li> <li>• Toast some bread, spread it with butter and cut it into pieces</li> </ul> <p>Activity- Create a poster, with the qualities used to complete the challenge.</p>	<p>Collaborate Collaboration Collaborative Teamwork</p>

5	Different feelings	<ul style="list-style-type: none"> <li>• Identify a wide range of feelings.</li> <li>• Recognise that different people can have different feelings in the same situation.</li> <li>• Explain how feelings can be linked to physical state.</li> </ul>	<p>Show photographs of different places.</p> <p>Discuss: <i>‘How might someone feel in this place?’</i></p> <p>On a whiteboard, flip-chart or similar, create a list of feelings. Use the following points and questions for discussion:</p> <ul style="list-style-type: none"> <li>• Acknowledge that different people can have different feelings in the same situation.</li> <li>• Can we experience more than one feeling at the same time? For example, at a party, can you feel both excited and nervous?</li> <li>• How would you experience these feelings? Where in your body might you feel it? For example, when you’re feeling nervous, you might feel butterflies in your stomach.</li> </ul> <p>Choose one feeling from the list and consider:</p> <ul style="list-style-type: none"> <li>• How would you know if someone else was feeling like that?</li> <li>• How might they show that feeling on their bodies and faces?</li> </ul> <p>What could be done if someone was feeling like that? For example, if someone was feeling nervous, shy or angry, what could be done to help them with those feelings?</p> <p>Activity 1 -Make a ‘freeze frame photo’ of someone when they are feeling a certain way</p> <p>Activity 2- Complete the <i>Showing feelings</i> Activity sheet, annotate or label it to show how someone might experience or show their feelings.</p>	<p>Feelings</p> <p>Physical effects</p>
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6	When feelings change	<ul style="list-style-type: none"> <li>• Demonstrate a range of feelings through their facial expressions and body language.</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>	<p>Create a list of feelings and how they could be shown using facial and body language. Play ‘Guess the feelings game’. Discuss how seeing different feelings can make people act in different ways. E.g. turn their back, step away, put an arm around someone.</p> <p>Activity- Introduce the film clip of <b>Wonder</b>, based on the book of the same name. Explain that it's the story of a child, who was born with a medical condition that means he's had to have lots of operations on his face. This means his face looks very different.</p> <p>Following this, ask:</p> <ul style="list-style-type: none"> <li>• What were the range of feelings shown by the children in Aussie's new school?</li> <li>• Could those feelings change and develop over time? If so, from what and to what?</li> </ul> <p>Discuss when an initial feeling changed into another. Why did it change? Discuss having good feelings and not so good feelings, and that is ok, it is a normal part of life. Sometimes we need to take notice of feelings (e.g. when feeling unsafe) and sometimes having to put them to one side just like the people who were horrified when they saw John Merrick for the first time. Many then felt sad for him.</p> <p>Make it clear that it's important to ask a trusted adult or friend for help when feeling uncomfortable or unsafe about a situation.</p>	<p>Facial expressions Body language</p>
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7	Under pressure	<ul style="list-style-type: none"> <li>• Give examples of strategies to respond to being bullied, including what people can do and say.</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<p>Discuss what is the difference between being unkind, teasing and bullying? Look at the parts of the class or school policy on bullying that are relevant and ask:</p> <ul style="list-style-type: none"> <li>• What can people DO if they are being bullied? [Ignore them, walk away, get help, speak to a trusted adult (e.g. teacher, lunchtime supervisor, someone at home); if it's something upsetting online show a trusted adult etc.]</li> <li>• What can people SAY if they are being bullied? [Tell them to leave them alone or go away, ask them to stop, be friendly to them - this might confuse them, so that they forget about bullying or not want to keep bullying anymore.]</li> <li>• Who can they get help from? Who might a trusted adult be? [Mum/dad/carers, older sibling, teacher, lunchtime supervisor etc.]</li> </ul> <p>Activity - Teacher and TA to model this scenarios. Discuss:</p> <ul style="list-style-type: none"> <li>• Who might put pressure on them to behave in a way that is unacceptable, unhealthy or risky?</li> <li>• Who or what could put pressure on them to do something unhealthy like eat crisps every day? [influence of adverts, friends, the media.]</li> </ul>	<p>Unkind Tease Bully Pressure Independent</p>
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