




Who am I?

- **Lesson 1: Identity - What does that mean?**
- **Lesson 2: Portraits**
- **Lesson 3: What's in a name?**
- **Lesson 4: My groups and hobbies**
- **Lesson 5: Helping hands**
- **Lesson 6: My dislikes**
- **Lesson 7: How I feel**
- **Lesson 8: Managing my feelings**
- **Lesson 9: A jigsaw of me**

Lesson 8: Managing my feelings

 50-60 mins

Aim

To help children make sense of their emotions and develop an understanding of how to manage them.

Learning outcomes

Children should be taught:

- to take part in discussions with one other person and the whole class;
- to contribute to the life of the class and school;
- to recognise how their behaviour affects other people;
- to recognise choices they can make and recognise the difference between right and wrong;
- to agree and follow rules for their group and classroom and understand how rules help them.

Resources

- None required.

Activity

Recap the last lesson about feelings. Ask children, how do these feelings show?

Key Questions ?

*What do we look like when we are angry or upset?
How do we feel inside?
How can we manage this?
Would we want to make someone else feel upset or angry?*

There are times when we all upset people but not intentionally and we can make things right by saying sorry and showing we are sorry. Explain that we are going to take part in role playing some different scenarios:

- Someone pushes you in the line.
- Friends won't play with you.
- It is your birthday.
- Starting a new school.

Split the class into four mixed-ability groups and give each group one of the scenarios. Give them time to act them out and move around the groups to listen to how they interact with each other.

Bring the children back to the carpet and ask for their feedback. Pose questions such as:

Key Questions ?

*If someone pushes you in the line how would you feel?
What could you say to that person?
If you pushed someone how could you put things right?
How would you feel if you had to move to a new school?
What could you do or who could you talk to?*

Take children's answers and help them to understand how to deal with their feelings.

Use this session to reinforce class and school rules.

Differentiation

Mixed groups for role play - high emotional intelligence/low emotional intelligence.

SEN: Provide adult help where possible.