

LESSON 1 – FEELINGS – YOURS and MINE

Feelings Are What We Have Inside

Lesson Outcomes:

- Understands what the term 'feelings' means.
- Recognises 'emotions' is a synonym for 'feelings.'
- Can name the core emotions of happy, sad, angry and scared.
- Understands the difference between the core emotions.
- Awareness that emotions are experienced internally.
- Awareness that emotions are expressed externally.

Activity 1 – Circle Discussion

Objectives: Feelings – Yours and Mine.

- Explore what the word 'feelings' means.
- Understand that the words 'feeling' and 'emotion' mean the same.
- Recognises that feelings can be brief or enduring.
- Able to name the core emotions of happy, sad, angry, scared.
- An awareness that these emotions are different from each other.
- Recognise that feelings are experienced internally in the body.
- Recognises that feelings are also be shown externally.

Questions / Points to Guide Discussion:

Use Leader Resource 7 to focus and stimulate the discussion.

- **What are the names of some feelings?**

Include the core emotions of happy, sad, angry and scared.

- **What is another word for a 'feeling'?**

Introduce the term 'emotion' as a synonym for 'feeling.'

- **Do feelings stay around - or do they come and go?**

Explore occasions of a brief feeling – happy that you're invited to the birthday party - and then more enduring: feeling sad because your best friend is going to another school; excited about a holiday that will be happening. Children can give examples of a brief feeling they recently experienced.

- **Do feelings come in different sizes? Do we have little, medium-size and big feelings?**

Identify that feelings vary in intensity.

- What are the words for feeling a little bit sad - unhappy, upset - and feeling very sad - depressed and miserable.
- What are the words for feeling a little bit angry - cross, frustrated, irritated -and feeling very angry - furious, mad .

<ul style="list-style-type: none"> ○ What are the words for feeling a little bit worried - nervous, butterflies in your tummy - and feeling very worried – scared, frightened). ● Describe what it feels like ‘inside’ you when you’re happy/angry/excited/scared. Identify the bodily sensations experienced in your stomach, arms, legs, head and chest - for a range of emotions. <p>Who’s experienced:</p> <ul style="list-style-type: none"> ○ Butterflies in their tummy: what feeling goes with that? ○ Tense shoulders: what feeling goes with that? ○ A tight and clenched jaw: what emotion goes with that? ○ Wobbly legs: what feeling goes with that? ○ A lump in their throat: what emotion goes with that? <p><u>Use the 8 puppets to identify the facial expressions that represent different emotions.</u></p> <ul style="list-style-type: none"> ● Describe what the ‘outside’ expressions of those feelings is. <p><i>Using the 8 puppets ask:</i></p> <ol style="list-style-type: none"> 1. “What emotion is Sam/Sally - or others - feeling?” 2. “How do we know that this is feeling this - from the expression on his/her face?” 3. “Is he/she feeling a little bit of that feeling - or a lot of it?” 4. Ask the children to make the same facial expression themselves. 			
Leader Resource 7 Feelings Families Required: 8 Character Puppets	Book 1 Puppets	Page	15 mins

Activity 2 – Sorting Activity – Feelings Body Map

<p>Objectives:</p> <ul style="list-style-type: none"> ● Identifies that emotions are experienced in the body. ● Develops an awareness that emotional arousal sends ‘signals’ through the body. ● Awareness that physiological arousal accompanies emotions. ● Can describe the physiological arousal that is experienced with some emotions. <p>Guidelines:</p> <p><u>Display an enlarged photocopy of Leader Resource 15, or use each of the puppets to identify where that emotion may be experienced.</u></p> <ul style="list-style-type: none"> ● Children brainstorm where these emotions are felt in the body: <ul style="list-style-type: none"> ○ Very happy (Sally, Sam, Eric) ○ Sad (Erin, Lainie) ○ Angry (Leo) ○ Scared (Sam) ○ Worried (Erin) ● Leader colours these body parts/organs identified by the children. ● Children describe the various physiological sensations in those body parts/organs when emotionally aroused e.g., ‘butterflies’, wobbly tummy, tight shoulders. 			
Leader Resource 15 What My Body Feels	Book 1	Page	10 mins

Activity 3: Story – Feelings – Yours and Mine

Objectives: <ul style="list-style-type: none">• Identifies that everyone has emotions.• Recognises that how emotions are felt - and expressed – individually, can be different.• Understands that emotions are part of being a human being – even the difficult ones – and we learn to manage them.• Experiences different emotions as they are illustrated through a story.			
Story 1 The Emotional Highway Feelings - Yours and Mine	Book 2	Page	10-15 mins

Activity 4 – Song and Music – Feelings Are What We Have Inside

Objectives: <ul style="list-style-type: none">• Movement to energise and focus.• Strengthens the lesson’s concepts through music and movement.			
Song 1 The Emotional Highway Feelings Are What We Have Inside	Book 2 & USB	Page	10 mins