

Lesson 3: Managing feelings

Key stage 2: Year 3/4

This is the third and final lesson in a series of three lower KS2 lessons written for Year 3 or 4, exploring mental health and wellbeing. Building on the previous two lessons, this lesson teaches pupils about ways of managing when feelings (especially strong feelings) influence our actions and behaviour, sometimes negatively. Pupils consider who is best to help them with their feelings and learn how to seek appropriate help and advice. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.



Learning objective

Pupils will learn:

- about managing feelings and emotions in different situations
- about getting help, advice and support with feelings and emotions



Learning outcomes

By the end of the lesson, pupils will be able to:

- explain how feelings and emotions can influence actions and behaviour
- identify ways of coping with feelings in different situations
- explain why it is important to talk about feelings and describe how this can feel
- recognise that help, advice and support about feelings comes from different sources



Climate for learning

Before teaching these lessons, ensure that you read the accompanying PSHE Association document [Teaching about mental health and emotional wellbeing](#) for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.



Resources required

Box or envelope for anonymous questions



Flipchart paper and pens



Pens and pencils



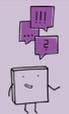
Resource 1: Head, heart, hands activity sheet or A4 paper (blank)



Resource 2: Match the feeling worksheet (support activity)



Resource 3: Think, feel, do scenarios



Resource 4: Think, feel, do worksheet - parts 1 and 2



Resource 5: Who can help labels



Key words

Feeling, emotion, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed

Activity	Description	Timing
1. Baseline assessment: head, heart, hands	Ensure that this activity is completed before delivering the lesson. Pupils write all the feelings and emotions they can think of on the graffiti wall.	10min
2. Feelings and behaviour	Pupils work in pairs to match different behaviours to feelings and vice versa	10min

3. Think, feel, do	Pupils work in groups to read a scenario and consider how the character is reacting to the situation they find themselves in	15min
4. Class discussion	Class discussion about how it feels to talk about our emotions	10min
5. Corners: Who can help?	Pupils consider who is best to talk to in regards to different situations characters find themselves in and how to seek further advice and support	10min
6. Plenary: think, feel, do... say	Pupils return to their group work and help advise the character whom to talk to and what to say, both in the situation and afterwards	10min
7. Endpoint assessment	Pupils return to their head, heart, hands activity from the beginning of the lesson, add to, or amend it in the light of their new learning	5min
8. Extension activity (optional)	Pupils choose one word to describe a feeling then give three different suggestions for managing it.	-

Baseline assessment



Head, heart, hands



Ensure this activity is completed before delivering the lesson.

Pupils complete **Resource 1: Head, heart, hands activity sheet**.

(If preferred, this could be completed on a plain piece of A4 paper – pupils draw a stick-person in the centre to represent a person and add a speech bubble and thought bubble, then pupils write around the sheet.)

The purpose of this activity is to enable you to find out the pupils' existing knowledge, understanding and attitudes, as well as reconnecting them with the learning from last lesson. Whilst they are working, note any responses, gaps in understanding, or misconceptions that need addressing through the lesson. Keep the graffiti wall displayed throughout the lesson – pupils will return to this activity at the end of the lesson to assess their learning.

Core activities



Feelings and behaviour

Reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson. Remind pupils of the previous lesson when they explored how feelings and emotions are experienced in the body and ways of describing these. Explain that this lesson will focus on how our feelings make us behave and what we can do about this.

Display the following feelings words on the flipchart or whiteboard: surprise, excitement, anger, fear, disappointment, sadness, joy plus any others you wish to include. Pupils work in pairs to choose one of the words and jot down the different actions or reactions people might have to this feeling. Take feedback.

Point out that there is likely to be more than one reaction to each feeling. Reiterate that people react differently; although we may all experience a similar feeling, our reactions to that feeling may be many and varied and may be particular to an individual.

Pupils may mention unhealthy behaviours, acknowledge these but refer to safeguarding guidance if necessary.

Support:



Pupils can draw lines to match feelings to behaviours using **Resource 2: Match the feeling worksheet**.

They can also add their own ideas. Some pupils may benefit from additional adult support for this activity.

Challenge



Pupils can work individually, then compare their responses with another pupil who has chosen the same word – notice if they have similar or different responses and discuss why this might be. Then, they can repeat this activity with another word.



Think, feel, do



Discuss that it can be difficult at times to control or manage feelings - this can depend on the feeling and the situation a person finds themselves in (as well as individual personalities).

Using **Resource 3: Think, feel, do scenarios**, pupils work in groups to look at a different scenario each (choose the ones you feel are most appropriate for your pupils' needs) and complete **Resource 4: Think, feel, do worksheet, part 1**.

Pupils read the scenario, then consider, discuss and record their thinking about:

- How the character is feeling – What vocabulary would they use to describe the feeling/feelings?
- How the character might react – What physical reaction they might have or what physical action they might take. Would that be appropriate in the situation? Why or why not?
- What would help the character in the moment – at the time of this situation? What could or should they do?
- What would help the character after this situation? – What could or should they do?



Class discussion: How does it feel to talk?

Discuss with the class how many of them suggested the character (in the previous activity) talk to someone about how they were feeling (either the other people in the situation or someone else). Why did they think this would help the character?

Display the following words and phrases on the flipchart or whiteboard:

nervous, embarrassed, relieved, weight-off-your-shoulders, good, unsure, ashamed, ok, relaxing.

Discuss these questions with the pupils: Is it likely people might feel these things when talking about their feelings and emotions? Do they feel other things? Are any feelings more likely than others? Would any of the characters they have been talking about feel these things? Should people still talk about their emotions, even if they feel embarrassed or nervous, for example? Why?



Corners: Who can help? (Signposting support)



Display labels around the classroom: **Resource 5: Who can help labels**

Read aloud each of the scenarios the class has been looking at in the previous activity, allowing time in between each for pupils to go and stand next to the label showing the person they feel would be the best to help the character in the situation. Choose individual pupils to feedback, explaining their thinking and

justifying their reasoning.

Flag up children's websites and helplines such as Childline (www.childline.org.uk 0800 1111) and discuss when these might be needed. If pupils are not already aware of it, show them the website and how to access it.

Reiterate the importance of expressing and talking about feelings especially those that feel very strong or go on for a long time. Explain that it is totally usual for people to need help with their feelings sometimes.

Plenary/ Assessment of learning



Think, feel, do... say

Pupils go back to their think, feel, do group work and discuss whom the character should talk to and what they should say both when in the situation and after the situation – a bit later, or the next day. Pupils add this information on the reverse of **Resource 4: Think, feel, do worksheet, part 2**



Reflecting on today's learning: Assessing progress

Give each pupil back their **head, heart, hands** activity from the beginning of the lesson and a different coloured pen or pencil. Pupils amend or add their new learning to their work. Is there anything they would now change or add to the thought-bubble, speech bubble, hands or to what the character could do about the feeling?

Extension activity →

Curriculum links

Pupils work in groups, pairs or individually. They choose one word to describe a feeling then give three different suggestions for managing the feeling – reflecting on this and the previous lessons to help them with ideas.