



Title: Feelings and Safety: This is how I feel (V2)

Level: FIRST

Code: 1.3.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44 I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b /</p>	<p>These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.</p>

Learning Intentions

- Children learn to recognise their feelings.
- Children give examples of how they feel at different times or in different circumstances.
- Children learn help-seeking behaviours.

Success Criteria

- I can communicate my feelings.
- I can discuss friendships and relationships.
- I know who can help me and keep me safe and who I can talk to if I am worried.
- I am learning how to communicate effectively.

Resources to support this activity

- PowerPoint slides
- Feelings songs <https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist>
- *My many coloured days* Dr Seuss (ISBN 0099266598)

Activity:

1. RSHP learning is enhanced if pupils can sit together, start this way. Explain to the children that today and in one more activity they will be talking about feelings, when we might feel certain feelings, and who we can speak to if we want to talk about a feeling.
2. **Showing a feeling with our faces (and bodies):** Explain that we can show how we feel without saying anything - in our faces and our bodies. Share the slide with all the **feelings emojis**. Tell the children you are going to pick a feeling and act it with your face and body, and that they can guess and name how you are feeling.
 - Choose one of the emoji feelings from the list and act out the feeling with both your face and your body language.
 - When they guess correctly ask: When might a person have this feeling? Has there been a time when you had this feeling?
 - Ask all the children to express the feeling with their own bodies and faces.

Repeat the same activity with a number of children at the front of the class doing the lead role on feelings from this list (you could write the feelings on individual cards for the game): acting out then chat:

Feelings list:

- Angry
- Confident
- Kind
- Proud
- Sad
- Tired
- Upset
- Happy
- Nervous

3. **Other feelings.** Explain that the children are going to see 3 short songs about some feelings. After they watch each song then they will talk about that feeling. Then watch each song (first the **excited** song, then the **shy** song, then the **worried** song) and after each explore these questions (with the question adapted depending on the feeling):
 - What did the characters in the song feel excited about/feel shy about/worry about?
 - What makes you feel excited/shy/worried?
 - How does it feel in your body when you feel excited/shy/worried?
 - *Then for shy/worried only:* How can we help someone if they are shy/worried?
 - What can you do if you feel shy/worried?

The songs are in the menu here, each lasts approx. 1 minute:

<https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist>

- **What colour is your day?** Read the Dr Seuss book *My many coloured days*, the book introduces the idea of colours to express how a person is feeling. At the reading or at the beginning or end of a day you can ask ‘what colour are you feeling?’

Additional ideas

- **BBC Sounds: Something to think about: My Feelings: Feeling...worried:** An audio piece with stories and songs exploring how worries can develop and overwhelm you, and what to do. (14 minutes 42 seconds) <https://www.bbc.co.uk/sounds/play/b03g6vpf> NOTE: This ends with a short prayer asking children to be kind.

Additional notes:

- Some autistic children have Prosopagnosia, otherwise known as “Face Blindness”. This means they struggle to identify expressions on people’s faces. This lesson may be the first time they are able to explore the physical aspects of feelings. Some may struggle to identify the subtleties, for example from happy and excited. “Buddying” an autistic child with an expressive child who can explain and show a feeling may enhance their learning.
- Looked After Children may struggle to identify someone they can trust to speak about their worries, or their identified adult is someone they don’t have access to. Use awareness you have to make sure children hear that you are a trusted adult they can come to.
- In terms of children with visual impairment, being very explicit about the feelings in your body and the muscles moving in the face may make this lesson more accessible.

Connecting with home

This text might be useful to connect learning with home:

The children are working on the topic of Feelings. We will be learning about all the different feelings a person can have, and thinking about what we actually feel and how we show our feelings in our face, our body and in our words. The children will be thinking about lots of different feelings including being excited, happy, shy, safe and worried. We will use games and stories to consider our feelings. We will use this Dr Seuss book that you might be interested in getting or borrowing from the library and we will be listening to this song: *The Feelings Song* <https://youtu.be/UsISd1AMNYU>
My many coloured days Dr Seuss (ISBN 0099266598)

The book introduces the idea of colours to express how you are feeling, so that you can ask ‘what colour are you feeling?’

Further learning activities are available that connect to this RSHP curriculum content

- 1.3.2 Feeling safe

Practitioner Notes