



**Title: Emotional Wellbeing: My feelings**

**Level: SECOND**

**Code: 2.4.1**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<ul style="list-style-type: none"> <li>• Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>• Explains the impact of positive relationships on emotional wellbeing.</li> <li>• Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</li> <li>• Identifies positive things about own body image and appearance.</li> </ul>

**Learning Intentions**

- Children learn to recognise their feelings.
- Children explain how positive relationships enhance emotional wellbeing.
- Children learn help-seeking behaviours.

**Success Criteria**

- I can communicate my feelings.
- I can talk about positive things about me
- I recognise when I have positive emotions, and when I feel sad or worried.
- I can reflect on my relationships with others and how they impact on my emotional wellbeing.
- I know who or where I can go to for support or if I have a worry or a question.

**Resources to support this activity**

- PowerPoint slides
- Situations cards
- *Talking Mental Health* (duration 5 minutes 27 seconds) Animation produced by the Anna Freud National Centre for Children and Families <https://www.youtube.com/watch?v=nCrjevx3-Js&feature=youtu.be>

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

1. Introduce this series of activities along these lines: We spend a lot of time at school thinking and learning about how to keep our bodies healthy, it's also important that we pay attention to how we feel. Another word for our feelings is our emotions. Let's think more about feelings/emotions.
2. **Feelings check-in.** Use the slide, ask the young people to have a chat with the person/people sitting next to them using these prompts (see slide). After a few minutes ask if anyone would like to feed back, take a few bits of feedback on each, acknowledge the range of feelings.
  - When I woke up this morning, I felt...
  - Just before coming into school, I felt...
  - Right now, I feel...
3. **Our feelings really matter.** Explain/acknowledge for the children that there is a lot happening to them at this age; their bodies are changing and so are their social lives. They may want to be more independent. They might also feel the need to belong to groups, friendships matter a lot, but people don't always behave with kindness or respect. So, the way they are feeling is important, and feelings can be felt very strongly.
4. **How many feelings can a person have?** Give each pair some post-its (or cut up squares of paper) and a pen/pencil. The first task is to work with a partner to write down as many different feelings as they think a person can feel. One feeling per post-it. Give a couple of examples if it helps, so *happy, sad*... After a few minutes share ideas from round the circle.
5. **Feelings that are comfortable and uncomfortable.** With their partner ask the children to organise the feelings into comfortable and uncomfortable – 2 piles. Explain a comfortable feeling is one that feels okay for you and you can manage it. An uncomfortable feeling is a feeling that feels too big to cope with. Create 2 big posters with post-it's as you go labelled *comfortable feelings/uncomfortable feelings*. (Note: it's okay if similar feelings appear on both lists, this is addressed in discussion).
  - Which feelings do you find comfortable?
  - Which feelings do you find uncomfortable?
6. **Coping with feelings.** The children can then participate in a circle discussion (shoulder partners first if this helps) using the following questions. First ensure children understand the term 'coping'. This can be explained as 'dealing with' feelings or being in control of feelings, whether these feelings are comfortable or uncomfortable as discussed. (Slides present the questions one at a time, with one slide with all the questions, use what works for your children):
  - How do you currently cope with uncomfortable feelings?
  - Do you think you could cope better, if so how?
  - Who could help you in this and how do you think you could help yourself?
  - Are there some feelings that can be comfortable, but they make you feel an uncomfortable feeling at the same time? *Can children think of a situation in which this might be the case? Children may need some help here to recognise the conflicting feelings a child can have in some situations.* (Examples could be: Feeling proud to have won in a game, but sad for your friend who was in the losing team. Or, feeling excited to go on a trip but then worried about leaving someone at home).

7. **Situations.** Explain that in the situations the children will discuss here, the children involved are experiencing strong feelings. Children can work with a partner/small group to read and discuss a scenario, or you can share one at a time and children can discuss in pairs/groups and then discuss each as a class. Perhaps complete the first example as one group, so that you can model the discussion? In terms of each scenario children discuss the following questions. (NOTE: Consider whether it is helpful, perhaps in the first example, to explore and ensure understanding of the question around what a child can 'change or influence'):
- What feelings is the character experiencing?
  - Can your character change or influence anything that is happening?
  - Is there anything going on that they really can't change or influence?
  - What do you suggest they do?
  - What would you do as their friend?
- A. **Alisha and Emma** have been best pals since P1. A new girl, Cara, has joined the class and Emma is getting on really well with her. Alisha is feeling left out, she really wants to get on with the Cara, but she feels a bit jealous and a bit annoyed. After school she has been getting upset about it. She is worried that she won't have a friend at school.
- B. **Mikey and his Mum** have always got on really well. It's just been the two of them living as a family for a long time. They do loads of things together and really don't have fall-outs. Mum has told Mikey that she has met a nice man that she is getting on with and she would like Mikey to meet him. His name is Tom and he works with Mum. They are all going for pizza together this weekend. Mikey doesn't understand why his Mum would be seeing someone now, they have always been just fine, the two of them. He is worried that this man will have to be like a Dad or something. What if they don't get on? Mikey is feeling anxious about losing his Mum.
- C. **Chi** is the best footballer in her class. She is skilful and strong. The coach has told her that she would learn a lot if she could go to the football soccer school camp in the holidays. Chi wants to say yes, but she has never been away from home before. She doesn't think her Mum and Dad could afford to pay for it anyway, but she is too embarrassed to say. If she asks her parents, they will probably say no because they are so protective of her. She is feeling confused about what to do.
8. **Animated film and discussion:** Reiterate that some feelings are comfortable/manageable, and some feelings are uncomfortable or *feel just too big to cope with on your own*. Introduce (or if this is a term the children already know, revisit) the term **mental health**. Explain it along the lines of, we have our physical health, which is about our body and we have our mental health which is about our feelings/emotions. Introduce the animation and that in it the children will hear some 10 and 11-year-old children from London talk about these big feelings and how to help and support each other. Watch **Talking Mental Health** (duration 5 minutes 27 seconds) Produced by the Anna Freud National Centre for Children and Families. <https://www.youtube.com/watch?v=nCrjevX3-Js&feature=youtu.be>
9. Children may have some thoughts or questions about the animation. In discussion reflect what the film has said about encouraging children to talk to someone, and to listen to friends too so that as a child you can help a friend to seek help. Remind children they can talk with you.

## Additional ideas

- Use the feelings check-in over the next while. It may not be necessary to always take feedback. You could create a poster whereby children could place their names on a spectrum of 'smiley' icons as they arrive, if anyone checks-in as unhappy you could make your way to them in the course of the morning.
- As you read together in class, with individuals or groups, talk about characters. What feelings might these characters have in different situations? How do they behave and react to different things in the story? Talk about what other choices these characters could have made. Ask children what they think about the behaviours and choices made. Ask what they would have done in the same situation.
- Consider how 'busy' your class environment is – has your school considered yoga or mindfulness?
- If you watch the Pixar animation *Inside Out* with the class/group, this article will help you think about how to use the main messages from the film  
[https://greatergood.berkeley.edu/article/item/four\\_lessons\\_from\\_inside\\_out\\_to\\_discuss\\_with\\_kids](https://greatergood.berkeley.edu/article/item/four_lessons_from_inside_out_to_discuss_with_kids)
- For teachers/educators: an Australian animation that shows the importance of a teacher that makes a difference: *School-Link: caring for the mental health needs of children and young people*  
<https://www.youtube.com/watch?v=kmSinPMVU2U&feature=youtu.be>

## Connecting with home

*This text could be used to communicate with parents/carers about this set of learning activities:*

The children are spending some lessons thinking and talking about feelings, emotions and mental health, this will include discussion about body image. The children will be encouraged to recognise when feelings feel too big to cope with on their own and to seek help and support from others, especially trusted adults at home and in school. We will watch these animations, all of which help explore the topic.

- **Talking Mental Health** (duration 5 minutes 27 seconds) Produced by the Anna Freud National Centre for Children and Families. <https://www.youtube.com/watch?v=nCrjevX3-Js&feature=youtu.be>
- **Why don't I like the way I look?** <https://youtu.be/v7zUHOEYIN8> (4 minutes 32) a film by Rachel Gitlevich and published by amaze.org
- **Bodies: Different shapes and sizes All Beautiful:** [https://youtu.be/Fcy\\_VQZG5Dg](https://youtu.be/Fcy_VQZG5Dg) (1 minute 53) published by amaze.org

You might also be interested to take a look at the *Dove Self-Esteem Project*. This has worked with experts from the fields of psychology, body image, self-esteem, eating disorders and media representation to create a resource offering parents advice on how to identify self-esteem issues that may be affecting their child and provide strategies to help them deal with them. <https://parentzone.org.uk/download-free-parent-guide-boost-body-confidence-child>

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

- 2.4.2 Emotional Wellbeing: My body
- 2.4.3 Emotional Wellbeing: When I feel sad or worried

## Practitioner Notes

