



Title: Emotional Wellbeing: When I feel sad or worried

Level: SECOND

Code: 2.4.3

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"> • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing. • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Identifies positive things about own body image and appearance.

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
- Post-its and prepared posters to record ideas: *When someone feels sad what can they do? When someone feels worried what can they do?*
- *Old Wormwart’s cure for worrying* prop/handout. This is adapted/sourced from SEAL (Social and Emotional Aspects of Learning) ‘Good to be Me’
<https://webarchive.nationalarchives.gov.uk/20110202100713/http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal>

Activity

- 1. Feelings check-in:** Start the session in a circle with a check-in. If you have been doing this as a daily exercise reflect back to the children how much you appreciate their engagement with the process. Reiterate that the purpose of the check-in and the discussions you are having is to help everyone remember how important it is to be aware of their feelings.
 - Ask children to remember the animated film they watched - *Talking Mental Health* (duration 5 minutes 27 seconds) <https://www.youtube.com/watch?v=nCrjev3-Js&feature=youtu.be> - where the children talked about feelings that can be too big, so that you need to talk about them. Explain that today the children will think about some feelings like this – so when a child feels sad or worried. Ask the group: *What can make someone feel sad? What can make someone feel worried?* Explain that you would like the children to think about what someone can do when they have these feelings. Then pose the questions one by one, initial discussion with a shoulder partner then back in the group for some feedback and exploration of responses.
 - **When someone feels sad, what can they do?**
 - **When someone feels worried, what can they do?**
- 2.** Having had some discussion ask the children to work with a partner to note some of these things down on post-its. Create 2 posters with all the responses children come up with, its okay if some/many are the same, this just means they are common ideas.
- 3. Old Wormwart's cure for worrying.** Do your children like stories and using their imagination – this is an approach that is a bit of fun but will tap into their interest in wise old bards or witches and wizards. Introduce along these lines: *Children have always had feelings like being sad or being worried. A long time ago an ancient wise woman called Old Wormwart created a cure for children for whenever they had a worry. Today we will hear it, and you can decide if it's a cure you would recommend or use yourself!* Use the handout, discuss as you read, the handout can also be taken home. *Would the children add anything? How much of it and why so?*
- 4. Key messages:** Explain that you would like children to remember some important messages about feelings and emotions, especially if they feel uncomfortable or too big to cope with/on slides, make time for nay thoughts/questions that arise as children reflect on the sessions.
 - **Managing our feelings, our emotions, is one of the most important life skills a person can develop.**
 - **Notice how you feel. Pay attention to how strong the feeling is. If a feeling feels too big then it's time to share with someone.**
- 5. To end,** share the slide with information about ChildLine. Remind the young people that you are also available if they have a question or a worry.

Connecting with home

A note to communicate with parents/carers about this set of activities is provided with activity 2.4.1

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

- 2.4.1 Emotional Wellbeing: My feelings
- 2.4.2 Emotional Wellbeing: My body

Practitioner Notes

