



**Title: Feelings and Safety**  
**Part 1: This is how I feel**

**Level: FIRST**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
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 /	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.

The learning intentions and success criteria are met with delivery of both parts of this topic.

**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>
- *The Present* a film by Jacob Frey <https://vimeo.com/jacobfrey/thepresent> (duration 4 minutes 19 seconds)
- The Feelings Song (duration 3 minutes 12 seconds) <https://youtu.be/UsISd1AMNYU>
- 'My many coloured days' Dr Seuss (ISBN 0099266598)

*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.*

**NOTE:** As with other content across the RSHP curriculum this learning is best supported when the teacher/educator knows their class/group well and is up to date and confident regarding child protection and wellbeing policy and practice.

### 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 and list of feelings**. 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 feelings from the list and act out the feeling with both your face and your body language.
  - When they guess correctly there are questions you could pose to encourage reflection and discussion, for example: *When might a person have this feeling? Has there been a time when you had this feeling? Is this a good feeling or an uncomfortable feeling? Have you had a feeling like this today? Have you noticed when someone else has 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 a feeling from this list (they can pick anyone, even if it has been used before) acting out, then chat about each (add any feelings you think should be there, or children might suggest one):

#### Feelings list:

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

3. There are **2 options** provided here, what you use (one or other or both!) will depend on what you think works best for your class/group. Option A is likely suited to children still working on Early Level/early First Level learning. Option B more suited for children clearly working at First Level.

**A. Feelings songs.** 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>

**B. The Present** a film by Jacob Frey <https://vimeo.com/jacobfrey/thepresent>

(duration 4 minutes 19 seconds) This award-winning animation tells the story of a boy and a new puppy. When watching children could be asked to remember or write down the feelings they observe the boy has as they watch his story. After viewing, some questions for discussion – first with a shoulder partner or with the whole group:

- How does the boy feel at the start of the film?
- Are there some feelings that feel very strong?
- Are there some feelings that are feel uncomfortable or not good to feel?
- How do his feelings change, and how does he feel at the end of the film?

4. Acknowledge that the children have been talking a lot about all different kinds of feelings. This is a song all about feelings. **The Feelings Song** (duration 3 minutes 12 seconds) Lyrics are on the screen (and with this activity plan), also uses the term emotions. You might want to watch again later in the week: <https://youtu.be/UsISd1AMNYU>
5. **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 each day across the next week or so you can ask ‘what colour are you feeling?’
6. **To end**, ask children to pause for a moment and think about someone they can talk to if they have a strong feeling, a question or a worry. Remind them this person can be you. You could extend this somewhat by revisiting the **My 5 exercise** that children used to identify people they can go to with questions or worries from the activity called **People who help me and look after me Part 2: When I have a question or a worry**. This would also be a good way to link to and prepare for the next lesson.

### 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.
- Children who are care experienced 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 *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?' And we will be listening to this song: *The Feelings Song* <https://youtu.be/UsISd1AMNYU>

.... (Insert other material you choose to use from the activity or other sources)

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

- Feeling safe

### Lyrics/The Feelings Song

I'm happy, she's sad  
I'm angry, she's mad  
I'm a boy, she's a girl  
And this is the world

I'm hungry, he's thirsty  
I'm sick and he's tired  
He's a boy, I'm a girl  
And this is the world

You get happy, you get sad  
You get angry, you get mad  
You go to bed then you wake up  
You might just be okay  
It's just the way that you're feeling now  
Wait a while  
It might just change somehow  
It's just the way that you're feeling

The feeling may be fleeting  
Here one second then it's gone  
Gone, gone, gone!

We're feeling feelings every day  
We're experiencing emotions all along the way  
Some are good and some are bad  
Some you wish you never had  
But hey!  
That's just the way we've got to play.

I'm excited, he's scared  
I'm here and he's there  
He's a boy, I'm a girl  
And this is the world

I'm young, she's old  
I'm hot and she's cold  
I'm a boy, she's a girl  
And this is the world

### Practitioner notes