

TTE 2017 ECC

**RISK-AVERT**  
primary!

# Session 4

## My Self



# Session Content

**1** Introduction

**2** Recap

**3** Session overview/Welcome statement

**4** Check in

**5** Behaviour and emotions

**6** Inside Out clips/EWS

**7** Survival strategy – box breathing

**8** Plenary

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## 1

# Introduction

Session Element	Purpose	Intended Outcome/s
<b>Recap on last week</b>	Ensure children are reminded of last session's discussion	<ul style="list-style-type: none"> <li>Children's memories are refreshed allowing them to better relate to this session</li> <li>Gives children an opportunity to ask any questions about last week</li> </ul>
<b>Welcome statement/Session overview</b>	To introduce the session and welcome the children	<ul style="list-style-type: none"> <li>Allows children to understand session content</li> </ul>
<b>Check in</b>	A brief activity for the children to become more engaged with the session and each other	<ul style="list-style-type: none"> <li>To gently introduce children to the concept discussed in the session through activities</li> </ul>
<b>Behavior and emotions</b>	To discuss our basic emotions, and begin to make the link between our emotions and how we behave/our bodies response	<ul style="list-style-type: none"> <li>For children to start questioning how different emotions might make themselves or others behave a certain way</li> </ul>
<b>Inside Out – Video clips and Early Warning Signs</b>	Videos and discussion about Disney's 'Inside Out' and to discuss early warning signs	<ul style="list-style-type: none"> <li>Children will probably recognise the characters in these clips, and can further understand the links between different emotions and our behaviour, and start to recognise initial bodily reactions</li> </ul>
<b>Survival strategy - Box breathing</b>	For children to learn a strategy should they feel angry or anxious	<ul style="list-style-type: none"> <li>For children to take away a strategy for dealing with difficult emotions and put it into practice</li> </ul>
<b>Plenary/Check out</b>	To bring the session to a close and give the children the opportunity to have a brain break before carrying on with their day	<ul style="list-style-type: none"> <li>To bring closure to the sessions</li> <li>To round up the activities completed</li> <li>To briefly introduce the next session</li> <li>To provide an opportunity for young people to 'check out' enabling a transition between the sessions and their regular lessons.</li> </ul>

# 2

## Recap

Last week we looked at difference. We talked about what it means to be different and how being different is not a bad thing.

Before we move on, let's spend a moment thinking about the last session and recapping.

Ask the class to spend a couple of minutes to recall the following;

*"We looked at what stereotyping means, can you explain what it means?"*

*"Have you been stereotyped this week, or seen anyone else get stereotyped? What did you do?"*

**PROMPT** - this includes stereotyping on TV or the media.

Before continuing with this lesson, explain to children what emotions are. Quickly go around the room and ask children to call out as many emotions as they can think of.

**PROMPTS** - Happy, sad, angry, scared or nervous, excited.

Now introduce this session using the session overview on the next page.

# 3

## Session overview

This session is about understanding our main emotions that we feel every day.

We will look at different ways we behave can make us feel different emotions, and some emotions make us behave in ways that might not be good!

By the end of the session, pupils will be able to;

- Name the core emotions
- Recognise that different behaviours usually mean a person is experiencing a particular emotion
- Identify and recognise factors and influences on their emotional state

### Welcome statement

We recommend that the following welcome / introductory statement is delivered as a key part of the introduction phase of the session - you can add to or change the wording but please ensure that the main points are always covered.

*“Today’s lesson is the fourth on the programme. Last session we looked at differences and stereotyping. Today, we are going to be looking at ourselves and understanding more about our emotions.*

*“We are going to look at how our emotions may affect us and which emotions are more or less comfortable by thinking about what they feel like in our bodies.*

*“Are there any questions?”*

# 4

## Check in

This session helps the group to begin to understand themselves and explore their emotions.

This activity is called emotions charades.

**Step 1** - Call out the different emotions listed below, a worksheet to support this is included at the end of this lesson plan.

The class as a whole can act out the emotions in a way they believe is correct. For example, if you call out happiness, the class may start jumping around.

PROMPTS:

- Sadness
- Anger
- Nervousness/Scared
- Happiness
- Excited
- Disgust

**Step 2** - Finally, ask them to say one word that describes how they are today and settle down to continue the session.

# Segue

To introduce the next section / activity use the following statement:

*"Today is all about you.*

*"We are going to think about ourselves today and start to learn about things we can do to help us when we are feeling sad or upset.*

*"Now we are going to think about our emotions and what they mean."*

# 5

## My self – behaviour and emotions

**Step 1** - Remind the class about the check in activity, and ask:

*“So when we feel the emotions I called out, how did you behave? For example when I called out ‘HAPPY!’ what did your body do?”*

This is used to reinforce understanding of emotions and what they mean individually to your pupils. You can use the prompts below if needed.

- **Happy?** - (Smile, jump around, dance, hug people)
- **Sad?** - (cry, sit quietly for a while, not want to join in with things, sad expression)
- **Scared?** - (heart beats really fast, might feel shaky or go really quiet, pupils might have pretended to run away or hide)
- **Disgust?** - (They may have pretended to feel sick, or cover their eyes or nose!)
- **Anger?** - (They might have started shouting, hitting or kicking things, clenching fists)

**Step 2** - Remember to list any other emotions you may have discussed with your pupils.

Explain that we will now watch some video clips about emotions.

# Segue

To introduce the next section / activity use the following statement:

*“So we have just looked at what different emotions mean.*

*“Now we are going to watch some videos about emotions.  
You might have seen these before!”*

# 6

## My self – meet your emotions

**Step 1** - Now explain that each of these emotions have early warning signs. Early warning signs are ways our bodies tell us that we are about to feel a certain emotion.

Our body is always looking out for us so it will always try and warn us if we are about to feel angry or scared – or any other difficult emotion!

For example, if we start to feel our hearts beat faster, start breathing really quickly or get sweaty palms, we are probably nervous. If we know what our early warning signs are, we can be ready for emotions we don't like, and ask for help or do something to make ourselves feel better!

**Step 2** – Show your pupils the clips below, these are from the film 'Inside Out' and can further reinforce what are emotions we all have and what they do.

Joy: <https://youtu.be/T2OPLInepoo>

Anger: <https://youtu.be/icWntkmPOXI>

Disgust: <https://youtu.be/wXhubeoEQcY>

Sadness: <https://youtu.be/KHYYmliVInc>

Fear: <https://youtu.be/YDitIj2NkM0>

**PROMPT** - remind students of the last session where they discussed what they do to make themselves feel happy.

# 6

## My self – meet your emotions

**Step 3** – After watching the video clips ask your pupils the following questions.

*“If you have any of the emotions we have just learnt about in the videos where in your body do you feel them first. If you get nervous, where do you feel this first? Do you get butterflies in your tummy? Does your heart start beating faster?”*

Discuss this with your pupils and try to get them to think about when and where they feel these emotions first.

**Step 4** – To finish this activity, just read the following statement to your pupils.

*“We have now learnt about our emotions and what they are. Sometimes these are nice emotions which make us feel good and happy, like Joy in the video we just watched.*

*“But sometimes our emotions can make us feel angry or sad, just like in the videos.*

*“We also thought about where we feel them first. This can help us manage them, if we recognise an emotion is coming early, we can do something to manage it.”*

# 6

## My self – meet your emotions

Using the body maps at the back of this lesson plan, give each pupil a print out and ask them to fill in where they think they feel certain emotions. Use blue for bad emotions and yellow or red for good emotions.

Then ask the children what a person who was feeling those particular emotions would think or say and encourage them to write the answers in the speech bubbles beside each emotion.

# Segue

To introduce the next section / activity use the following statement:

*“We have talked about different emotions and they can effect our behaviour and vice versa. Now we will look at how to handle difficult emotions, giving you some suggestions that you can practice and do whenever you are faced with something that makes you nervous, scared, angry, or uncomfortable.”*

## 7

# My self – survival strategies

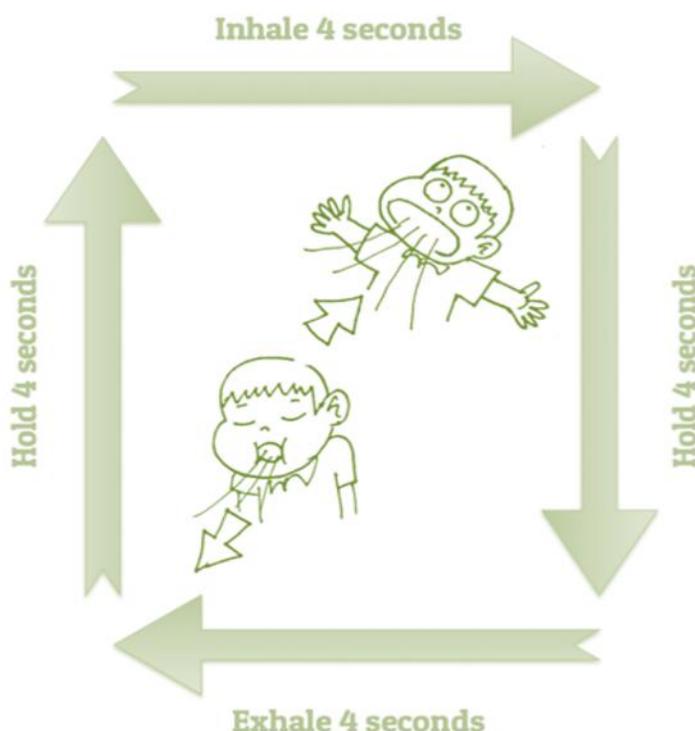
Now we know we change our behavior depending on how we feel. So what do we do when we get a warning from our brain that we are about to feel a bad emotion?

Step 1 – Tell your pupils that we are now going to think about a simple strategy we can use when we feel angry or upset. Read the scenario below to your pupils.

***“Uh oh...your fists are clenching! Your brain is telling you that you are angry about something. Before you have a chance to get too angry, let’s do something to calm you down so you can think more clearly and be your best self!”***

Step 2 - Introduce ‘Box breathing’ as a strategy for difficult emotions. Box breathing is explained in the diagram below. Further information is included at the end of this lesson plan and you can access a video that supports the activity by copy and pasting the link below:

<https://youtu.be/NmUpUHnRF-Y>



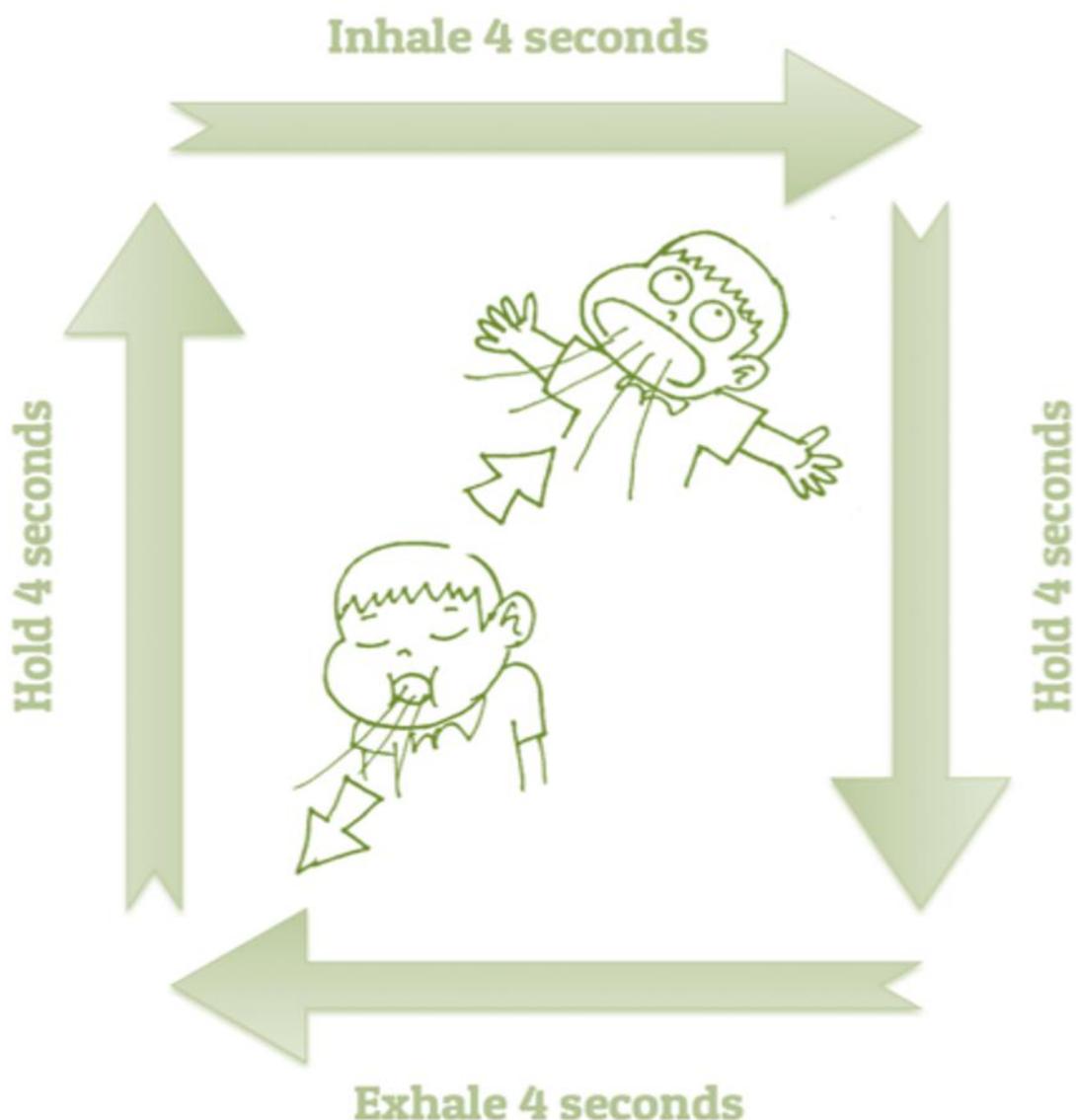
## 7

# My self – survival strategies

Step 3 – To finish read the following statement to your pupils.

*'The exercise we just completed is called 'Box Breathing' it can really help if we are angry, stressed or upset.*

*The next time you feel like this try and remember this activity and use it to help you feel safe and relaxed again.'*



# Segue

To introduce the next section / activity use the following statement:

*"We are at the end of this session.*

*"Today we have started to think about what we can do when we are feeling upset.*

*"We learnt that controlling how we breathe can be a useful way to calm ourselves down.*

*"Thanks for all your hard work today, we are now going to check out by spending a few minutes getting relaxed and thinking about what we have learnt."*

At the end of every session the following should be covered with your pupils.

- Recap on the sessions content
- Ask your pupils to recall something from the session they have learned and how they can apply this outside the classroom
- Recap on the session's learning outcomes
- Briefly introduce the next session (the next session is focused on understanding the world around us and how it impacts our emotional and physical health)
- Thank your pupils for their hard work!

# 9

## Check Out

The check out is used at the end of every session. It is an opportunity for the class to reflect on the session and to clear their minds before returning to their regular lessons.

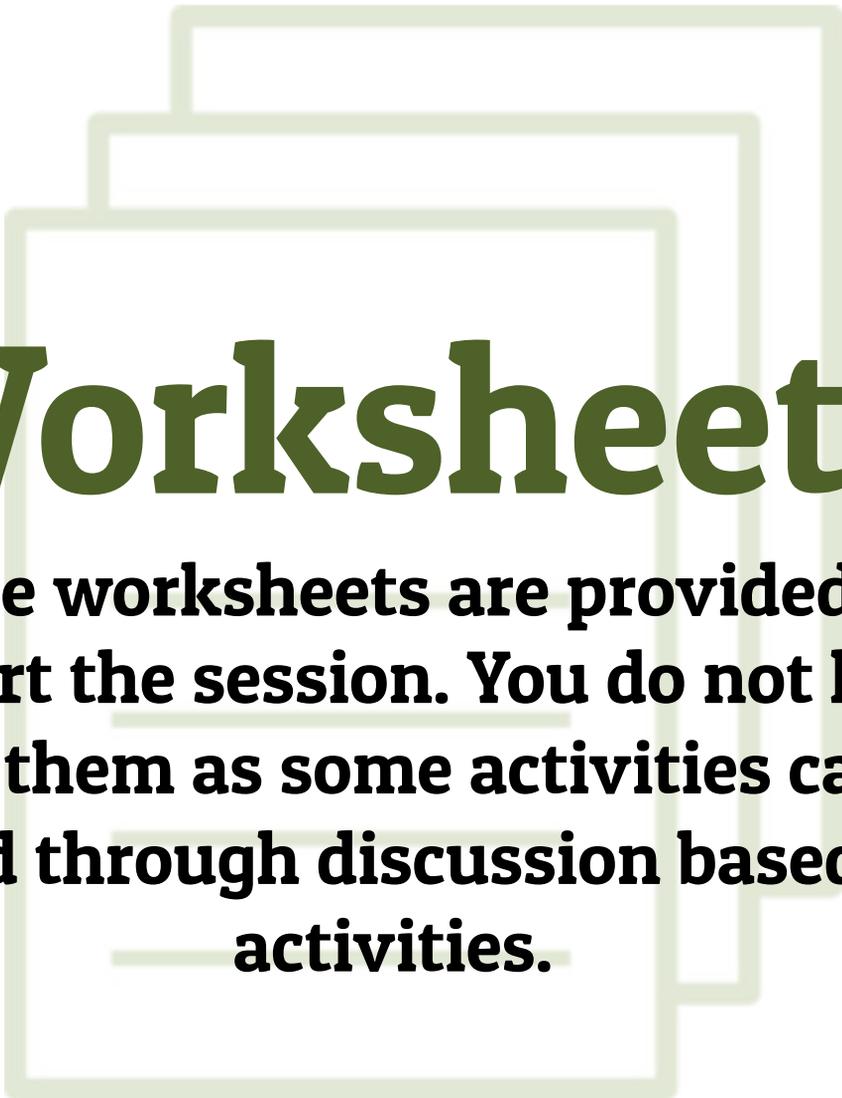
Pupils can lay on the floor, sit at their desks or sit cross-legged for this.

*Please adjust this according to the social distancing requirements in place at your school.*

Ask them to close their eyes if they feel comfortable to do so, and explain that we are going to sit and do nothing but breathe for two minutes. Encourage deep breathing here too – tell the students to breathe in all the way until they feel like a balloon all full of air. Then breathe out, nice and slowly.

If pupils struggle to stay quiet for 2 minutes, you can ring a bell, or play a song, and only when the noise has completely stopped are children 'allowed' to open their eyes.

Check out is complete!



# Worksheets

**These worksheets are provided to support the session. You do not have to use them as some activities can be led through discussion based activities.**

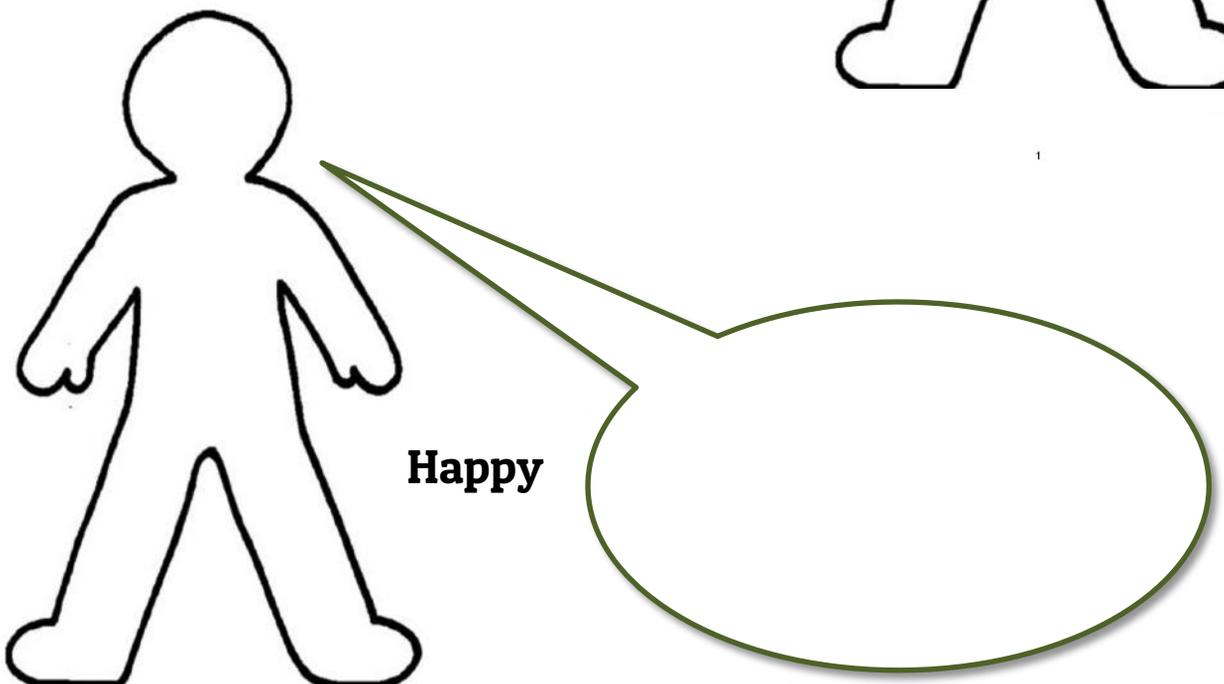
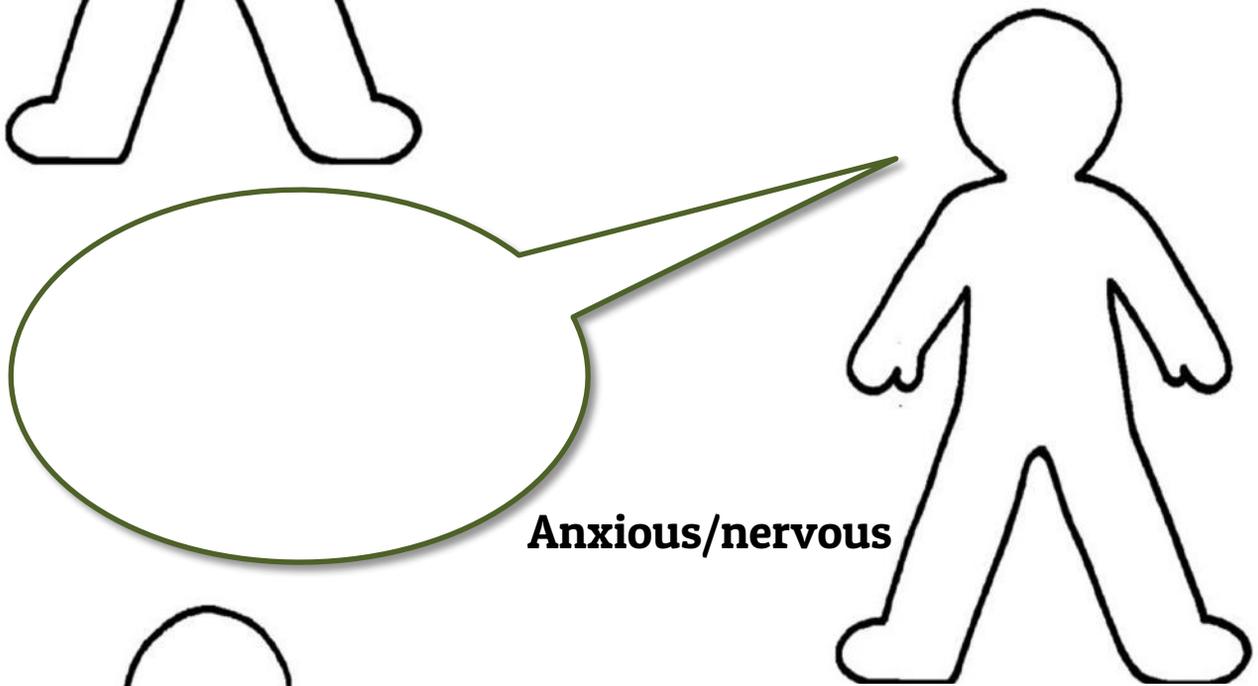
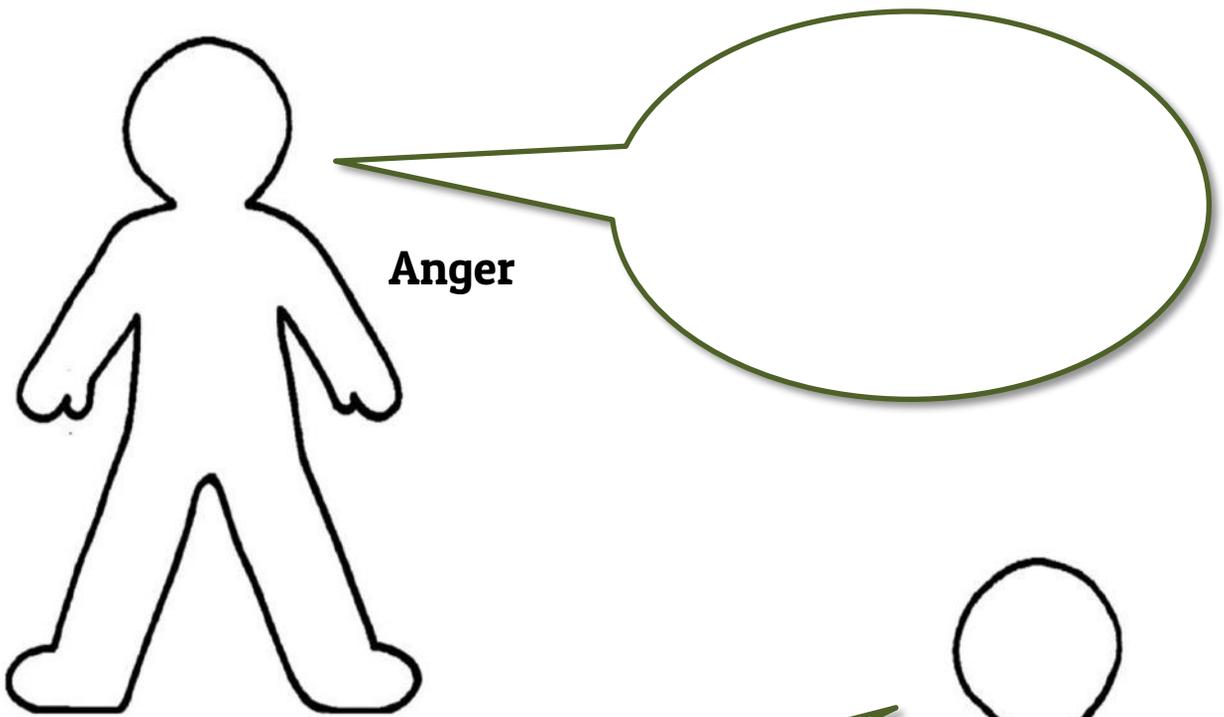
# Guess the emotion - worksheet



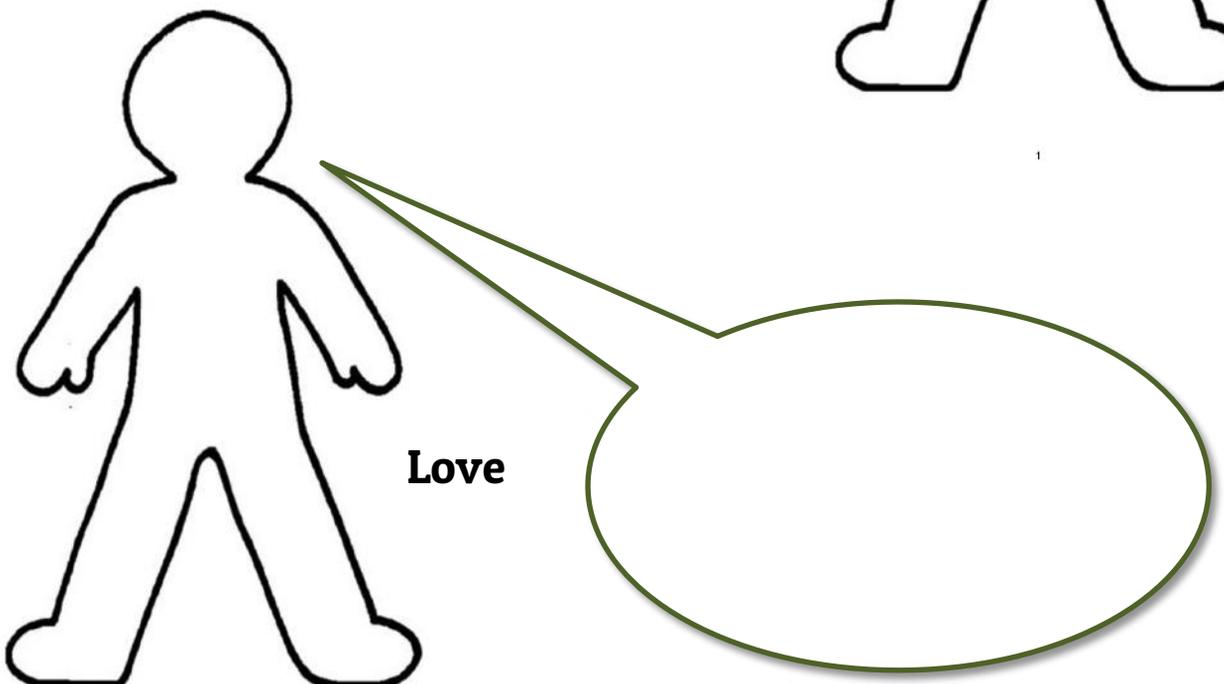
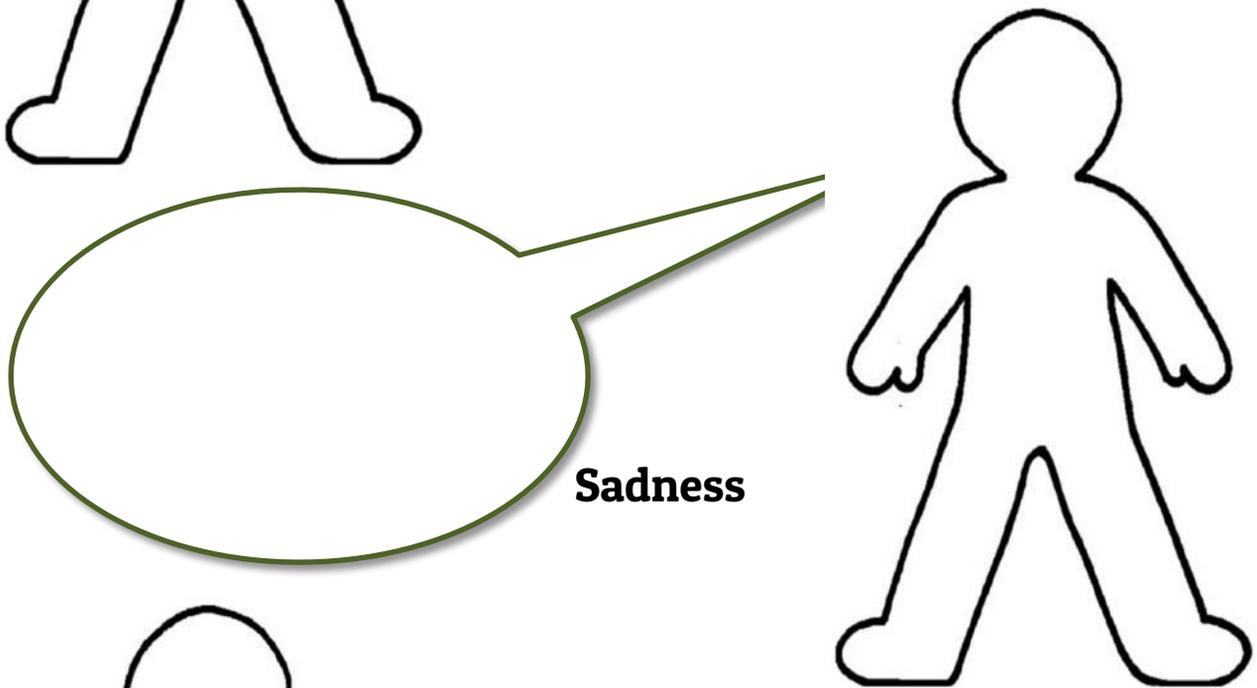
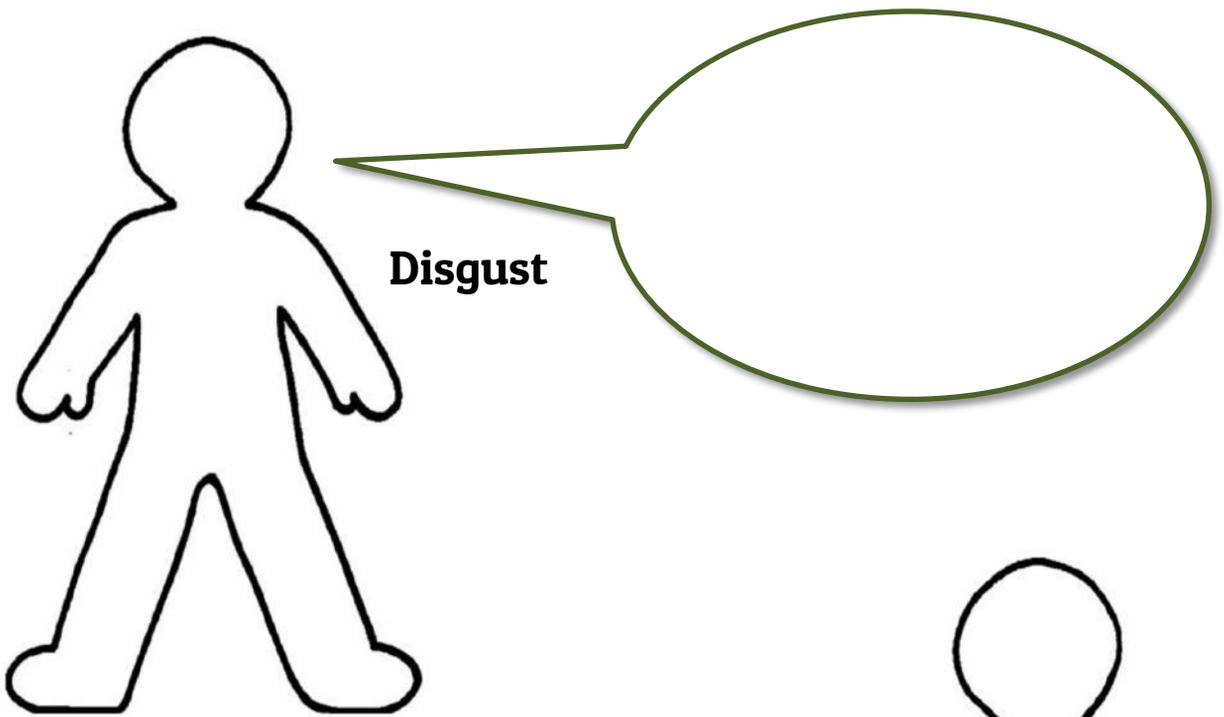
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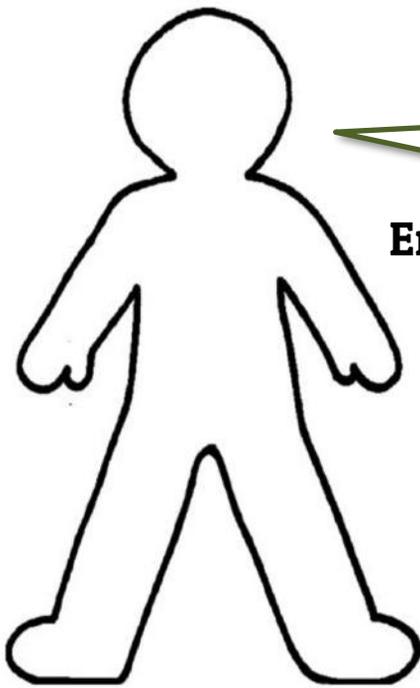
**Colour in where you feel certain emotions. Then write down what you think someone would say when they are feeling those emotions!**



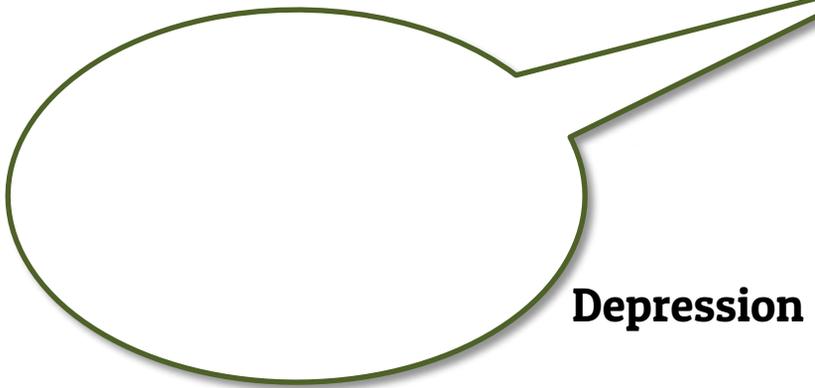
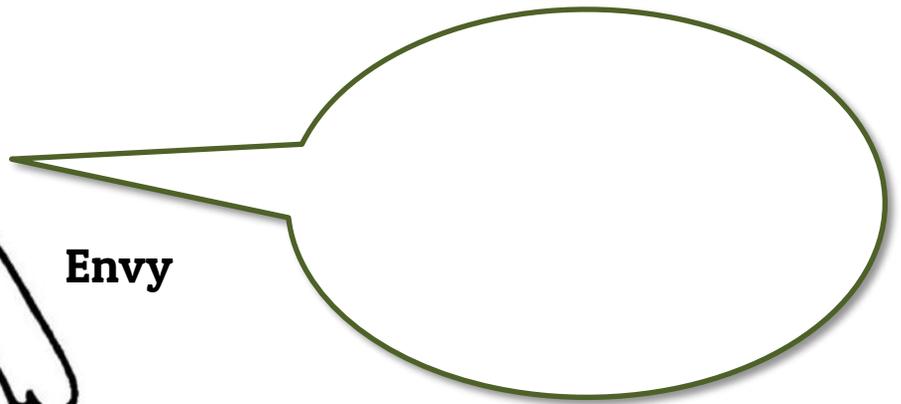
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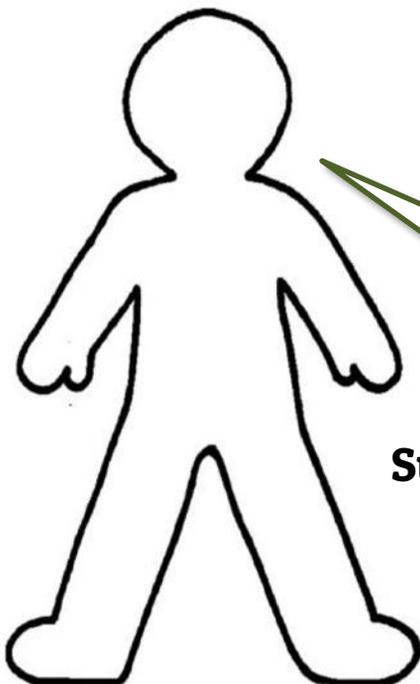
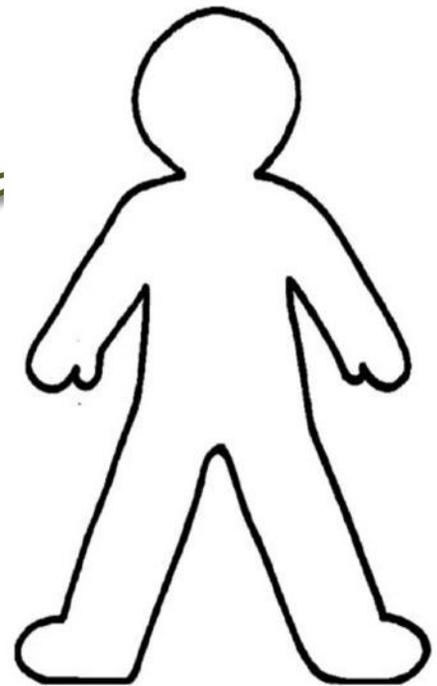
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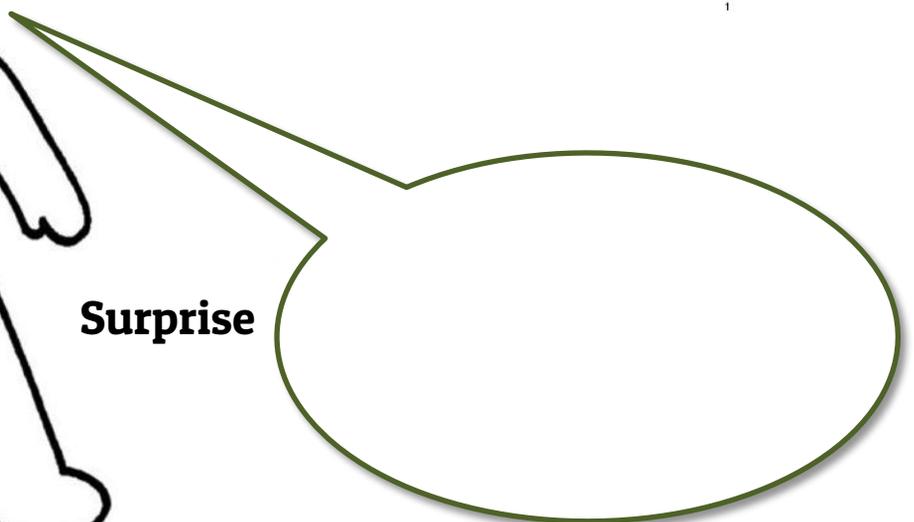
**Envy**



**Depression**



**Surprise**



# Box Breathing – Step by Step

**This simple step by step guide will assist you in delivering the Box Breathing activity to your pupils.**

## Step 1

Sit straight up in a comfortable chair. Put your feet flat on the floor and relax your hands in your lap. You may overlap your hands or let them lie separately with palms facing up. The important factor is to maintain an aligned posture and to be at ease.

## Step 3

Close your mouth and breath in slowly through your nose. Count to four as you inhale. Hold your breath for four seconds. You are not trying to deprive your body of oxygen, but need to allow a few seconds for the air to fill your lungs. Concentrate on your belly and notice how it also moves when you inhale deeply.

## Step 4

Open your mouth slightly and slowly exhale to a count of four. Hold the exhale to another count of four. Ideally, you should repeat the exercise for four minutes, but two or three times will help you to achieve a more relaxed state, relieve tension and settle your nerves.

## Step 5

Allow the air to fill your belly and notice how it passes over your chest. One of the goals of boxed square breathing is to bring the respiratory system back into alignment and end the shallow breathing that results from the fight or flight response mode the body enters when feeling stressed.

## Further Information

While the environment can help to add to your relaxed state, it is not imperative. If there are other people around and you cannot find a private, quiet place, this exercise can be performed quietly with your eyes open. Repeat your mantra and counting to yourself and no one will even notice that you are performing a stress-reduction exercise.