



Session 6

My Self and Others

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Session overview

Session Element	Purpose	Intended Outcome/s
Recap on last week	Ensure children are reminded of the last session's discussion	<ul style="list-style-type: none"> • Children's memories are refreshed allowing them to better relate to this session • Gives children an opportunity to ask any questions about last week
Welcome statement	To introduce the session and welcome the children	<ul style="list-style-type: none"> • Allows children to understand session content
Check in	A brief activity for the children to become more engaged with the session and each other	<ul style="list-style-type: none"> • To gently introduce children to the concept discussed of the session through activities
Why do we need relationships?	To discuss the importance of relationships with others	<ul style="list-style-type: none"> • For children to start to think about their relationships with their friends and family, and what makes them a good friend to others
Verbal vs nonverbal communication/ Activity: Body language bingo	For children to further understand that everyone has emotional health, and we can look out for signs if someone else is struggling	<ul style="list-style-type: none"> • For children to develop empathy for others and actively look out to support others around them
How we can help others	To show children the practical skills when faced with someone exhibiting difficult behaviour	<ul style="list-style-type: none"> • Children should begin to feel more confident in recognising and understanding difficult behaviour in others, and start to think about how they can handle the situation or offer help
Plenary/Check out	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"> • To bring closure to the sessions • To round up the activities completed • To briefly introduce the next session • To provide an opportunity for young people to 'check out' enabling a transition between the sessions and their regular lessons.

2

Recap

Last session we looked at the wider world and the things which we may not be able to control which can affect the way we feel. We also looked at helpful and unhelpful worries.

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

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

“Have you had an unhelpful worry this week? What did you do to feel better?”

Now introduce this session using the session overview below.

3 Welcome statement

The sixth session of the Risk-Avert:Primary Emotional Health programme aims to provide the following:

- Look at our emotions and how we can stop and think before reacting
- Further discuss and understand early warning signs
- Discuss how we can see early warning signs in others and help others feel better

The purpose of this session is to:

- Give children further confidence in handling and communicating their emotions
- Encourage children to practice empathy and looking out for others

Welcome statement

We recommend that the following welcome / introductory statement is delivered as a key part of the introduction phase of the session. While it is important to ensure the main points are covered, please feel free to add to or adapt the wording.

***“Today we are looking at relationships. Humans are social animals - that means that we like to be in groups with other people.*”**

***“Relationships with ourselves and other people can be very complicated because we all have different ways of feeling and different needs.*”**

***“If we have good relationships with other people we usually feel happier and better about ourselves and the world around us.*”**

“Sometimes we can't make friends with people and that is okay, but we can learn to make better relationships with people around us.”

4

Check in

This session helps pupils begin to understand relationships and how important they are to our well-being.

Ask the class to sit in a circle. Go around the circle so that each student has a chance to share.

Ask the group to finish the following statements:

- **What do you think makes a good friend?**
- **What makes you a good friend?**

Segue

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

"Today is all about how we get on with other people."

"We are going to think about our relationships today. That means thinking about people we care about, like our families, carers, friends and even your teachers!"

"First, we are going to think about why we need other people and why we need relationships."

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Why do we need relationships?

Step 1 - Explain to students that we are all in relationships all of the time.

This might include relationships with ourselves, other people like friends, parents and teachers, pets, objects and places such as our phones or our bedrooms, and the world around us.

The following statement can be helpful:

“Humans are social animals who like to communicate with each other and go around in groups. Some animals like to live like this as well like dogs, dolphins or lions.”

(You may also want to ask your pupils if any of them have a pet dog, ask them if it likes to be on its own or with the rest of the family. This is a good way to explain what we mean by social animals.)

Reinforce to your pupils that as social animals, communication is really important for humans and helps us stay healthy inside and out.

5

Why do we need relationships?

Step 2 - Ask the children to think about the Emotions Charades activity you played in session 3.

If they don't remember just show them the worksheet to jog their memories.

Your pupils are going to play something similar shortly so it's important to recap on this!

Explain:

“Just as you have early warning signs that you can look out for in your own head and body, you can look out for warning signs in others too. That means you can be a really good friend for people who may be feeling scared, angry or upset!”

“Body language, or non-verbal communication, is the way that our bodies behave. Sometimes we behave a certain way on purpose to send each other a message, but other times we don't realise that how we are acting sends a message to people around us.”

Segue

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

“Right so we are now going to play a game.

“Has anyone played Bingo before?

“Well it’s like that but instead of numbers we are going to think about something called body language.

“Body language is how we speak without actually using any words.

“We say far more without speaking than you probably think!

“Okay, let’s start the game.”

6 Verbal vs non verbal communication

Step 1 - Ask the class the following questions:

- “How many different ways of communicating can you think of?”
- “What does ‘non verbal’ communication mean?”

Step 2 - Once children have had a chance to share among the class their examples of non-verbal communication, show them the video below and explain that we will shortly be doing an activity around non-verbal communication.

https://youtu.be/DZA_tPcyTCE

After watching the video, make a point that even though the birds in this video weren't talking, we could still tell what they were feeling. This is because our emotions have certain behaviours attached to them. You can use the statement below to round up the content of the video.

“When a bird came and sat with the first bird on the wire, the first bird was angry to have his space invaded and wanted the new bird to move out of his territory. Fast forward and you can see all the small birds get angry with each other.

“Then you see the bigger bird, who is clearly friendly as he is waving and comes to see the smaller birds, who are angry and are mean to the bigger bird by trying to make him fall off the wire.

“Then they are scared when they realise that if the big bird falls, the wire will ping them into the air! Lastly, they are embarrassed as all their feathers came off, and the bigger bird found this very funny!”

PROMPT - You can also ask your pupils to watch the clip again but this time write down as many different feelings or emotions as they can see, and share at the end.

6 Body Language Bingo - Activity

Step 1 - Ask children to sit facing you, as you are going to act out some gestures and body language to see if they can guess what you're feeling.

If you decide to use the supporting worksheet, below are the rules:

1. Split the class into groups
2. Give each group a copy of the worksheet attached
3. The first group to call out the correct emotion (they may not use the same language and this is okay) can put a counter/piece of paper over the circle below
4. The group who fills the circles first wins

PLEASE NOTE – Please adapt the activity above as required to ensure you observe social distancing.

If you decide to keep it discussion based rather than using the worksheet, here are some suggested gestures and actions for you to do for the class:

Thumps up: **good**

Thumbs down: **bad**

Shrug: **unsure**

Hands over mouth, eyes wide: **shocked, surprised**

Hands over eyes/cowering: **scared**

Fists clenched, tense body, stomping around: **angry**

Nail biting, fiddling with clothes, avoiding eye contact:
nervous/scared

Jumping around, smiling, dancing: **happy, friendly**

Just add anything else you can think of!

Segue

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

"Did you enjoy my acting?"

"Isn't it amazing that you knew what I was feeling without me even saying anything, that's why body language is important."

"It can also help you to understand if others are feeling upset or sad. We are now going to think about how we can help other people."

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How we can help others

Once the class has calmed down from your acting antics, it's time to start discussing how we can help people if we see our friends or family communicating any of these signs.

Step 1 - Ask the class some of the following suggested questions:

"If you saw your friend and they were acting sad or angry, how might you help them?"

Responses may be:

- Give them a hug (when allowed, it's ok to talk about this and it will probably come up. Just ensure you discuss the current reality with pupils)
- Play with them to cheer them up
- Talk to them about why they are sad or angry
- Make them a gift or a drawing to cheer them up

Be sure to explain to the class:

"If one of your friends or family are always sad or angry, it is okay for you to tell someone to ask for help. Sometimes you can't help people on your own!"

"Sometimes people might get angry with you when you are trying to help. If this happens remember to look out for your own early warning signs and have some time alone so you don't get angry or sad yourself!"

7

How we can help others

Step 2 – Now ask your pupils the following questions:

- Why should you help people?
- Is it always easy to tell what people are feeling if they don't tell you?
- How might we pretend we are okay when really we are not?

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 body language and what we can do to help people if they feel upset.

"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."

8

Plenary

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 the decisions we make that can effect 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.

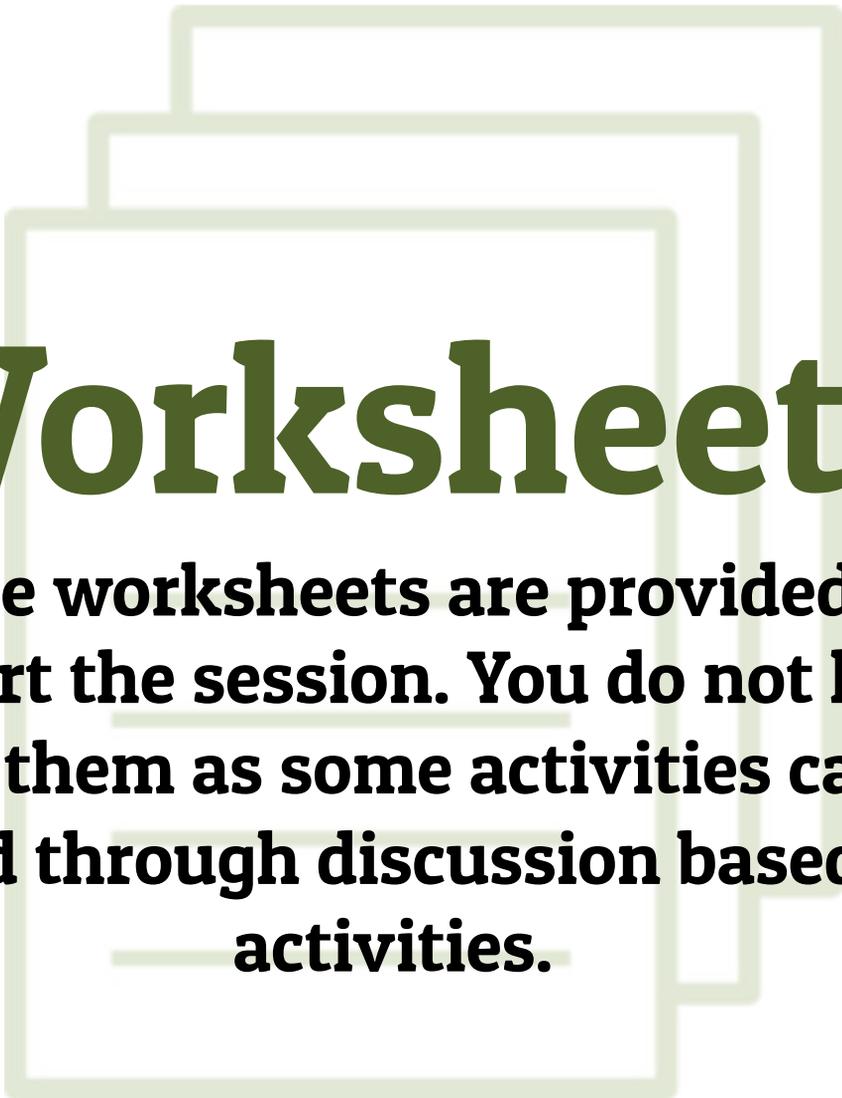
Pupils can lay on the floor, sit at their desks or sit cross-legged for this.

(Please adapt this as appropriate to meet the requirements of social distancing in 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.

Body language bingo

Guess your teachers body language and cover all the answers first to win!

Hello

Okay

Good

Bad

I don't
know

Happy

Angry

Scared

Upset

Body language bingo

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Helpful vs Unhelpful

Helpful ways to get attention	Unhelpful ways to get attention

What could you do if someone else was trying to get attention in an unhelpful way?
