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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **LO: To recognise and name emotions.**  **By the end of this lesson, students will:**   1. Recognise different feelings through visual and verbal cues. 2. Name a variety of feelings including happiness, sadness, anger, and surprise. 3. Demonstrate an understanding of how feelings can change from one moment to the next.  **Evaluation of Prior Knowledge**  * "Can anyone tell me what a feeling is?" * "Has anyone felt happy or sad today?" This conversation will gauge the students' existing understanding of emotions and help tailor the lesson accordingly.  **Starter:**   * Begin with a circle time where students sit together. The teacher will introduce the topic of feelings using a simple picture book that features various emotions (e.g., “The Way I Feel” by Janan Cain). * After reading, ask children to share any feelings they remember from the book.  **Input**   * The teacher will present a chart illustrating various emotions with corresponding facial expressions (happy, sad, angry, surprised, scared). This chart can be created or printed in advance. * The teacher will explain each feeling while pointing to the relevant illustration. Engage students with questions like, “When do you think we might feel sad?” or “Can you remember a time you felt happy?”  **Activity**   * **Emotion Charades:**   1. Prepare emotion cards with different feelings written on them (one for each student).   2. Each student will pick a card and act out the emotion without using words, while the rest of the class guesses the feeling.   3. After each round, the student will reveal their feeling and discuss a situation where they might feel that way. * **Feelings Drawing:**   1. Provide students with paper and crayons.   2. Ask students to draw a picture of a time they felt a strong emotion (happy, sad, etc.), and write a word that describes that feeling at the bottom.   3. Allow students to share their drawings with a partner or the whole class, fostering an environment of understanding and empathy.  **Plenary**  * Gather students back together. Each student will share one feeling they learned about today and one situation that might make them feel that way. * Reinforce the key message of the lesson, emphasising that it is normal to have different feelings and that it is alright to talk about them. | H12. how to recognise and name different feelings  H11. about different feelings that humans can experience  H18. about everyday things that affect feelings and the importance of expressing feelings  **Key Vocabulary:** emotion, expressions, body language, feeling, happiness, sadness, anger, anxiousness, fear, surprise. | This lesson plan aligns with the 2014 National Curriculum for England and focuses on the Personal, Social, Health and Economic education (PSHE) strand. The specific learning objective for this lesson is to recognise and name a variety of emotions, which falls under the Mental Health aspect of the PSHE curriculum for Year 1 and Year 2 students. |
| 2 | **LO: To explore what triggers different feelings.**  **By the end of this lesson, students will be able to:**   * Identify different feelings (happy, sad, angry, scared). * Recognise situations that might trigger these feelings. * Express their feelings appropriately using a feelings chart.   **Evaluation of Prior Knowledge**   * “What does it mean to feel happy?” * “Can you tell me something that makes you feel sad? ”Pupils will be encouraged to share their examples. This will gauge their understanding and readiness to discuss feelings further.  **Introduction** **Circle Time**: Begin with a circle time where each pupil is invited to share how they feel today. The teacher can model this by saying, “I feel happy today because I heard a funny joke.”  1. **Visual Supports**: Display a feelings chart featuring faces expressing various emotions (happy, sad, angry, scared) to aid understanding.  **Main Input**   1. **Story Time**: Read a short, age-appropriate story that involves characters experiencing a range of feelings (e.g. “The Very Hungry Caterpillar”). Pause at moments where a character expresses a clear emotion. 2. **Discussion**: After each relevant part of the story, ask questions like:    * “How do you think the caterpillar felt when he was hungry?”    * “What situation made him feel that way?” 3. **Model Emotions**: Demonstrate facial expressions related to each feeling and encourage students to mirror them. Use the visual support to reinforce the association between feelings and situations.  **Guided Activity**   1. **Feelings Scenario Cards**: Provide pupils with scenario cards illustrating various situations (e.g. losing a toy, receiving a compliment). In pairs, they will discuss how these situations might make them feel, then select the corresponding emotion from the feelings chart. 2. **Role-play**: Invite groups to act out a scenario and demonstrate the corresponding emotions. Peers will then guess the emotion being portrayed.  Plenary**Reflection**: Gather students back into a circle and ask:  * + “What have we learned about feelings today?”   + “Can you share one feeling and a situation that might cause it? | H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  H14. how to recognise what others might be feeling  **Key Vocabulary:**  Trigger, emotion, feeling, facial expression, situation | This lesson plan aligns with the 2014 National Curriculum for England. The aim is to help students recognise feelings and understand that different situations can trigger various emotions. This correlates with the expectation that pupils should be taught to recognise, express, and manage feelings, thus fostering emotional literacy. |
| 3 | **LO: To understand why mental health is important.**  **By the end of this lesson, students will:**  Understand what mental health means.  Recognise why mental health is important for everyone.  Identify at least three ways to take care of their mental health.  **Evaluation of Prior Knowledge**  "What do you think it means to be healthy?"  "Can anyone tell me something we do to keep our bodies healthy?  "Has anyone heard the term 'mental health' before?"  These questions will gauge understanding and familiarity with the concepts of health, particularly focusing on mental aspects.  **Starter Activity:**  Begin with a brief discussion: "What makes you happy?" Create a feelings chart on the board where students can express their thoughts using emojis or drawings. This engage students and introduces the concept of emotions linked to mental health.  **Input**  Introduce the concept of mental health using a story or a short animated video that illustrates characters dealing with different emotions.  Explain mental health in simple terms: "Mental health is how we think, feel, and act. Just like we care for our bodies, we need to care for our minds too!"  **Discussion**  Facilitate a guided discussion where students can express why they think it is important to feel happy and healthy in their minds, encouraging them to think critically about the topic.  Use prompts such as: "How do we feel when we are sad? What can we do when we feel this way?"  **Activity**  Provide each student with a ‘Mental Health Care Plan’ template, which includes sections for drawing or listing things that make them happy, ways to express their feelings, and activities they enjoy (e.g., playing outside, reading a book).  In pairs, students will share their plans, encouraging communication and collaboration.  **Conclusion**  Summarise with the key points discussed regarding mental health. Ask, “Why is it important to take care of our mental health?” and encourage students to share a takeaway from the lesson. | H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.  Key Vocabulary:  Mental health, wellbeing, emotion, feeling, self-care | This lesson plan is aligned with the 2014 National Curriculum in England for PSHE for Year 1 and Year 2 students. The lesson focuses on mental health within the 'Health and Wellbeing' segment. The key learning outcome addresses the importance of mental health and strategies to develop resilience and self-care. Students will explore why mental health is crucial for overall wellbeing and identify simple ways to care for their mental health. |
| 4 | **LO: How and who can I ask for help?**  **By the end of this lesson, students will be able to:**  Identify a range of emotions they may experience.  Discuss why it is important to ask for help when feeling certain emotions.  Recognise trusted adults they can approach for help and support in managing their emotions.  **Evaluation of Prior Knowledge**  Before the lesson begins, the teacher will assess prior knowledge through open-ended questions. These may include:  "Can anyone tell me what emotions they know?"  "When do we feel happy, sad, or scared?"This will gauge students' understanding of emotions and who they might turn to for help.  **Starter Activity**  Emotion Charades: Write different emotions (happy, sad, angry, scared, excited) on flashcards. Students take turns selecting a card and acting out the emotion while their peers guess what it is. This engages students and sparks interest in discussing emotions.  **Input**  Introduce a visual aid, such as an emotions wheel, to show a variety of emotions and corresponding facial expressions. Explain each emotion briefly.  Discuss scenarios where pupils might feel these emotions (e.g. winning a game might make them feel happy, losing a toy might make them feel sad).  Use guiding questions, such as “What do we do when we feel sad?” to lead into the importance of asking for help.  **Main Activity**  Help is Here: Divide students into small groups and give each group a scenario card describing a situation (e.g. "You lost your favourite toy" or "You feel nervous about a new situation").  Ask each group to discuss how they would feel and whom they could ask for help in that situation. Each group will then present their scenario and solutions to the class.  Encourage them to think of adults in their lives who they can trust (e.g. parents, teachers, school nurses).  **Plenary**  Conduct a whole-class circle time to recap what was learned. Ask questions like:  “What did we learn about feelings today?”  “Who can we talk to if we feel upset?”  As a final point, ensure students articulate that it is okay to ask for help when feeling emotional. | H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  **Key Vocabulary:**  Support, advice, care, manage, regulate, help, trust, communicate | This lesson plan aligns with the 2014 National Curriculum in England for PSHE for Year 1 and Year 2. |
| 5 | **LO: To share what makes me feel good.  By the end of the lesson, students will be able to:**  Identify personal activities or things that make them feel good.  Describe techniques or strategies that help them relax and calm down.  Share their thoughts with peers, demonstrating both understanding and communication skills.  **Evaluation of Prior Knowledge**  To assess prior knowledge, a quick discussion can be initiated by asking students what they already know about feelings and relaxation. This assessment can be informal, using the following prompting questions:  **"**What makes you happy?"  "Can you remember a time when you felt calm?"  "Do you have a favourite way to relax?"  **Starter Activity**  Begin with a circle time where each child is invited to share one thing that makes them feel good. For example: "I feel good when I play with my friends." This will help to build a sense of community and encourage open discussion about feelings.  **Input**  Introduce the concept of feelings and emotions using a feelings chart that has emoticons (happy, sad, relaxed, etc.).  Describe different scenarios and ask students to point to the corresponding emoticon, discussing how each scenario might make someone feel.  Display images or cards representing activities (like reading, playing, listening to music) and ask students to match these with the feelings they might evoke.  **Guided Activity**  Divide students into small groups. Give each group a large sheet of paper and colouring materials. Ask them to draw what makes them feel good and what helps them relax.  After they have completed their drawings, each student will have a chance to present their work to the class, promoting speaking and listening skills.  **Independent Activity**  Provide each student with a 'Feel Good and Relaxation' worksheet where they can write or draw about their favourite activity to feel good and one technique they use to relax.  **Plenary**  Regroup as a whole class to discuss what everyone has shared. Encourage students to reflect on their own contributions and consider if they learned anything new from their peers. | H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  **Key Vocabulary:**  Safe, content, happy, calm, strategy | This lesson is aligned with the 'Personal, Social, Health and Economic Education (PSHE)' area of the 2014 National Curriculum in England for Year 1 and Year 2. The specific focus is for students to express what makes them feel good and identify strategies that help them relax and calm down. The relevant outcome from the curriculum is linked to understanding how to make healthy choices and identify emotions. |
| 6 | **LO: How can I express my emotions safely?**  **By the end of this lesson, students will:**  Be able to identify basic emotions (happy, sad, angry, scared).  Understand and articulate how these emotions can affect their behaviour.  Learn and practise safe strategies for expressing and managing their emotions.  **Evaluation of Prior Knowledge**  Before the lesson begins, teachers can assess students' prior knowledge by asking the class:  What feelings do we have?  Can anyone tell me what you do when you feel sad/angry/happy?  How do these feelings make your body feel?  These questions will help gauge the students' understanding and familiarity with the topic of emotions.  **Starter Activity**  Show a series of emotion cards (happy, sad, angry, scared).  Ask students to mimick the emotion shown on the card.  Encourage brief discussions about times they have felt those emotions.  **Input**  Introduce basic emotions using a story. Tell a simple story that includes characters feeling a variety of emotions.  After the story, discuss each character's feelings by asking questions, such as:  "How do you think the character felt when…"  "What made them feel that way?"  Introduce the vocabulary: emotions, express, manage, feelings, safe.  **Main Activity**  Emotion Wheel Craft:  Give students a blank 'emotion wheel' template divided into sections for different emotions.  Instruct them to colour in and draw a picture or write a simple sentence about a time they felt each emotion.  Once completed, circle time activities can follow, where each student shares their wheel with a partner or the whole class.  **Plenary**  Gather the class and review what was learned about emotions.  Engage students by asking:  “Which emotion was your favourite to colour and why?”  "Can anyone share a way they will remember to express their feelings?" | H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  H16. about ways of sharing feelings; a range of words to describe feelings | This lesson aligns with the 2014 National Curriculum for Key Stage 1, specifically focusing on the following outcome:  Pupils should learn to develop positive relationships and to respect and manage their feelings. |
| 7 | Assessment: Children to create a feelings spinner to help them express their emotions. Learning All of the EMOTION Spinner Dial 8expressions Wood Wheel & Viewer  Human Faces MDF Round Wheel Australian Made - Etsy UK | As above |  |