

School Code	S
Practitioner Code	S6
Curriculum Area(s)	Health & wellbeing/ Literacy
Level	First
Stage(s)	P3
Specific subject (if applicable)	

**Experiences and Outcomes:**

- I am aware of and able to express my feelings and am developing the ability to talk about them. (HWB 1-01a)
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. (HWB 1-02a)
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB 0-03a)
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1-16a)
- *(This was not a main focus but linked appropriately to the lessons)*  
I can describe and share my experiences and how they made me feel. (ENG 1-30a)

**Learning Intentions:**

- I will identify feelings using facial expressions.
- I will identify the feelings of a main character within a text.
- I will begin to recognise which feelings I enjoy and which I do not enjoy.
- I will recognise some things which help me experience these feelings.
- I will begin to develop ideas and strategies to help me cope with the feelings I do not enjoy.
- I will be able to write about my feelings and how they make me feel.

**Success Criteria:**

- I can identify feelings experienced in given situations with increasing accuracy.
- I can sort feelings into those I enjoy and those I do not enjoy and I am beginning to explain my answers.
- I can identify and write about things which help me have the feelings I enjoy and don't enjoy.
- I can choose from a variety of strategies one which I can use when I am experiencing feelings I do not enjoy.
- I can write about what I can do to help me manage my emotions.

The above learning intentions and success criteria are linked together over the 3 lessons taught.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

**Lesson 1 - Recognising Emotions**

- Whole class discussion on the definition of 'emotions', and make a list on the board of all the different emotions the children know of/have felt.
- Teacher explains that all these emotions are natural and that everyone feels differently and can feel a variety of emotions.
- Think pair and share activity with shoulder partner - children use picture cues and captions to identify various emotions.
- Feedback to class using lollipop sticks.
- Introduce extract from 'The Magic Finger' and read as a class.
- Think, pair and share activity with shoulder partner - children highlight words in the text that tell the reader how the main character is feeling. Children write a sentence about how the main character is feeling, justifying their answer.
- Feedback to class using lollipop sticks.

**Lesson 2 - Feelings I Enjoy/Do Not Enjoy**

- Revise the list of emotions from previous lesson and ask children if they can now think of any more to add to the list.
- Independent sorting activity - children sort feelings into those they enjoy and those they do not enjoy.
- Class discussion about sorting results; justifying their decisions.
- Teacher explains that everyone's answers may be different and that this is ok, as we all feel differently.
- Children choose one emotion they enjoy feeling and one emotion they do not enjoy feeling and write a sentence about when they felt this (focussing on what made them feel this way, ie who they were with, what they were doing, where they were). Children illustrate each emotion they selected.
- Share experiences with class.

**Lesson 3 - Managing Our Feelings**

- Class discussion revising feelings we enjoy/don't enjoy.
- Think, pair share with shoulder partner - if we have feelings we don't like what can we do to stop/change them?
- Feedback to class using lollipop sticks.
- During this discussion teacher will expand on answers provided by children and teach strategies to help the children cope with feelings they do not enjoy.
- Children choose one feeling they do not enjoy and describe a strategy they could use to help them control this feeling.
- Feedback to class.
- Think, pair and share with shoulder partner - how would you help the girl in 'The Magic Finger' control her anger? What advice would you give her?
- Feedback to class.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

**Lesson 1 Say** - Describe what an emotion is.

Group discussion creating a class list of emotions.

Discuss with partner the picture cues and captions in order to identify illustrated emotions and justify answers.

Identifying emotions of a main character within a text.

**Write** - Identifying emotions from picture cues and captions.

Children describe a feeling they enjoyed and didn't enjoy.

**Do** - Highlight words/phrases in a text that convey emotion of main character.

**Lesson 2 Say** - Explain choices of feelings we enjoy and do not enjoy.

Class discussion about a time when they experienced a feeling they liked/didn't like and what helped them feel this way.

**Write** - Describe and illustrate a time when they experienced a feeling they liked/didn't like, explaining what helped them feel this way.

**Do** - Sort feelings into those we enjoy and those we do not enjoy.

**Lesson 3 Say** - Discuss strategies to help us cope with feelings we do not enjoy and choose one to try.

Advice for main character on how to control her feelings.

**Write** - Describe a strategy they could use to help them cope with a feeling they don't enjoy.

Advice they would give to the main character in the text to control her Feelings.

Did the learner successfully attain the outcomes? **YES/NO**

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

**Lesson 1** - During this lesson the pupil was praised for being able to describe in her own words what an emotion was and for contributing to the list of emotions that the class created. She was praised for using facial expression and captions/authors choice of words to identify emotions. The pupil was encouraged to think of how their own facial expressions and body language can express their emotions.

Next steps - Can you use this skill to help you recognise how your friends in the playground are feeling?

**Lesson 2** - The pupil was praised for being able to contribute more emotions to the list created by the class. Using thumbs this child demonstrated that she understood what each emotion meant. She was able to describe in her own words what frustrated meant. This pupil was praised for sorting the emotions into feelings she liked/didn't like and could explain to the class who and what helped her have these feelings.

Next steps - If you have feelings you don't like, can you do anything to change them?

**Lesson 3** - In this lesson the pupil was praised for suggesting strategies that could be used to help them manage their feelings. She expanded on this and described a situation where she used counting to 10 and back down to help her calm down after she fell and was upset. Pupil was encouraged to develop other strategies that she could use to help manage emotions. This pupil was praised for using her knowledge of calming strategies to offer advice to the girl in the 'Magic Finger' on how she could manage her emotions.

Next Steps - Try to use this knowledge and skill (*identifying emotions and using strategies to manage emotions*) in your everyday interactions within the classroom and playground.

**Pupil Voice:**

**What have you learned? How did you learn? What skills have you developed?**

What Have You Learned?

- "I learned emotions are feeling different things and I can use the face and body and words to tell how people feel."
- "I learned to tell the feeling."
- "We learned to take big deep breaths to help when you are angry."
- "If we are sad we could play with our friends or spin ourselves round to cheer us up."
- "When someone is annoying you, you can walk away or ignore them."
- "If someone has hurt you tell an adult."
- "Or if people do not let you play, you can go and tell an adult."
- "Give thinking time to your brain."

How Did you Learn?

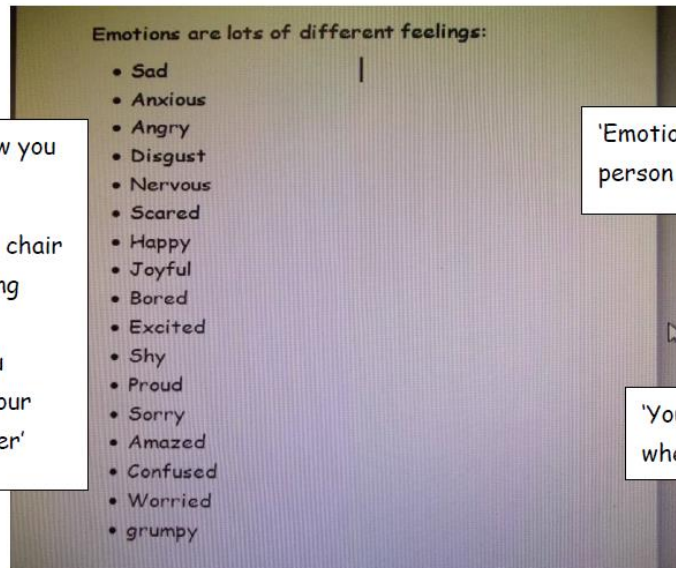
- "I worked with my partner to guess the feeling."
- "I wrote about a time when I was happy and why I liked it."
- "I sorted feelings into ones I like and don't like and told the class why."
- "We helped the girl to stay calm and not put the magic finger on them."

What skills Have you Developed?

- "I can use the face and body to tell feelings."
- "I can help my friends cheer up when they are sad or upset."
- "We can use the keep calm ideas to manage our feelings."

## Learner Evidence

# Lesson 1 - Recognising Emotions



'Your body shows how you feel:

- Sad - sit on a chair
- Happy - playing about
- Nervous - you might clasp your hands together'

'Emotions are what the person is feeling.'

'Your face changes when you feel.'

The pupil identified different types of emotions shown by other children in the group.



'When you are nervous you do this with your hands.'



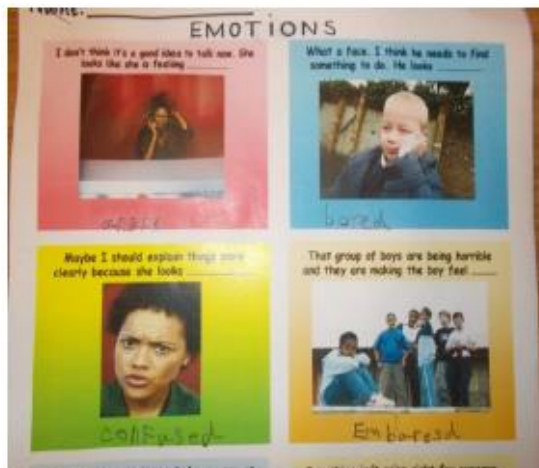
'When you are worried you hold your body.'



'When you are angry you do this to your fists and your face goes red.'

## Practitioner Moderation Template


## Learner Evidence



The pupil worked with a partner to identify these emotions.



Read the following extract from 'The Magic Finger' by Roald Dahl.



One Saturday morning, I saw Philip and William coming out of the woods with their father, and they were carrying a lovely young deer.

This made me so **cross** that I started **shouting** at them.

The boys laughed and made faces at me, and Mr Gregg told me to go home and mind my own Ps and Qs.

Well that did it!

**I saw red.**

And before I was able to stop myself, **I did something I never meant to do.**

**I PUT THE MAGIC FINGER ON THEM ALL!**

With your shoulder partner highlight the words/phrases that tell us how the girl is feeling. Write a sentence about how the girl is feeling, describing how you know this.

The girl was cross because the boys and their dad hunted and killed a deer. The girl put the magic finger on them all.

☆ You have identified how the girl is feeling. Well done!

The pupil worked with a partner to identify the words the author used to express emotion. She correctly identified the emotion felt by the character.

# Lesson 2 - Feelings I Enjoy/Don't Enjoy

The children added to the class list of emotions.

"Relaxed is when you are all settled down and don't have to do anything and you have everything you need."

Emotions are lots of different feelings:

- Sad
- Anxious
- Angry
- Disgust
- Nervous
- Scared
- Happy
- Joyful
- Bored
- Excited
- Shy
- Proud
- Sorry
- Amazed
- Confused
- Worried

hurt  
guilty  
fear  
left out  
annoyed  
thoughtful  
shocked  
confident  
frustrated  
embarrassed  
tired  
stressed  
surprised

The pupil used thumbs to express her understanding of these emotions and in her own words could explain them to the class:  
  
"If you ask someone for help and they don't do it you might get frustrated."

I enjoy feeling			I do not enjoy feeling		
happy	Hopeful	loved	Jealous	Frustrated	
relaxed	proud		Angry	confused	worried
surprised	excited		scared	Embarrassed	
			Sad	Bored	left out
				Guilty	

☆ Well done, you have sorted your feelings and explained your decisions to the class.

The pupil sorted the emotions into those she enjoyed and didn't enjoy and could explain her decisions.  
  
"I love getting a really good surprise."




I enjoyed feeling happy when I was at the christmas fare with my family.	I did not enjoy feeling sad when I fell over and hurt my self.
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\* You have met the success criteria and identified things that help you have feelings you like and don't like.

The pupil could describe a time when she enjoyed feeling an emotion she liked/didn't like and could say what contributed to her feeling this way.

# Lesson 3 - Managing Our Feelings

Managing Our Feelings



When I feel angray I will  
count to 10 and back down  
again to help me manage my emotions


★ You have identified a strategy you can use when you have feelings you don't like.  
=> Can you think of any other strategies?

"I don't like to feel angry because sometimes you can get out of control and say things that you don't mean to say. You need to try to keep your lips closed so we don't say something hurtful."

"We need to breathe to give our brain thinking time."

NAME: \_\_\_\_\_

What advice would you give the girl in the story to help her manage her feelings?



The girl could take 5 big deep breaths to help her manage her anger.

★ You have identified a strategy the girl could use to help her stay calm.  
=> Can you think of other strategies that would help?