

Think Positive: You're the Boss

<p>Aim:</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>I can identify uncomfortable emotions and manage them effectively.</p>	<p>The Big Questions:</p> <p>How do uncomfortable feelings affect our actions and behaviour?</p> <p>What can we do to manage uncomfortable feelings?</p>	<p>Resources:</p> <p>Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria:</p> <p>I understand why we experience uncomfortable emotions.</p> <p>I can name some strategies to use to cope with these emotions.</p> <p>I understand that I am the boss of my brain and can take responsibility for how I act and behave.</p>	<p>Key/New Words:</p> <p>feelings, emotions, uncomfortable, unpleasant, control, positive, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, manage, cope</p>	<p>Preparation:</p> <p>Feelings Scenario Cards – one set per group</p> <p>Feelings Diary – as needed</p>







Prior Learning

Having a good vocabulary for discussing emotions and feelings would benefit children in this lesson. Previous lessons in this unit will have developed children's emotional vocabulary.







Special Considerations

Be mindful of children who may be struggling with their mental health or dealing with grief.

Learning Sequence

	<p>Reconnecting – Feelings Charades: Allow time for children to think about the Big Questions and share their thoughts with the class. This can be used as a baseline assessment of their knowledge and understanding. In groups (ideally groups of four or five), children use the Feelings Scenario Cards to carefully act out the emotion that the scenario would provoke. They will need to really imagine how they would feel. Get the children to make their facial expressions, actions and behaviour really clear so the other children in the group can guess which emotion they are acting out.</p>	
	<p>Exploring – Uncomfortable Feelings: Ask the children to work with their partner and think of uncomfortable emotions. Share the children's ideas, then reveal those on the slide in the Lesson Presentation. Continue to work through the slides, exploring some of the key uncomfortable feelings; anger, worry and grief, helping children to explore and fully understand these emotions. Explain that these feelings are managed by the lower part of the brain (the downstairs), whilst the upper part (the upstairs) is the part that uses logic and reason and helps us think sensibly and clearly.</p>	
	<p>Exploring – Take Control: Explain to the children that all these feelings, whilst uncomfortable, are normal and important for us to feel. It is not wrong to feel angry, nervous or sad but we do need to gain control over these emotions so that they don't take over. We wouldn't want to feel these uncomfortable feelings for too long or too often. Ask the children if they have any techniques they already use when they are feeling these uncomfortable feelings. Work through the Lesson Presentation, looking at different techniques to manage uncomfortable feelings.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	Reflecting – It's Up to Me! Recap the main points of the lesson; we can't choose what happens to us, or even how we feel, but we can choose how to act and behave and we can learn to manage the uncomfortable feelings that often take over. Ask children to tell their partner what they are going to do differently in light of today's lesson. Share the child's quote on the slide as an example. If time, share some of the children's ideas with the class.	
	Consolidating – Act It Out: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Explain to the class that they are going to do some drama work in groups, so they will need to co-operate, listen to each other and respect one another's ideas. Tell the children that they are going to create a short sketch, using the Feelings Scenario Cards from the beginning of the lesson. You might wish to allocate each group a scenario or you may wish to let the children choose which one they want to do. Explain that they all play a part, showing a situation that causes one or more of the characters to experience an uncomfortable feeling, such as nervousness, fear or anger. Their sketch will need to include what the character does in order to take control of the difficult emotion.	
	Supporting: Mixing up the groups, to ensure that those children who are less confident in PSHE and Citizenship and drama are supported by those who are more confident, would be a good idea in this activity. These children could be included more as extra characters, who do not need to say much but perhaps offer support to the main character.	
	Extending: Children could polish their performance, all about coping with difficult emotions and being in control of our brains, and act it out for another class or in an assembly.	
	Developing: Invite the children to make a Feelings Diary for a week. They can record how they feel about something each day and drawing or writing about the situation they were in when they felt this affected their actions as well as what strategies they used to manage their emotions.	

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.