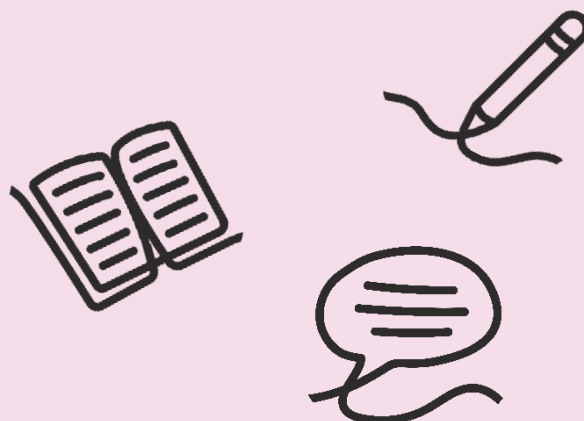


PSE mental health and wellbeing lessons

Teacher handbook

Early level



Introduction

Around since 1923, SAMH (Scottish Action for Mental Health) is Scotland's national mental health charity.

Today, we operate over 70 services in communities across Scotland, providing mental health social care support, and addiction and unemployment services, among others. Together with national programme work in See Me, respect*me*, suicide prevention, and physical activity and sport, these services inform our policy and campaign work to influence positive social change.

SAMH has been campaigning for better mental health support for children and young people since 2017, when we launched our 'Going To Be' campaign. The campaign highlighted that three children in every classroom will develop a mental health problem by the age of 16, and will often struggle to get the help they need. We believe that better understanding of mental health and wellbeing can reduce stigma and give young people the knowledge and skills to better look after themselves, feel more able to reach out for support, and support others.

With this in mind, we have developed Personal and Social Education (PSE) lesson plans for children and young people in early years, primary and secondary.

This teacher handbook includes all PSE mental health and wellbeing lessons for the Early Level. Along with the accompanying attachments, it has all the information needed to deliver these lessons.

Lessons are specific to each level and have been developed with attention to the age, stage and mental health learning needs of children and young people. All lessons for this level last 45 minutes to one hour.

We have split lessons for each level into topics, and developed the lessons within each topic to run one after the other. We recommend that you work through each lesson in order and complete the full topic, to maximise learning. Once these lessons are embedded within your school, children and young people will be able to work through them as they progress through their school years. However, each topic on its own can also support positive mental health and wellbeing.

We tested the lessons with schools. Feedback from children, young people and adults helped us put together the final versions.

Thank you to the following people and schools for their support:

- Pam Steel, Wallace High School
- Bridge of Allan Primary School
- Larbert Village Primary School
- Marc Colgan, Clinical Associate in Applied Psychology, CAMHS Edinburgh South

If you would like to know more about SAMH's work with children and young people, including our work in schools, please contact cypenquiries@samh.org.uk

Keeping children and young people safe

While these lessons are intended to be educational and supportive for children and young people, they may bring up difficult thoughts and feelings about themselves or others. Create an environment where everyone feels safe and supported to ask questions, and respected in their views.

At the start of each lesson make it clear to your class that children don't have to share anything personal if they don't want to. Also ask them to *share with care*, in case it leaves them feeling exposed or upset. Be especially aware if you know that a particular topic may be difficult for a child, for example if they have personal and/or familial experience of mental health challenges.

Talk with your class about the people in your school they can speak to, and make yourself available at the end of each lesson for any child who wants to talk through anything upsetting or worrying that the lesson has brought up.

Talk about the limits to confidentiality. If you have any concerns about a child or young person's welfare you must follow your school's Child Protection Procedures.

Remember to signpost children to other support, including Childline 0800 1111, where appropriate.

Lesson preparation

Please take time to familiarise yourself with each lesson before delivering it. The resources you'll need are listed at the start of each lesson plan. We've tried to minimise the preparation and resources needed.

When developing these lessons we estimated the time needed for each activity. You may find it takes less or more time, depending on the level of participation from your class. Do what feels best for your class and you. If you run out of time you can revisit the lesson, but do try to complete all activities and the full topic.

Within the handbook there are links to short videos. All videos are from You Tube and the video links were correct when these lessons were developed. In advance of the lesson please check that the video links are still working and consider alternative videos if necessary.

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Early Level

Topic 1 | Exploring feelings through *The Colour Monster*

Lesson 1 | Introduction to feelings

CfE Es & Os	HWB 0-01a, HWB 0-02a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • <i>The Colour Monster</i> book by Anna Llenas. • If you don't have the book you can use <i>The Colour Monster: Kids books read aloud</i> video by Books with Blue www.youtube.com/watch?v=M-6W6yk5gb4 • Coloured pencils/crayons for each learner • Paper/Lego/playdough for each learner 		
Learning intention	To learn about different feelings.		
Success criteria	<ul style="list-style-type: none"> • I can name different feelings • I can talk about different feelings • I can describe what might make feelings change 		

Introduction | Feelings check-in

5 minutes

Introduce the lesson by telling the class that today they will learn about feelings, and about a little monster whose feelings are a bit mixed-up.

Complete a feelings check-in by **asking** the class “How is everyone feeling today?”

Remind the class they don't need to share personal experiences, and there will be time at the end of the lesson for them to speak to you individually about anything the lesson has brought up.

Ask learners for a show of hands if they're feeling... excited... happy... sad... angry... etc.

Activity 1 | *The Colour Monster*

20 minutes

If available, **read** the book *The Colour Monster* to your class, or **play** *The Colour Monster: Kids books read aloud* by Books with Blue from YouTube www.youtube.com/watch?v=M-6W6yk5gb4 (the video lasts 3 minutes, 27 seconds).

Ask some simple questions about the monster's different feelings:

1. What colours did you see in the monster at the start of the book?
Answer: Red, yellow, green, blue and black.
2. What do you think the monster was feeling at the start, when his colours were all mixed-up?
Answer: He was feeling mixed-up and confused.
3. What do you think might have happened to make him feel mixed-up and confused?
Answer: The book doesn't give a specific reason. The Colour Monster wakes up and feels confused, but doesn't know why he's feeling that way. **Ask** your learners to suggest why The Colour Monster might feel confused.
4. What did The Colour Monster's friend offer to do to help him?
Answer: Put each of his feelings in different jars so he can sort them and look at them more closely.
5. Can you remember the feelings or colours that the monster felt?
Answer:
 - Yellow - happy
 - Blue - sad
 - Green - calm
 - Red - angry
 - Black - fear
 - Pink - love

Explain to your class that sometimes we can feel like The Colour Monster. Our feelings can be all mixed-up and change a lot. Sometimes we feel happy or sad, and then something makes us feel angry or scared. It can be a bit confusing. Sometimes our feelings change and we don't know why – this is normal and is OK.

Activity 2 | Make your own colour monster

25 minutes

Hand out paper, pencils/crayons (or Lego/playdough) to each learner.

Ask learners to make their own Colour Monster using the materials (for example, they could draw a monster or create a 3D model) and to give their monster a name.

Ask learners to share their monster pictures/models with the class and tell the class about their monsters, including:

- The monster's name
- How the monster is feeling today
- What's happened to make the monster feel that way

Plenary | Monster parade

10 minutes

Invite learners to take part in a class monster parade. They could carry their monster creation and move in a way that shows the different feelings of their monster (for example, if their monster is happy they might skip; if the monster is excited they might jump; if the monster is angry they might stomp their feet.)

Ask learners to share with a friend/the class what colour they feel after finishing the monster parade.



Early Level

Topic 1 | Exploring feelings through *The Colour Monster*

Lesson 2 | Understanding my feelings

CfE Es & Os	HWB 0-01a, HWB 0-02a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Four jars (Early Level Attachment 1) – not for printing but to display on board • Pink Monster letter (Early Level Attachment 2) – print one copy to read to the class • My feelings jar (Early Level Attachment 3) – print one per learner • Colouring pencils/crayons 		
Learning intention	To understand our feelings and be able to share them with others.		
Success criteria	<ul style="list-style-type: none"> • I can name my feelings • I can share my feelings with others • I can express my feelings with words and pictures 		

Introduction | The Colour Monster letter

20 minutes

Gather the class for circle time.

Display Four jars (Early Level attachment 1) on a smart board or screen for the whole class to see.

Recap *The Colour Monster* story from last session. **Remind** the class that The Colour Monster woke up feeling confused about how he was feeling. He was feeling happy, angry, sad, calm and scared all at the same time! His friend helped him to sort his feelings so they weren't all jumbled together anymore. Each feeling was given a different colour. At the end The Colour Monster felt a new feeling.

Ask the class if they can remember what the different colours meant.

- Yellow - happy
- Blue - sad
- Black - fear
- Pink - love

Note to teacher: Red (angry) and green (calm) are included in the next lesson.

Read the Pink Monster letter (Early Level Attachment 2) written to the class by The Colour Monster.

Ask the class for examples of what might make us feel yellow (happy), blue (sad), black (fearful) and pink (loved).

Some examples might be: being with family and friends for feeling loved, going somewhere new or being alone for feeling fearful, going to the play park for feeling happy, and not having anyone to play with for feeling sad.

Activity 1 | How do you feel?

20 minutes

Complete a feelings check-in with the class.

Model this by giving an example of how you're feeling, then **ask** each learner to safely share how they feel and why (if they're comfortable doing so).

Hand out My feelings jar (Early Level Attachment 3) and colouring pencils/crayons to each learner.

Explain that learners should think about their own feelings, and colour in their jar to show how they're feeling. You could then display these on the wall, or discuss them as a class.

Plenary | If you're happy and you know it

10 minutes

Ask the class to sing the song *If you're happy and you know it, clap your hands*.

Sing the song as normal the first time through. Then **ask** learners to suggest what else they could do if they are happy (for example, they could shout hooray, give a cheer or do a thumbs-up).

Sing the song again, **including** a suggestion from the class in place of "clap your hands".

Sing again, but this time change the words to "if you're *sad* and you know it..." Take suggestions for what action you might do this time (for example, wipe your eyes, thumbs down, hug themselves or hug a friend).

You can repeat the song for other emotions too (for example, angry – make a fist or stomp your feet; or silly – make a funny face).

Homework challenge | Understanding my feelings

5 minutes

Remind the class that they've looked at different feelings.

For homework, **ask** the class to pick a feeling from the list below and draw a picture of what makes them feel this way.

- Happy
- Sad
- Scared
- Loved
- Calm
- Angry

An alternative option is to **ask** learners to bring a photograph or an object that makes them feel an emotion to share with the class (for example, a favourite book that makes them feel calm, or a photo with family to show feeling loved).

Ask learners to discuss feelings with their family – they could also ask them what makes them feel happy, scared, excited or angry.



Early Level**Topic 1 | Exploring feelings through *The Colour Monster*****Lesson 3 | Keeping calm**

CfE Es & Os	HWB 0-01a, HWB 0-02a HWB 0-04a, HWB 0-06a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Red Monster letter (Early Level Attachment 4) – print one copy to read to class • Two jars (Early Level Attachment 5) - not for printing but to display on board • Yoga story from www.cosmickids.com • Space for yoga activity • Small beanbags/soft toys (optional for belly breathing exercise) • Paper for teacher to write a letter from the class • Large envelope • Pencils/coloured pencils/crayons • Paper for each learner to draw 		
Learning intention	To develop ways to cope when we feel angry and learn new words to describe our feelings.		
Success criteria	<ul style="list-style-type: none"> • I can use different words to describe my feelings • I can find ways to calm myself down • I can share these ideas with others 		

Note to teacher: The class will try yoga in activity 1. There should be enough space available for learners to lie flat and do gentle yoga, so please consider whether you can clear enough space in the classroom, or should go to the hall for this activity.

Homework follow-up | Understanding my feelings

5 minutes

Ask the class to work with a partner and take turns to show the picture they drew for homework. Ask them to tell their partner about the drawing, what feeling their drawing shows, and what they are doing in the drawing to feel that way.

If learners brought a photo or object, they should speak about this and why it makes them feel the way they do.

Introduction | Red Monster letter

10 minutes

Read the Red Monster letter (Early Level Attachment 4) to the class.

Display Two jars (Early Level Attachment 5) on a smart board or screen for the whole class to see and **remind** the class what feelings the colours represent (red – angry and green – calm).

Ask learners for some suggestions that could help the monster calm down.

Ask the class what types of things they do to calm down if they're feeling angry or furious, like the monster.

Explore answers and **try** them if possible (for example, deep breathing, a hug or listening to music).

Activity 1 | Keeping calm tips

20 minutes

Ask if anyone has heard of, or tried, yoga.

Explain that yoga is a type of exercise that is also good for relaxation and can help us feel quiet and calm.

Suggest that the class firstly try a breathing exercise and then a yoga exercise to see if it helps them to feel calm and relaxed.

Ask learners to move to a space where they have room, are not in anyone else's way, and feel comfortable.

Ask them to lie on the floor and place their hands on their tummy (or they could place a small beanbag or soft toy on their tummy). Learners can also do this exercise sitting or standing if there's no room to lie down, or if they're uncomfortable lying down.

Explain that as learners take a deep breath in through their nose they should feel their hands and tummy move out. Then as they let the breath out through their mouth they should feel their hands and tummy move in. If the class are using bean bags/soft toys you can challenge learners to try to keep it balanced on their tummy as they control their breathing. You can repeat this exercise as necessary to make sure the children are calm, relaxed and ready to begin their yoga exercise.

Play the yoga story for the class (from www.cosmickids.com) and **follow** along with the video.

After the yoga story, **ask** the class how they are feeling (calm, relaxed, happy etc.) before they return to the classroom, or to their seats.

Activity 2 | Keeping calm tips

20 minutes

Suggest that the class work together with the teacher to send a letter back to The Colour Monster, telling him about some of the tips for keeping calm that they think might help him feel calmer. This letter will be 'posted' to The Colour Monster in the large envelope.

To go in the envelope with the letter, **ask** learners to draw a picture of themselves doing yoga poses, and colour these in with nice calming colours. The class could discuss what colours they think are *calming*. For example, calm is represented as green in *The Colour Monster* book.

Hand out paper, pencils and colouring pencils/crayons to each learner.

Tell the class that you'll send their pictures and the letter back to The Colour Monster and **put** these into the large envelope to be posted back.

Plenary | Keeping calm tips at home

5 minutes

Remind the class that there are a lot of things that we can do to keep calm.

For homework this week, learners can try some of the following suggestions at home, and encourage their family to join in too:

- Senses walk in the woods
- Listen to calming music
- Practise yoga
- Listen to a story
- Cuddle a favourite toy
- Have a cuddle with a family member or a pet
- Practise belly breathing



Early Level

Topic 1 | Exploring feelings through *The Colour Monster*

Lesson 4 | Understanding feelings through facial expressions

CfE Es & Os	HWB 0-01a, HWB 0-02a, HWB 0-04a	Duration	60 minutes
Resources	<ul style="list-style-type: none"> • Green Monster letter (Early Level Attachment 6) – print one copy to read to class • Paper/card for each learner • Colouring pencils/crayons • Optional – additional craft items to make monsters 		
Learning intention	To learn to identify feelings in others through facial expressions.		
Success criteria	<ul style="list-style-type: none"> • I can show my feelings to others using my facial expression • I can identify feelings in others by looking at facial expressions • I can explain that my feelings will change depending on what is happening within or around me 		

Homework follow-up | Keeping calm at home

10 minutes

Follow up on the homework task and **ask** the class:

- Who managed to try out some of the calming activities for homework?
- What activities did they do?
- How did it make them feel?
- Did anyone try belly breathing at home? Did they manage to keep the soft toy balanced on their tummy?

The teacher can also give an example of what they did for their own calming activity.

Introduction | Green Monster letter and yoga poses recap

10 minutes

Show the class the Green Monster letter (Early Level Attachment 6) that arrived from The Colour Monster.

Read the letter to the class.

Talk to the class about the letter, pointing out that The Colour Monster tried the yoga activities and it helped him feel calm. The Colour Monster also showed it to friends and it helped them too.

Ask the class if anyone remembers some of the calming yoga poses.

Try some of the poses as learners suggest them (if there's enough space).

Activity 1 | Monster facial expressions

25 minutes

Ask the class:

- How do we show other people how we're feeling?
Answer: With our words, with our bodies, with our faces (*facial expressions*).
- How might other people be able to tell how we feel?
Answer: They can hear us when we tell them with words, or they can see our body movements, or notice our facial expressions.

Ask the class "How would we show (with our bodies and our faces) to our friends that we're feeling..."

- Happy (suggestions might be smile, wave, laugh, thumbs up)
- Sad (crying, pouting, thumbs down)
- Worried (frown, hide, bite our lip)
- Excited (cheer, jump, smile)
- Angry (frown, crossed arms, stomp, shout)

Ask learners to work with a partner and practise one of the feelings above using facial expressions and body movements.

Ask them to take notice of what their different body parts are doing (for example, notice their forehead when frowning, or their mouth when smiling, or notice if their arms are crossed, by their side, or up in the air).

Explain that the class is going to **create** pictures of The Colour Monster's friends. The monsters are having all different feelings and we need to show this in the pictures.

Ask learners to pick a feeling they want to show in their picture and think about how they can do this.

- What will the monster's eyes look like? Will they be big and wide, or little, or closed...?
- How will its face look... will it have a smile or a frown? Will its mouth be open or closed? Can you see teeth?
- What will its arms and legs be doing?

Hand out paper/card and colouring pencils/crayons to each learner, plus other craft items if you're using them.

Ask learners to draw their monster with a facial expression showing how they're feeling today.

Ask learners to give their monster a name.

Once everyone has finished their monster, **ask** the class to do a monster parade around the classroom, displaying their art and acting out the feeling of their monster.

Plenary | Monster show and tell

15 minutes

Bring the class together.

Ask learners to introduce their monster to the class – who it is, how they're feeling and what's happened to make them feel this way.

Remind the class that they don't need to share personal experiences, but **tell** them that time will be available at the end the lesson for them to speak to you individually about anything this lesson has brought up in relation to their own or others' experiences.



Early Level

Topic 2 | Developing emotional literacy

Lesson 1 | The many different feelings we feel

CfE Es & Os	HWB 0-01a, HWB 0-02a, HWB 0-04a	Duration	55 minutes
Resources	<ul style="list-style-type: none"> • Choose a book, either: <ul style="list-style-type: none"> ○ <i>The Way I Feel</i> by Janan Cain OR ○ <i>My Many Coloured Days</i> by Dr. Seuss • If you don't have the books you can use the videos of these books available on YouTube: <ul style="list-style-type: none"> ○ <i>The Way I Feel</i> written and illustrated by Janan Cain: Kids Books Read Aloud by Reading Rocket www.youtube.com/watch?v=cJve2Hq4D9M ○ <i>Feelings and Moods - My Many Colored Days - by Dr. Seuss - Read Aloud Videos for Kids</i> by Read Well www.youtube.com/watch?v=X6pNNiwnMZM • Mirrors for learners to explore how their face changes with different emotions 		
Learning intention	To learn new words to describe my feelings.		
Success criteria	<ul style="list-style-type: none"> • I can name new feelings words • I can share times when I have felt these different feelings • I can identify different feelings in others and name the feeling using a variety of feelings words 		

Introduction | Feelings song

5 minutes

Explain to the class that they're going to start today's lesson by **singing** a song about how we feel – *If you're happy and you know it.*

*"If you're happy and you know it, clap your hands,
 if you're happy and you know it, clap your hands,
 if you're happy and you know it, then your face will surely show it,
 if you're happy and you know it, clap your hands."*

Round 1: Really **exaggerate** your happy face when singing the song the first time. **Encourage** learners to show they're happy with their body language, while singing the song.

Round 2: **Add** a new verse by replacing *happy* with *angry*. The action this time should be making an angry face, as well as actions like folding arms, clenching fists or stamping feet. (Learners could choose or suggest the action here).

If you're angry, and you know it (fold your arms/clench your fists/stamp your feet...)

Round 3: **Ask** learners to come up with an action for some of the following feelings (action suggestions are in brackets):

- Sad (pout your lips/wipe your eyes)
- Excited (jump up and down/wave your hands)
- Scared (hide your face)

Activity 1 | *My Many Coloured Days* **OR** *The Way I Feel*

20 minutes

Choose a book to read (or **show** the video of the book from YouTube):

- *The Way I Feel* by Janan Cain

Note to teacher: If you don't have this book you can play The Way I Feel, written and illustrated by Janan Cain: Kids Books Read Aloud by Reading Rocket on YouTube - www.youtube.com/watch?v=cJve2Hq4D9M (lasting 3 minutes, 1 second).

Or

- *My Many Coloured Days* by Dr. Seuss

Note to teacher: If you don't have this book you can play Feelings and Moods - My Many Coloured Days - by Dr. Seuss - Read Well - Read Aloud Videos for Kids on YouTube www.youtube.com/watch?v=X6pNNiwnMZM (lasting 2 minutes, 40 seconds).

Explain to the class that the story they're about to hear uses colour to help highlight different feelings.

Read the book or **watch** the video. Then, depending on what book you choose, **use** some of the questions below for discussion with the class.

1. *My Many Coloured Days*

- What feeling do you think is being described on each page?
- Why do you think the colour has been chosen to show each feeling?
- Why do you think the animal has been chosen to show that feeling?
 - *“On bright red days, how good it feels, to be a horse and kick my heels.”*
(Red horse – energetic and excited)
 - *“On bright blue days I flap my wings.”*
(Blue bird – carefree and happy)
 - *“Some days of course feel sort of brown, and then I feel slow and low, low down.”*
(Brown bear – down and sad, or tired)
 - *“Then comes a yellow day and wheeeeeeeeeee! I am a busy, buzzy bee.”*
(Bee – energetic, excited, busy, playful – “busy like a bee”)
 - *“Gray day. Everything is gray. I watch. But nothing moves today.”*
(Grey owl – quiet, bored, flat in mood, lacking in energy)
 - *“I’m a circus seal! On my orange days that’s how I feel.”*
(Orange seal – playful, fun)
 - *“Green days. Deep, deep in the sea. Cool and quiet fish.”*
(Green fish – cool, calm, quiet, relaxed)
 - *“On purple days I’m sad. I groan. I drag my tail. I walk alone.”*
(Purple dinosaur – lonely, sad, tired)
 - *“When my days are happy pink it’s great to jump and just not think.”*
(Pink flamingo – playful, happy, excited, joyful, carefree)
 - *“Then come my black days. Mad, And loud. I howl. I growl at every cloud.”*
(Black wolf – angry, grumpy, annoyed, sad)
 - *“Then comes a mixed-up day, and wham! I don’t know who or what I am!”*
(Lots of mixed-up and confused feelings, even uncertainty and worry)

2. *The Way I Feel*

- Why do you think each colour has been chosen to show that feeling?
- What is the person doing to show how they feel?
- What has made them feel that way? *Note to teacher: Not all answers are explained in the book, but ask the class for suggestions.*
 - *“Silly is the way I feel when I make a funny face and wear a goofy, poofy hat that takes up lots of space.”*

(Silly – lots of colours, making a funny face, wearing a goofy hat.

Please note that the book doesn't give a reason for feeling like this)

- *"I'm shaking because I'm scared, all alone in the dark at night. The thunder and lightning crash and roar! Hold me close and turn on the light."*
(Scared – black, shaking, wants to be held and light turned on – there is thunder and lightning outside)
- *"The plans were made so long ago, for you to visit me today. But now you can't come after all. I'm disappointed we can't play."*
(Disappointed – green and orange, hunched-up body, arms folded, scowl on face – friend can't come and play anymore)
- *"The smile you see upon my face as the sun shines in the sky, shows the world that I feel happy and my mood is soaring high."*
(Happy – warm yellow, smiling – sun shining, swinging high)
- *"Sometimes I feel so very sad and really don't know why. Instead of playing and having fun, I cry and cry and cry."*
(Sad – light blue and muted colours, crying, alone, not playing – doesn't know why he feels sad)
- *"Angry is how I feel right now. I shout with a mighty roar. I mostly want to frown and growl and stomp upon the floor."*
(Angry – red and black (jaggy writing), shout, frown, growl, stomp.
Please note that the book doesn't give a reason for feeling like this)
- *"The wheel fell off my brand new truck – I need some help from you. You kindly fixed my favourite toy. I'm thankful for all you do."*
(Thankful – bright blue, yellow and warmth from the fire, wheel came off new truck (sad) but he was able to get help and his favourite toy was fixed (happy))
- *"I'm frustrated because I can't do it. It's hard and I want to cry. I don't know whether to give it up or to give it another try."*
(Frustrated – purple (mix of sad blue and angry red, jaggy writing), trying to tie shoe lace, struggling and doesn't know whether to give up or to keep trying)
- *"If someone says hello to me, I suddenly feel so shy. Instead of waving back at them, I hide my face and walk on by."*
(Shy – light purple/pink, hide face – someone said hello and made her feel shy)
- *"I can't make up my mind... there's nothing I want to do. The day drags on and on. I'm feeling bored and blue."*
(Bored – dull colours grey/brown/beige, sitting in the chair, not playing with toys – feels that there's nothing he wants to do, feels sad (blue))
- *"I'm bouncing like a rubber ball. I'm more excited than I can say! It's really hard for me to sit, when I'd rather jump and play."*

(Excited – multi-coloured with exciting fireworks, bouncing, jumping, and playing. *Please note that the book doesn't give a reason for feeling like this*)

- *"I want to play with you right now. I don't think taking turns is fair. I'd rather have you to myself – I'm jealous when I have to share."*
(Jealous – yellow/purple/pink, folded arms, scowl on face, sitting alone – wants to play with parent but they're looking after baby sibling, doesn't want to take turns and share, wants parent to herself, needing attention)
- *"I did it! I did it! I shout to the crowd. Getting dressed by myself makes me feel proud."*
(Proud – bright colours, stars and streamers for celebration, shouts "I did it", giving thumbs up – she got dressed by herself)

Activity 2 | There are lots of different feelings

10 minutes

Ask the class to name as many feelings as they can.

Create a mind-map on the board of all the words, or **write** two lists – one of *good* feelings and one of *not-so-good* feelings.

Ask learners to safely share examples of times or situations they may have felt these feelings. **Share** a few examples yourself too.

Activity 3 | Expressing feelings through facial expressions

15 minutes

Hand out a small mirror to each learner.

Ask learners to look at their face in the mirror to see how it changes as they express different feelings.

Ask the class to show on their faces what they look like when they're happy. Then **ask** them to show sad.

Call out different feelings one by one, or **ask** for suggestions from the class. **Allow** time for learners to explore how their face looks in the mirror when expressing that feeling.

As a whole class, **point** out similarities and differences you can see in facial expressions for different feelings.

Explain that our facial expressions are one way we can show how we're feeling. We can also sometimes tell how other people are feeling by looking at their facial

expressions. This way of communicating, without using words, is called using *body language*.

Ask learners to work with a partner. Taking turns, one partner should show a feeling on their face and the other should try to *mirror* (copy) the feeling and guess what it is.

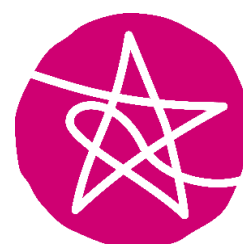
Plenary | Recap and sharing learning

5 minutes

Recap that there are a huge range of good and not-so-good feelings we all experience every day.

Explain that we show our feelings through what we say, what we do (our behaviours) and through our facial expressions (body language). We can also sometimes work out how others are feeling by listening to them, seeing their behaviours or noticing their facial expressions. Next lesson will look more at understanding the feelings of others.

Invite the class to play the *mirroring* game at home, with their parents/carers or siblings. The parent/carer/sibling and child can each take turns to show a feeling, mirror it and guess what it is.



Early Level
Topic 2 | Developing emotional literacy

Lesson 2 | Understanding other people's feelings

CfE Es & Os	HWB 0-01a, HWB 0-02a, HWB 0-04a	Duration	45 minutes
Resources	<ul style="list-style-type: none"> • <i>Name That Emotion with Murray</i> video from Sesame Street www.youtube.com/watch?v=ZxfJicfyCdg 		
Learning intention	To learn to understand other people's feelings.		
Success criteria	<ul style="list-style-type: none"> • I can identify how others feel by looking at their body language • I can identify how others feel by looking at their behaviour • I can understand that our emotions change depending on what's happening around us 		

Introduction | Feelings check-in 10 minutes

Encourage learners to share how they're feeling today. **Remind** the class they don't need to share personal experiences but if they want to they should share safely.

Following on from the last lesson, you could also **invite** learners to show how they're feeling through facial expressions and other body language.

Activity 1 | Name that emotion 15 minutes

Begin by **introducing** the class to the word *emotions* – **explain** that it's just another word for *feelings*.

Explain to the class that they're going to watch a video called *Name that Emotion with Murray*.

Explain that six characters appear in the video, one at a time, and describe how they're feeling. The class have to guess with Murray and shout out what each character is feeling.

Note to teacher: The video goes through the following emotions: happy, sad, excited, angry, anxious and grouchy (also known as grumpy).

Play the video *Sesame Street, Name that Emotion* on YouTube www.youtube.com/watch?v=ZxfJicfyCdg (lasting 5 minutes, 21 seconds).

You can either **play** the whole video through, or you can **pause** it after each individual character to discuss if that's easier for your class to follow. If playing the whole video, **recap** the different emotions (feelings). **Discuss** what each character was feeling, and how they communicated this emotion through the words they said, their behaviours and their body language. Also **discuss** what had happened to make them feel that way:

- Ms Chicken had just laid an egg and was feeling “*a really good feeling*” and said she can’t stop smiling – she was feeling happy
- Mr Tiger dropped his ice-cream and he was upset, he said he had “*a yucky feeling*” and can’t stop crying – he was feeling sad
- Mr Octopus has his birthday tomorrow and was jumping up and down. He said that he had “*a really good feeling*” and he can’t wait for something to happen – he was feeling excited
- Mr Crab was yelling because someone knocked over his sandcastle. He had a “*not nice feeling*” and said his body feels tight and he wants to scream, yell, stamp his claws – he was feeling angry
- Ms Pigeon has to fly south but has never been before, and she is unsure if they will have the bird seed she likes. She was saying “*oh dear*”, said she has “*a queasy feeling*” in her tummy and she’s unsure how it’s going to go – she is feeling worried and anxious.
- Mr Grouch doesn’t want to be a contestant and doesn’t want to play *Name that Emotion with Murray*. He also doesn’t want to say how he’s feeling, but he seems to be grumpy and cranky – he is feeling grouchy (grumpy).

Activity 1 | Feelings detective game

15 minutes

Explain to the class that they’re now going to play the feelings detective game.

Ask a child to volunteer to be the *detective* and stand outside the door, or somewhere in the room they can’t see the rest of the class.

Select a feeling from the mind-map or lists on the board and **ask** the class to act it out with their faces and bodies when the detective comes back.

Invite the feelings detective back into the room and tell them that they should try and guess the feeling.

Allow around five children to take turns to be the feelings detective.

Plenary | Recap and sharing learning

5 minutes

Remind the class that *emotions* is another word for *feelings*.

Recap with the class that they communicate a feeling (emotion), and can also understand how others are feeling, through words, actions and body language.

Invite the class to play the feelings detective game at home, with their parents/carers or siblings.



Early Level

Topic 2 | Developing emotional literacy

Lesson 3 | Managing difficult emotions (feelings)

CfE Es & Os	HWB 0-01a, HWB 0-02a, HWB 0-03a, HWB 0-04a	Duration	50 minutes
Resources	<ul style="list-style-type: none"> • As before, either: <ul style="list-style-type: none"> ○ <i>The Way I Feel</i> by Janan Cain OR ○ <i>My Many Coloured Days</i> by Dr. Seuss • If you don't have the books you can use the videos of these books on YouTube: <ul style="list-style-type: none"> ○ <i>The Way I Feel, written and illustrated by Janan Cain: Kids Books Read Aloud</i> by Reading Rocket www.youtube.com/watch?v=cJve2Hq4D9M ○ <i>Feelings and Moods - My Many Coloured Days - by Dr. Seuss - Read Aloud Videos for Kids</i> by Read Well www.youtube.com/watch?v=X6pNNiwnMZM • Flower emotions (Early Level Attachment 7) – printed in colour, one per person • Colouring pencils • Paper • Pencils 		
Learning intention	To learn to notice, manage and get support when experiencing difficult emotions.		
Success criteria	<ul style="list-style-type: none"> • I can understand that our emotions change depending on what's happening around us • I can find ways to calm myself down • I can identify who I can get support from at school and home if I have big emotions • I can share how I'm feeling with someone I trust to help me feel calmer 		

Introduction | Recap of book

10 minutes

Ask the class if they can remember the other word they learned in the last lesson that also means feelings. Answer: emotions

Re-read the book or **replay** the video of either *My Many Coloured Days* or *The Way I Feel*.

As you **read** the book or **watch** the video, **pause** to **ask** the class if they can identify the emotion (feeling) shown.

Explain that the class are going to notice how their emotions *change* throughout the day. They're also going to learn why it's important to share any not-so-good emotions they're feeling with a trusted adult.

Activity 1 | Emotion tracker flowers

15 minutes

Complete an emotion check-in with the class by **asking** how everyone is feeling. **Remind** learners to safely share.

Hand out Flower emotions (Early Level Attachment 7) and colouring pencils to each learner.

Explain that the class are going to check how their emotions change throughout the day, and over the next week. Children should colour petal 1 in the morning, petal 2 after break time, petal 3 after lunch, and petal 4 at the end of the school day. They can continue to monitor their emotions in the evening at home, and then colour petal 5 the next day at school.

Explain that the different colours at the bottom of the page signify each emotion, and **talk** through each, with examples if necessary.

Discuss that the colours of the petals might change as the day goes on. This is because different things happen throughout the day that cause our emotions to change. This is normal.

Ask the class to colour in their petal depending on their current emotions (how they're feeling). The petal they start on will depend on the time of day that the lesson is being completed. If the lesson started later in the day, **allow** learners time to reflect on their emotions from earlier and also colour those petals to match how they felt.

Note to teacher: Remember to allow time throughout the day and over the week for learners to colour in the petals. Create space and time to reflect on the fact that it's normal for emotions to change regularly, depending on what's going on.

Activity 2 | Managing big emotions

10 minutes

Explain that sometimes the feelings or emotions we have can feel really big. For example, when we feel really angry or really worried these emotions can feel hard to manage. We may even feel overwhelmed by them. **Explain** that sometimes even the feel-good emotions can also feel big and difficult to manage. For example, it can be hard to be calm and relax when we're feeling very excited.

At times like this it's helpful to think about how we can calm down from these big, and sometimes overwhelming, emotions. **Discuss** with the class what can help us to feel calmer if we have big emotions and write their suggestions on the board.

Examples might include:

- Talk to family/teacher/friend
- Go and sit somewhere quiet
- Listen to music
- Do jumping jacks
- Draw a picture
- Cuddle family member/pet
- Play with a toy
- Count slowly to 10

Activity 3 | Support

10 minutes

Ask the class who they can speak to when they're having any big and not-so-good emotions and **explore** the different support options in school and at home.

Hand out paper and pencils and **ask** learners to draw a picture of themselves and some of the adults who they trust and can talk to. **Remind** learners to think of adults in school and at home and emphasise that they all have someone they trust who they can talk to.

Plenary | Changing emotions

5 minutes

Remind the class that everyone experiences lots of good and not-so-good emotions (feelings) every day and it's normal for these to change depending on what's happening in our lives.

Explain that sometimes the not-so-good emotions can feel really big and even overwhelming. At times like this we can do things to calm down. We can also talk to adults who we trust.

Tell the class that the next lesson will introduce them to more calm-down techniques, but in the meantime they should try the ones mentioned earlier anytime they feel overwhelmed by big emotions.

Early Level
Topic 2 | Developing emotional literacy

Lesson 4 | Calming techniques

CfE Es & Os	HWB 0-02a, HWB 0-03a, HWB 0-06a, HWB 0-07a,	Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Small soft toys or beanbags (optional) • Calming music • Yoga for kids webpage www.yogajournal.com/poses/yoga-for/kids • Calm-down box made before the lesson. (For suggestions, see the list provided in activity 1) • Paper • Pencils/colouring pencils 		
Learning intention	To create my own list of activities to use when I need to calm down or be cheered up.		
Success criteria	<ul style="list-style-type: none"> • I can explore different calming activities in class • I can create a list of activities that help me feel calmer or more cheerful 		

Note to teacher: If you're doing the belly breathing exercise, ideally each learner will need a small soft toy or beanbag. You could ask learners to bring one in from home. Otherwise, they can simply place their hands on their tummies.

Before the lesson make a class Calm down box with as many calming items as possible. Please see the list in activity 1 for suggestions.

Introduction | Belly breathing or yoga 10 minutes

You can choose to do belly breathing (a calm activity) or yoga (a more active activity).

Explain that today the class are going to learn how they can stay calm when they have big emotions (feelings), and how they can help a friend who has big emotions.

Explain that they're going to try some calming activities.

1. *Belly breathing*

Ask learners to lie flat on the floor. **Give** each learner a soft toy or beanbag and **ask** them to put it on their tummy and then put their hands by their sides. They can put their hands on their tummy if not using toys.

Ask the class to close their eyes and breathe in through their nose, slowly. As they do, they should focus on their tummy rising and their toy/hand lifting up. Once they've taken a long, slow breath in, ask the learners to slowly breathe out through their mouth. They should feel their tummy go back down and the toy/hand go down as well.

Once the class get the hang of it, you could **play** some gentle calming music in the background.

Remind learners to focus on breathing slowly so their toy doesn't fall off.

Allow the class to practise this for a few minutes.

Afterwards **ask**:

- How did that feel?
- Who found it relaxing and calming? Why?
- Did anyone notice their belly going up and down?
- Did anyone fall asleep?

Or try:

2. *Yoga poses*

Explain that yoga poses are relaxing, but they can also help to waken us up a little and stretch out our bodies.

Do some yoga stretches as a class. You can find suggestions for yoga stretches at www.yogajournal.com/poses/yoga-for/kids

Afterwards **ask**:

- How did that feel?
- Who feels relaxed and calm? Why?
- Who feels energised? Why?

Activity 1 | Classroom calm-down box

10 minutes

Note to teacher: Before the lesson create a calm-down box. This can be any box/bag/basket you have available, and you can choose to decorate it if you want or leave it as is. In the calm-down box put calming items that children can use during this activity and then ongoing in the classroom.

Below is a suggested list of items to include:

- Fidget toy
- Stress ball
- Rubik's cube
- Slinky
- Playdough or silly putty
- Play sand
- Soft toy
- Scarves or fabric strips
- Pipe cleaners
- Tissue paper
- Bubble wrap
- Straws
- Bubbles
- Pinwheel
- Puzzle
- Picture book
- Sensory book
- Colouring book and crayons
- Small chalk board and chalk
- Small dry erase board and dry erase pens
- Etch-a-sketch
- Magic slate board
- Spinning top
- Kaleidoscope
- Liquid motion timer
- Hourglass
- Snow globe
- Pop It toy

Explain to the class that you've made a calm-down box they can use when they're feeling overwhelmed by big emotions. It can help them calm down and improve their mood.

Depending on the number of items in the box and the size of your class, **allow** learners a few minutes to explore the items and think how they feel while using them. Where possible, **allow** time for each learner to handle all the items.

Ask each learner to share their favourite item and say why they think it might help themselves and others to calm down.

Agree as a class where to place the calm-down box in the classroom.

Talk about the people, places and things you already have in the classroom and school that can support learners experiencing big emotions. This may include, for example, a quiet corner or calm area in the school that learners can go to.

Activity 2 | Making a calm-down box at home

15 minutes

Ask learners what five items they would put in their own calm-down box to support themselves at home when they're experiencing big emotions (feelings).

Hand out paper and pencils/colouring pencils and **ask** learners to write a list, or draw pictures of the five items they would include in their own box.

Ask learners to share their ideas with the person next to them.

Use these ideas to **make** a class list with some of the most popular suggestions.

Invite learners to take their list home, share it with their parents/carers, and try making their own calm-down box.

Plenary | Keeping calm in the classroom

5 minutes

Remind the class of all the things they can do in the classroom and wider school if they're experiencing big and difficult emotions (feelings).

Remind the class where the calm-down box will be stored.

Discuss and **agree** class rules for *when* and *how* the calm-down box should be used. For example, do learners have to ask permission first before taking an item from the calm-down box?

Remind learners to take their personal calm-down box list home and try making a box at home. You can follow up with the class/families at a later date to see if anyone made it and how they use it at home.

