



BIG TALKS for little people



LESSON 2 - EMOTIONS

LESSON AIMS

In Lesson 2, we will discover more about recognising different types of emotions, and explore emotion management strategies.

EQUIPMENT REQUIRED

Digital animation: *"Ice-cream animation"*.

Plastic easter eggs. Tools to draw on the eggs.

A book which explores emotions and feelings to read to the class.

Paper and drawing tools.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation "Ice-Cream".

PART 3: Activities.

GENERAL CAPABILITY

Personal and social; ethical understanding.

COPING STRATEGY

I can manage my feelings.

(Write up on whiteboard).

TEACHER NOTES

Lesson aims:

Reflect back on last week's lesson about group work and what students remember. Identify students understanding of feelings/emotions.

There has been a substantial increase in research and theory suggesting that an essential component of children's successful development is learning how to identify and regulate emotional responses and related behaviours in socially appropriate and adaptive ways. A range of research has linked difficulty in regulating negative emotions such as anger and sadness to emotional and behavioural problems.

It is during the early years that young children are developing an understanding of emotions, their ability to analyse and understand what the emotions mean (in themselves and in others) and appreciate how best to express and respond to emotions.

Research demonstrates that children can be effectively taught coping skills if they have learnt to self-regulate their emotions. This is particularly important for children who have experienced trauma and may try to cope by becoming submissive/aggressive or using avoidance behaviours. Emotions are a vital part of our everyday lives, and the highs and lows experienced can significantly affect well-being. Assisting young people in managing their emotions is the first step in helping them cope.

You might consider how you could help young people handle their emotions by exploring different strategies, such as managing anger by breathing deeply and counting to five.

Research shows that there is a strong relationship between social-emotional learning and cognitive development. But, just like maths and reading, students must be taught social and emotional skills. Emotional regulation is a particularly important skill for students to learn as it affects students' ability to make decisions, persist in goal-oriented activities, and seek help when needed.

Developing coping skills helps children manage their emotions, regulate their feelings and strengthen their resilience and well-being.

CONTROLLING EMOTIONS

On a daily basis, students are confronted via the media and internet with tragic events. The ABC article below provides advice for teachers to help young people understand and manage their emotions regarding these events.

<https://www.abc.net.au/news/health/2016-06-15/how-to-help-children-process-shocking-news-events/7509350>

LESSON 2 - EMOTIONS

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about group work rules and skills.

PART 2: WATCH THE ANIMATION: ICE-CREAM ANIMATION

In the lesson today we will talk more about emotions and feelings – let's begin by looking at the animation. Show the digital animation as a lead in to the lesson on emotions.

After watching the animation, have students brainstorm as a class how the “peep” is feeling having dropped the ice-cream. Consider both positive as well as negative feelings (e.g., I can now go and get the flavour I really wanted or disappointment for having had just a small amount before it fell). Which of these feelings are positive emotions? Which of the feelings are negative emotions?

PART 3: ACTIVITIES

Plastic Egg Faces – Draw a variety of faces on plastic Easter eggs with the eyes on the top half and the mouth on the bottom half. Teach your students about different emotions as they have fun interchanging the parts to make all sorts of different faces.

Books About Feelings – Reading to your students is one of the best ways to teach them about their feelings and emotions. Identify a story that you are familiar with and read it to the students identifying the emotions of the characters.

Teaching Feeling Words – Too often, the emotions we focus on teaching are happy, sad, mad, etc. Students will benefit greatly in their social emotional development by learning about a wide range of emotions.

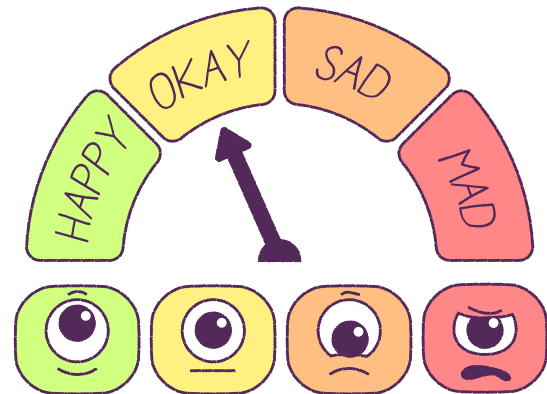
YouTube & Feelings – Identify a youtube clip which could teach students about their feelings and emotions. Discuss the various emotions displayed in the clip. Some possible clips:

<https://www.youtube.com/watch?v=UsiSd1AMNYU>

<https://www.youtube.com/watch?v=utZr0dPu5sk>

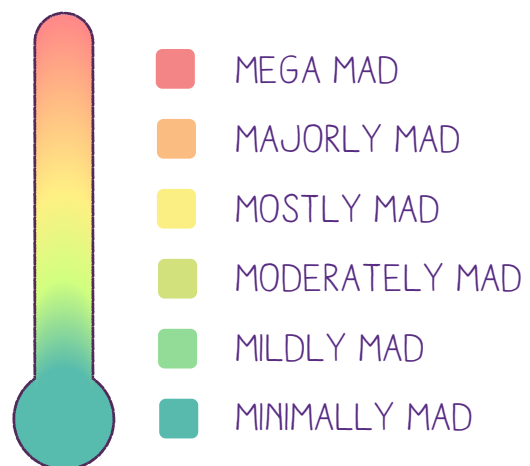
Emotion Meter Activity

Empower younger students to express themselves by asking them to create an emotion meter. This is a great tool to use with students who may not yet be able to clearly express what mood they are in.



Anger Meter Activity

Anger is often the emotion that erupts when a child is dealing with unregulated secondary emotions. Have students create an anger meter and discuss strategies they can use to calm down.



LESSON 2 - EMOTIONS

ACTIVITY - SOLES OF THE FEET MINDFULNESS EXERCISE

Also make students aware of the “Soles of the Feet Mindfulness Exercise”.

Nirbhay Singh and his colleagues point out that:

The procedure, termed Soles of the Feet, enables the individual to divert attention from an emotionally arousing thought, event, or situation to an emotionally neutral part of one’s body. The individual is able to stop, focus the mind back on the body, calm down and then make a choice about how to react to the thought, event, or situation that triggered the arousal response. Once the procedure is mastered to the point of automaticity, the individual can use it in multiple contexts, whether sitting, standing or walking slowly. It provides the individual with an internalized response that is easy to master and can be accessed in almost any situation.

SKILL

Controlling the urge to be physically or verbally aggressive.

RATIONALE

When an incident occurs or a situation arises that typically makes you angry and you feel like either verbally threatening or hitting someone, it is important to control these feelings. We try not to threaten or hurt people when we disagree with them. This is a simple way of quickly calming yourself.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?

LESSON 2 - EMOTIONS

MINDFULNESS EXERCISE

1. If you are standing, stand in a natural rather than an aggressive posture, with the soles of your feet flat on the floor.
2. If you are sitting, sit comfortably with the soles of your feet flat on the floor.
3. Breathe naturally, and do nothing.
4. Cast your mind back to an incident that made you very angry. Stay with the anger.
5. You are feeling angry, and angry thoughts are flowing through your mind. Let them flow naturally, without restriction. Stay with the anger. Your body may show signs of anger (e.g., rapid breathing)
6. Now, shift all your attention to the soles of your feet.
7. Slowly, move your toes, feel your shoes covering your feet, feel the texture of your socks or hose, the curve of your arch, and the heels of your feet against the back of your shoes. If you do not have shoes on, feel the floor or carpet with the soles of your feet.
8. Keep breathing naturally and focus on the soles of your feet until you feel calm.
9. Practice this mindfulness exercise until you can use it wherever you are and whenever an incident occurs that may lead to you being verbally or physically aggressive.
10. Remember that once you are calm, you can walk away from the incident or situation with a smile on your face because you controlled your anger. Alternatively, if you need to, you can respond to the incident or situation with a calm and clear mind without verbal threats or physical aggression.

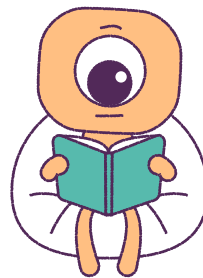
LESSON 2 - EMOTIONS

WHEN I AM FRUSTRATED, ANGRY OR UPSET, I WILL CHOOSE TO...

1...2...3...4...5



TAKE DEEP
BREATHS &
COUNT TO 5



ASK FOR
A BREAK

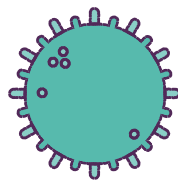


ASK TO TAKE
A WALK

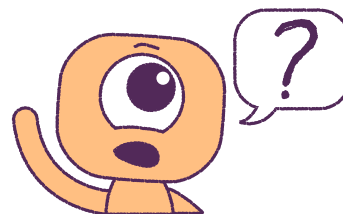
1...2...3...4...5



CLOSE MY EYES
& COUNT TO 5



ASK FOR A
SENSORY
ACTIVITY



ASK FOR
HELP

Mindfulness – use the “soles of your feet” mindfulness activity to put students in touch with their feelings and how to calm down and manage their emotions.