



Teacher's Notes

for Feelings and Emotions



Personal, Social, Health & Economic Education

IMPORTANT

NOTE TO TEACHERS

1decision is a suite of resources that can be used flexibly to bring PSHE lessons to life. It has been developed to assist schools in helping students to become confident communicators and safe and positive decision makers in all areas of their lives.

1decision provides effective lesson plans and activities, together with documentaries and interactive videos. Our video series explores possible outcomes for the characters' choices by providing children with alternative endings from which to choose. In reality these choices would not always produce the same result. It is important to be clear with students that the many decisions we make throughout our lives do not always have right or wrong answers but that they do require careful consideration. It is essential that this is explored to give children a better understanding of each topic.

- It is important to inform students that the 1decision films have been created by actors to educate children on situations that 'could' happen
- Please view all videos and on-screen links to check suitability for your students before using them in your classroom
- It is important to point out to the students that the videos do not explore all possibilities
- The videos have not been created to scare or worry children and it is important to check that your students have not already been affected by some of the topics
- Whilst watching the videos, please remember to refer to the on-screen lesson guides to explore the discussion points with your students
- After each video, please discuss with your students other possible outcomes for each scenario

If you have any questions about our resources please contact:

schools@1decision.co.uk
01438 750330

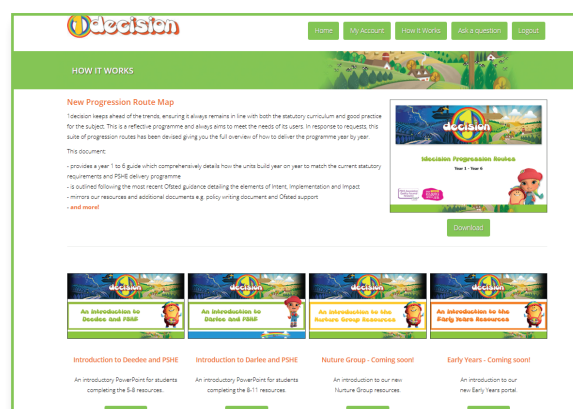


Introduction

If you are delivering a 1decision lesson for the first time, we would recommend visiting the **'How it Works'** tab within the online portal.

Our 'How it Works' page provides teaching staff with links to the PSHE Programme of Study, and information and guidance on how to deliver a 1decision lesson effectively.

Here you will find guidance on creating a safe learning environment, our Teacher's Introduction presentation, and many other useful PDFs.



1decision Learning Journey

Building on our **Feelings and Emotions** module from our 5-8 portal, this module allows children to explore their own feelings further, as well as the feelings of those around them.

Within the topics, there are many opportunities to help students gain the skills to manage their emotions positively and to understand how and where to seek help if needed.

This module offers a range of relaxation recordings that can be used if required. Children can also create their own documentaries about feelings and emotions.

Topics do not have to be delivered in the recommended order.

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Module - Feelings and Emotions

Please see below for the suggested order of delivery. The order of these topics can be changed to suit your educational establishment and the needs of your students.

Suggested order of delivery

Feelings and Emotions



- **Assessment Guide** - *Baseline*
- **Topic** - *Jealousy*
- **Topic** - *Anger*
- **Guidance for Discussion Videos**
- **Topic** - *Worry*
- **Assessment Guide** - *Summative*



Video content in this module



Jealousy

Suggested for Year 4

This video looks at how the feeling of jealousy can arise when someone new is introduced to a friendship group.



Anger

Suggested for Year 5

Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted to.



Children's Views

Suggested for Year 5

Within the online portal, you will also find a short video where children share their views on feelings and emotions.



Adults' Views

Suggested for Year 5

Within the online portal, you will also find a short video where adults share their views on feelings and emotions.



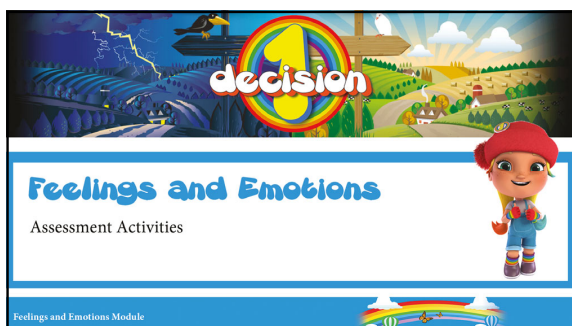
Worry

Suggested for Year 6

This video looks at transition and the feelings a child can have when starting a new school.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide



1 Starting point for this module.



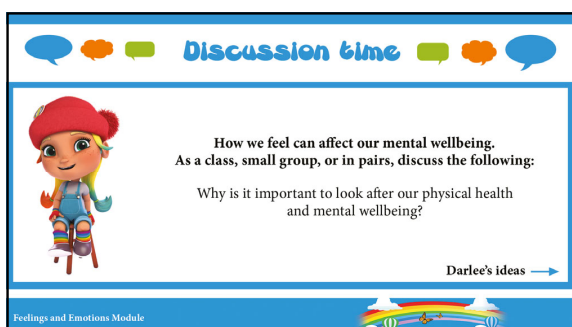
2 Introduction to the module.



3 Ask your students to complete the baseline activity, in one colour. You will return to this at the end of the module.



4 Use the prompt on screen to encourage your students to share their ideas.



5 Use the prompt on screen to continue a discussion with your students.



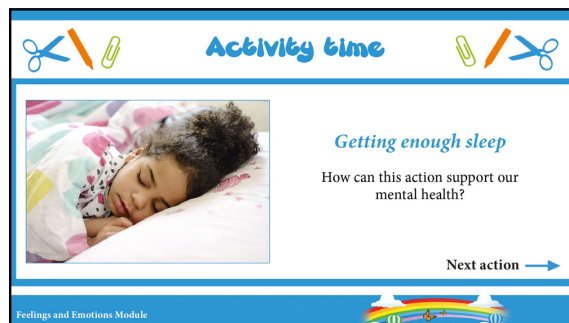
6 Share the on-screen information with your students.

Assessment Guide - Baseline

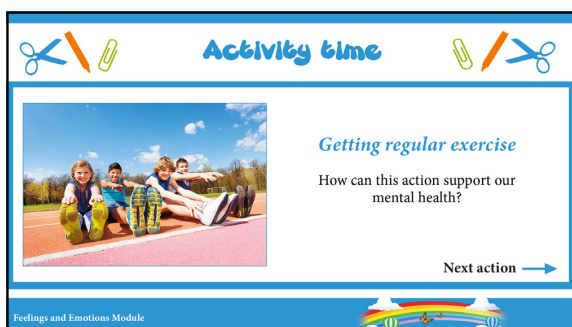
Step-by-step instructions for on-screen assessment guide



7 Ask your students to look at the following actions and decide how they can support our mental health.



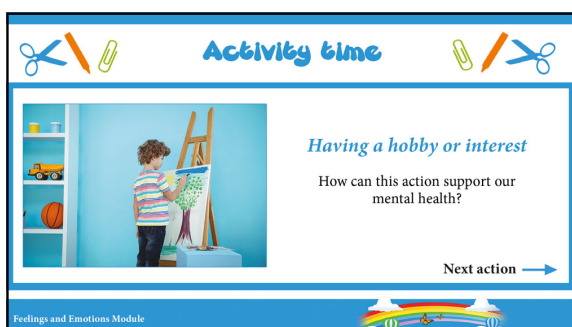
8 How can this action support our mental health?



9 How can this action support our mental health?



10 How can this action support our mental health?



11 How can this action support our mental health?



12 How can this action support our mental health?

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide

13 How can this action support our mental health?

14 How can this action support our mental health?

15 How can this action support our mental health?

16 Use the prompt on screen to continue a discussion with your students.


17 Share Darlee's ideas with your students. *This activity may raise some highly sensitive issues. For further support, please refer to the 'Creating a safe learning environment' document on the How it Works page.*

18 Use the prompt on screen to continue a discussion with your students.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide

Discussion time




It is normal to experience a different range of emotions and this can often change day to day.

Let's discuss how feelings and emotions can drive us to behave or act in a certain way →

Feelings and Emotions Module

19 Let your students know that you will be looking at some different feelings and emotions.

Discussion time



As a class, small group, or in pairs, discuss the following:

Can you describe the feeling of happiness?


How might we show others we are happy?

How can we manage this behaviour in a positive way?

Feelings and Emotions Module

20 Use the prompts on screen to discuss the feeling of happiness.

Discussion time



As a class, small group, or in pairs, discuss the following:

Can you describe the feeling of sadness?


How might we show others we are sad?

How can we manage this behaviour in a positive way?

Feelings and Emotions Module

21 Use the prompts on screen to discuss the feeling of sadness.

Discussion time



As a class, small group, or in pairs, discuss the following:

Can you describe the feeling of anger?


How might we show others we are angry?

How can we manage this behaviour in a positive way?

Feelings and Emotions Module

22 Use the prompts on screen to discuss the feeling of anger.

Discussion time



As a class, small group, or in pairs, discuss the following:

Can you describe the feeling of excitement?

How might we show others we are excited?

How can we manage this behaviour in a positive way?

Feelings and Emotions Module

23 Use the prompts on screen to discuss the feeling of excitement.

Discussion time



As a class, small group, or in pairs, discuss the following:

Can you describe the feeling of worry?

How might we show others we are worried?

How can we manage this behaviour in a positive way?

Feelings and Emotions Module

24 Use the prompts on screen to discuss the feeling of worry.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide

Discussion time

As a class, small group, or in pairs, discuss the following:

- Can you describe the feeling of jealousy?
- How might we show others we are jealous?
- How can we manage this behaviour in a positive way?

Feelings and Emotions Module

- 25** Use the prompts on screen to discuss the feeling of jealousy.

Discussion time

As a class, small group, or in pairs, discuss the following:

- Are there any other emotions you can describe?

Let's take a closer look at some of the feelings and emotions →

Feelings and Emotions Module

- 26** Use the prompts on screen to encourage your students to describe other emotions.

Let's get started!

Let's take a look at the Jealousy topic!

Note to teachers: Close this guide and return to this assessment once you have completed the rest of the module.

Feelings and Emotions Module

- 27** Close the assessment guide and work through the rest of the topics. *Remember to return to the assessment guide when you have completed all of the topics.*

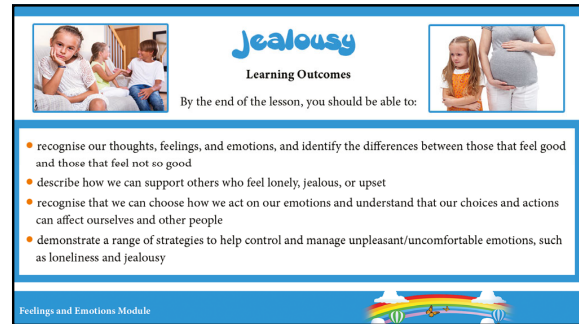
END OF BASELINE ASSESSMENT

Topic - Jealousy

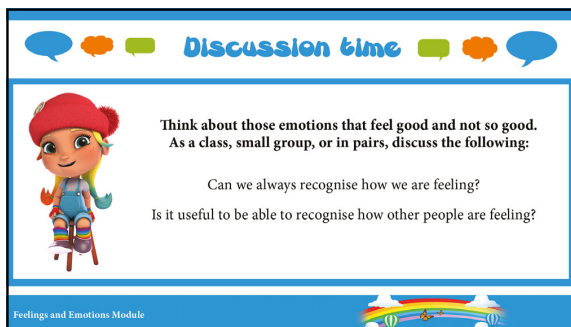
Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson.



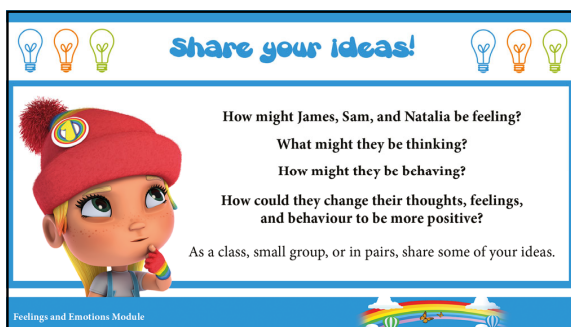
2 Learning outcomes and expectations for this topic.



3 Use the prompts on screen to start a discussion with your students.



4 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



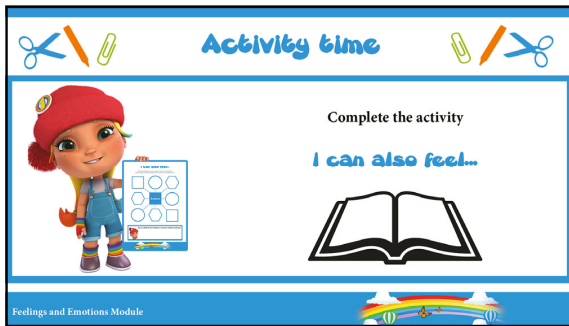
5 Use the prompts on screen to encourage your students to share their ideas.



6 Allow your students some time to think about their own experiences of jealousy.

Topic - Jealousy

Step-by-step instructions for on-screen lesson guide



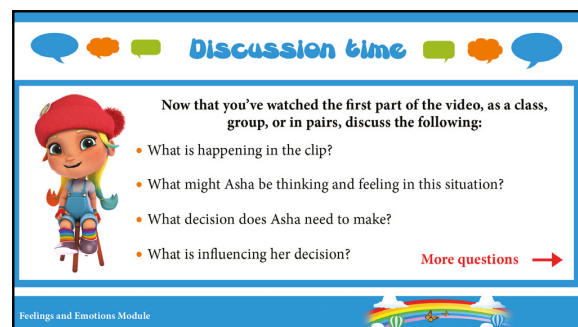
7 Ask your students to complete the activity.



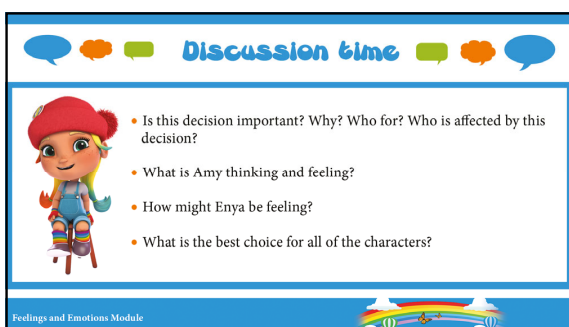
8 Share Darlee's ideas with your students. Can they think of any more?



9 Minimize the lesson guide and play the Jealousy video. *This video is approximately 4 minutes.*



10 Use the prompts on screen to discuss what has happened in the video.



11 More discussion prompts for the video.



12 Return to the video and allow your students to make their decision.

Topic - Jealousy

Step-by-step instructions for on-screen lesson guide

Discussion time

A

The best choice for all
As a class, discuss the following:

- Why did Asha make the decision to let Enya join them? How easy/hard do you think it was for her?
- What were the consequences/outcomes of this decision? Who was affected by this decision?
- How might Enya, Asha, and Amy be feeling now?

Feelings and Emotions Module

13 Use the prompts to discuss what has happened in the A ending.

Discussion time

B

Not the best choice for all
As a class, discuss the following:

- Why did Asha make this decision? What factors influenced her decision?
- What were the consequences/outcomes of this decision? Who was affected by this decision? What might Asha be thinking and feeling?
- How might Enya, Asha, and Amy be feeling now?

Feelings and Emotions Module

14 Use the prompts to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

Feelings and Emotions Module

15 Did your students make the best choice for all the characters?

Activity time

Hot Seating

Taking the questions from earlier, what would you like to ask all three characters if you could speak to them now?

Hot seat each character in turn, asking them your questions.

When answering these questions, the person in the hot seat should try to imagine how these characters might feel, think, and behave.

Feelings and Emotions Module

16 Allow your students to carry out the hot seating activity. For more guidance on this activity, please see the 'Creating a safe learning environment' document on the How it Works page.

Discussion time

As a class, small group, or in pairs, discuss the following:

Why do you think Asha didn't want to include Enya in her friendship group?

What could have been Asha's motivations?

Use your ideas to help complete the next activities! →

Feelings and Emotions Module

17 Use the prompts on screen to continue a discussion with your students.

Activity time

Complete the activity

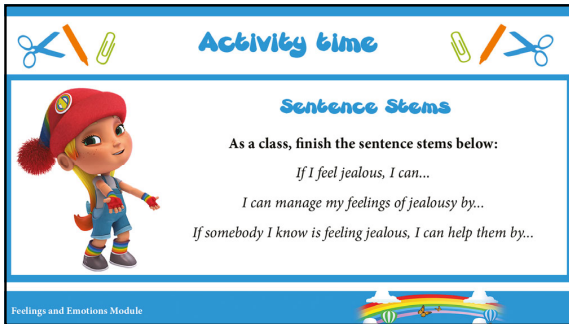
Dear Darlee (Jealousy)

Feelings and Emotions Module

18 Ask your students to complete the activity.

Topic - Jealousy

Step-by-step instructions for on-screen lesson guide



Activity time

Sentence Stems

As a class, finish the sentence stems below:


If I feel jealous, I can...

I can manage my feelings of jealousy by...

If somebody I know is feeling jealous, I can help them by...

Feelings and Emotions Module

19 Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook. .



Activity time

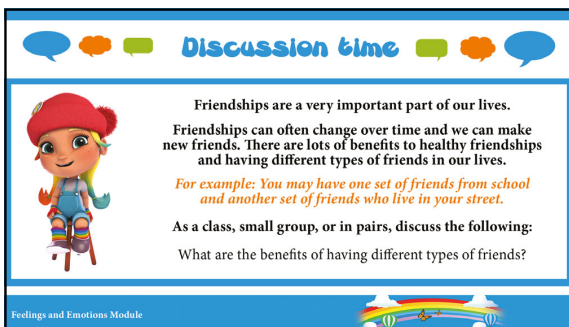
Very happy 😊 ————— Very unhappy 😞

Darlee's Continuum Line - Teacher to explain

- Can you describe how Enya may have felt when she was invited by Amy to join her and Asha for lunch?
- Can you describe how Enya may have felt when Asha said she was talking and didn't want Enya to join them?
- What strategies could Asha have used to manage her feelings of jealousy?

Feelings and Emotions Module

20 Please see the end of module notes for full guidance on this activity.



Discussion time

Friendships are a very important part of our lives. Friendships can often change over time and we can make new friends. There are lots of benefits to healthy friendships and having different types of friends in our lives.

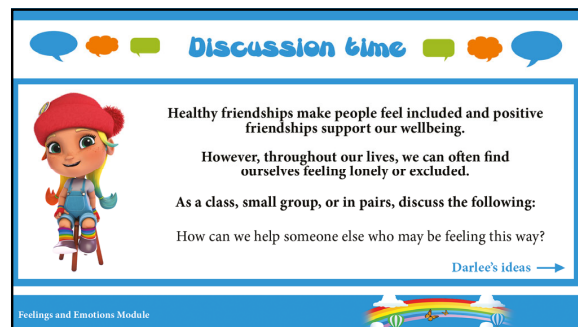
For example: You may have one set of friends from school and another set of friends who live in your street.

As a class, small group, or in pairs, discuss the following:

What are the benefits of having different types of friends?

Feelings and Emotions Module

21 Use the prompts on-screen to continue a discussion with your students.



Discussion time

Healthy friendships make people feel included and positive friendships support our wellbeing.

However, throughout our lives, we can often find ourselves feeling lonely or excluded.

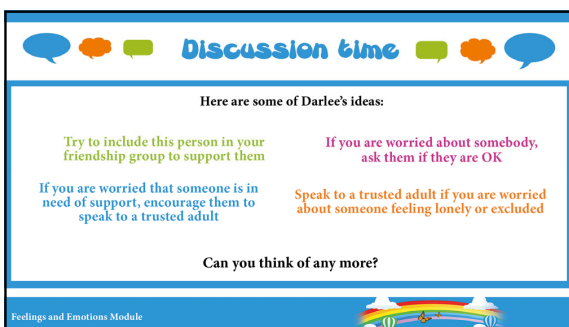
As a class, small group, or in pairs, discuss the following:

How can we help someone else who may be feeling this way?

Darlee's ideas →

Feelings and Emotions Module

22 Use the prompts on-screen to continue a discussion with your students.



Discussion time

Here are some of Darlee's ideas:

Try to include this person in your friendship group to support them

If you are worried about somebody, ask them if they are OK

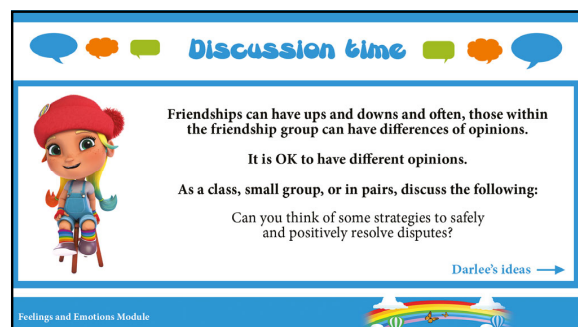
If you are worried that someone is in need of support, encourage them to speak to a trusted adult

Speak to a trusted adult if you are worried about someone feeling lonely or excluded

Can you think of any more?

Feelings and Emotions Module

23 Share Darlee's ideas with your students. Can they think of any more?



Discussion time

Friendships can have ups and downs and often, those within the friendship group can have differences of opinions.

It is OK to have different opinions.

As a class, small group, or in pairs, discuss the following:

Can you think of some strategies to safely and positively resolve disputes?

Darlee's ideas →

Feelings and Emotions Module

24 Use the prompts on-screen to continue a discussion with your students.

Topic - Jealousy

Step-by-step instructions for on-screen lesson guide

25 Share Darlee's ideas with your students. Can they think of any more?

26 Ask your students to return to the activity. Would they like to add or change anything?

27 Use the prompts on-screen to continue a discussion with your students.

28 Share Darlee's ideas with your students. Can they think of any more?

29 End of topic. You may want to complete our extension activities.

30 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.

Topic - Jealousy

Step-by-step instructions for on-screen lesson guide

Extension activity

- Alex feels very unhappy that his brother is better than him at sport. He feels that his brother gets more attention because of this.
- Sally feels very jealous because her friend always has the latest toys and gadgets and she doesn't.
- Mitchell feels annoyed because his sister and her friends are allowed to go to the cinema on their own but he has to go with his Mum or Dad until he is older.

Feelings and Emotions Module

31 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.

Extension activity

Return to the module screen and explore the relaxation videos

Choose one to try as a class or group.

Feelings and Emotions Module

32 Explore the relaxation videos within this module.

Topic complete!

Great work everyone!

Feelings and Emotions Module

33 The extension activities are now complete and you have come to the end of the Jealousy topic. **Remember to revisit the assessment guide when you have completed all of the topics within the module.**

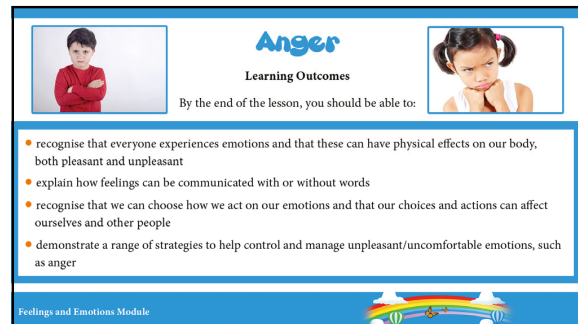
END OF TOPIC

Topic - Anger

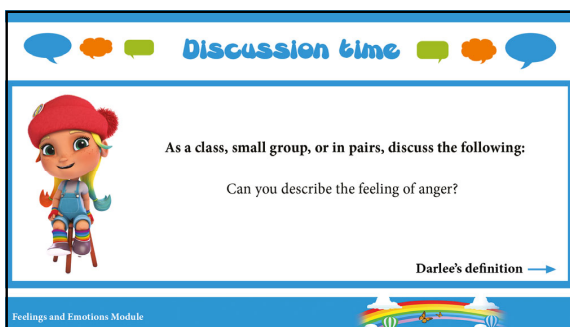
Step-by-step instructions for on-screen lesson guide



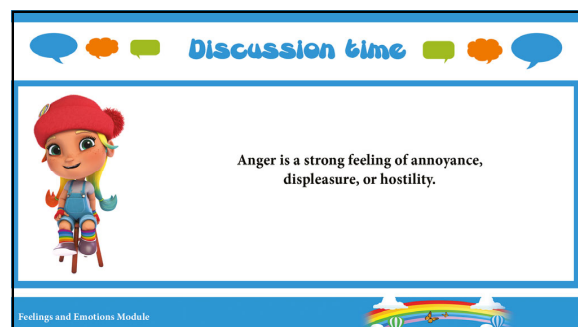
1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



3 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



4 Share the definition with your students.



5 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



6 Share the on-screen information with your students.

Topic - Anger

Step-by-step instructions for on-screen lesson guide

Let's debate

LET'S DEBATE!

As a class, debate the following:

Can we manage our anger in a positive way?

You may want to record your answers in a mind map!

- 7** Allow your students to debate their answers to the question on screen. You may want to record their answers on a whiteboard or ask them to create mind maps.

Watch the video clip!

Let's watch the *Anger* video.

Before we make our decision, we will return to this lesson guide to discuss what is happening.

Note to teacher: minimize this lesson guide and play the video from the module screen.

- 8** Minimize the lesson guide and play the Anger video. *This video is approximately 4 minutes.*

Discussion time

Now that you've watched the first part of the video, as a class, group, or in pairs, discuss the following:

- What is happening in the clip?
- How did Dylan show his anger in the video?
- What decision does Dylan need to make?
- How do you think Dylan's Mum is feeling?

- 9** Use the prompts on screen to discuss what has happened in the video.

Decision time

Return to the video to make your decision.

What choice do you think the characters should make?

- 10** Return to the video and allow your students to make their decision.

Discussion time

A

Best choice for all

Discuss the following:

- How is Dylan feeling now?
- What were the benefits of Dylan taking a moment to calm down?
- Do you think it was easy for Dylan to calm down?
- How do you think the rest of Dylan's family are feeling now?

- 11** Use the prompts to discuss what has happened in the A ending.

Discussion time

B

Not the best choice for all

Discuss the following:

- How is Dylan feeling now?
- Did staying angry benefit Dylan? Did he get what he wanted?
- How did Dylan's actions affect the rest of his family?
- How do you think the rest of Dylan's family are feeling?

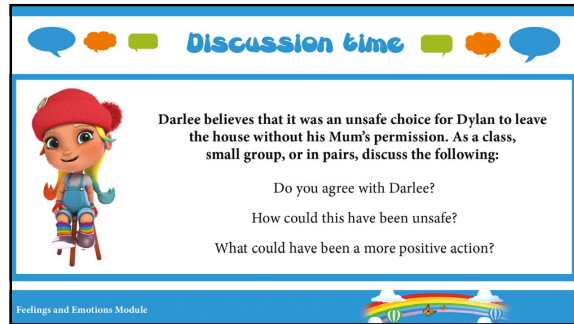
- 12** Use the prompts to discuss what has happened in the B ending.

Topic - Anger

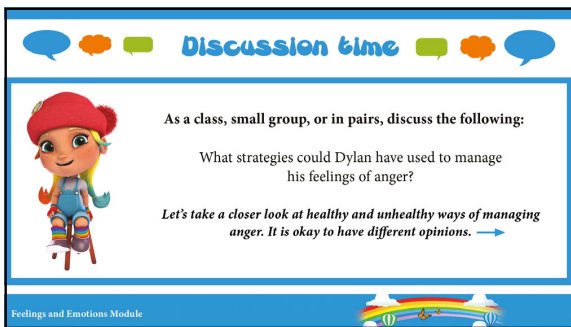
Step-by-step instructions for on-screen lesson guide



13 Did your students make the best choice for all the characters?



14 Use the prompts on screen to continue a discussion with your students.



15 Ask your students to look at the following actions and discuss whether they are a healthy or unhealthy way of managing anger.



16 Is this a healthy or unhealthy way of managing anger?



17 Is this a healthy or unhealthy way of managing anger?



18 Is this a healthy or unhealthy way of managing anger?

Topic - Anger

Step-by-step instructions for on-screen lesson guide

Activity time

Is this a healthy or unhealthy way of managing anger?

Sulking

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if sulking is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

19 Is this a healthy or unhealthy way of managing anger?

Activity time

Is this a healthy or unhealthy way of managing anger?

Throwing things

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if throwing things is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

20 Is this a healthy or unhealthy way of managing anger?

Activity time

Is this a healthy or unhealthy way of managing anger?

Listening to music

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if listening to music is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

21 Is this a healthy or unhealthy way of managing anger?

Activity time

Is this a healthy or unhealthy way of managing anger?

Saying mean things to others

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if saying mean things to others is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

22 Is this a healthy or unhealthy way of managing anger?

Activity time

Is this a healthy or unhealthy way of managing anger?

Talking to somebody

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if talking to somebody is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

23 Is this a healthy or unhealthy way of managing anger?

Activity time

Is this a healthy or unhealthy way of managing anger?

Going for a walk

Unhealthy action
Depends on the situation
Healthy action

Feelings and Emotions Module

This slide features a cartoon girl with a red hat and a traffic light icon. The text asks if going for a walk is a healthy or unhealthy way of managing anger. The traffic light is currently red, indicating it is an unhealthy action. The slide also includes icons for scissors, paper, and a paperclip at the top, and a rainbow with a car at the bottom.

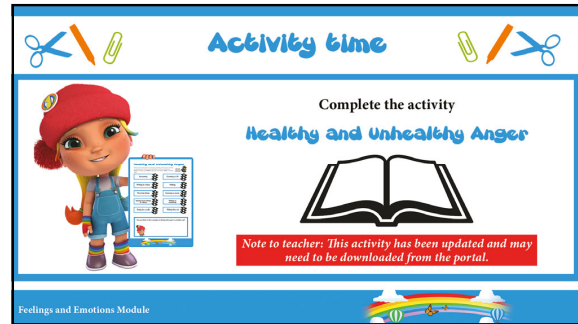
24 Is this a healthy or unhealthy way of managing anger?

Topic - Anger

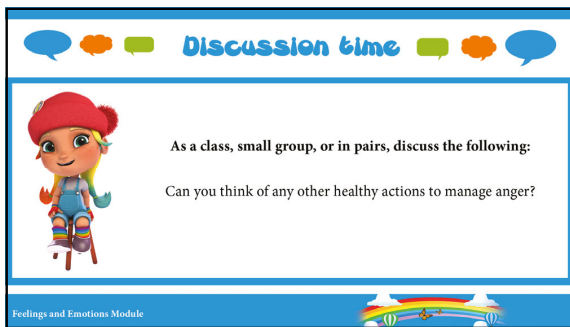
Step-by-step instructions for on-screen lesson guide



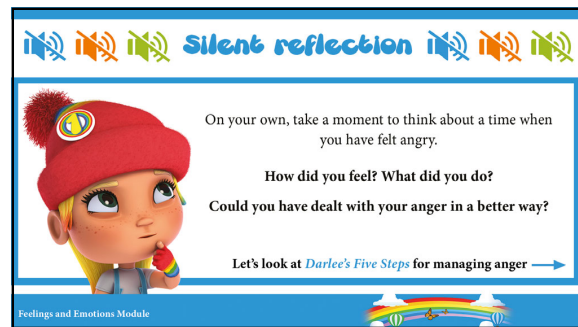
25 Is this a healthy or unhealthy way of managing anger?



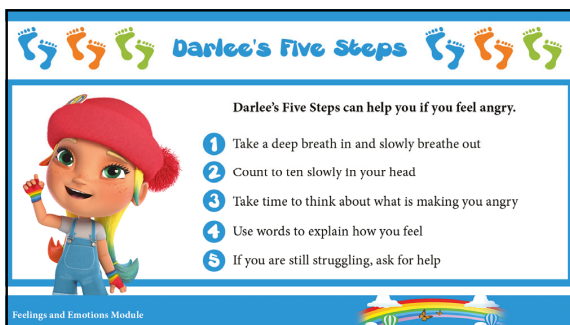
26 Ask your students to complete the activity.



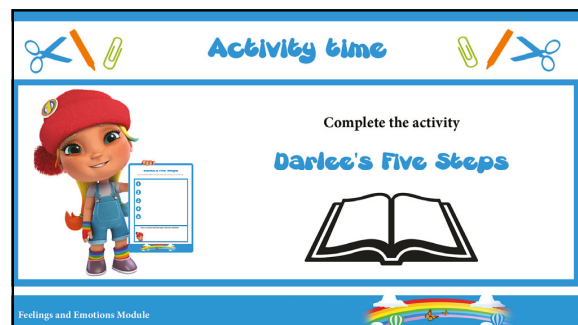
27 Use the prompt on screen to continue a discussion with your students.



28 Allow your students some time to think about their own experiences of anger.



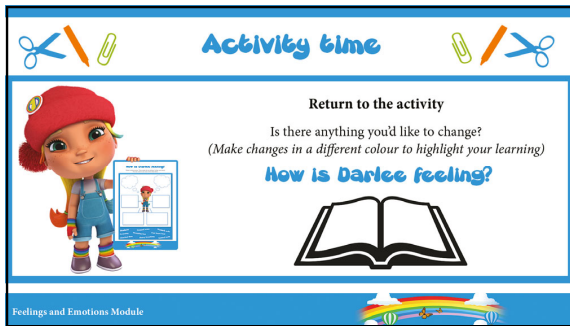
29 Share Darlee's Five Steps with your students.



30 Ask your students to complete the activity.

Topic - Anger

Step-by-step instructions for on-screen lesson guide



Activity time

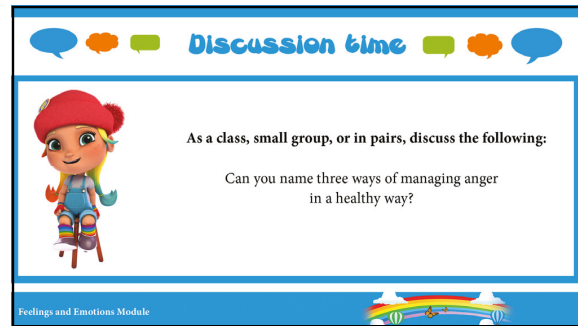
Return to the activity

Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

How is Darlee feeling?

Feelings and Emotions Module

31 Ask your students to return to the activity. Would they like to add or change anything?



Discussion time

As a class, small group, or in pairs, discuss the following:

Can you name three ways of managing anger in a healthy way?

Feelings and Emotions Module

32 Use the prompt on screen to continue a discussion with your students.



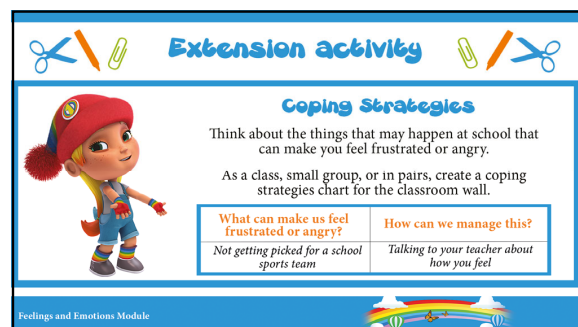
Topic complete

Great work everyone!

Topic extension activities →

Feelings and Emotions Module

33 End of topic. You may want to complete our extension activities.



Extension activity

Coping Strategies

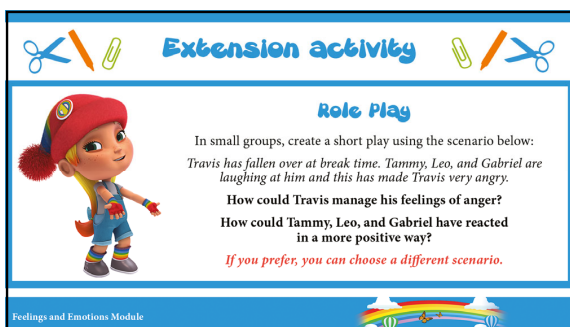
Think about the things that may happen at school that can make you feel frustrated or angry.

As a class, small group, or in pairs, create a coping strategies chart for the classroom wall.

What can make us feel frustrated or angry?	How can we manage this?
Not getting picked for a school sports team	Talking to your teacher about how you feel

Feelings and Emotions Module

34 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



Extension activity

Role Play

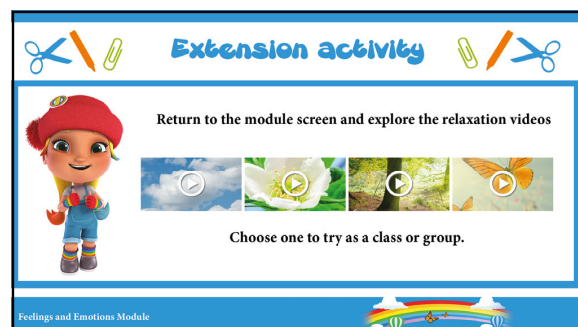
In small groups, create a short play using the scenario below:
Travis has fallen over at break time. Tammy, Leo, and Gabriel are laughing at him and this has made Travis very angry.

How could Travis manage his feelings of anger?
How could Tammy, Leo, and Gabriel have reacted in a more positive way?

If you prefer, you can choose a different scenario.

Feelings and Emotions Module

35 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



Extension activity

Return to the module screen and explore the relaxation videos

Choose one to try as a class or group.

Feelings and Emotions Module

36 Explore the relaxation videos within this module.

Topic - Anger

Step-by-step instructions for on-screen lesson guide

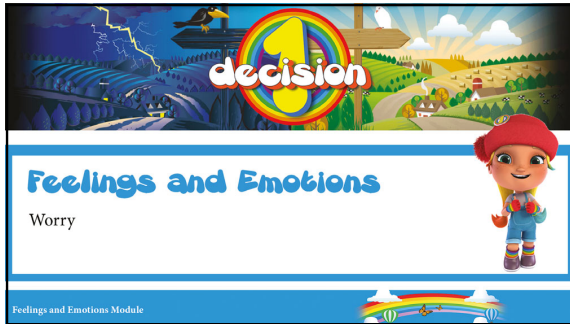


- 37** The extension activities are now complete and you have come to the end of the Anger topic. *Remember to revisit the assessment guide when you have completed all of the topics within the module.*

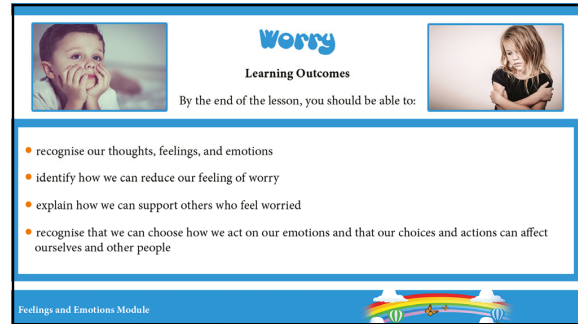
END OF TOPIC

Topic - Worry

Step-by-step instructions for on-screen lesson guide



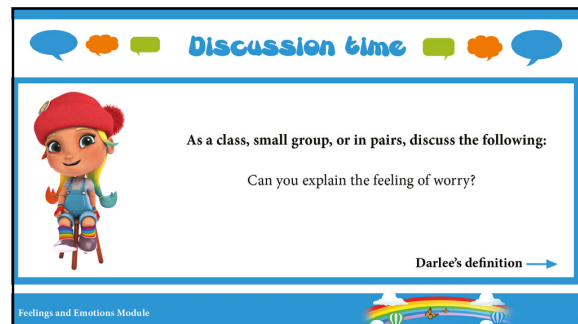
1 Starting slide for the lesson.



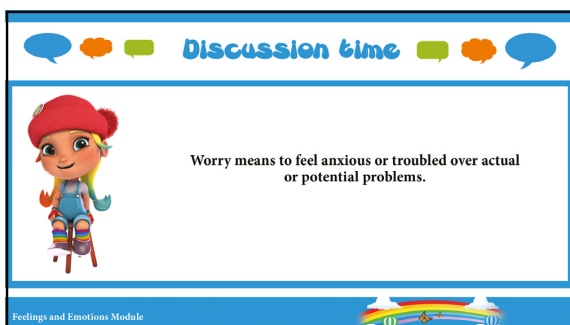
2 Learning outcomes and expectations for this topic.



3 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



4 Use the prompt on screen to start a discussion with your students.





5 Share the definition with your students.




6 Allow your students some time to think about their own experiences of worry.

Topic - Worry

Step-by-step instructions for on-screen lesson guide

 **Activity time** 



We're now going to look at three different scenarios. As a class, small group, or in pairs, discuss the following:

What strategies could each of the characters use to reduce their feeling of worry?

Feelings and Emotions Module

- 7** Ask your students to look at the following scenarios and discuss the strategies each character could use to reduce their feelings of worry.

 **Activity time** 




"My friend is having a birthday party at the weekend but I feel really ill and I'm worried that I won't be able to go. I really don't want to miss out!"


- Joy, aged 9

What could Joy do to feel less worried?

Feelings and Emotions Module

- 8** What could Joy do to feel less worried?

 **Activity time** 





"My brother is moving away to university and I'm worried that he'll forget about me. I have my Dad but it won't be the same."


- Lennon, aged 10

What could Lennon do to feel less worried?

Feelings and Emotions Module

- 9** What could Lennon do to feel less worried?

 **Activity time** 



"I'm worried about going to secondary school. It's bigger than my primary school and I'm worried that I'll get lost. All of my friends are going to a different school and I'm scared that I'll be on my own."

- Kane, aged 10

What could Kane do to feel less worried?

Feelings and Emotions Module

- 10** What could Kane do to feel less worried?

 **Watch the video clip!** 





Let's watch the *Worry* video.


Before we make our decision, we will return to this lesson guide to discuss what is happening.

Note to teacher: minimize this lesson guide and play the video from the module screen.

Feelings and Emotions Module

- 11** Minimize the lesson guide and play the Worry video. *This video is approximately 8 minutes.*

 **Discussion time** 



Now that you've watched the first part of the video, as a class, group, or in pairs, discuss the following:

- What is happening in the clip?
- What decision does Maya need to make?
- Why do you think Maya doesn't want to tell her Mum about her worries?
- How do you think Maya's Mum is feeling?

Feelings and Emotions Module

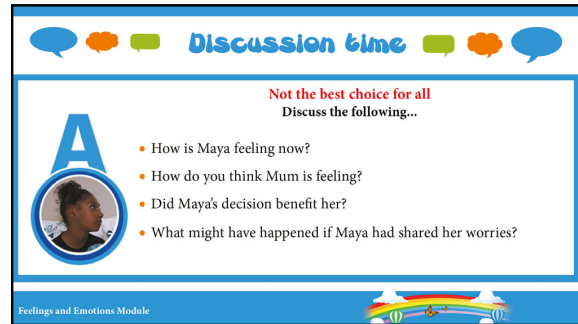
- 12** Use the prompts on screen to discuss what has happened in the video.

Topic - Worry

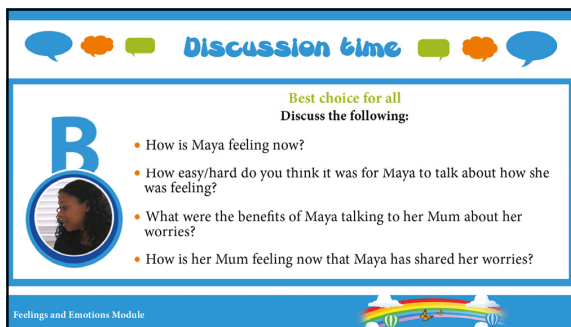
Step-by-step instructions for on-screen lesson guide



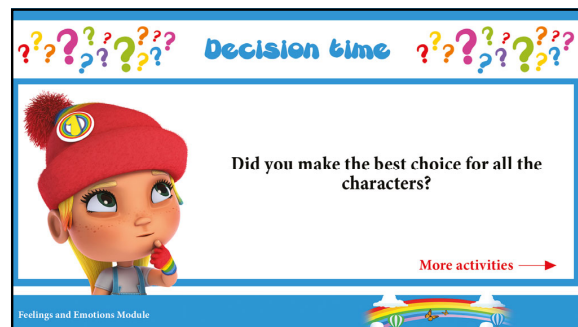
13 Return to the video and allow your students to make their decision.



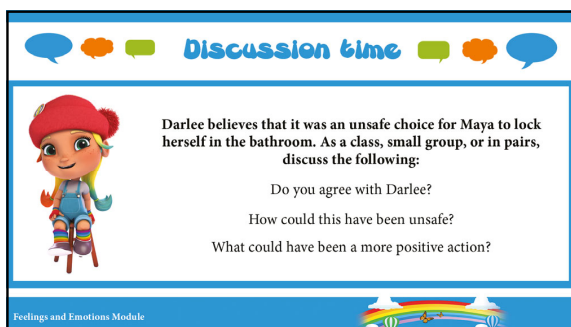
14 Use the prompts to discuss what has happened in the A ending.



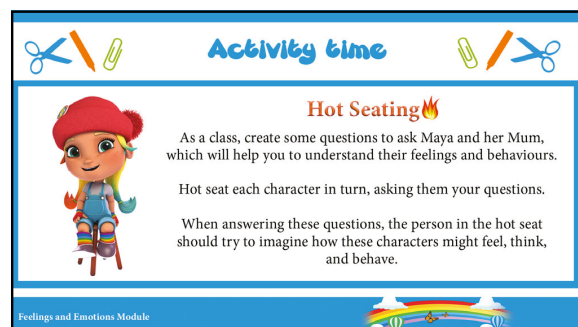
15 Use the prompts to discuss what has happened in the B ending.



16 Did your students make the best choice for all the characters?



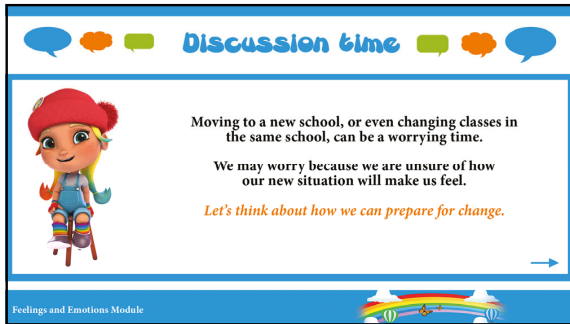
17 Use the prompts on screen to continue a discussion with your students.



18 Allow your students to carry out the hot seating activity. For more guidance on this activity, please see the 'Creating a safe learning environment' document on the How it Works page.

Topic - Worry

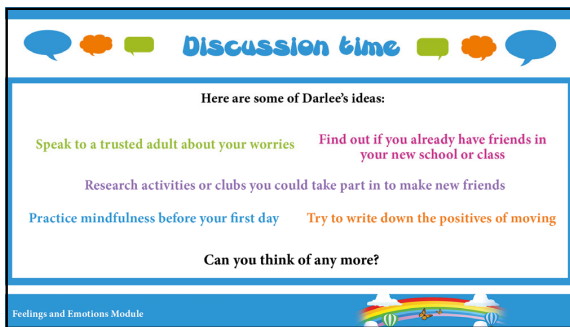
Step-by-step instructions for on-screen lesson guide



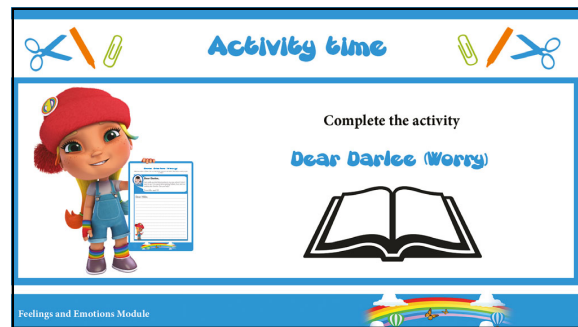
19 Share the on-screen information with your students.



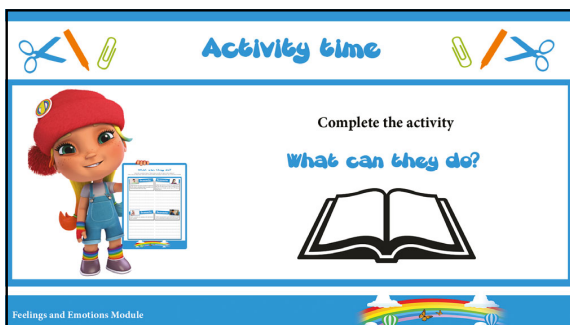
20 Ask your students to create a list of different actions they can take to prepare them for change.



21 Share Darlee's ideas with your students.



22 Ask your students to complete the activity.



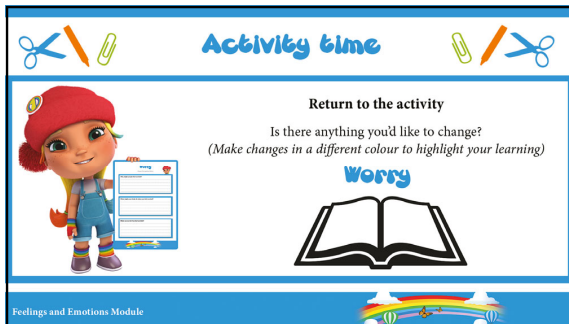
23 Ask your students to complete the activity.



24 Use the prompts on screen to encourage your students to share their ideas.

Topic - Worry

Step-by-step instructions for on-screen lesson guide



Activity time

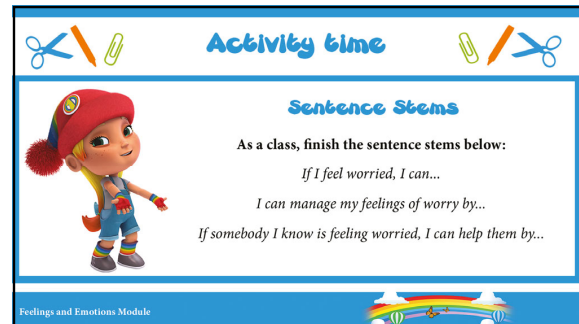
Return to the activity

Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

Worry

Feelings and Emotions Module

- 25** Ask your students to return to the activity. Would they like to add or change anything?



Activity time

Sentence Stems

As a class, finish the sentence stems below:

If I feel worried, I can...

I can manage my feelings of worry by...

If somebody I know is feeling worried, I can help them by...

Feelings and Emotions Module

- 26** Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook.



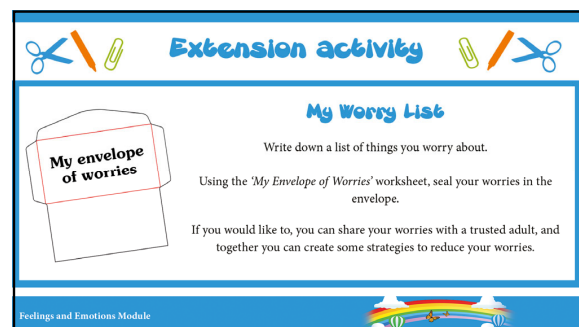
Topic complete

Great work everyone!

Topic extension activities →

Feelings and Emotions Module

- 27** End of topic. You may want to complete our extension activity.



Extension activity

My Worry List

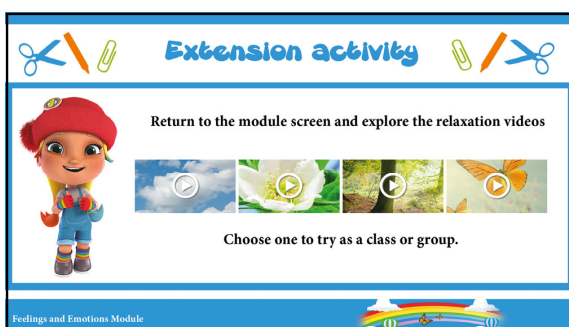
Write down a list of things you worry about.

Using the 'My Envelope of Worries' worksheet, seal your worries in the envelope.

If you would like to, you can share your worries with a trusted adult, and together you can create some strategies to reduce your worries.

Feelings and Emotions Module

- 28** If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



Extension activity

Return to the module screen and explore the relaxation videos

Choose one to try as a class or group.

Feelings and Emotions Module

- 29** Explore the relaxation videos within this module.



Topic complete!

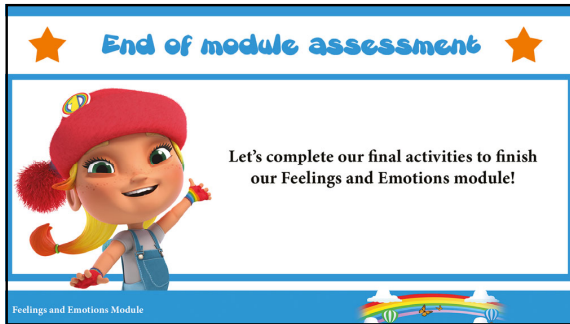
Great work everyone!

Feelings and Emotions Module

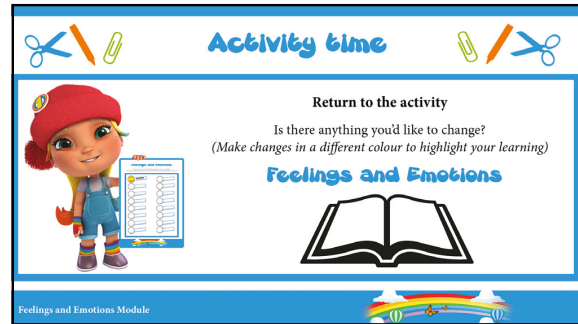
- 30** The extension activities are now complete and you have come to the end of the Worry topic. **Now that you have completed all of the topics within the module, return to the assessment guide.**

Assessment Guide - Summative

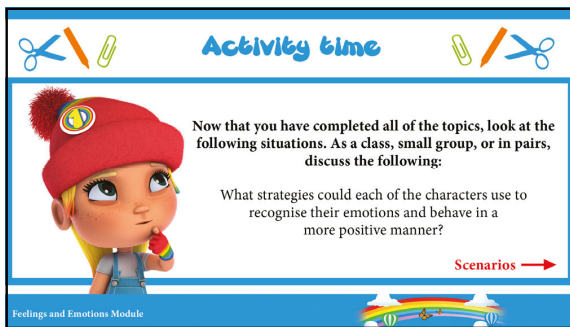
Step-by-step instructions for on-screen assessment guide



28 Now that you have completed all of the topics, return to the assessment guide and complete the final activities.



29 Ask your students to return to the baseline activity. Would they like to add or change anything?



30 Ask your students to look at the following scenarios and discuss what strategies each of the characters could use to behave in a more positive manner.



31 What strategies could Laura use?



32 What strategies could Sayid use?




33 What strategies could Claire use?

Assessment Guide - Summative

Step-by-step instructions for on-screen assessment guide

Activity time



Louis is feeling embarrassed because he fell over in front of his friends.
He wants to kick Ben because he laughed first.

Next scenario →

Feelings and Emotions Module

34 What strategies could Louis use?

Activity time



Jade is feeling worried because she has ripped a hole in her new coat.
She thinks it will be best to pretend she lost it.

Next scenario →

Feelings and Emotions Module

35 What strategies could Jade use?

Activity time



Kieran is feeling sad because someone very close to him has died.
He doesn't want to talk to anyone else about this, in case he makes them feel sad too.

Next scenario →

Feelings and Emotions Module

36 What strategies could Kieran use? *This may raise some highly sensitive issues. For further support, please refer to the 'Creating a safe learning environment' document on the How it Works page.*

Activity time



Nicky is confused and upset because her best friend is being very unkind.
She doesn't want to tell her friend how she feels, as she thinks it will be better to try and make some new friends.

Next scenario →

Feelings and Emotions Module

37 What strategies could Nicky use?

Activity time



Complete the activity


Managing my emotions



Feelings and Emotions Module

38 Ask your students to complete the activity.

Activity time



Sentence Stems

As a class, finish the sentence stems below:

If I am worried about something, I can...

If I am feeling angry, I can...

If I am feeling jealous, I can...

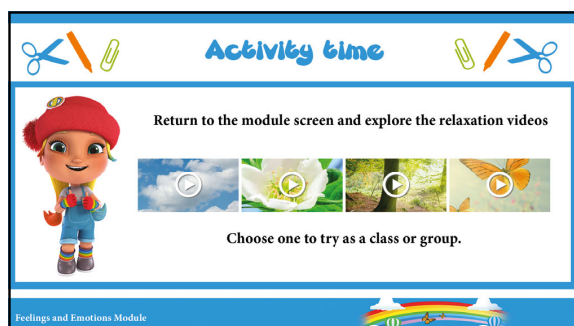
I can manage my feelings and emotions by...

Feelings and Emotions Module

39 Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook.

Assessment Guide - Summative

Step-by-step instructions for on-screen assessment guide



- 40** Explore the relaxation videos within this module.



- 41** End of module. If you would like to download a certificate for the class or individual students, please visit the portal.

END OF MODULE

End of Module Notes

Further guidance on the activities included in the Feelings and Emotions module

Activity Guide - Jealousy

Continuum Line Activity

- A real or imaginary line is drawn across the room. Allow the whole class or a small group to participate.
- One end of the line represents feeling extremely happy and the other end represents feeling sad.
- Ask your students to imagine being Enya. Read out the following statements and ask your students to place themselves on the line in a position that they think reflects how Enya feels:

You are starting a new school

Asha did not want you to join her and Amy for lunch

Amy asked you to join her and Asha for lunch

Asha asked you to join them for an out of school activity

- When your students are on the line, you can ask them for feedback as to why they have chosen to place themselves there.
- You can vary this activity by changing the characters or questions. Alternatively, you can get your students to think about how they would feel from their own perspective.
- Your students can also complete this as a drawing or writing activity, ensuring that they label the line and characters clearly.

Student Self-Assessment

With the current Ofsted inspection framework under review, we wanted to respond effectively to support schools.

The new proposed framework looks at focusing more closely on personal development for each student, within their educational setting. Therefore, we have now included Student Self-Assessments (I can statements) to every module.

Students can now assess their own understanding of Personal, Social, Health, and Economic (PSHE) education. These statements also offer teachers opportunities to review.

Keeping/Staying Safe
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can talk about the different ways I can keep myself and others safe.				
I can describe the term competence.				
I can talk about difference between a risky choice and a safe choice.				
I understand that rules are put in place to keep me safe and I follow these carefully.				
I can recognise peer pressure and know when I can push it off or am struggling.				
I understand that I am responsible for my own decisions.				
I can identify a range of different danger signs.				
I can talk about the impact on the community if there is a road traffic accident.				

Well done for completing the Keeping/Staying Safe module!
Note to teachers please use the 'T' column of the table to confirm whether you agree or disagree with the self-statement.

Keeping/Staying Healthy
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can explain what it means to be balanced diet and can plan a balanced meal.				
I can talk about my healthy choices.				
I know how to look for the nutritional information on packaged food and use the information to make a healthy choice.				
I know that too much sugar, salt, saturated fats in food/drink can have negative consequences on our bodies so we should...				
I can explain what it means to have a healthy lifestyle.				
I understand how advertising can influence what I choose to eat and drink.				
I know that smoking cigarettes can negatively affect appearance and future health.				
I know that exercise is a thing and it is a main ingredient in a regimen.				
I can describe some of the physical and social consequences of smoking cigarettes.				
I can give reasons why someone may not feel prepared to smoke and I can give them advice on it.				

Growing and Changing
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can explain the different types of relationships we can have.				
I can describe how relationships can change as we grow.				
I can identify who a relationship can be healthy or unhealthy.				
I know whether I am good at my body and if I feel uncomfortable with any of my relationships.				
I can explain the term personal boundary.				
I know where lines have been put in place to protect me.				
I know what the word puberty means.				
I know that boys and girls go through different changes in their body during puberty and I can describe some of them.				
I understand why my body goes through puberty.				
I know about different ways to cope with the changes in my body as it goes through puberty.				
I can explain what the terms 'conceptive' and 'reproductive' mean.				

Being Responsible
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I know that it is important to behave responsibly.				
I understand the importance of following rules set for me at home.				
I know there are situations that will arise when being on time is very important.				
I can describe sensible and responsible behaviour and know what this looks like.				
I can describe careless and irresponsible behaviour and know what this looks like.				
I know my responsible behaviour to speak out when I recognise that someone is being continually mistreated.				
I can explain why it is important to look out for others.				
I know that it is important to set an example of appropriate behaviour and to stand up for those who do not behave in a responsible or appropriate way.				
I know that by making responsible choices, I can myself and others at risk and could create negative consequences.				

Feelings and Emotions
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I know that some feelings will make me feel good and happy while others might not feel good. This is normal for everyone.				
I can consider thoughts, feelings and emotions, and I know the difference between them.				
I can identify how to help others who feel upset, lonely or painful.				
I know that my emotions might affect my behaviour and that my choices and actions can affect myself and others.				
I know that some feelings will have an effect on my body, both physical and emotional.				
I can understand my feelings may show even if I don't say them out loud.				
I know how to support someone who is feeling worried.				
I know who ask for help when I am feeling worried and know that I may not have to ask for it.				
I can explain how feelings can be communicated with and without words.				
I can identify how to reduce the feeling of worry.				

Computer Safety Module
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can explain the term online bullying.				
I can explain some of the consequences of online bullying.				
I know and can name different types of online bullying.				
I can talk about the feelings and emotions we can have if we have a negative online experience.				
I can talk about some of the ways I could get help if I have a negative online experience.				
I know the positive and negative consequences of sharing images online.				
I have a set of rules I follow before I share an image to protect negative consequences.				
I know about the laws and rules about sharing things that help to keep me safe.				
I can talk about the processes I might follow about sharing an image online.				
I recognise that there are key values in maintaining positive relationships online.				

The Working World
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can explain where the money comes from to pay for the services that help keep us safe and healthy.				
I understand how I can contribute at home, at school and in the community.				
I can talk about different ways I can help the people who look after us.				
I know who pays for my education.				
I understand how to save money and why it is important to save.				
I understand the skills that will need to be my chosen future career.				
I can name some of the jobs that I can do to help out at home.				
I know and understand various money related terms.				
I can describe how to budget in order to buy things I may want or need.				
I can explain what the word 'entrepreneur' means.				

A World Without Judgement
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understand but could not explain it to someone else.
 I understand this and could explain it to someone else.

Statement				T
I can describe the positive characteristics in others.				
I know how my feelings about being different can be positive.				
I can name all of the things I am good at.				
I can set myself goals and try to improve in different areas of my life.				
I know there are different types of religious and beliefs in the UK.				
I can explain the importance of respecting people's differences.				
I can empathise to learn how other people are different from me.				
I know how my opinions and judgements can affect others and that it is important to be positive.				
I can recognise that everyone is entitled to live the life they choose, as long as they are not harming anyone.				
I can explain why it is negative to live a life that causes harm for others.				
I understand I should not allow the negative opinions that others may have, affect what I think and feel.				



Visit each individual module in the portal to download our new Student Self-Assessment worksheets.