**Unit of Learning: Emotions, Feelings and Friends**

PSHE Association Theme: Relationships

**Year Group: 1/3/5**

The principal aim of this unit of learning is to understand different types of emotions, how to communicate these, and how to manage emotions in different scenarios.

**Learning Outcomes:**

• To reflect on how to communicate my emotions

•To understand how emotions change at different points in relationships, friendships and families

•To broaden knowledge of how to remain safe in the local community and on a wider scale: both online and offline

**Ideas and Content for Learning:**

•Understanding friendships and managing the positives and negatives of these

•Recognising hazards and knowing how to manage these

•Ensuring there is an understanding of how to stay safe online

•Understanding how to manage conflict in the online and offline world

•Recognising how to administer first aid

•Knowing how to contact the emergency services

•Understanding types of emotions and how these are portrayed

•Communicating emotions

•Helping others process types of emotions and how these change

**Understand the Impact:**

•Sharing ideas on how to manage emotions

•Considering how we can effectively communicate emotions

•Reflecting on how emotions change and vary

**Making Connections:**

•Asking questions about how we can deal with emotions

•Recognising how we all have different emotions at different points in our lives

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

|  |  |  |
| --- | --- | --- |
| **Y1**  Lesson 1  Thought shower: what are qualities of a good friend? Use photo-cards to illustrate friendship. Consider photos showing friendships from around the world. Whole class activity: giving and receiving friendship tokens (compliments). Read story “Rani and Leroy”.  Group work: make a ‘wanted – a friend’ poster  Lesson 2  Thought shower: what kind of things causes us to fall out with our friends? Ask the children if conflict is always bad?  Can arguments be good? Read story ‘Falling out and making up’. Pairs work: role-play how Marsha and Shanaz in the story can make up. Introduce the peaceful problem-solving process. Ask children how they could solve the conflicts with Dino and Dot?  Lesson 3  Thought shower: how do we know when we are angry? Use photo-cards to illustrate anger. Read the short story of Angry Arthur. Blow up a balloon to illustrate anger triggers and how anger can get out of control.  Group work: draw round themselves on a large piece of paper and show how anger might feel and look like. Hot-seating/role-play activity.  Lesson 4  Whole school assembly – link to theme of National Anti-bullying Week. School awards for being a good friend, being  kind to someone, refusing to join in with unkind behaviour  Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)  Lesson 5  Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc.  Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999.  Lesson 6  Thought shower: where and how to play safely. Learn the Green Cross Code. Role play: crossing the road safely and unsafely.  Make a role play on road safety  Local visitors - Community Road Safety Officer, School Crossing Patrol | **Y3**  Lesson 1  Revisiting the skills of friendship: looking and sounding friendly, good listening, giving and receiving friendship tokens, seeing things from another’s point of view.  Group work: role-play unfriendly and friendly behaviour. Consider and discuss ‘Seeing another point of view’  Extension activity: produce a story/poem/comic-strip that illustrates the best friendship token ever received or given.  Lesson 2  Thought shower: revisit calming down strategies. Revisit peaceful problem-solving process.  Group work: discuss ways of resolving conflicts using 1) win-lose solution, 2) lose-lose solution and 3) win-win solution. Identify key roles within the group – leader, scribe, reporter,  timekeeper  Group work: evaluate how well the group has worked together. Use the peaceful problem-solving format to discuss any difficulties.  Lesson 3  Thought shower: what are the signs of anger? Use photo-cards to look at facial expression and body language. Go through Fireworks of emotions and thought shower ways of putting out the fuse (calming down). Individual activity: label the buckets of water and draw new ones.  Make a class display of the ‘fuse’. Show children 5 pieces of string of varying lengths (shortest to longest). Ask children to write on labels things which cause their fuse to be short (tiredness, hunger, mood etc.) and on labels which help lengthen their fuse (a smile, a hug from a friend etc.)  Lesson 4  Whole school assembly – link to theme of National Anti-bullying Week. School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour  Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is  deliberate (not an accident), is unfair (the bully is more powerful or stronger)  Lesson 5  Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc.  Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999.  Lesson 6  Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks.  Thought shower: strategies for safe computer use?  Group work: explore DigiDuck book  View Lee & Kim Video Animal Magic Adventure & / or Dongle the Rabbit. | **Y5**  Lesson 1  Pairs work: think of all your different friends, in and out of school, and online, and whether you like them all in the same way, do you do the same things with all of them etc.  Individual work: use Level of friendship scale and ask children to order their friends and family from closest to level of acquaintance. Use initials. Explore how friendships build and are supportive.  Extension activity: friends magazine challenge in groups  Lesson 2  Thought shower: recap on anger work from previous year groups  Group work: draw up two lists - things that make conflict worse (hotting up) and things that can reduce conflict (cooling down). Or give children a blank grid with ideas which have to be placed in the ‘right’ column.  Extension activity: make a display or poster of ideas discussed.  Lesson 3  Revisit Fireworks model of anger. Ask the children what the explosion stage might look like? What is a healthy way to express anger? Discuss short and long-term consequences of things we do when angry. Revisit calming down strategies and peaceful problem-solving.  Pairs work: rephrasing activity using statements). Introduce idea of assertiveness.  Lesson 4  Whole school assembly – link to theme of National Anti-bullying Week School awards for being a good friend, being  kind to someone, refusing to join in with unkind behaviour  Pre-assembly work: what is bullying?  Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)  Lesson 5  Invite a St Johns Ambulance officer into school to talk about emergency health situations and what to do: reflect on physical health and mental health  Lesson 6  Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks. What other kinds of technology do we use to communicate that we need to be careful about? (Chat, instant messaging, webcams, blogs, social networking sites).  Thought shower: strategies for safe computer use?  Group work: make a SMARTHeart poster |