

Lesson 1: We all have feelings

Key stage 1: Year 1/2

This is the first in a series of three lessons written for Year 1 or 2 (KS1) about mental health and wellbeing. This lesson helps pupils to recognise and describe different feelings in themselves and others; and what (or who) helps them with their feelings. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.



Learning objective

Pupils will learn

- To recognise and describe different feelings in themselves and others



Learning outcomes

By the end of the lesson, pupils will be able to:

- recognise and name some feelings that they might have
- explain how feelings can make their bodies feel inside
- describe how other's might be feeling
- identify who can help them with feelings, and how they can help others



Climate for learning

Before teaching these lessons, ensure that you read the accompanying PSHE Association document [Teaching about mental health and emotional wellbeing](#) for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.



Resources required

Box or envelope for anonymous questions



Flipchart paper and pens



Pens and pencils



Resource 1: Image



Resource 2: Feelings vocab cards



Resource 3: Feelings scenarios



Resource 4: Help cards



Key words

happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous

Activity	Description	Timing
1. Introduction	Pupils reflect on how they are feeling today.	-
2. Baseline assessment	Tell it to an alien. A short activity designed to capture pupils' current knowledge and understanding of feelings.	10min
3. Everyday feelings	Pupils create a list of everyday feelings.	5min
4. Recognising feelings	Pupils apply facial expressions and body movements to everyday feelings.	10min
5. How it feels inside	Using words and phrases, pupils describe everyday feelings.	10min
6. What are they feeling?	Feelings are identified from real life scenarios	10min
7. Signposting support	Pupils evaluate the effectiveness of different examples of support	10min
8. Endpoint assessment	Pupils reflect on and annotate their baseline activity with their new learning.	5min

Baseline assessment

Introduction: personal reflection

This quick activity encourages pupils to begin to think about their own feelings. Responses should not be shared with the class.

Ask 'How do you feel today?'

Without telling anyone else, pupils should think quietly to themselves about how they feel.



Baseline assessment activity: Tell it to an alien



Draw a simple alien figure on the flipchart, or display **Resource 1: Image**, and add the heading 'Feelings'. Explain that the alien, Maz, is visiting earth to discover more about people, and today Maz wants to learn all about feelings. Ask pupils to tell Maz everything they know about feelings, recording their responses on the flipchart.

The purpose of this baseline activity is to enable you to find out the pupils' existing knowledge, understanding and attitudes about feelings.

Core activities



Everyday feelings

Following on from the baseline activity, tell pupils that Maz wants to know the names of the feelings that we might have **every day**. From the pupils' responses, create a list on the flip chart and include any feelings given in the baseline activity. If necessary, support pupils with keywords from the vocabulary section above. After the lesson, display this list on the working wall or similar as this will be returned to in lesson 2 and 3.

Explain that we all have different feelings – some we might feel every day, and others just sometimes. Our feelings can come and go, and can change over time.



Recognising feelings



Using the feelings listed, pupils show Maz what different feelings might look like on people's faces and bodies. For example, ask:

- Can you show Maz a happy face?
- What does an angry face look like?
- How do we look when we are excited?
- Can you show Maz a happy body?
- What does an angry body look like?
- How does our body look when we are excited?

Challenge



Pupils tell Maz what signs to look out for if someone was scared, or any of the other feelings. What might they say, do, behave like?

Support:



Feelings face match: Provide one set of cards printed with faces showing feelings (available online from educational resource websites), and one set of cards printed with corresponding feelings words. Pupils match the face to the feelings word.



How it feels inside



Organise pupils into groups and give each group one or two of the cut out word cards from **Resource 2: Feelings vocabulary cards**. Each group should discuss and describe how the word on their card might feel in Maz's body. Ask:

- Where in his body might Maz experience this feeling?
- What might happen to his face when he feels it?
- What might happen to his body when he feels it?

Using flipchart paper and pens, groups should record some sentences to describe how Maz might experience the feeling. For example: Worried: Maz might...clench his fist. Maz's legs start feeling shaky. Maz's tummy hurts. Maz bites his nails. Maz's teeth start to chatter.

Note that we all are all different we might have the same feeling but our bodies might react in different ways.



What are they feeling?



In their groups, pupils read **Resource 3: Feelings scenarios**, then discuss which feelings they think the characters are experiencing and write their answers on the sheet.

Teacher note: pupils may attribute feelings such as: Amir – worried; Mia – excited; Jade – happy; Ty – embarrassed; Mo – scared; Daisy – angry; Carlos – confident/proud; Maddy – jealous; Leo – lonely/nervous. Discuss as a class whether or not they agreed within their group on what the feeling was, and ask if there were any other feelings that the characters could also be feeling. What might the character say that would give a clue as to how they were feeling?

Assessing learning & signposting support



Reflecting on today's learning & signposting support



Ask the class to identify which of the characters might need help with their feelings (*Amir, Ty, Mo, Daisy or Maddy*).

Provide each group with cut up **Resource 4: Help cards**. Pupils should discuss how effective each of the suggestions is in helping the characters and put them in order of usefulness.



Endpoint assessment



Return to the baseline assessment activity and remind the pupils that Maz wanted to find out about feelings. Is there anything that they'd like to add, to tell Maz or to change?

Annotate any new learning in a different colour on flip chart paper.

Extension activity →

Using **Resource 3: Feelings scenarios**, pupils identify what the characters might say that would give us a clue about how they feeling?