

# Lesson 2: Good and not so good feelings Key stage 1: Year 1/2

This is the second in a series of three lessons written for Year 1 or 2 (KS1). This lesson focuses on good and not so good feelings, recognising that not everyone feels the same about different things and exploring what helps people to feel better. 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:

- that feelings change and that not everyone experiences the same feeling in the same situation



## Learning outcomes

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

- identify feelings that are good and not so good
- recognise that people feel differently about things and situations
- explain what can change their feelings (from good to not so good and from not so good to good)
- suggest things that can help them and others to feel better



## 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.



## Key words

Good feelings, not so good feelings, comfortable, uncomfortable, scared, happy, sad, embarrassed, upset, angry, excited, nervous, worried, confused, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous



## Resources required

Box or envelope for anonymous questions



Flipchart paper and pens



Pens and pencils



Resource 1: Feelings grid



Resource 2a: Display words



Resource 2b: Everyday situations – teacher's list



Resource 3a: My feelings frame



Resource 3b: My feelings frame (challenge)



Resource 4a: Maz's feelings – teacher cards



Resource 4b: Maz's changing feelings grid



Activity	Description	Timing
1. Baseline assessment	This activity is designed to capture pupils' knowledge, skills and attitudes about good and not so good feelings.	10min
2. Maz's feelings	Pupils decide if a feeling is good or not so good.	5min
3. How does Maz feel about...?	Pupils identify how they think Maz might feel about some everyday things and situations.	10min

4. My feelings	Personal reflection on how pupils feel about some everyday things and situations.	10min
5. Feelings can change	Pupils work in pairs to look at ways feelings change, and identify ways that can help someone to feel better.	15min
6. Plenary, personal reflection and signposting support	Pupils summarise how Maz could feel better and write a whole-class postcard with some advice. Personal reflection on feelings.	5min
7. Endpoint assessment	Return to baseline assessment and add to or amend it in light of their new learning. Identifying sources of support at school and at home.	5min

## Baseline assessment



### Good and not so good feelings



Ensure this activity is completed before delivering the lesson.

Using **Resource 1: Feelings grid**, pupils think of as many feelings as they can, and write or draw the feeling under the heading they feel it fits best. Next, they should write or draw something that gives the good or not so good feeling. The blank column will be completed at the end of the lesson.

The purpose of this activity is to enable you to find out the pupils' existing knowledge, understanding and attitudes associated with feelings and how they can change. Pupils should work individually. Whilst they are working, do not prompt them in any way. When complete, ensure pupils write their name at the top of their paper. Collect in and note any responses and any misconceptions that need addressing through the lesson.

## Core activities



### Maz's feelings

Display the **Everyday Feelings list** that pupils created in Lesson 1, and add any new feelings to the list. Ask pupils to decide if each of the feelings is a good or not so good feeling and draw or display a 'happy' face or a 'sad' face next to each of the feelings. Draw a question mark by any feelings that pupils are unsure how to classify. Display the Everyday Feelings list on the working wall for use again in the next lesson.



### How does Maz feel about...?



Pin up the feelings words from **Resource 2a: Display words** individually, in different areas around the room – use feelings picture cards for those pupils who may require support - and ask pupils to put themselves in the role of Maz. Read out the first scenario from **Resource 2b: Everyday situations – teacher list**. Pupils decide which of the displayed words best represents how they think Maz might feel, and stand next to that word. Repeat for remaining scenarios.

Ask:

- Does everyone agree on how Maz feels?
- Does everyone feel the same?
- Think about how someone else might feel in this situation?
- Would they feel the same as Maz?
- Why might they feel different?



## My feelings



This is a personal reflection activity where pupils think about how they feel about certain everyday things and situations.

Using **Resource 3a: My feelings frame**, pupils identify if the situation gives them a good or not so good feeling and write their feeling in the box. Share their responses with one other person of their choice and compare their feelings about different things. Discuss as a class and ask questions to elicit the understanding that not everyone will feel the same. Ask: does everyone like sweets/ the sun/ pop music? Is everybody scared of the dark/spiders?

### Support:



Pupils respond on **Resource 3a** with a happy, sad, or not sure emoji to show their responses. Display a list of feelings words that they can match to the emoji faces.

### Challenge



Using **Resource 3b: My feelings frame (challenge)**, continue as above but ask pupils to identify their own situations in addition to those on the sheet.



## Feelings can change



Explain that all feelings come and go, even happy and good feelings can sometimes change to not so happy and good feelings.

Using **Resource 4a: Maz's feelings** – teacher cards, read aloud each of the scenarios to the pupils. Using **Resource 4b: Maz's changing feelings grid**, pupils work in pairs, to record or say feelings words which show how Maz's feelings change. For example: Eating sweets – At first Maz feels...happy; later on he feels unhappy. Display feelings vocabulary lists for support. Next, pupils make suggestions for what he could do to feel better. For example: have a glass of water and next time save some sweets for another day.

*\*Note that these are things that we can all do when something is bothering us, or when we are having not so good feelings.*

Next, pupils verbally suggest ways that they could help Maz to feel better. If necessary, support pupils with suggestions such as: listen to him, share a toy with him, play with him or help him to find an adult to talk to.

## Assessing learning & signposting support



### Reflecting on today's learning & signposting support



Ask pupils to discuss some of the things that we can do to help us feel better when we're feeling not so good. Display a large postcard, addressed to Maz and write down some of the ideas the pupils have for what Maz could do to help himself feel better when feeling not so good.

Are there any strategies for Maz that they could also use to help themselves to feel good? Discuss where at home and at school they can go to for support with their feelings.



### Endpoint assessment



Return to the baseline assessment activity sheets. Pupils should annotate with any new learning, and complete the blank column with ideas for what can make them feel good.

## Extension activity



Interview a grown-up at school. Choose three things from **Resource 2b** and ask if it makes them feel good, or not so good, and what healthy things might they do to make themselves feel better.