

OBJECTIVE

To be able to describe different emotions. To know that it is normal to feel a range of emotions.

RESOURCES NEEDED

Feelings Forecast Activity Sheet – one per child or one between two.

STARTER

Play the game **'In the manner of the word'**:

Display the list of emotion adverbs on the board:

Happily, sadly, proudly, confidently, shyly, excitedly, angrily, sorrowfully, gratefully, calmly, nervously, inquisitively, anxiously.

Ask for a volunteer who is feeling confident today. Tell them to choose a word from the list and keep it to themselves. Remove the list from the board. Give the volunteer an activity e.g. reading a book. The volunteer has to mime doing this activity 'in the manner of the word' (so, if their adverb is 'angrily' they have to mime reading a book angrily!) Ask the rest of the class to give more examples of activities e.g. playing football/eating lunch/waving to a friend. The volunteer continues to mime each activity in the manner of the word until somebody guesses their adverb. The guesser then has a go at miming. At the end of the activity, ask the children what all the adverbs have in common? (They all describe emotions.)

- To make this activity more challenging, don't display the adverbs on the board, put them in a hat and ask the volunteer to pick one.

Or/

A simpler version is the game **'Emotions charades'**:

Show a selection of different emotions words on the board e.g. *happy, sad, confused, worried, cross, shocked, curious, calm, scared, nervous, shy, excited, bored, lonely, proud, grateful*. Ask a volunteer to choose an emotion and mime it with their face and body. The class have to guess the emotion.

INTRODUCTION

Explain that the game we just played showed us how different emotions might **look** to other people. In today's lesson we are going to be thinking about how different emotions **feel** inside.

It can be difficult to find the words to describe how we feel inside so we're going to use the weather to help us. Show children the slide with symbols for different weather conditions. Let's try an example together – joy. What weather do you think would best describe how joy feels? Would joy be dull grey clouds or fog? As the children share

their ideas, encourage them to extend their descriptions, for example if they suggest sunshine, ask what colour is the sky? What temperature is it? **Model** drawing the weather that best describes joy and writing a description: e.g. 'Joy is a bright sunny day that's not too hot and not too cold' or 'Joy is a beautiful rainbow in a blue sky'.

ACTIVITY

Introduce the **Feelings Forecast Activity Sheet** and check that the children understand the different emotions – can they think of a time they've felt each one? Display the slide with photos of different weather conditions and key weather words to give ideas. Children complete the sheet by drawing and describing the weather they think best describes each emotion. (Differentiate the length of description required according to age and ability.) Encourage them to think about how the emotions feel inside rather than just how they look. You might like to have the children working in pairs to encourage discussion.

Explain that the weather changes all the time - sometimes it's heavy rain and sometimes it's warm sun. Our emotions are the same - they come and they go. We can feel lots of different emotions in one day.

PLENARY (10 mins)

It can be helpful to check in with ourselves every so often to see how we are feeling. This helps us to understand our feelings and to make choices about what to do.

Ask: What can you do when feeling a difficult emotion? Collect ideas on the board. Examples might include talk to an adult, talk to a friend, exercise, listen to music, take some deep breaths, write in a journal, do a mindfulness or relaxation activity, do something creative like colouring, be kind to someone else (when we are kind to other people it can help us to feel happier too).

To finish, you might like to practise doing a guided relaxation together:

Waterfall relaxation

Close your eyes and place your hands in your lap. Take three gentle, slow breaths. Now, imagine beautiful white light flowing gently over you, like a waterfall of light. It feels light and warm and soft. As it flows over you, you feel your body become soft and relaxed. First, feel your face relaxing – feel your forehead become smooth, your eyelids relax and your cheeks soften. Feel your jaw loosen and even your tongue feel a little bit softer in your mouth. As the light flows over your neck feel any tightness in your neck ease, let your shoulders relax, maybe let them drop a little. Keeping your back fairly straight, imagine the waterfall of warm light flowing over your body, over the tops of

your arms, over your chest and your back and down to your fingers. Feel your arms and your body relax. Let any tension or tightness in your muscles melt away. Feel the light flow onto your legs and right down to your toes. Feel your legs and your feet and your whole body soften and relax. Take some calm, slow breaths. When you are ready, gently open your eyes.

FURTHER ACTIVITIES

Ask children to do an internal **weather check** regularly to see how they are feeling. When they do this, they might find it helpful to close their eyes, put their hand on their chest and take a moment to notice how they are feeling in their body. Can they use weather words to describe their feelings? You might ask them to just check in with themselves quietly, to draw their weather in a journal, or share their weather with the class or with a partner.

Display strategies that you can use when feeling a difficult emotion.

Practise the **guided relaxation** regularly.

Try this **15 minute activity** to reinforce the learning from this lesson:

Listen to Rossini's 'Overture to William Tell' from approx. 2 minutes to 6mins10secs. (A recording can be found here: https://www.youtube.com/watch?v=D5LVM_lIXqY)

This is a piece of classical music which paints a musical picture of a day starting at dawn and moving into the afternoon. Rossini uses music to describe the weather.

Ask the children to write or draw what kind of weather they picture in their minds as they listen. (The piece starts off peaceful then building to a storm and then settles again.)

After listening, discuss the children's thoughts. You could go back and play some key points:

3.19 the first drops of water?

3.36 the first gusts of wind?

5.37 perhaps some glints of sun after the storm?

Ask the children how they felt listening to this piece.

Link to emotions and the work you've done in this lesson - the weather is always changing and so are our feelings and emotions.