

## Lesson Plan

Focus	Description	Timing
<p style="text-align: center;"><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>Identify and name a range of normal emotions in daily life.</li> <li>Recognise there is a scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>		<p style="text-align: center;"><b>Resources required</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Flipchart paper, pens</li> <li>Emotion cards (real life)</li> <li>Emotion cards (pictorial)</li> <li>Mirrors</li> <li>Sock (for sock puppet)</li> <li>Skipping rope (for emotion scale)</li> <li>Water bottle with water</li> <li>Question/worry box</li> </ul> <p style="text-align: center;"><b>Duration</b> 50 minutes – 1 hour</p> <p style="text-align: center;"><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Feelings, emotions, normal, scale, range, positive, negative</li> <li>Happiness, sadness, anger, fear, surprise, nervousness</li> </ul>
<p style="text-align: center;"><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils recognise a range of emotions such as happiness, sadness, anger, fear, surprise and nervousness.</li> <li>Pupils understand that these emotions are normal and can occur in daily life.</li> <li>Pupils understand that emotions may not be easily identified just from observing facial expressions, but recognise how bodies may feel inside.</li> <li>Pupils able to apply knowledge and identify emotions that they and others may feel in different situations.</li> <li>Pupils able to describe and place emotions on a scale from the most positive to negative.</li> </ul>		
Introduction/context/climate for learning <i>(PowerPoint, emotion cards, mirror and sock)</i>	Ask children to look at PowerPoint slide. Think about what we could be learning about today. Share learning objectives and give context (important lesson due to current pandemic). Remind children of intended climate for learning (kindness and respect). Share visual aids to 'hook' children to the lesson (emotion cards/sock puppet).	5 mins
Identifying emotions baseline assessment <i>(emotion cards – real life, flipchart paper and pens)</i>	Children sit in circle. Place emotion real-life cards in the middle. Children think to themselves and identify cards which depict how they have been feeling during the pandemic. Record what emotions children can already name (baseline assessment of knowledge).	5 mins
Recognising emotions <i>(emotion cards – pictorial and mirrors)</i>	Show pictorial emotion cards with vocabulary under image. Discuss new emotion cards. Children to demonstrate emotion in front of a mirror.	5 mins
Matching name of emotion to facial expression <i>(emotion cards -pictorial and real life)</i>	Children volunteer to match the pictorial emotion card to the real-life card which depicts the same emotion. How do you know? Probe children to really study facial expressions.	5 mins
What does it feel like on the inside? <i>(socks, emotion cards - pictorial)</i>	Introduce sock puppet – how is he feeling? We don't know. Sometimes can't tell from looking at facial expressions. Need to look at whole body. Discuss emotions such as anger, fear, nervousness. Gather thoughts (sweaty hands, legs shaky, tummy hurting, teeth chattering etc). Children stand and demonstrate body feelings.	15 mins
Applying emotions to different scenarios <i>(PowerPoint, sock, emotion cards -pictorial)</i>	Read four different scenarios from PowerPoint (some link specifically to coronavirus pandemic). Children work in groups to identify range of emotions that could be felt. Take out cards from sock to reveal emotions. Stress that some people will feel a certain way, others different or have a mixture of emotions and that is normal.	10 mins
Scale of emotions <i>(Skipping rope, emotion cards – pictorial, water bottle)</i>	State that emotions are on a scale ranging from really positive to negative. Put skipping rope out to show the scale. Highlight at one end is most positive, the other negative. Aid children to place pictorial emotion cards along the scale. Encourage discussion of why they have placed certain emotions in certain places. Pause activity and show water bottle. Link to the scale. Fiercely shake to depict anger, frustration etc. Children finish placing emotions on the scale.	10 mins
<b>Plenary/Assessment of learning</b> (emotion cards- real-life) Remind and reiterate that there are a range of emotions that people experience in daily life. Some people will feel a certain way, others different and that is normal. Sometimes it is hard to tell how people are feeling, so it is good to ask and look for other signs. Hold up real life emotion cards. Children shout out emotion. Turn card over to reveal emotion and confirm understanding. Ask children which emotions can be added to list made at the start of the lesson. Add new vocabulary learnt in a different colour. Remind that it is good to talk about emotions. Point out question/worry box. Children can put their name to discuss anything further with the teacher without peers present.		5-7 mins