

EMOTION & COMMUNICATION

LEARNING OBJECTIVES/WALT

- I understand all actions have consequences
- Take responsibility for our actions
- Learn from our experiences
- Recognise what is right and wrong and how behaviour affects other people
- I can recognise, name and manage my feelings in a positive way
- I can listen to, reflect on and respect other people's views and feelings

KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *I feel ... because ... So I/we will ...*
- Emotions vocabulary
- Consequence
- Respect
- Responsibility
- Affect

WHAT YOU WILL NEED

- Teaching resources doc ([link](#))
- Flipchart or white board
- Pre-cut A5 pieces of paper and a white board pen or marker
- Pre-print and cut out emotions picture cards
- Large piece of blue, green, yellow and red paper
- Musical instruments for all

LESSON 1 - EMOTION & COMMUNICATION - Emotions, what are they, how to use them and their consequences

Lesson Content	Time guide	Outcomes
EXPLORE - Emotions Circle - Get into a circle, Say '<i>I feel...</i>' and add a gesture/ movement to show this emotion - do an example with whole group - Group repeat it back (Teacher/TA write words down on piece of a5 paper as they are said and put them in circle on floor, add picture cards too) - Everyone has a turn. Not just angry and happy ...prompt class to find better more detailed vocabulary e.g. Frustrated, Excited, Jealous, Ecstatic, Angry, Tired, Enthusiastic, Sad, Blue - Remind the class about the zones of regulations (show slide 3) now sort the emotions on the floor into the right colour zone - Put blue, green, yellow and red paper on the floor - In silence pick up an emotion and place in on the coloured paper you think it goes with - Evaluate our decisions... are you happy that the right ones are grouped together. Stick & display for reference	15 mins	Physical exploration of emotions Extensive emotions vocabulary established Vocabulary linked to zones of regulation
EXPLORE MUSIC - Music leader guessing game - Place a variety of instruments in the circle, demonstrate them, showing different ways of playing them and variety of sounds. - Ask individuals to choose and come to the centre to play an instrument to demonstrate an emotion (use the bank of emotions already gathered for ideas). Just a short burst of expressive sound. REMEMBER: although the choice of instrument is important, how it is played is equally important (so it's possible to convey CALM on a drum, and EXCITEMENT on a triangle) - Group have to guess the emotion being played. Go round the whole group, if time, or select just a few to play.	15 mins	Listening and respect for others practised Expressing emotions in different ways
EXPLORE DRAMA - Mum I'm home exercise - Make a circle - All say "Mum I'm home". Now say it in an angry way. - Ask someone to be mum and stand in the middle (could swap this person out each time) - Instruct the group to say "Mum I'm home" with an emotion (angry, sad, tired etc) - Ask "mum" how it makes them feel? - Discussion - how do these different ways of using emotions impact mum's feelings?	10 mins	Cause and effect illustrated and reinforced
IDEATE DRAMA - Managing our feelings and actions for a positive outcome In groups of 4-6, decide on a negative feeling/emotion and find a way to turn it into a positive. Slide 7 example. - Make these into 2 tableaux - Say the STEM sentence as they get into the tableau (slide 8) Sentences can be written for higher ability - Practice and perform to the rest of the group - Guided discussion after each to draw out learning or alternatives	20 mins	Actions and consequences explored Modeling scenarios to embed learning