

15

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



YEAR GROUP:
Yr 1/ KS1



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- 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 am feeling because of*
- Emotions vocabulary
- Consequence
- Respect



WHAT YOU WILL NEED

- Teaching resources doc
- 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 instrument for all

WARM UP

5 MINS

- Establish a quiet signal [Toolbox Tutorial Film – Warm ups and quiet signals](#)
- Collaboration – discuss what successful collaboration looks like – listening, working together etc.
- Set up a working wall

WARM UP / EXPLORE

15 MINS

DRAMA - Emotions Circle (6 mins)

Naming lots of emotions

Teacher or TA to write them down on piece of a5 paper as they are said

- Get into a circle
- Say 'I feel...' and add a gesture/ movement to show this emotion - example with whole group
- Group repeat it back
- 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

Teacher to add into the circle the picture cards in and any other words from the printed resources that have not been mentioned

VISUAL - Group these emotions (7 mins)

(show slide 3)

Remind the class about the four zones of regulations

ZONES OF REGULATION <i>Choose your zone. How are you feeling?</i>			
Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space

We are going to sort the emotions we came up with into the right colour zone

- Put blue, green, yellow and red paper on the floor
- Spread out A5 pieces of paper around the room
- 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

Put up on the wall or photograph for future reference

ACTIVITY 1 / EXPLORE**15 MINS****MUSIC - exploration of emotions musically**

Place a variety of instruments in the centre of the circle. If they are not familiar with them the teacher can demonstrate them, one by one, showing different ways of playing them, and how each instrument can make a variety of sounds.

Toolkit extension: introducing the instruments/If you don't have instruments

- ➔ The students are asked to choose, and then come to the centre to play (one by one), 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)
- ➔ After each student has come to the centre and played their instrument, the rest of the group are asked to guess the emotion being described.
- ➔ Go round the whole group, if time, or select just a few to play.

ACTIVITY 2 / EXPLORE**10 MINS****DRAMA - Mum I'm home exercise**

Different Emotions lead to different behaviour
My behaviour affects other people positively and negatively

- ➔ 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?
- ➔ NB: only do this a couple of times so you can move onto the next exercise

DRAMA - Managing our feelings

How to manage your feelings to get a more positive reaction

- Form groups of approx 4-6
- Decide on a negative feeling/emotion
- Find a way to turn it into a positive

Negative: I feel angry because I want the same chocolate bar as my sister

Positive: Suggest that we share our choc bars and have half each. Anger turns to joy!

- Make these into 2 tableaux
- Say the STEM sentence as they get into the tableau

E.G

"I want the same chocolate bar as my sister"

"We will share the choc bar and have half each. Anger turns to joy!"

- Practice merging between the two
- Perform to the rest of the group

Group discussion/debate

- Discuss after each performance another emotional response that might happen e.g his sister might not agree to half the chocolate bars. How might this impact both of their emotions? She feels a bit bad after eating the whole of hers? He is even more angry - how does he turn this around in the scenario that he isn't able to resolve it?

NB With more capable writers these can be written down per group

ASSESSMENT QUESTIONS / CAPTURE

Assessment to happen dynamically during the lesson.

