

Initial Activity (40 minutes)

- In pairs—each student has a copy of twelve heads / faces showing emotions. They have a blank sheet of paper marked in twelve squares.
- One student places their pictures on the blank squares. They do not show their partner.
- They have to describe the pictures and the partner has to place their pictures in the correct square on their sheet.

You can also play this game like ‘Battleships’. Choose 4 of the pictures by agreement, place them on in different squares and ask your partner to guess the emotion and the square.

- Place photos around the room—taken from newspapers and magazines—students write down what emotions they are showing. Can they say why? Is the emotion affecting their behaviour?
- Face game—make a face—can your partner guess what emotion you are showing?

Development (35 minutes)

- Following this, draw together a list of emotions or feelings.

Display them. Is a feeling the same as an emotion? Use dictionaries for them to check.

- Use ‘Millie’s Story’—on a transparency—can they fill in the missing emotions. This is good in pairs if students are struggling with words.
- Share answers together in groups.
- Give each group an emotion. Ask them to role play a situation where the emotion is shown.
- Choose some to watch. Can the class guess the emotion, why it emerged, how it was dealt with?

Extension 1 (40 minutes)

The next activities are designed to focus on anxiety or worry. The situations chosen reflect anxieties the students may have at the age of 12 or 13 years.

- Look at the following statements in mixed ability groups and ask students to say what they feel about them.
 - 1 Talking about how you feel doesn’t do any good, you’ve just got to get on with life.
 - 2 Women are more able to talk about their feelings than men.
 - 3 There is absolutely no reason for young people to feel anxious.
 - 4 If you ignore your anxiety it will go away.

- Have a short review session—ask each group to summarise their discussion on each statement. This is blue hat thinking.

- Working in groups of four:

Three are friends having lunch in the school canteen; chatting about the morning in school.

One of the friends is anxious—only they know what about. They begin to raise their anxiety—what happens?

The final person in the group is an observer and takes no part in the discussion. They notice what anxiety was raised? What support was offered? How helpful the support was? Was it easy to support the anxious person? Did the anxious person go away feeling better?

Anxieties might include tests or examinations, going to a new school, a problem at home, been chosen to represent..., going out tonight with someone you have liked for a long time.

- Report back—pick up on any good ideas for support—listening, taking things seriously, reasoning, sharing experience, offering advice.

Extension 2 (40 minutes)

- Talk to students about positive / negative aspects of emotions. Use fear as an example. Share a personal story if possible.

Positive

Acts as a signal. Stay alert.

Can make us trust ourselves and the world.

Negative

Freezes us .

No focus—overriding anxiety.

- Can they think about: grief, jealousy, anger, loneliness. Share ideas together.
- Handling emotions is about the ‘positive’ not the negative. By naming a feeling, we often begin to actually feel the feeling. So if we are nervous, we need to think of an opposite eg confident to begin to feel that way. There are levels of feeling:

I feel slightly upset. I am extremely upset.

I am happy, joyous, ecstatic.

On a scale of 1 to 10, I feel hurt at level 5.

- Sometimes appearances matter more than reality so we don’t speak out how we feel. But often we communicate in body language – Shakespeare says that the eyes are the windows to the soul. With our eyes we can be alert, energetic, we can judge, attract, frighten. We can show we are interested, we can show surprise, we can show terror.

We hide our real feelings—sometimes we lie.

We overuse words—eg love and hate.

We exaggerate—possibly to get attention. ‘I’m starving’ , when it’s not true.

We minimise—‘I’m fine’ . Are they too proud, too stubborn, too afraid to share?

Closing Activity & Summary (20 minutes)

- In small groups, give each group an emotion; can they list ways of handling that emotion , as the person with the emotion and as friends of that person.
- Share with the class ideas they come up with.

Ideas should ideally include:

Being positive, speaking out, being listened to, reading the body language, not lying, no minimising or exaggerating, recognising the emotion, reasoning & being rational

- List six emotions. Students should choose two and explain the positives and negatives. How do these help or hinder?
- What have they learnt about handling emotions?
- Choose a situation where an emotion you had went wrong! Could you manage it better now? Explain how?