

Chapter 5: Building Emotional Intelligence

Frame: Things that make me feel...

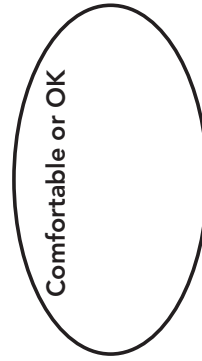
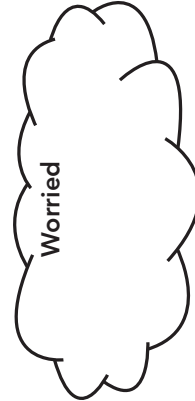
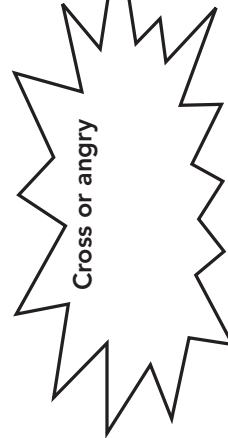
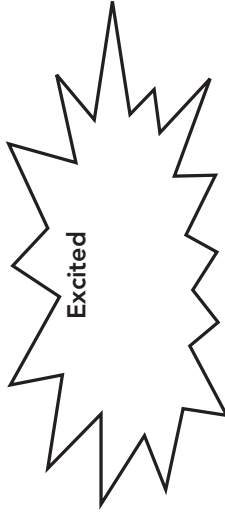
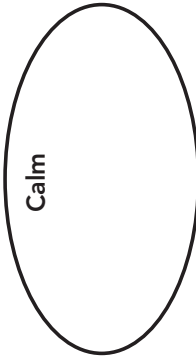
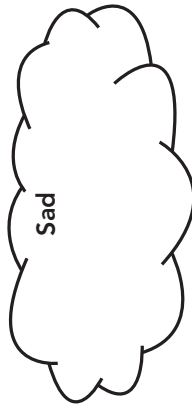
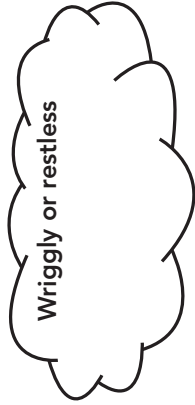
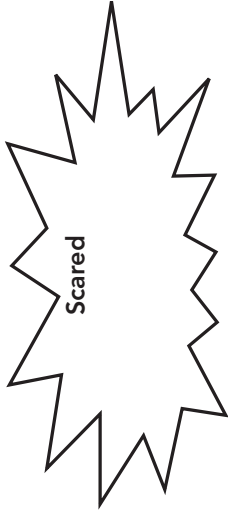
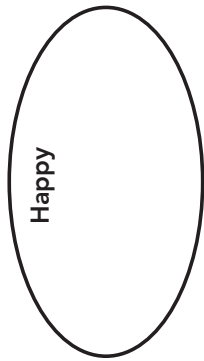
Why use it?

This frame helps to continue the conversation around various emotions, and the triggers individual children may have. Ideally, they will need to have had input on naming and understanding emotions before completing this. The frame is not school-specific and can be used for triggers in any area of life. Other feelings to consider could be: jumpy, lonely, excited, embarrassed, bored or confused. This could be adapted into a practical activity using hoops and emotion labels. Younger children could jump into a hoop, name the emotion and share their trigger with a partner or the class. Alternatively, children could write triggers on cards and place them within each hoop.

What next?

Lots of helpful information can be gained from this frame, but children may need support and time to think about the emotions in detail before completing it. For children with mental health difficulties, exploring their specific triggers with them, if they are aware of them, can allow you to make appropriate changes to the environment or routines. Some of the information discovered here may simply be useful for ongoing conversations with children or planning for personalised interventions.

Things that make me feel...



Frame: All about school

Why use it?

This frame facilitates detailed exploration of various parts of the school day and encourages children to think about the areas they find difficult. A range of activities and lessons are suggested, but don't be limited by these. Adapt as necessary for your class. When you are just beginning to work with a child, focus on the basic building blocks of the day, such as starting the day, sitting at their table, being in the playground and levels of noise. As with some of the other frames, there is no need to rush to complete this all in one session. Keep returning to it each week, or when concerns arise.

What next?

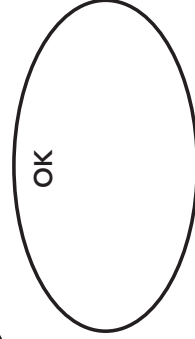
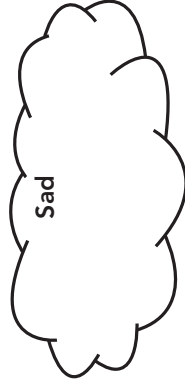
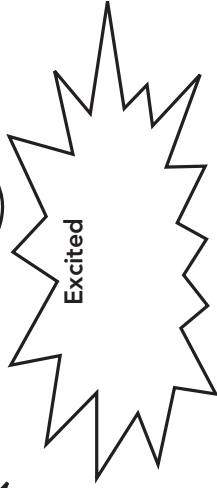
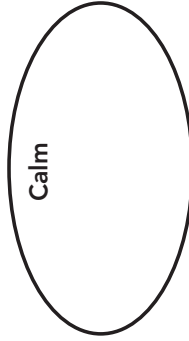
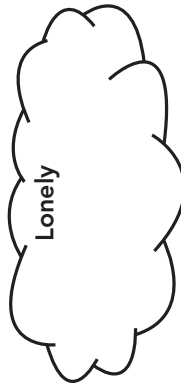
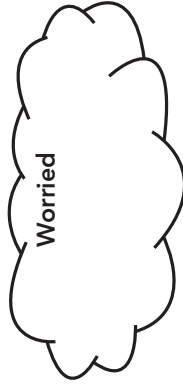
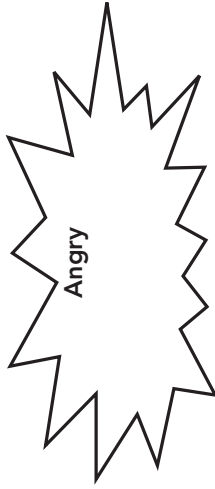
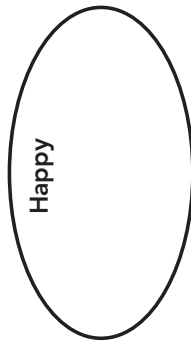
Once children have identified an area that causes them problems, explore this further by encouraging them to identify how they feel before, during and after the event. This may allow a particular trigger to be found e.g. working in a group situation in maths, rather than the actual maths; or it may provide evidence for a child that after a PE lesson they feel good, even though they find the process of getting changed and leaving the classroom a challenge. Try repeating the frame at the end of a term, following the use of specific interventions or strategies, to see how things have improved.

All about school

How do these parts of the school day make you feel?

Starting the school day	Being in the playground	Noise	Maths	PE
Assembly	Eating lunch	Phonics	Science	Chatting
Sitting on the carpet	Going to the toilet	Reading	Singing	School trips
Sitting at my table	Home time	Writing	Art and DT	

Write or draw the activities or lessons that give you each feeling in the Feeling Bubbles. It's OK to feel all these feelings 😊



Other feelings to think about: bored, content, disappointed, scared, annoyed, friendly, proud, connected, wriggly, guilty....

Frame: How it feels for me...

Why use it?

This frame is designed to deepen a child's emotional intelligence and self-awareness. Before children can use this, they ideally need to have had some input on the language of emotions and the importance of naming them as they feel them. The purpose of the activity is to help a child spot an emotion in their body as it arises. An adult needs to support them to consider the physical warning signs that an emotion is present and how these develop if the emotion grows. We can't assume that all children will have the same patterns of physical sensations for a particular emotion – the important thing is that they can say what is true for them.

What next?

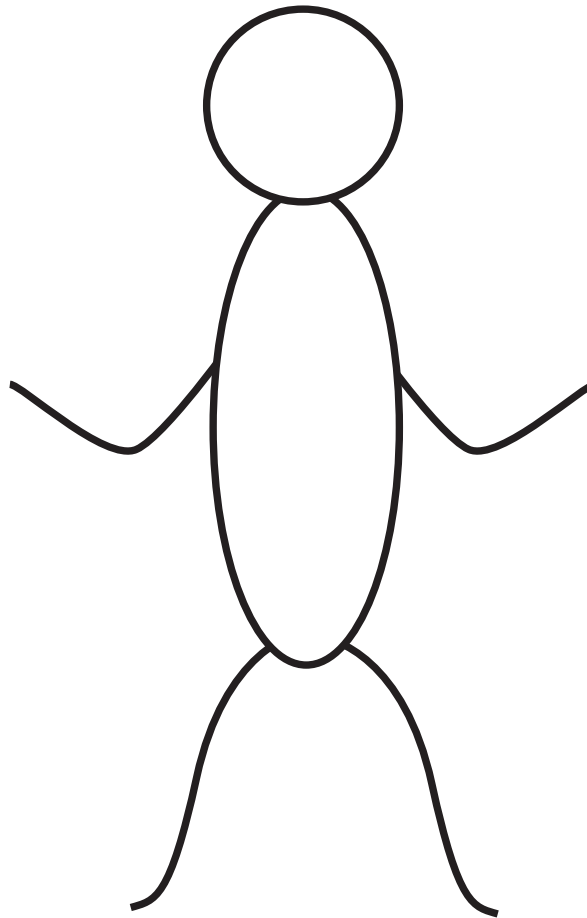
If a child is struggling with anger, for example, they may feel a heat rising, or a tight stomach or chest. They might feel themselves clench their fists or jaw. If we can help a child to spot these signs in the moment, we can then support them to step away from the trigger and to feel and let the anger out in a safe and healthy way (see also Frame: The bottle that wants to go pop!). These are two significant steps on the journey to emotional intelligence: regulating the input that causes an emotion, and feeling and expressing an emotion that has already arisen.

How it feels for me...

We feel emotions in our bodies, as well as our minds and hearts.

- Name an emotion that you are finding difficult:

- Mark the places where you feel this emotion in your body.
- If you can, write a few words to explain what you feel.



When you feel the emotion starting in your body, you can ask an adult for help before it grows.

Emotions lesson plans

Why use them?

The following four lesson plans focus on key emotions. They are intended to support other work on emotional literacy that may be going on in class or in interventions. They are suitable for whole-class or small-group use, but if there are particular concerns relating to worry, sadness or anger in your class we recommend that they be used for a small-group session, where discussion can go at a slower pace and be more personalised. For some groups, the learning suggested in each lesson could actually last for several sessions, depending on the depth and diversions required. As we described in **Chapter 5: Building Emotional Intelligence**, we need to give children the words to support their emotional expression. We can't assume they already have this. Equally, some may have internalised messages they have heard from adults around them. They may report that they have 'problems with anger' without really understanding what this means or knowing what causes the anger. As always, tread slowly and carefully. These conversations can bring up unexpected concerns – always have a second adult (or more!) on hand when teaching these lessons to support those children that need it. Never force an issue if children are reluctant to discuss it, especially in a whole-class situation. A key part of the lessons is the role-play between two adults, firstly modelling appropriate and helpful

responses to emotions, and secondly modelling more negative responses that children may have witnessed or experienced themselves. These can be expanded as necessary to suit the needs of the class. Involving the children in the role-plays or adding this as an extra activity is ideal, but only if you know that the children are likely to be able to cope with this. The discussions following the role-play are essential in order for children to understand why certain responses to emotions are not helpful for the individual concerned.

What next?

Make observations during the lessons and record so you can follow things up later. Ensure that crafts that are made are displayed or kept handy in drawers, or they can be taken home. The outcomes of the lessons on worry, sadness and anger relate to the children being able to identify the emotion in themselves and giving them strategies to help them in the moment and on an ongoing basis. Their 'toolkits' are working documents that they need to be able to refer to often. Keep checking in regularly with how they are getting on and if they need help using them. For those children with mental health difficulties, ensure all adults working with them have copies of their toolkits. Regarding the happiness lesson, another key element that could be explored later is that when we share our happy feelings in an appropriate way we can increase the happiness of others, which further increases our own happiness too. Regarding sadness, it is important for children to understand that the feeling

must be acknowledged and felt, to allow ourselves to process it properly. This is obviously a hard concept for children to grasp. For small 'everyday' sad events (i.e. not bereavement or parental separation, for which you need to seek specialist support), we can encourage them to sit with the feeling alongside a chosen adult who helps them to share it, talk about it and move through it. Other considerations here are the issues of disappointment and loneliness, which are linked to sadness, but separate issues that will each deserve their own attention as they arise.

Lesson Plan: Happiness

Lesson Plan: Happiness

KS1/KS2 Whole class or small group

Time: 1 hour or in shorter slots over several sessions. Follow up over several weeks.

Curriculum links: PSHE

Learning Outcomes:

- To understand what happiness is and that it feels different for everyone.
- To identify how they feel happiness in their body.
- To identify some of the things that make them feel happy.

Key vocabulary:

happiness, happy, wellbeing, joy, contentment, light-hearted, cheerful, pleased, glad, delighted, overjoyed, annoyed, jealous, body language.

Resources:

- Slides for whiteboard (see plan below)
- Whiteboards and pens
- 'Suns of Happiness' - two circles of orange and yellow card (25cm diameter), with cut from edge to centre on each, slotted together to make a 'sphere' with 8 surfaces to write on
- Gold glitter
- Yellow and orange wool or ribbon
- Scissors and hole punch
- Pencils/pens
- Glue and spatulas

Introduction: If appropriate for the class, begin with a teacher and TA role-play. One adult arrives in the classroom, very cheerful and bouncy. They chat away to the other adult about how wonderful the day is. The other adult receives this well and is pleased for them. *What is the adult feeling? How do we know? How do they show this in their body? How does the other adult react to them?* Guide discussion around the feeling of happiness and the body language and facial expressions that communicate this. Explain that the other adult is pleased about their happiness.

Main teaching:

- Show pictures of a variety of smiling faces (from babies to older people). These people are all feeling happiness – they feel good about something. The happiness might be linked to something in the past, the present or the future. Paired discussion: *What other words mean the same as happy?* Discuss ideas and introduce key vocabulary (see box).
- Show basic outline of a person with no features. *Where do we feel happiness in our bodies?* Children to mark ideas on the person e.g. smile, eyes lit up, relaxed body, arms in the air, wanting to jump, warm feeling tummy or chest. Explain that the way we feel happiness will be different for all of us. There is no right or wrong, just patterns that are common for most people. Paired discussion: *Where do you feel happiness in your body? How do we show it with our behaviour?*
- Show pictures of the things that make you and the other adult in the room feel happy. *Can you guess which things belong to which adult?* Short discussion about why some of these things make you happy. Paired discussion: *What things make you feel happy?* Children to write these down on whiteboards for later reference. Explain that the things that make us happy are different for us all – again, there is no right or wrong.

Activity: Explain that the sun is a symbol we often associate with happiness. Children to make 'Suns of Happiness' and write things that make them happy near the centre of each of the semi-circles (put the sun flat for writing). Then cut the rays around each circle and make hole at the top and attach wool or thread to allow it to be hung. To decorate further, children can put glue on rays and cover with gold glitter.

Wrapping up: *How can your 'Sun of Happiness' help you?* Encourage children to hang the sunshine somewhere visible and return to it when they are feeling low or sad.

Extension: Repeat role play, but other adult becomes annoyed by the happiness of the other. *How does this response affect the first adult?* Guide discussion around how sometimes the happiness of other can make us feel jealous or annoyed because we don't feel that way too. *How can we manage this feeling?*

Follow up: Ask children where they hung their 'Suns of Happiness'. Hang your own in the classroom.

Lesson Plan: Worry

Frame: Worry clouds and raindrops

Lesson Plan: Worry

KS1/KS2 Whole class or small group

Time: 1 hour or in shorter slots over several sessions. Follow up over several weeks.

Curriculum links:
PSHE

Learning Outcomes:

- To understand what worry is and that it feels different for everyone.
- To identify how they feel worry in their body.
- To identify things that make them feel worried.
- To identify things that help them feel better when they are worried.

Key vocabulary: worry, anxiety, concerns, uneasy, on edge, fretting, nervous, fear, body language.

Resources:

- Slides for whiteboard (see plan below)
- Whiteboards and pens
- Frame: 'Worry clouds and raindrops'
- Pencils/Pens

Introduction: If appropriate for the class, begin with teacher and TA role-play. One adult starts pacing and talking quickly about something that is worrying them e.g. pet being ill or a test. The second adult notices they are worried and gets them to sit down and take some breaths. *What is the adult feeling? How do we know? How do they show this in their body? How does the other adult react to them?* Guide discussion around the feeling of worry and the body language and facial expressions that communicate this. Explain that the other adult gently helps them to take a breather from the worry and calm down.

Main teaching:

- Explain that worry might be linked to something in the past, present or future. Paired discussion: *What other words mean the same as worry?* Discuss ideas and introduce key vocabulary (see box). *Is it ok to feel worried? Is it ok or normal to feel worried all the time?* Explain that it is normal and ok to feel worried sometimes, but that if we feel worried all the time we need to ask for help.
- Show a picture of a tiger in the zoo. *How do you feel when you see this tiger?* Show a fierce tiger in the wild. *How would you feel if this tiger was chasing you?* Explain that worry and fear have a very important purpose. They tell us when something might hurt us. Millions of years ago, this fear would help us to find the energy to run away from a tiger that wanted to eat us. Today, our bodies can get confused and they can think that normal everyday events are like the tiger that wants to eat us. This can make us very worried about lots of things e.g. tests, conversations, school productions.
- Show basic outline of a person with no features. *Where do we feel worry in our bodies?* Children to mark ideas on the person e.g. wide eyes, pacing or fidgety body, restless arms and legs, bitten lips or nails, 'butterflies' in tummy or chest. Explain that the way we feel worry will be different for all of us. Paired discussion: *Where do you feel worry in your body? How do we show it in our behaviour?*
- Paired discussion: *What things make you feel worried?* Children to write these down on whiteboards for later reference. Explain that the things that make us worried are different for us all. They can be big things or little things. Sometimes we might not know what is making us feel worried. If appropriate, explore some of the themes that arise. Explain that its not fun to feel worried, but we do need to pause and tune into the feeling because it is giving us a message that something is bothering us. Sharing the worry with someone who cares about us is helpful.

Activity: *What can help us feel better when we are worried?* Explore ideas such as: sharing the worry and talking it through, having a 'worry time' each day when you let yourself worry for a short amount of time (to prevent the worry being always present), writing or drawing worries, asking yourself how true a worry is (with support from adult), watching worries float past like clouds (meditating) or doing breathing exercises. Children to complete 'Worry clouds and raindrops' frame to identify things that could help with a worry.

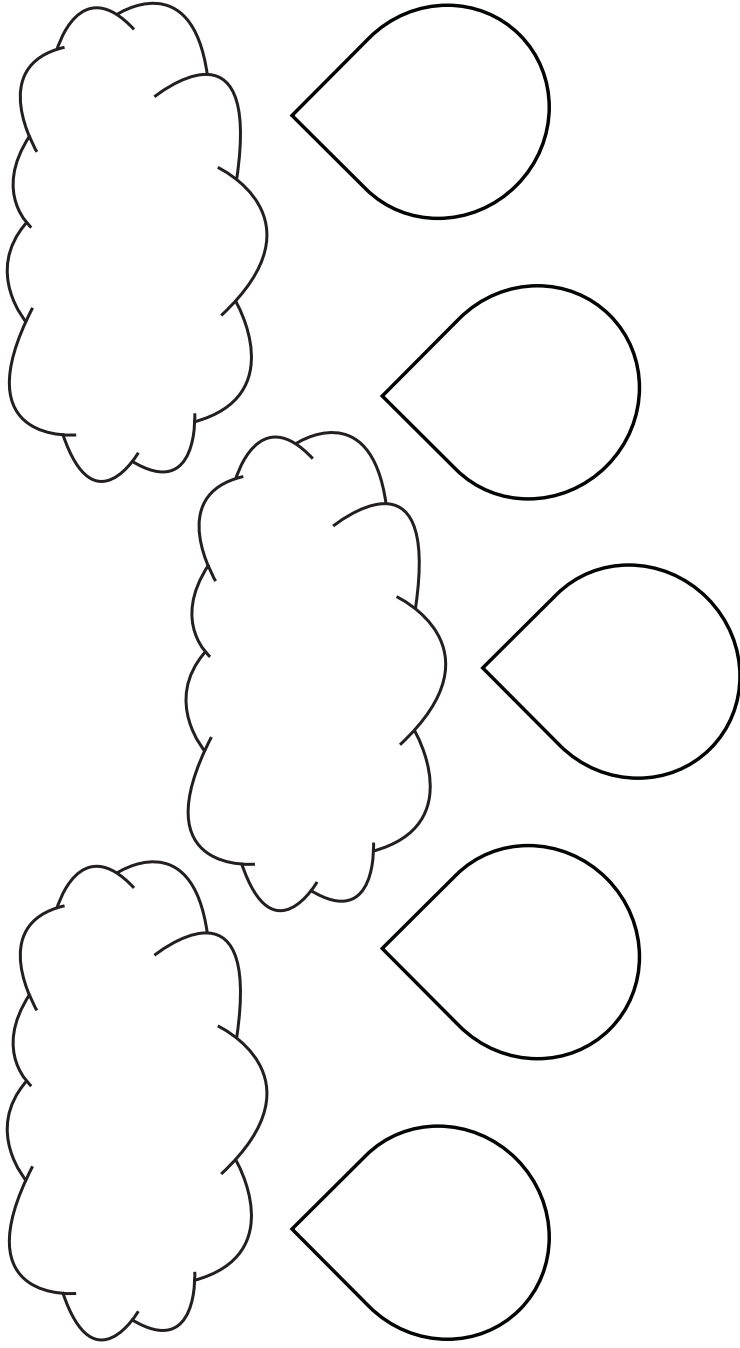
Wrapping up: *How can 'Worry clouds and raindrops' help you?* Remind children to keep it handy and look at it when they feel worried. Encourage them to ask for a further frame if they have a new worry, as they may need different 'raindrops'.

Extension: Repeat role play, but other adult also becomes worried, reinforcing and encouraging the worry. *How does this response affect the first adult?* Guide discussion around how sometimes we can get drawn into the worries of others and end up making ourselves worried and making things worse for them. *What is a more helpful way to respond?*

Follow up: Ask children which 'Raindrop' has been most helpful in easing their worry?

Worry clouds and raindrops

- Think about the things that worry you. Write some of these things in the Worry clouds.
- What can help us feel better when we are worried? Write some of your ideas in the raindrops. These are the things that can make our worries lighter and help the Worry clouds to float away.



Lesson Plan: Sadness

Lesson Plan: Sadness

KS1/KS2 Whole class or small group

Time: 1 hour or in shorter slots over several sessions. Follow up over several weeks.

Curriculum links:
PSHE

Learning Outcomes:

- To understand what sadness is and that it feels different for everyone.
- To identify how they feel sadness in their body.
- To identify things that make them feel sad.
- To identify things that help them feel better when they are sad.

Key vocabulary: sadness, sad, unhappy, upset, miserable, depressed, gloomy, low, down, heartbroken, disappointed, lonely, body language.

Resources:

- Slides for whiteboard (see plan below)
- Whiteboards and pens
- 'Balloons for Sad Times' – coloured card hot air balloon shapes (15cm wide x 20cm high), coloured wool or ribbon, egg box cartons cut into cups.
- Pencils/Pens
- Hole punch
- Scissors

Introduction: If appropriate for the class, begin with a teacher and TA role-play. One adult sits alone, looking down. The second adult arrives and tries to engage them in cheerful conversation. They realise that something is wrong and ask if they can help. *What is the adult feeling? How do we know? How do they show this in their body? How does the other adult react to them?* Guide discussion around the feeling of sadness and the body language and facial expressions that communicate this. Explain that the other adult is concerned for them and wants to help.

Main teaching:

- Show pictures of a variety of sad people (from babies to older people). These people are all feeling sad about something. The sadness might be linked to something in the past, present or future. Paired discussion: *What other words mean the same as sad? Discuss ideas and introduce key vocabulary (see box). Is it ok to feel sad? Is it ok or normal to feel sad all the time?* Explain that it is normal and ok to feel sad sometimes, but that if we feel sad all the time we need to ask for help.
- Show basic outline of a person with no features. *Where do we feel sadness in our bodies?* Children to mark ideas on the person e.g. downturned lips and eyes, floppy or hunched body, hands in pockets, wanting to sit still or curl up, heavy feeling tummy or chest. Explain that the way we feel sadness will be different for us all. Paired discussion: *Where do you feel sadness in your body? How do we show it with our behaviour?*
- Paired discussion: *What things make you feel sad?* Children to write these down on whiteboards for later reference. Explain that the things that make us sad are different for us all. They can be big things or little things. Sometimes we might not know what is making us feel sad. Explore some of the themes that arise e.g. friendship problems, when pets die, when someone special is ill or goes away for a while. Only explore if it is appropriate to do so. Explain that its not fun to feel sad, but we do need to pause and tune into the feeling before we can make it better. Sharing the sadness with someone who cares about us is helpful.

Activity: *What can help us feel better when we are sad?* The thing making us sad can feel very heavy. There are things we can do to make us feel lighter and more cheerful e.g. speaking to one of our special people, having a cry, reading a favourite book, listening to music, spending time in nature, playing a game etc. Children to make a 'Balloon for Sad Times'. Help children attach ribbons to the egg cup basket and onto the balloon. Explain that we can write the sad thing down and put the paper into the basket (this is the heavy thing that keeps the balloon on the ground). Children to then draw 5-6 vertical stripes on the balloon and write things that help them feel better when they are sad in each stripe. These are the things that make us feel lighter (or help the heavy balloon to float). Attach ribbon to the top of the balloon so it can be hung.

Wrapping up: *How can your 'Balloon for Sad Times' help you?* Encourage children to hang the balloon somewhere visible and return to it when they are feeling low or sad. Remind them to tune into the sad thing, write it down and put it in the basket if this helps them.

Extension: Repeat role play, but other adult dismisses their sadness and tells them to cheer up. *How does this response affect the first adult?* Guide discussion around how sometimes we find it hard to hear the sadness of others - we may tell them they are fine and they should cheer up because we don't want to feel this way too. *What is a more helpful and kind way to respond?*

Follow up: Ask children where they hung their 'Balloons for Sad Times'. Hang your own in the classroom.

Lesson Plan: Anger

Lesson Plan: Anger

KS1/KS2 Whole class or small group

Time: 1 hour or in shorter slots over several sessions. Follow up over several weeks.

Curriculum links:
PSHE

Learning Outcomes:

- To understand what anger is and that it feels different for everyone.
- To identify how they feel anger in their body.
- To identify things that make them feel anger.
- To identify things that help them to process their anger in a healthy way.

Key vocabulary: anger, angry, cross, annoyed, irritated, rage, outrage, furious, livid, frustrated, body language.

Resources:

- Slides for whiteboard (see plan below)
- Whiteboards and pens
- Bottle of fizzy water to demonstrate the popping/overflowing bottle (optional!)
- Frame: 'The bottle that wants to go pop!'
- Pencils/Pens

Introduction: If appropriate for the class, begin with teacher and TA role-play. One adult storms in and starts talking/shouting angrily to the other about something they have done. The second adult notices they are angry, sits down calmly and waits for them to finish. *What is the adult feeling? How do we know? How do they show this in their body? How does the other adult react to them?* Guide discussion around the feeling of anger and the body language and facial expressions that communicate this. Explain that the other adult allows the them to show their anger without becoming cross or shouting back.

Main teaching:

- Explain that anger might be linked to something in the past, present or future. Paired discussion: *What other words mean the same as anger?* Discuss ideas and introduce key vocabulary (see box). *Is it ok to feel angry? Is it ok or normal to feel angry all the time?* Explain that it is normal and ok to feel angry sometimes, but that if we feel angry all the time we need to ask for help. *Is it ok to hurt other people when we feel angry?* Explain when we are angry we can hurt others with our words and actions. It is ok to feel angry but it is not ok to hurt other people.
- Show basic outline of a person with no features. *Where do we feel anger in our bodies?* Children to mark ideas on the person e.g. narrow, stern eyes, tense body, hot and red face, fists clenched, tight tummy or chest. Explain that the way we feel anger will be different for all of us. Paired discussion: *Where do you feel anger in your body? How do we show it in our behaviour?*
- Show a picture of a bottle of fizzy drink with the lid on and bubbles visible (or demonstrate with a real bottle of fizzy drink). Imagine this bottle contains your anger. When we start to feel the signs of anger rising in our body, like the bubbles rise in the bottle as we shake it, we need to find healthy ways of letting the anger out before the bottle goes 'pop'. If we let the bottle go pop and our anger explodes out of us, we can hurt others with our words or actions.
- Paired discussion: *What things make you feel angry?* Children to write these down on whiteboards for later reference. Explain that the things that make us angry are different for us all. They can be big things or little things. Sometimes we might not know what is making us feel angry. If appropriate to do so, explore some of the themes that arise. Explain that its not fun to feel angry, but we do need to pause and tune into the feeling because it is giving us a message that something is bothering us. Sharing the anger in a healthy with someone who cares about us is helpful.

Activity: *How can we let our anger out before we go 'pop' like the bottle of fizzy drink?* Explore ideas such as: talking about the anger and trying to work out what is causing it, moving to a calm, quiet space, listening to music, squeezing a toy or cushion, writing or drawing the anger, throwing or kicking a ball, eating crunchy foods, going for a safe run, climb or jump, meditating or doing breathing exercises. Children to complete 'The bottle that wants to go pop!' to identify healthy ways of letting anger out through the holes in the bottle.

Wrapping up: *How can 'The bottle that wants to go pop!' help you?* Remind children to keep it handy and look at it when they start feeling angry. Remind them that adults are always here to help.

Extension: Repeat role play, but other second adult also becomes angry and defensive, worsening the anger of the first. *How does this response affect the first adult?* Guide discussion around how sometimes when people are angry at us or angry near us, we can get angry at them in return and make things worse for them. *What is a more helpful way to respond?* Recap the response in the Introduction of responding with calm and patience.

Follow up: Ask children which of the holes in their bottle has been most helpful in letting their anger out?

Frame: The bottle that wants to go pop!

The bottle that wants to go pop!

When we feel angry, our anger can be like the bubbles in a bottle of fizzy drink. These bubbles of anger try to rise to the surface – they want to get out! If we let our bubbles of anger escape with a 'pop', we might harm ourselves or other people with our words or actions. Instead, we can find healthy and safe ways to feel our anger and let it out – this is like putting little holes in the side of our bottle of anger to release the pressure before it goes pop!

- Write some things that make you angry inside the bottle.
- Beside the holes in the bottle, write or draw some healthy and safe ways to feel and let out your anger e.g. kicking a ball, moving to a calm space, squeezing a cushion, listening to music or meditating.
- When you next start to feel angry, ask to try out one of these ideas.

