Year 3 - Lesson plan for session 2

Feelings

[Positive Choices Coventry](https://www.changegrowlive.org/positive-choices-coventry)

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|  Links to PSHE Association Programme of studySee:<http://www.pshe-association.org.uk/resources> |  Learning outcomesBy the end of this lesson, the pupils will have: * Developed their ability to feel more comfortable in recognising feelings
* Built an awareness of our body’s response to positive and uncomfortable feelings (early warning signs)
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| Time required | 30 minutes (depending upon pupil’s needs and teacher choices)  |
| Required resources | Paper and pencils for children to record their learning and thinking – this alternatively could be done electronically.Flip chart / A3 paper and pens for each table (optional)We would also suggest that pupils have a PSHE learning journal to provide evidence of learning and progression and as a reflective |
| Lesson Plan | **Introduction activity – whole class**To summarise the topic; share with the class **Main activity – whole class**On the whiteboard ask children to mind map different feelings; try to encourage both healthy and uncomfortable/negative feelings and provide feedback on the class’ understanding on each feeling. These feelings can then be categorised into comfortable (healthy) and uncomfortable (unhealthy) feelings – this can be done by colour coding/underlining with colour. Activity one – individual Introduction – when we experience a feeling that makes us feel uneasy or uncomfortable; our body tries to let us know. Everyone’s body responds to this in a different way so it is individual to each of us. It is important that we can recognise how our bodies tell us this and know what to do about it. We call this our warning signs or early warning signs.Individually; the class are to draw themselves and think about how their body tells them that they are not comfortable with something. Some of the examples may include:* Butterflies in my tummy
* Headache
* Feel sick
* Tight muscles
* Heat beats faster
* Fidget a lot
* Can’t think clearly
* Wobbly knees

Note: To ensure a child is not triggered; a situation such as speaking in front of the class is a good example to use if they struggle to identify.  |
| Assessment / Plenary | To assess understanding; ask for feedback around the class’ early warning signs.  |