

HT1: Me and My Emotions and Mental Wellbeing

Year 4

Lesson	Focus	Key Outcome
1	Mental wellbeing and feelings	Recognise everyday and intense feelings and know when to seek support.
2	Talking about worries and support	Identify trusted adults, start a conversation and listen respectfully.
3A	Emotional vocabulary and intensity	Use precise feeling words and order emotions by intensity.
3B	Change, loss and coping	Recognise feelings linked to change and loss and identify helpful support.
4	Emotions and interactions	Interpret emotional cues carefully and use assertive "I statements".
5	First impressions and perspectives	Recognise different interpretations and respond with respect and curiosity.
6	Understanding and sharing worries	Judge worries by likelihood and use strategies to share and manage them.
7	Fight, flight and freeze	Recognise stress responses and understand how calming helps clear thinking.
8	Calming and regulation	Choose safe calming strategies and respect individual support preferences.
9	Feelings and difficult tasks	Use coping and help-seeking strategies to support confidence and persistence.
10	Managing anger and upset	Recognise rising emotions, pause, calm down and respond safely.

Year group	Year 4	Theme	Me and My Emotions
Lesson	1	Key Vocabulary	Mental health, wellbeing, physical health, moods, feelings, emotions, everyday, big, small, support, talk, listener
WALT	Understanding that mental wellbeing is part of everyday life, recognise a range and scale of feelings, and know when talking to a trusted adult may help.		
Success Criteria	☐ I can explain what mental wellbeing means. ☐ I can describe the difference between everyday feelings and stronger or more intense feelings. ☐ I can explain that worry and feeling down sometimes are normal experiences. ☐ I can name someone I could talk to if a feeling becomes hard to manage.	Resources	YouTube video: https://www.youtube.com/watch?time_continue=60&v=nCrjevx3-Js&feature=emb_logo Feelings worksheet
Starter	Today we are going to talk about our mental health. What do we mean when we talk about mental health? Hands up – ideas/words. Make a note of this on the IWB spider diagram and save to revisit at a later date. Give definition to the class: “Mental Health is about our feelings, our thinking, our emotions and our moods – things you can’t really see, but that affect our lives in lots of ways.” It’s different to our physical health as we can’t always see it in the same way that we can see a broken arm or chicken pox.		

Main	Show video section 1: 'Mental Health' [ends at 02:50]. Discussion: 1. Ask the class what they noticed in the animation. Recap key points. 2. Clarify 'small everyday feelings'. Are there any other examples that the class can give? 3. Clarify that these feelings change according to what is happening in our day. 4. Any other examples of things people do to cope with 'small everyday feelings'? Activity: Feelings Worksheet. Aim: To encourage the children to think about small everyday feelings and to identify a recent small feeling they have had, and how they experienced it. This could be a positive or negative small feeling. Use the Feelings Worksheet to think about a recent small feeling you have had. You can describe it in words or pictures. Demonstrate the activity. Write some examples on the board for the children to use. Remind children of the coping strategies seen in the animation (e.g. having a bath, writing things down). The children might like to use the small feelings picture map (available as part of the toolkit) to help them if they are unsure about identifying a recent small feeling.		
Plenary	Recap key message of the animation; ask class for observations. What is happening for Jay? What could Jay do?		
Assessment Opportunities			
Challenge	Compare two similar feelings and explain why one is more intense, then justify when self-help is enough and when support would be sensible.	Support	Use illustrated emotion cards, a three-point intensity scale and sentence stems such as "The character might feel ____ because ____."

Year group	Year 4	Theme	Me and My Emotions
Lesson	2	Key Vocabulary	trusted adult, support, listener, worry, conversation, advice, help, empathy, respect, private
WALT	Know how to begin a conversation about a worry, identify trusted sources of support and practise listening respectfully to others.		
Success Criteria	☐ I can name different people who may be able to help me. ☐ I can use a sentence starter to begin talking about a worry. ☐ I can describe what a good listener does. ☐ I know to keep asking for help until I am heard if something feels unsafe or seriously worrying.	Resources	Youtube video link : https://www.youtube.com/watch?time_continue=60&v=nCrjevx3-Js&feature=emb_logo Sentence starters worksheet Circle of support worksheet
Starter	Explain that worries can be shared and that there are different sources of support at home, in school and elsewhere. Introduce simple sentence starters for asking for help and the idea that it is okay to try another trusted adult if the first person cannot help. Start the lesson by asking the class - Why might make it hard for you to ask for help? What would make it easier?		
Main	Complete Circle of Support Worksheet. Identify who the trusted people are in your life who you can talk to when you are feeling worried. Write or draw them on the worksheet. On the sheet, place the people who you would speak to first, closest to you. This activity should be kept private. There is no need to discuss what the children have put down afterwards. Who we talk to and when we decide to talk will be different for everyone. Let's see what Jay will do. Show video section 3: 'Listening'. Activity: Listening Lines 1. Jay needs someone to listen to her. How can we be good listeners when people want to tell us about how they are feeling?		

	2. Listening line activity: • Stand in two lines, with children facing a partner. • Using the cards, ask children to act out the instruction on the cards for 30 seconds at a time. • Debrief after each one – How did it feel? Were you being listened to? What was the other person doing that stopped them from being a good listener? • Using this information, draw or write down the rules of being a good listener using the good listener worksheet.		
Plenary	What happened for Jay in the end? Hands up. Recap key messages of the animation: “If your feelings are getting too big to cope with on your own talking to someone you trust might really help” [this message is available as a PowerPoint slide within the Assembly PowerPoint, which is downloadable from www.annafreud.org or in the Mental Wellbeing assembly folder). Recap what we have learnt today about the following: • What is mental health? • Talking about mental health • Being a good listener • Who to talk to about our feelings		
Assessment Opportunities	• Observe role-play language and whether pupils can identify respectful listening behaviours. • Check that support networks include more than one possible source of help.		
Challenge	Evaluate two possible ways of asking for help and explain which is clearer, safer and more likely to result in useful support	Support	Provide visual good-listener cards and rehearsable stems such as “I am worried about...” and “Can I talk to you privately?”

Year group	Year 4	Theme	Me and My Emotions / Mental Wellbeing
Lesson	3 A	Key Vocabulary	intensity, scale, mild, strong, sad, unhappy, devastated, downcast, anxious, lonely, support, proportionate
WALT	Use a varied vocabulary to describe the intensity of feelings and explain how accurate language can help people understand and support us.		
Success Criteria	☐ I can identify a wide range of feeling words. ☐ I can order similar feelings from milder to stronger. ☐ I can describe possible physical clues linked to strong feelings. ☐ I can explain why choosing an accurate word can help when asking for support.	Resources	Emotion sorting activity sheet Email from Harold activity sheet
Starter	Revisit prior learning; what is mental wellbeing? What is the difference between mental and physical wellbeing? Does mental wellbeing have an impact on our physical health? (Yes). Explain that the focus for today's session is feelings. Ask the children to give a feeling word in turn around the circle starting with a 'good' feeling, for example: content, relaxed, excited... Praise the variety and draw out the physical effects some of these feelings might bring about – being able to concentrate on things, heart rate steady, muscles relaxed etc. Next, ask the children to name a 'not so good' feeling,		

	for example: lonely, ashamed, guilty, threatened... Praise the variety of choices and draw out the physical effects some of these feelings might bring about – teeth clenched, heart rate increased, sweating, tensed muscles, inability to sleep, butterflies in tummy feeling, etc. Explain that most of the time people feel positive feelings but occasionally we might feel some of the less good feelings. Today we are going to talk about how we can deal with those times.
Main	Ask the children to read the email from Harold the giraffe, with a partner. The email was sent after he visited a theme park called 'Diversity World'. Ask and collect feelings words and place them on a Feelings Intensity 'barometer.' them to identify any feelings words and highlight these, for example by underlining. Share words identified and classify as good or not so good feelings. We can feel things with different intensity. For example, someone who is feeling upset could be feeling: Sad, unhappy, devastated, wretched, downcast. Can the children put them into order of weakest to strongest? Still working in pairs, give the children the Emotion sorting Activity sheet. 1. Children first cut out the sets of emotion cards 2. Next, arrange them in order of intensity of the feeling shown. 3. Finally, stick the cards down onto another piece of A4 paper in the order they think is correct. When they have completed this, discuss their answers. Ask: • Did each pair have the same order or were there some differences? • Why are there so many different words for similar feelings? Draw out that we might need words to show how strongly we are feeling something to help someone understand us and then help us. Most of the time we feel good feelings. Occasionally, we feel things that are not so good and if we can communicate what we feel clearly to someone who could help us they will be able to empathise and offer support more easily. Remind them that Harold said he'd felt lonely and that finding and talking with his friends had helped him. Invite the children to offer ideas to the group/circle for ways to deal with not so good feelings. Draw out that sometimes we need to share our feelings with others, particularly trusted adults who can help us.
Plenary	Thank the children for their contributions and reiterate that most of the time people feel positive about things but that if someone was feeling sad, upset or worried about something there are many people who can offer help and

	that we can help them by explaining how we feel using a wide range of words.		
Assessment Opportunities	Check whether pupils understand intensity rather than simply positive/negative categories. Listen for accurate use of varied vocabulary and acknowledgement of individual differences.		
Challenge	Justify the position of closely related words on an intensity scale and explain how context could change the order.	Support	Colour code the emotion families to support children identify the scale of emotions.

Year group	Year 4	Theme	Me and My Emotions
Lesson	3 B	Key Vocabulary	change, chosen, unchosen, transition, loss, bereavement, grief, support, coping, learning line, adapt
WALT	Understand that change and loss can bring a range of feelings, recognise that people respond differently, and identify support and coping strategies.		
Success Criteria	☐ I can describe different kinds of change people may experience. ☐ I can identify a range of feelings linked to chosen and unchosen change. ☐ I understand that grief is a natural response to bereavement and people grieve differently. ☐ I can suggest people and strategies that may help during change.	Resources	Learning Line, Sam moving house story or equivalent fictional scenario, change cards, feelings/support cards
Starter	Begin by describing something that has changed, a new pair of shoes that are taking some getting used to; a new pair of glasses that really improve sight; a new book that has started in an exciting way. Can the children describe things that have changed for them since say last year? Draw out that sometimes changes are chosen and that these are often positive changes, for example when we go to choose a new pair of shoes. However, some changes can be more challenging and are sometimes changes we do not choose but happen anyway such as: moving to a different area; a family member dies; a new brother or sister is born; a friend leaves school; parents split up; parents have a new partner etc.		
Main	Arrange class in a circle to play this warm-up game.		

	• Who can help support us with changes? • How can we support others?		
Assessment Opportunities	• Listen for recognition that mixed emotions are possible. • Check understanding that grief is natural and individual rather than a fixed sequence.		
Challenge	Compare two people experiencing the same change or loss and explain why their feelings, coping needs and timescales may differ.	Support	Use a pre-drawn four-stage Learning Line and fictional scenarios with feeling/support picture cards.

Year group	Year 4	Theme	Me and My Emotions
Lesson	4	Key Vocabulary	Mental wellbeing, health, emotions, feelings, others, friends, family, expression, verbal cues, non-verbal cues, reaction, tone of voice, body language
WALT	understand how emotions affect our interactions with others		
Success Criteria	☐ I can identify different ways people may express emotions. ☐ I know facial expressions, body language and tone of voice can be misunderstood. ☐ I can link feelings, thoughts and actions in a social situation. ☐ I can use an "I statement" to express a feeling or need without blaming or controlling another person.	Resources	
Starter	Start by playing Pass a simple facial expression around a circle, then repeat using tone of voice. Ask what clues pupils noticed and whether everyone interpreted them in the same way. How might we react to someone with that expression? Why? What clues do we look for to help us guess the emotion? Still in the circle, children say their names in turn as quickly as possible. Repeat, expressing a different		

	emotion through the tone of voice alone, e.g. anger, fear, boredom, excitement, embarrassment, anxiety. What might your face and body look like when you are using the tone of voice? Repeat adding body language/actions. Ask the children if we make mistakes when we try to guess peoples' emotions? How? What effect might this have? What might we do about this? Encourage them to understand that we often have an instant reaction to, and pay more attention to what are called 'non verbal cues' (tone of voice, body language) and may have to try hard to think before we respond.
Main	Arrange class in a circle to play this warm-up game. Change places across the circle/with someone if you have: • Moved house in the last year. • Changed school since starting in Reception • Had a younger sister or brother born • Changed your library/reading book in the last week • Had a new pair of shoes in the last month • Other... Talk with a partner about how you felt when you got a new pair of shoes/coat Share together (excited, happy, felt more grown up etc.) Talk with a partner about how you felt when you experienced a change that wasn't your choice e.g. moved house/got a new brother/sister. Share ideas (upset to leave, excited, worried about losing friends etc.) Read the story with the children. • Why do you think Sam was upset when he learned he was moving to his grandma's? • What did Sam think he would miss? • What do you think Sam missed the most when he left? • What kinds of feelings did Sam experience when he started his new school? • How did the people there help him? Share the learning line with the class - this can be displayed on the IWB (see Resources needed area). With the pupils, match each stage of the learning line with the way Sam progressed in his knowledge of the school. Explain how we sometimes go through a bit of a 'dip' when changes occur in our lives but soon become familiar with new places and people and learn new things that help us settle into our new situation.

	• What can help a person to make a change more easily? Children can now complete a learning line of their own with something they have done, it could be learning how to use a new piece of technology or software; starting a new skill such as riding a horse or learning to swim etc. They can be creative about the line that they draw, using words and/or drawings to show the different stages of their learning journey.		
Plenary	Revisit learning from today using key questions earlier in this plan. Finish with a round completing the sentence stem I feel when		
Assessment Opportunities	• Observe whether pupils treat emotional cues as clues rather than certainties. Check correct use of I-statements and distinction between assertive and controlling language.		
Challenge	Explain how the same non-verbal cue could be interpreted in two ways and design an assertive response that checks rather than assumes.	Support	Provide emotion visuals and an I-statement frame which can be verbally modelled to pupils and then used: "I feel ____ when _____. I need/would like _____."

Year group	Year 4	Theme	Me and My Emotions
Lesson	5	Key Vocabulary	Mental wellbeing, health, emotions, feelings, art, music, interpretation, unique, respect, tone of voice, facial expressions, verbal cues, non-verbal cues, body language
WALT	Understand that first impressions and interpretations can be inaccurate, and practise responding to differences with respect and curiosity.		
Success Criteria	☐ I can explain why an emotional expression might affect a first impression. ☐ I can recognise that different people may interpret the same expression, artwork or music differently. ☐ I can suggest respectful ways to approach someone rather than judging them. ☐ I can value different responses and perspectives.	Resources	Emotion/feelings cards,
Starter	Give pairs or small groups of children a selection representing a range of emotions. Ask them to discuss who they might like to be friends with and why. Ask each group to report back to the class. Repeat the activity but this time they choose the one they would least like to be friends with and why. Revise with the class how body language, tone of voice, facial expression might affect the way we react to others and they to us. Do some emotions put us off approaching people? How might guessing emotions and perhaps making mistakes affect this? Is it better sometimes to wait until we are		

	feeling differently to begin to solve a problem or talk about things? Why? How might this affect the way we interact with others? What advice would they give? How might they try to approach some of the figures on the cards?		
Main	Remind them of what they have learned about 'I statements' and about asking people how they feel. The children then Hot seat an adult representing one or more of the illustrated emotions, trying out their ideas for approaching them. As the children's skills develop they may be able to take on the hot seat role. Hot seating could be recorded, using Cameras so the children could watch each other and comment. Look at examples of paintings and sculpture or listen to music to explore the feelings expressed and/or the feelings they create in us. The children can then use an emotion thermometer to show how these pieces of art make them feel. The teacher can then choose one particular piece of art or piece of music and in response to this, children can create their own piece of art to express a feeling. This can be extended to a longer task and moved to its own PSHE lesson at the teacher's discretion.		
Plenary	Children can take part in a gallery walk around the classroom, observing everyone's own interpretation to the piece art/music. Children can then choose a piece of work they enjoyed and why. Encourage children to celebrate the fact that we all have different responses and interpretations.		
Assessment Opportunities			
Challenge	Use a small set of clear emotion images and sentence stems: "One possibility is...", "Another possibility is...", "A respectful response could be..."	Support	Use a small set of clear emotion images and sentence stems: "One possibility is...", "Another possibility is...", "A respectful response could be..."

Year group	Year 4	Theme	Me and My Emotions
Lesson	6	Key Vocabulary	Mental, wellbeing, health, emotions, feelings, worries, self-talk, sharing, strategies
WALT	know when they should share worries and have strategies to start conversations about their worries		
Success Criteria	☐ I can describe different kinds of worries children may have. ☐ I can distinguish between how worrying something feels and how likely it is to happen. ☐ I can use a simple strategy to think about and respond to a worry. ☐ I know every worry can be shared with a suitable trusted adult.	Resources	Optional - Big Hoola Hoops can be used to create a Carpet Venn Diagram.
Starter	Ask the class to think of the sort of worries children of their age might have. Brainstorm and note them on the IWB or on the class board. Encourage them to think of a wide range of realistic and unrealistic worries; small and all-engulfing worries etc. (Include family breakdown, quarrels, losing friends, having nightmares, being lost, being abducted, being ill, moving, having nightmares, the dark, monsters.) Explore whether all worries are real. Do do they feel any less worrying for not being real? Are they all equally likely to What happened? Ask them to sort the worries into real/unreal and likely/unlikely. Will it be the same for everyone? This could be done via a Carroll Diagram		

	on the IWB or on a board.		
Main	Discuss how children might deal with the worries. Talk about how we can look at worries, focus on them, think about them and talk about them with someone you trust. Write these four steps on the IWB to highlight their importance. Are there any worries you can't talk about? There might be some that you would only want to talk to particular people about. Encourage the children to understand that all worries can be talked about, and that there are special people called 'counsellors' whose job it is to listen to peoples' worries. Talking can help you sort out how realistic and likely the threat might be and what you might do to help yourself. Write a list of some worries suggested by the children and suggest some ways we can deal with these using our four steps. Then in pairs or individually, ask the children to devise an action plan for one of the worries identified as a class. Ask them to include any advice or suggestions they would give.		
Plenary	Ask individual children /groups to share their action plans with another group. The teacher can circulate the groups and make notes/take photos of children's action plans for the class PSHE book. They may also want to print off the four steps and put on display in the classroom to remind children and allow them to refer back to it whenever they have a worry.		
Assessment Opportunities			
Challenge	Explain why a worry can feel intense even when it is unlikely, and justify the most appropriate next step for a fictional scenario	Support	Use pre-written worry cards, a simple likely/unlikely grid and a self-talk sentence bank from which pupils can choose.

Year group	Year 4	Theme	Me and My Emotions
Lesson	7	Key Vocabulary	Mental, wellbeing, health, fight or flight, panic, worry, anxious, calm, stressed
WALT	understand the 'fight or flight' response and how it might affect them		
Success Criteria	☐ I can explain fight, flight and freeze as possible responses to feeling threatened or overwhelmed. ☐ I can identify common body clues such as faster heart rate, tense muscles or quick breathing. ☐ I can explain when the response can be useful and when it can make a situation harder. ☐ I know why calming down can help me think more clearly before acting.	Resources	Body outline, fight/flight/freeze cards, scenario cards, calming-strategy bank
Starter	Show the key word 'panic' on the IWB. What does this mean? Can you give an example of when you felt panic? It might help for teachers to also give an example of a situation when they felt panicked, for example missing the bus which means you will be late for school. The class should understand that panic is sometimes what happens when we are completely overwhelmed by		

	our feelings. What things might make people in class panic or feel overwhelmed? What happens when we are overwhelmed? What does it feel like? What happens to our bodies, our minds? Collect children's descriptions in a Circle of Feelings, with 'overwhelmed' in the centre. Explain that when we are overwhelmed our impulsive brain has taken over to try to keep us safe, but makes us react automatically rather than thinking things through.
Main	Using the children's ideas make a list of situations which might set off the 'fight or flight' response. Make sure there are real and unreal worries, likely and unlikely things, life threatening and perhaps some special ones (introduce the word 'phobia' if appropriate) like fear of spiders or flying. Will they be the same for everyone? Can they think of some which might be really threatening for some people but wouldn't bother others? Ask the children for ideas of how the 'fight or flight' response might be helpful to us, e.g. it's an early warning device which would have helped us when we were cavemen. When would it be really helpful now? (In a similarly dangerous situation, e.g. a car hurtling towards us; someone attacking us; when we want to perform well in a sport/exam) Does it ever feel nice? (Scary rides, stories). List these. Ask the children if they can think of situations where the 'fight or flight' response might make things difficult and how it might do that? Begin a list which can be added to as work progresses, e.g. we may feel angry when we are frightened and, perhaps, get into fights or shout; or say or do something in 'the heat of the moment' we regret later; we may avoid things we might like because of fear or worry. Add to these scenarios throughout the discussion and throughout the next days and weeks to build up a bank of class experiences. Look at the Circle of Feelings for 'overwhelmed' and briefly revise it. Sometimes we call this 'being stressed' Add all the words children know that mean feeling stressed. Ensure the children understand the 'fight or flight' response and how it affects us.
Plenary	Explore with them what we might do to help ourselves, to calm our brains down so that we can think more clearly. Some of these may be general e.g. getting enough sleep, which will help us cope with difficulties and prevent us feeling overwhelmed; while others will be more special e.g. doing something energetic which will help us calm down in particular situations. Make a class list of calming strategies.

Assessment Opportunities			
Challenge	Explain why the same body response can be useful in one situation but unhelpful in another, using the idea of a proportionate response.	Support	Use a labelled body outline, three clear response cards (fight/flight/freeze) and adult modelling before independent scenario work.

Year group	Year 4	Theme	Me and My Emotions
Lesson	8	Key Vocabulary	overwhelmed, regulate, calm, distraction, movement, space, support, preference, strategy, coping
WALT	Identify healthy ways to calm and regulate strong feelings and understand that different people may need different kinds of support.		
Success Criteria	☐ I can identify signs that a character is overwhelmed. ☐ I can suggest several safe strategies that may help. ☐ I understand that support should consider the person's needs and preferences. ☐ I can explain why dismissing or forcing someone to talk may be unhelpful.	Resources	Mean Soup - Betsy Everitt

Starter	Revisit learning from last lesson: what is 'fight or flight'? Why do we feel this? When might we feel this? What were some of the calming strategies we generated as a class to help us cope in situations of panic?		
Main	Read Mean Soup to the children. Look at what causes Horace to feel Overwhelmed. How does he react? How do we know he is in 'fight or flight' mode? What does his Mum do to help him deal with this feeling? (She uses distraction; lets him come round in his own time; has something active for him to do, which is fun.) Similarly explore what she doesn't do. (She doesn't tell him not to feel bad, or dismiss his feelings; she doesn't try to make him talk about how he feels - because he probably couldn't; she doesn't try to make him do anything). Ask the children for their ideas about what we can do if we feel overwhelmed. They may already have good strategies they use. Share your ideas with them too.		
Plenary	Collect the ideas in the class PSHE book or on a display so that they can use them if they need to. Enable and remind them to use the strategies.		
Assessment Opportunities			
Challenge	Explore why the same calming strategy may help one person but not another and explain how to offer support without becoming controlling.	Support	Provide a visual strategy bank and two-choice support prompts such as "talk now / quiet first" and "stay nearby / get an adult".

Year group	Year 4	Theme	Me and My Emotions
Lesson	9	Key Vocabulary	Emotions, feelings, angry, difficult, frustrated,
WALT	Understand that feelings can affect how we approach difficult tasks and practise strategies that support confidence, persistence and help-seeking.		
Success Criteria	☐ I can name feelings that may arise when something is difficult. ☐ I can explain how feelings can influence thoughts, actions and willingness to try. ☐ I can suggest strategies that support learning and confidence. ☐ I know that asking for teaching, adjustments or help can be part of coping well.	Resources	Puppet/Persona Doll

Starter	Draw out from the children a range of emotions they feel when they find things difficult, (disappointed, hopeless, frustrated, angry, worthless etc.) and explore the thoughts and actions that might flow from them. Make a Circle of Feelings with 'When things are difficult ..' in the centre.		
Main	Tell the story of Jo (male or female) who finds reading hard. Using a puppet or Persona Doll to tell the story will help develop children's empathy. Tell them someone (the puppet) has come from another school to ask their help and that he/she will come back at the end of the lesson to hear their ideas. Ask the children what things might be making it hard for Jo to get better at reading. How is the way he/she is feeling affecting his/her learning? Tell them they were very good at making him/her feel welcome and safe at the beginning of the story and ask if they could think of some strategies that Jo could use to help him/her deal with his/her feelings about reading. Collect all their ideas and, with the children, plan what will be said when Jo comes back, giving individual children specific things to say, if necessary. Jo returns and the children give their suggestions. To each suggestion you will need to improvise Jo's responses, asking questions of the children and exploring their meaning until he/she comes to understand that his/her feelings about reading are actually making it worse and he/she could use strategies to feel better about it, which might help him/her improve. You will need to manage this interaction to draw this out. Jo leaves with two or three things to try and should return another day, for a few minutes, to update the class on how things are going.		
Plenary	To conclude, ask children to share suggestions of what we could do when we feel like Jo did. These can be written on Post it notes by the children or written straight into the class PSHE book.		
Assessment Opportunities	• Check links between feelings, thoughts and actions. • Listen for strategies that include genuine learning support rather than only motivation.		

Challenge	Explain why perseverance is useful but should not mean repeatedly struggling without appropriate teaching, adaptation or support.	Support	Use a strategy sorting mat with icons for “help with the work”, “help with the feeling”, “take a pause” and “ask an adult”.

Year group	Year 4	Theme	Me and My Emotions
Lesson	10	Key Vocabulary	Emotions, feelings, wellbeing, strategies, upset, angry, calm down, relax, control, behaviour, thinking,
WALT	Recognise signs of anger or upset, practise safe calming strategies and use a pause before choosing how to respond.		
Success Criteria	☐ I can recognise some signs that anger or upset is building. ☐ I can name several safe ways to calm my body and thoughts. ☐ I can explain why pausing can help me choose behaviour that is safe and proportionate.	Resources	

	☐ I can use assertive words after I am calm rather than shouting, hurting or controlling others.		
Starter	Play 'Step This Way'. In a space, ask the children to think about what it feels like to be angry – they may need to think of something that made them angry to help them. What happens to the face, body, the way we move etc. Ask them to move round showing anger, and to consider what they will do when they pass someone else. This needs careful control, you may want them to use mime and have a 'no contact' ground rule, or if your class is quite mature, or have lots of experience of this type of activity, they could make noises too. Ask them what it felt like, what did they really want to do, how did they feel towards the people passing by? Move on to other emotions e.g. miserable, excited, scared. Each time explore with them how it felt inside and what did it look like on the outside, and what might it make them really want to do. What might have happened if they had done exactly what they felt like? How did they 'control' those feelings? Ask how we can recognise these emotions in ourselves and in others. Can we help each other to know how we are feeling? How can we manage our feelings to avoid falling out with people or making things worse?		
Main	Remind them of the coping strategies they thought of when they read Mean Soup. Encourage them to think that there are times when understanding our emotions, calming down and thinking about what to do is the best thing to do. Give examples from 'Step this Way', where they were in control and didn't do what they really felt like doing. Can they give other examples? It is much harder when you really have the feelings and are not just pretending. Reinforce the links between feelings, thoughts and behaviour. Make sure the children have some idea of what being relaxed feels and looks like and how they themselves might relax. You may need to revisit some of the strategies explored in the unit. Explore a range of ideas for calming down, both at school and elsewhere. These ideas can be stored on an IWB or computer for easy access, or displayed in class, where children can use them as necessary. Devise a class plan for what to do if you need to calm down in school. This can be written as step-by-step instructions, a spider diagram or a poster, at the teacher's discretion and using their knowledge of the children in the class and what works best for them.		

Plenary	Review the class plan and in order to ensure full understanding children can practice presenting this plan in groups as if they were explaining to a younger child/visitor to the school. You may like to incorporate this into an upcoming Phase Assembly or record videos of the children doing this.		
Assessment Opportunities			
Challenge	Apply the calm-down sequence to a complex fictional conflict and explain how behaviour could change if the character skipped the pause stage.	Support	Use a visual five-step plan with picture prompts and allow pupils to choose from a small bank of practised calming strategies.