

HT1 - Me and My Emotions - Year 2

Lesson	Focus	Key Outcome
1	Recognising feelings	Name common feelings and describe their strength.
2	Feelings and behaviour	Understand what can cause feelings and how feelings affect actions.
3	Asking for help	Identify trusted adults and practise asking for support.
4	Strengths and uniqueness	Recognise personal strengths and respect differences in others.
5	Managing sadness	Identify ways to improve mood and cope with uncomfortable feelings.
6	Calming and relaxing	Recognise what relaxation feels like and use calming strategies.
7	Being assertive	Stand up for yourself calmly and respectfully without hurting others.

Year group	Year 2	Theme / Unit	Me and My Emotions
Lesson	1	Key Vocabulary	Emotions, feelings, school, home, happy, sad, unhappy, lonely, confused, angry, worried
WALT	know the names of a basic range of feelings and the strength of their feeling		
Success Criteria	☐ give names to a number of different feelings ☐ say how I am feeling ☐ describe how strong my feeling is ☐ begin to recognise feelings in others	Resources	Emotion flash cards (created on Widgeit) Big PSHE book
Starter	Using emotions flashcards on the IWB as a prompt, ask the children to name the emotions portrayed. Encourage a range of vocabulary for each emotion. Write a Circle of Feelings for a selected illustration and display, either on an interactive whiteboard and save for use as a class resource, or on a display board in class.		
Main	Ask a child to choose an emotion and come and role play this emotion at the in front of the class. Children have to guess which emotion is being portrayed. Ask how we can guess what the person is feeling , e.g. by expression, body language, eyes, and whether we can really know. Ask the children to try out some of the expressions, poses etc. Take photos, using a digital camera or video camera, as children work, to put on IWB for discussion. Does how they arrange their bodies and their faces to affect how they are feeling? Can they identify the emotions in their photos? Pick one or two of the original illustrations and ask what might have happened to cause the feeling illustrated and then what might happen next. Ask the children to work individually or in pairs. In talk groups, children can draw the emotion in the centre of a piece of paper and write down words to describe the emotion shown and, if possible, indicate the strength of feeling using a 1-10 scale. The		

	children draw pictures/write either side of the illustration to show what happened before, to cause the feeling and after, as a result of the feeling.		
Plenary	Children can share their responses with the rest of the class, perhaps acting out their chosen emotion first as earlier in the lesson.		
Assessment Opportunities	Ask children situations when they may feel these emotions, at home and at school.		
Challenge	Ask children to show the same emotion in two different ways, using subtle changes to their face, posture and body language. Challenge them to explain to their partner which clues they used to communicate the feeling and why. They could then choose another feeling Billy might experience and create a still image that shows how his feelings might change during his first day.	Support	Encourage children who need support understanding these emotions to act them out in a small group using the flash cards and then play a game of Show the Emotion . Reprint the emotion cards in A4 for visibility.

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Lesson	2	Key Vocabulary	Emotions, feelings, behaviour, actions, choices, school, home, happy, sad, unhappy, lonely, confused, angry, worried, mental wellbeing
WALT	know what might prompt different feelings in themselves and others and understand that their emotions can have an affect on themselves and others		
Success Criteria	☐ have some ideas for what might cause us to feel a particular way ☐ begin to see links between feelings and actions in myself and others ☐ recognise strong emotions and know some strategies to deal with them	Resources	Additional Reading: The Huge Bag of Worries, No Worries and Darkness Slipped In are other useful books for this topic. Other strong emotions to consider might be anger using a book such as Angry Arthur and sadness using Dogger for example.
Starter	In Circle Time play a game where a child mimes an emotion (using an illustration to help), while everyone else has to guess it. Encourage the children to think carefully about what their bodies will need to do e.g. stand, sit, curl up in a ball etc., and what their faces will do. Allowing some time for practice, in pairs, can be helpful, with children supporting and guiding each other. Then watch the mimes. You might photograph good examples and show the class. Ask how each mime makes the audience feel. If you felt like the person miming how might you behave? How might it make you behave to see someone like this? How might that make you/ them feel? All responses are valid. Make explicit links between feelings and behaviour.		
Main	Tell the children that you are going to ask them about times when they have felt good. Tell the children that they are not going to mention any names but instead say Someone at home/school/the park etc..... Ask the children to think of times when someone did something for them that made them feel really good. Share with a partner. Next try to think of a time when someone did something to make them feel bad – e.g. embarrassed, stupid, unhappy, scared. Share with a partner. Ask each child to draw a picture to illustrate one or both of their examples and write words to describe		

	feelings under or around the picture like a Circle of Feelings. Using the same emotions flashcards from the last lesson, ask the children to pick out those which show very strong emotions. Ask them how they know. Ask which of the illustrations shows someone they would like to have as a friend. Which do they think might show 'good' (positive/comfortable) feelings, which 'bad' (negative/uncomfortable)? Put the children into groups of 3-4 and give 5 or 6 photos/cards to each group. Ask each group to sort the pictures into negative and positive emotions. They might be able to rank them from most to least comfortable. Share some of their ideas. Discuss the use of terms like 'good' and 'bad' to describe feelings. Are they really good or bad or just comfortable and uncomfortable? Encourage the children to understand that all feelings are OK but it's what you do about them that matters. Use the Thermometer to help them think about the strength of emotions in the illustrations and words to describe the strength on a scale of 1-10.		
Plenary	Ask children to think about the feeling of worry. What are some things that they worry about? The teacher can model and give examples, e.g. being late, not understanding homework, not having anyone to play with. As a class, sort some of these worries into real and imagined worries in a Venn diagram. Discuss with them whether an imagined worry is any less of a worry than a real one? (It may still have the same effect so it's not a 'silly' worry and needs to be dealt with too.) Do any overlap? Children should be supported to understand that worrying is a normal part of life, but it is not good for our mental wellbeing to worry about lots of things all of the time.		
Assessment Opportunities			
Challenge		Support	

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Lesson	3	Key Vocabulary	Safe, happy, safety circle, trusted adults, trust, tell, share, mental wellbeing, help, mental wellbeing
WALT	know how to get support when they need it		
Success Criteria	☐ know some people I can go to when I need help ☐ start to use simple strategies to begin to ask for help	Resources	Big Book Support group will need to go around the school and identify one trusted adult and take a photo with them.
Starter	Talk with the children about the importance of talking and sharing with someone they trust when they feel worried, sad or upset about something. Revisit the work they have done previously on Safety Circles and special people in Year 1.		
Main	It is important here to ensure the children understand the concept of 'trust'. Be sensitive to those children who have fewer adults in their lives whom they feel they can trust. They may need more support to identify people who can help them. Explore this concept of trust with the children and review their safety circles. In talk groups, ask children to come up with 5 situations when they might feel they need to get support from a trusted adult, either at home or at school.		
Plenary	As a class, discuss the children's answers. Choose one example of a situation and ask a child to come and role-play with you, where a child asks the adult for help or support. This will allow the children to see first hand the vocabulary and strategies needed to ask for help		
Assessment Opportunities	Review answers and scribe them in the Big PSHE books and prompt children to draw images of people they consider to be trusted adults.		
Challenge	Encourage children to take lead roles in drawing images of trusted adults and writing simple sentences in the Big Book.	Support	Prior to the lesson ask children who their trusted adults are in the school and ask them to photos with them and get the children to oralise saying simple sentences about why they are their trusted adults

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Lesson	4	Key Vocabulary	Gifts, talents, good, individual, likes, dislikes, strengths, difficult, respect, unique, kind
WALT	talk about personal gifts and talents		
Success Criteria	☐ recognise some positive qualities I have ☐ recognise positive qualities in others ☐ recognise things I might find more difficult	Resources	
Starter	Have ready a list of things the children might be good at, making sure there is a range of broad qualities. The children choose one statement that they think is true for them, helped by their friends if necessary		
Main	In small groups they discuss why they have made their choice and make their own card, giving reasons. In Circle Time do a round where each child reads out their chosen quality. Praise the wide range of qualities they have as individuals and as a class. You may be able to add some specifically about the class, e.g. good at listening, lining up for assembly. Build up a class strengths display over time, revisiting it regularly and adding to the list. Encourage the children to add to the list by suggesting strengths others in the class may have. Discuss with the class the sorts of things they each might find difficult. Remind them that some people might be very good at some of the things others find difficult (refer to strengths display) and that that is OK – together we have much more. Remind them that we are all different and we all have good qualities or strengths as well as things we can improve, and that there are always people who can help us. Ask them how it makes them feel when things are difficult and what they do then. Let them explore the area and help them understand that it can make us uncomfortable if we find things difficult but that there may be things we can do to feel better.		

Plenary	Complete the lesson by discussing how we are all good at different things and equally we all find different things difficult, we are not all the same. We are unique. We must respect everyone's uniqueness and be kind to someone despite what they find difficult.		
Assessment Opportunities	Seek out opportunities during the main task to point out to children how they we are all different, e.g. this child finds – difficult but you find it easy, but we still treat each other with respect.		
Challenge	Challenge children to identify a strength in another child and explain why they think they have it.	Support	Provide visual cards or pictures showing different strengths/qualities, such as kind, helpful, brave, creative, patient, good listener and friendly.

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Lesson	5	Key Vocabulary	Feelings, emotions, smile, happy, unhappy, worried, sad, excited, mental wellbeing, sadness
WALT	to understand that they can do things to help change our mood		

Success Criteria	☐ recognise and name some uncomfortable feelings ☐ have some strategies for helping myself feel more positive	Resources	Augustus and his Smile - Catherine Rayner
Starter	Read the children Augustus and his Smile. Ask the children what might have happened to Augustus to make him lose his smile. Ask them if they can think of how Augustus might be feeling if he'd lost his smile. You could collect a Circle of Feelings with 'I've lost my smile' in the centre. Encourage a wide range of feelings which might mean you could lose your smile e.g. sad, frustrated, bored, lonely, lost, left out etc. What did Augustus do to find his smile? Was this a good idea? Why? Help them to understand that Augustus was distracting himself. Encourage them to realise that while he was searching for his smile Augustus forgot why he was feeling sad for a while and remembered what made him happy, and that to get his smile back he had to feel happy.		
Main	Ask what they do to 'find' their smiles when they have lost them. Encourage a range of activities. Collect these in a similar format to the Circle of Feelings with To find my smile I might..... Encourage a wide range of responses and make sure children include talking to someone they trust. Discuss with them whether all their suggestions would work for everyone; for different causes of sadness; in different places e.g. school, home, the park etc. Ask them to think about times when you might be really sad (a well loved pet dies; someone they care about is ill or dies; they move house and leave friends behind; family breakdown – any major change or concern). Explain that it can take a long time to really feel better if something really upsetting happens and that's all right. Encourage them to realise that even when you are really sad you might be able to remember moments when you can feel a bit better, even though you may still be coping with whatever has made you sad, and that that's all right too. It isn't always true that you are either happy or sad, you might experience both.		
Plenary	In a round ask children to complete the following sentence stem, Next time I lose my smile I might..... Remind them that they can have the same idea as someone else or add to someone's idea.		
Assessment Opportunities			
Challenge		Support	

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Lesson	6	Key Vocabulary	Mental wellbeing, calm, relaxed, happy, emotions, feelings, angry, worried, confused, strategies
WALT	know what 'relaxed' means and how it feels		
Success Criteria	☐ know what it feels like to be calm or relaxed ☐ have some strategies for calming down and relaxing	Resources	
Starter	Play 'Keep Calm!' In a big space choose one child to be the 'scrambler' and one to be the 'calmer'. Give them different coloured bands for easy identification. All children walk round at a steady pace. The scrambler walks fast touching as many children as possible. As soon as they are touched their movements become very jerky and unsteady. The calmer can touch them gently to return them to normal walking. Play for two minutes and see how many of each type of walking there is and then play again with a new scrambler and calmer. Discuss with the children what it felt like to be 'scrambled' and what it felt like to be 'calmed'. Are there times when they might need someone else to help them calm down? What form might this help take and how could they go about getting it? How might they help themselves? Tell them these are their 'internal calmers' and try out one or two of their suggestions with the whole class. Share with them ways that you might calm down too, extending their suggestions.		
Main	Ask the children what 'relaxed' means. They could draw pictures or make themselves look 'relaxed'. Ask them what it feels like both in their bodies and their minds. When do the children feel relaxed? What does it feel like? Try different ways of relaxing, e.g. guided fantasy where child goes to their favourite place or which enables them to experience deep relaxation (children's meditation or yoga). Revisit often and incorporate ideas from the children, until all children have experienced what it feels like to be relaxed. Some will find this harder than others. As a class collect as many strategies as possible that they can use to help them relax. Provide many opportunities throughout their time in school when they can practise relaxing and try out different		

	strategies, daily if possible, just after lunch for 5 minutes is often a good time and at the end of PE sessions. Does it make a difference to how they are feeling? Does the strength of feeling make a difference to which strategies work? Are some strategies better at home than at school? Do you sometimes need to do two different things – one to get you in a frame of mind where you can be calm and then one to really relax e.g. some exercise to help calm down a strong feeling, such as anger, and then music to really relax and calm down further.		
Plenary	Rewrite the words to 'If You're Happy and You Know It' to respect other strong emotions and strategies you can use to help you manage them, e.g. If you're angry and you know it count to ten; If you're sad and it's hurting tell a friend etc. Sing the song regularly, display the words and add to it. Encourage the children to sing it to remind them of strategies.		
Assessment Opportunities	Take freeze frames of the children in their relaxed pose. Ask them to explain why their feel relaxed.		
Challenge	Encourage children to write or draw a simple scenario of when they felt relaxed. Can they link this memory to a specific place	Support	Explore the concept of being relaxed through a variation of images and continue playing the game Keep Calm in a smaller group to explore the concept of relaxation throughout the session.

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Lesson	7	Key Vocabulary	Feelings, emotions, mental wellbeing, respect, assertive, relaxed, calm, help, trust, trusted adults, safety circle
WALT	be able to stand up for their own rights without being hurtful to others		
Success Criteria	☐ begin to understand what 'being assertive' means ☐ explore what it looks, feels and sounds like to be assertive ☐ know some situations when it might be good to be assertive	Resources	I Want My Dummy - Tony Ross
Starter	Read I Want My Dummy with the children. Discuss the Little Princess's behaviour. Explain that she stands up for herself and tells people how she is feeling and what she wants. (In this book she is quite assertive, explaining what she wants and why, calmly and politely most of the time.) Explain that if we do this in a polite and calm way it is called being assertive. Ask the children to pick out scenes from the book where the Little Princess is being assertive. What does she say? What does she do? When they have identified a few, divide them into threes to role play the situations. Two children will role play the situations while the third watches, e.g. observer, Little Princess and cook. They can add and improvise the situations but must try to keep the Little Princess clear, polite and calm. Each child should have a turn at being the princess (boys can be a prince), another character and the watcher. The watcher's job is to notice anything the 'little prince/ princess' does when he/she is being assertive e.g. voice, body, where they look and tell the child. Ask them what it felt like to be the little prince/ princess. Did they do anything special or different when they were being assertive? What did the watchers notice (e.g. standing up straight, looking the other person in the eyes, having a calm voice)? How did the other characters feel when the prince/princess was being assertive? Ask them what being aggressive means, e.g. threatening, scary, shouting, hitting, hurting. Point out the difference between being aggressive and being assertive. When might be good times to be assertive? Use of a Camera to film and display individual role plays to the class, will help reinforce and consolidate the ideas.		
Main	Ask the children to stand up and pretend they are going to be assertive – what does the body do? How does it feel? Get them to stand up straight, shoulders back, head high, feet firmly planted. What does this feel like? Explain that getting your body right is important. Practice. What would you need to do first if you were upset or angry? Remind them of previous work on calming down and relaxing and encourage them to realise you need to stop, think and make yourself feel assertive first, because getting your thoughts in the right place is important too. When might it be good to be assertive? Ask the children for some examples of when being assertive could be useful. Talk about when someone is doing something you		

	don't like – e.g. calling names and how you could deal with that (e.g. stand up straight, look them in the eye, say confidently ' I don't like that please stop doing it').		
Plenary	Discuss with the children when they should seek help and how they might do that in your school. Devise some class guidance on how and when to be assertive in a polite and respectful.		
Assessment Opportunities	➤ Understand what being assertive means and can distinguish it from being aggressive or passive. ➤ Can demonstrate an assertive body posture – standing tall, shoulders back, head up and feet firmly planted. ➤ Can describe or identify how their body feels when they adopt an assertive posture. ➤ Recognise that when they are upset or angry, they may need to stop, calm down and think before responding. ➤ Can recall and apply previously taught calming and relaxation strategies.		
Challenge	Give children less familiar scenarios, such as: ● A friend keeps interrupting you. ● Someone takes something without asking. ● Someone pressures you to join in with something you don't want to do. ● A child repeatedly makes unkind comments.	Support	Model the posture first and allow children to copy you before asking them to practise independently. - Use a visual prompt showing an assertive stance: head up → shoulders back → feet planted → calm voice.