

## THE HAPPIER SCHOOLS PROJECT OVERVIEW

Emotional Intelligence is the ability to understand and manage your own emotions, and to recognise and comprehend the emotions of those around you. While lots of time is spent focusing on happy and positive emotions - which are no doubt important! - it is just as important if not more so to be able to understand all of our emotions, especially those that may be harder to deal with like sadness or anger.

Now more than ever, nurturing emotional intelligence in children is key to their emotional well-being and mental health. This is a key part of their development throughout their early years and into school. SEL, or Social & Emotional Learning, is a vitally important part of children's schooling where they learn to socialise and manage their emotions, helping them to become more resilient, successful adults.



The Happier Schools Project is a series of lesson plans with activities designed to teach emotional intelligence (EQ), or social and emotional learning (SEL) skills. The lessons use the CASEL framework of five core competencies around SEL and explore the 27 Key Emotions as identified by psychologist Dacher Keltner from the Greater Good Science Center. Each lesson has been designed to meet a different level of the framework:

### LESSON 1

**Self-  
awareness**

### LESSON 2

**Self-  
management**

### LESSON 3

**Social  
awareness**

### LESSON 4

**Relationship  
skills**

### LESSON 5

**Responsible  
decision  
making**



## PROJECT STRUCTURE

The content in each lesson has been separated into discrete activities from which you can pick and choose whichever work best for your pupils. Or you can do all the activities over a long session or series of lessons. Each activity has been written with detailed steps which you can follow, adapt or use to create your own activities based on your knowledge of your pupils.

## LESSON STRUCTURE

There are a mixture of different styles of lessons marked with icons for easy identification:



Teacher-led  
classwork



Individual  
classwork



Pair work



Group work



Homework or  
preparatory work  
(for outside school  
or classroom)

USE  
BONUS TAKE  
THE TIME TO  
SMILE ACTIVITY  
CARDS TO ADD  
TO YOUR  
LESSONS.

Look for the icons on each lesson plan to easily identify how it is structured and choose the best approach for your class or individuals.



## TAKE THE TIME TO SMILE! ACTIVITIES

We have grouped the activities in each lesson into five groups, which cover a variety of approaches to teaching to ensure that students are thinking and talking, but also playing and getting creative. The various activities will encourage students to...

TAKE THE  
TIME TO  
SMILE

Activities to  
improve  
their mood

TAKE THE  
TIME TO  
CREATE

Activities to help  
them express  
their emotions

TAKE THE  
TIME TO  
FEEL

Activities to help them  
better understand and  
manage their emotions

TAKE THE  
TIME TO  
PLAY

Games & activities  
to enjoy their day

TAKE THE  
TIME TO  
THINK

Activities to help  
them manage  
their time

CHECK OUT  
THE TAKE THE  
TIME TO TALK  
CONVERSATION  
STARTER CARDS  
WHICH COVER A  
VARIETY OF SEL  
TOPICS.

Look for the badges on each lesson so you can choose the best activity for your class or groups on any given day.










THE CASEL FRAMEWORK: AN INTRODUCTION

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed in 1994 to establish high-quality, evidence-based social and emotional learning (SEL) from early years to adulthood. CASEL commissions, conducts, synthesises and shares research and resources to help educate the whole child, equipping students for success in school and in life.

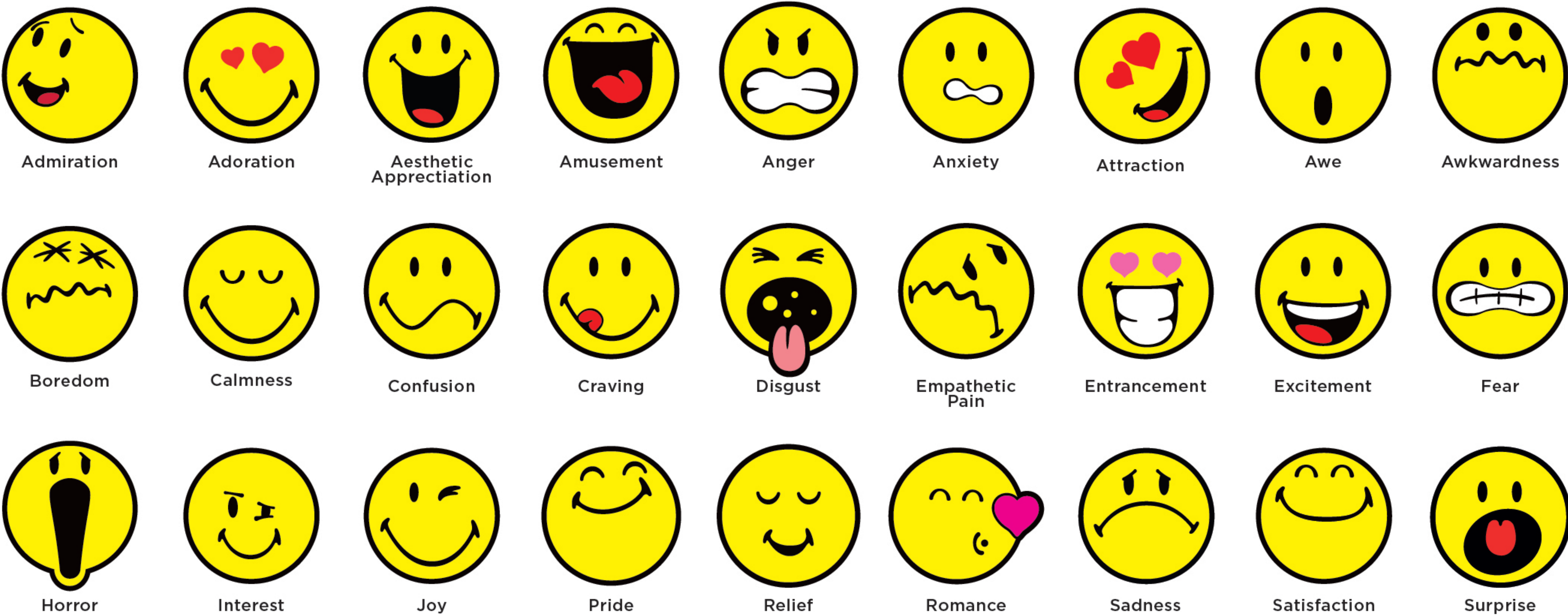
CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of core competence. By explicitly teaching the skills within these competencies, research shows that it can support equitable learning environments and improve optimal developmental outcomes for all children, adolescents, and adults.

CORE COMPETENCY	DEFINITION	ASSOCIATED SKILLS
 Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"><li>Identifying emotions</li><li>Accurate self-perception</li><li>Recognising strengths</li></ul> <ul style="list-style-type: none"><li>Self-confidence</li><li>Self-efficacy</li></ul>
 Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"><li>Impulse control</li><li>Stress management</li><li>Self-discipline</li></ul> <ul style="list-style-type: none"><li>Self-motivation</li><li>Goal setting</li><li>Organisational skills</li></ul>
 Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"><li>Understanding emotions</li><li>Empathy/sympathy</li></ul> <ul style="list-style-type: none"><li>Appreciating diversity</li><li>Respect for others</li></ul>
 Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"><li>Communication</li><li>Social engagement</li></ul> <ul style="list-style-type: none"><li>Relationship building</li><li>Teamwork</li></ul>
 Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"><li>Identifying problems</li><li>Analysing solutions</li><li>Solving problems</li></ul> <ul style="list-style-type: none"><li>Evaluating</li><li>Reflecting</li><li>Ethical responsibility</li></ul>



THE 27 KEY EMOTIONS: AN INTRODUCTION

The Happier Schools Project also uses the 27 Key Emotions at its core. While there are lots of emotions that we can experience, from good to bad and everywhere in between, Professor Dacher Keltner of the Greater Good Science Center has identified 27 key states of emotions that drill down into the most basic emotions that everyone experiences. All the lesson plans and activities in the Happier Schools Project use these as a base, and then explore gradations of emotions from these core states.





## LESSON 1 OVERVIEW

This lesson starts with the foundations of knowing and being able to identify common emotions, understand how they feel in the body and what they look like from the outside in terms of physical and behavioural changes.

Pupils learn about the 27 key emotions found on people's faces and how these can be demonstrated pictorially and easily understood using the shorthand of a Smiley emoticon. Pupils can then create their own Smileys to express their emotions and personality. There are optional games for pupils to play to embed the key emotions and the concept that some emotions have opposites. Pupils also learn that emotions can have different intensities and not everyone expresses emotions in the same way.

The lesson ends with pupils being tasked to learn more about themselves and their temperament as good self-knowledge is the start to improved emotional intelligence.



## LESSON PLAN MATERIALS

There are downloadable worksheets to help you deliver the lesson, with a full list below of what needs to be prepared ahead of time.

- Print out one copy of the **Labelling Emotions worksheet** for each pupil pair. You should cut up the cards and separate the Smiley Faces from the Emotion Names. Each pupil pair should get one set to match the label to the correct Smiley face.
- Print out one copy of **Emotional Opposites worksheet** for each pupil pair. You should cut up the cards before giving them to pupils. You do not need to separate the names from the Smiley faces unless you want to make the activity much more challenging. Alternatively print one worksheet per pupil to connect the opposites by drawing lines on the paper.
- Print out one copy of **Emotional Intensity cards** for each group of pupils.
- Print out one copy of the **Improving Emotions Journal** per pupil to complete over the next week before lesson 2.
- Print out one copy of **Knowing Yourself worksheet** for each pupil to do at home.
- Print out one copy of the **Getting to Know Yourself Emotions notes** for each pupil, selecting the most appropriate level.

### OPTIONAL EXTRAS:

- Print out one copy of **Advanced Emotional Intensity cards** for each more able pupil.
- Print out the **27 Key Emotions cards** per pupil to use to play the memory pairs game with a partner.
- Print out one **How Do You Feel? Emotions Wheel** for each pupil to refer to throughout the lessons.

### POSTERS:

- Print out the **27 Key Emotions poster** for your classroom.
- Print out the **How Do You Feel? Emotions Wheel poster** for your classroom.



CAN'T PRINT?  
FOLLOW  
ALTERNATIVE  
SUGGESTIONS IN  
THE LESSONS



ANSWER  
SHEETS ARE AT  
THE END OF  
THE PACK





## LEARNING OBJECTIVES

- 💡 Identify key basic emotions and understand how you feel when you experience them.
- 💡 Recognise key basic emotions in others.
- 💡 Identify your strengths and values.



## DIFFERENTIATION

- **Gifted and Talented:** There are extension activities for more able pupils, an extra worksheet in **Opposite Emotions** and **Emotional Intensity** as well as a harder cloze passage in the assessment section.
- **English as an Additional Language:** As this lesson is about recognising and labelling facial expressions and emotions, it should be accessible to and beneficial for EAL pupils.
- **Special Educational Needs:** Adapt activities according to your needs (by removing options to simplify tasks) and use the simpler Level 1 cloze passage in the assessment section.



## CURRICULUM RELEVANCE: ENGLAND

### Relationships Education

#### Respectful relationships:

- the importance of self-respect and how this links to their own happiness.

**Citizenship:** KS1: 1c, 1d, 1e, 2a, 4a, 4b, 4c. KS2: 1b, 5b.

**PSHE:** H17, H18, H19, H21, H27, H28, R31, R32, L25.

**Physical health and mental wellbeing:** Primary

#### Mental wellbeing:

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

**CASEL Core Competency:** Self-awareness: Identify your emotions

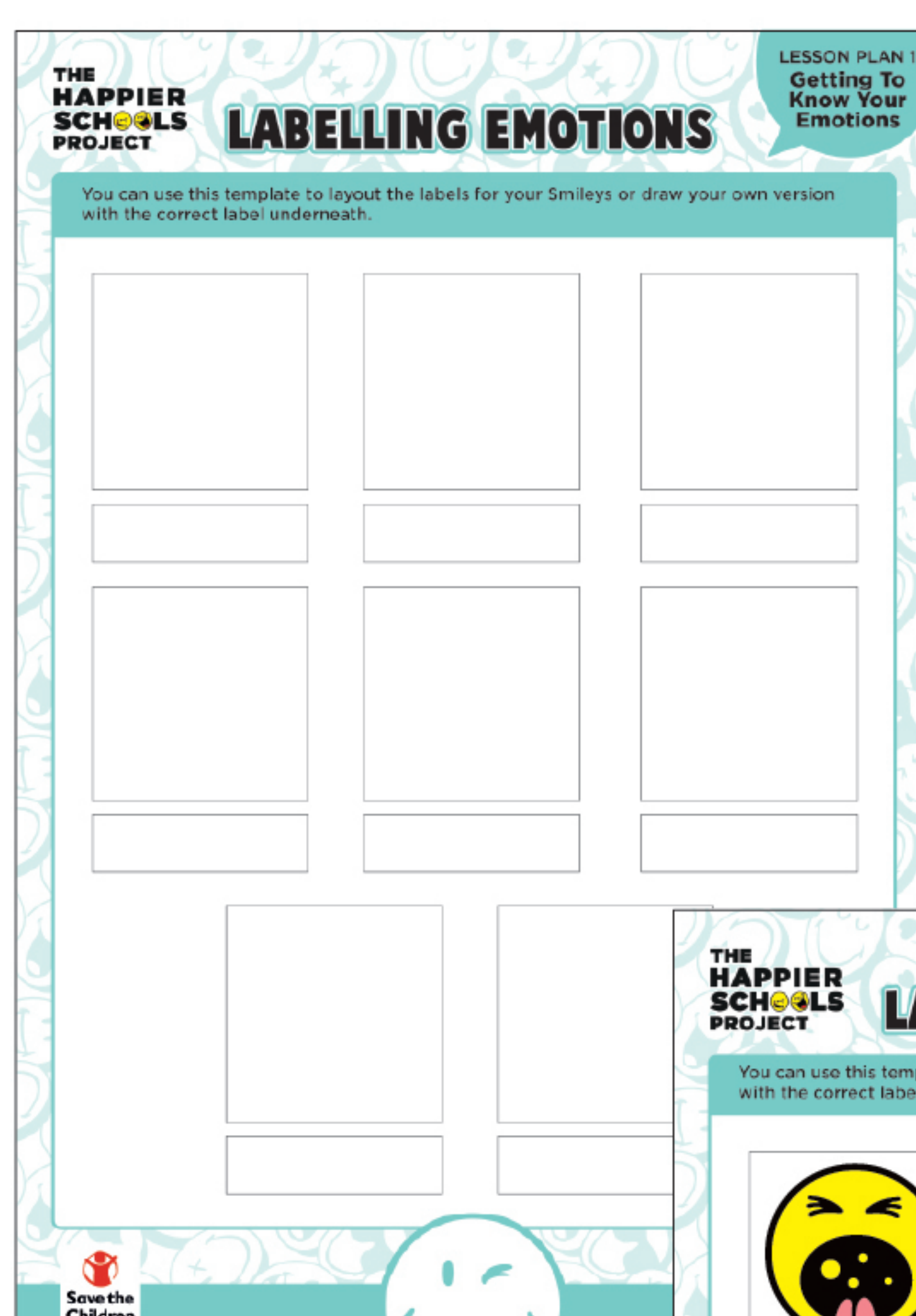




Recognising and naming emotions is an important part of understanding ourselves and others. Research shows that the more accurately we can describe our emotions, the better we can deal with them. Naming emotions helps diminish them and this exercise helps children recognise some key basic emotions.

1. Put pupils into pairs, or ask pupils to work with a neighbour.
2. Give each pair a set of cut up **Smiley Emotions Cards** and a set of **Emotion Names** (see the **Labelling Emotions worksheet**.) The boxes should be cut up into picture cards and label cards.
3. Tell students they have 3 minutes to label the faces with the most appropriate emotion.
4. Show or draw each Smiley face in turn and ask pupils to say which emotion they think the face shows.
5. If not all groups named emotions the same, point out that not everyone shows their emotions in the same way so alternative answers aren't "wrong" but there are common ways we express emotions.
6. Tell pupils that they will be learning more about how to spot different emotions in this lesson.
7. If you want to reuse the cards, collect them in from each group carefully (putting each set in a separate, marked envelope or bag) so as not to get them mixed up.

**DOWNLOADABLE  
WORKSHEET**



**CORRECT  
ANSWERS**



**LESSON PLAN 1  
Getting To  
Know Your  
Emotions**





This exercise is designed to help pupils understand some key emotions and recognise how different emotions feel in their bodies, highlighting that they may not look or feel the same for everyone. It also covers how it's okay to feel bad sometimes as we all do, but we shouldn't take out our feelings on others.

## JOY

1. Show pupils the Joy Smiley (see the **Labelling Emotions worksheet** for reference) or draw the Joy Smiley on the board.
2. Ask pupils what joy means.
3. Ask pupils to think of something that recently gave them joy or made them very happy.  
**EXTENSION:** Ask pupils to write down the last thing that made them feel joyful and/or a list of things that make them feel happy.
4. Ask pupils to think of something that makes them feel happy (for example a friend, pet or someone in their family) and to make a happy, joyful face.
5. Ask pupils to look around the room at everyone's face and notice how people look when they are full of joy. What are the common features? How does joy and happiness feel in the body?
6. Ask pupils how they could tell if someone was feeling joyful.



## ANGER

7. Show pupils the Anger Smiley (see the **Labelling Emotions worksheet** for reference) or draw it on the board.
8. Ask pupils what anger means.
9. Ask pupils to think of something that recently made them feel angry.
10. Ask pupils how the feeling of anger felt in their bodies. Did their heart beat faster? Did their face feel hot? Was it difficult to be still?  
**EXTENSION:** Ask pupils to write down the last thing that made them feel angry and/or a list of things that make them feel angry.
11. Ask pupils to think of something that makes them feel angry and/or to make an angry face.
12. Ask pupils to look around the room at everyone's face and notice how people look when they are angry. What are the common features? Do people's eyebrows go down and closer together? Does their mouth widen but not open? Do people show their teeth?
13. Ask pupils how people behave when they're angry. Do they shout, throw things, hit things, cry?
14. Tell pupils that it's okay to feel angry from time to time as everybody does, but not all angry behaviours are okay, for example it is not okay to hit people because we're angry.
15. Ask pupils how they could tell if someone was feeling angry.

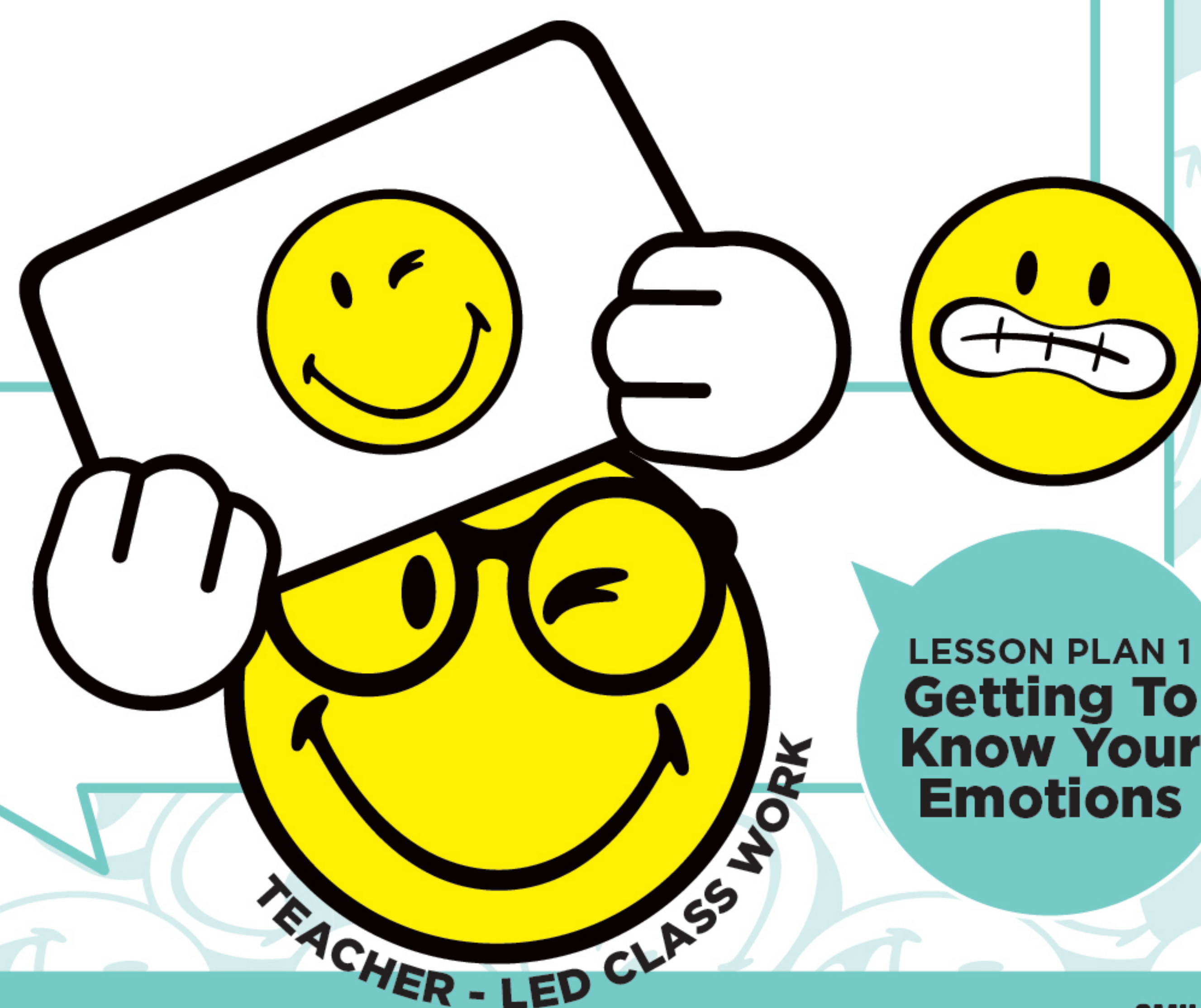


## FEAR

16. Show pupils the Fear Smiley (see the **Labelling Emotions worksheet** for reference) or draw it on the board.
17. Ask pupils what fear means.
18. Ask pupils to think of something that recently made them feel fearful.  
**EXTENSION:** Ask pupils to write down the last thing that made them feel afraid and a list of things that make them feel fearful.
19. Ask pupils to think of something that makes them feel afraid and to make a face showing their fear.
20. Ask pupils to look around the room at everyone's face and notice how people look when they are feeling fear. What are the common features?
21. Ask pupils how fear feels in the body. Does their heart beat faster? Does their stomach hurt?
22. Ask pupils if everyone looks the same when they're afraid.
23. Ask pupils how they could tell if someone was feeling afraid.
24. Explain that not everyone shows fear or anger or joy in the same ways and some people may hide their anger or fear, but often there are ways we can tell if we look carefully.
25. Explain that it is okay to feel angry or sad or frightened - everybody does sometimes - but we should try not to hurt others when we are feeling these things.

### EXTENSION

Repeat the face-making exercise and discussion for all the emotions in the **Labelling Emotions worksheet**.



**LESSON PLAN 1  
Getting To  
Know Your  
Emotions**

TEACHER - LED CLASS WORK





Research shows that there are 27 Key Emotions that we most often show on our faces. This activity introduces pupils to the 27 Key Emotions by showing what they look like as a Smiley emoticon. The exercise encourages pupils to look at the eyes and mouth to see how people are feeling. Select some of the emotions to discuss in detail and compare how facial expression is linked to the body and the voice.

1. Give each pupil a copy of the **27 Key Emotions worksheet**. You can provide the worksheet labelled or unlabelled but labelled will be much easier for most pupils.
  2. Tell pupils that the sheet shows the 27 emotions we most often show on our faces.
  3. Tell pupils that the Smiley characters are showing the key ways we can tell different emotions apart when looking at someone's face.
  4. Ask pupils how the 27 Smileys look different. What are the features that change?
  5. Explain that our eyes and mouth show a lot of our emotions.
  6. Ask pupils how we know someone is happy.
  7. Ask pupils how we know someone is sad.
  8. Ask pupils what happens to people's eyes when they are surprised.
  9. Ask pupils what happens to people's mouths when they are confused or anxious.
  10. Go through each of the key emotions you think your pupils should learn about and ask them:
    - a. If they can make their face look like the Smiley for the emotion.
    - b. How people might sound or speak when feeling the emotion.
    - c. How people might stand, sit, walk and move when feeling the emotion.
- Key emotions to discuss might be: Anger, Sadness, Joy, Disgust, Anxiety, Fear, Excitement, Calmness, Admiration, Amusement, Surprise, Boredom, Confusion.
11. Ask pupils how many of these emotions they think they feel each day.
  12. Tell pupils that they might feel more than they realise as a lot of our emotions are over or change quickly. And all our emotions pass eventually, which we should remember whenever we feel an emotion we don't like.

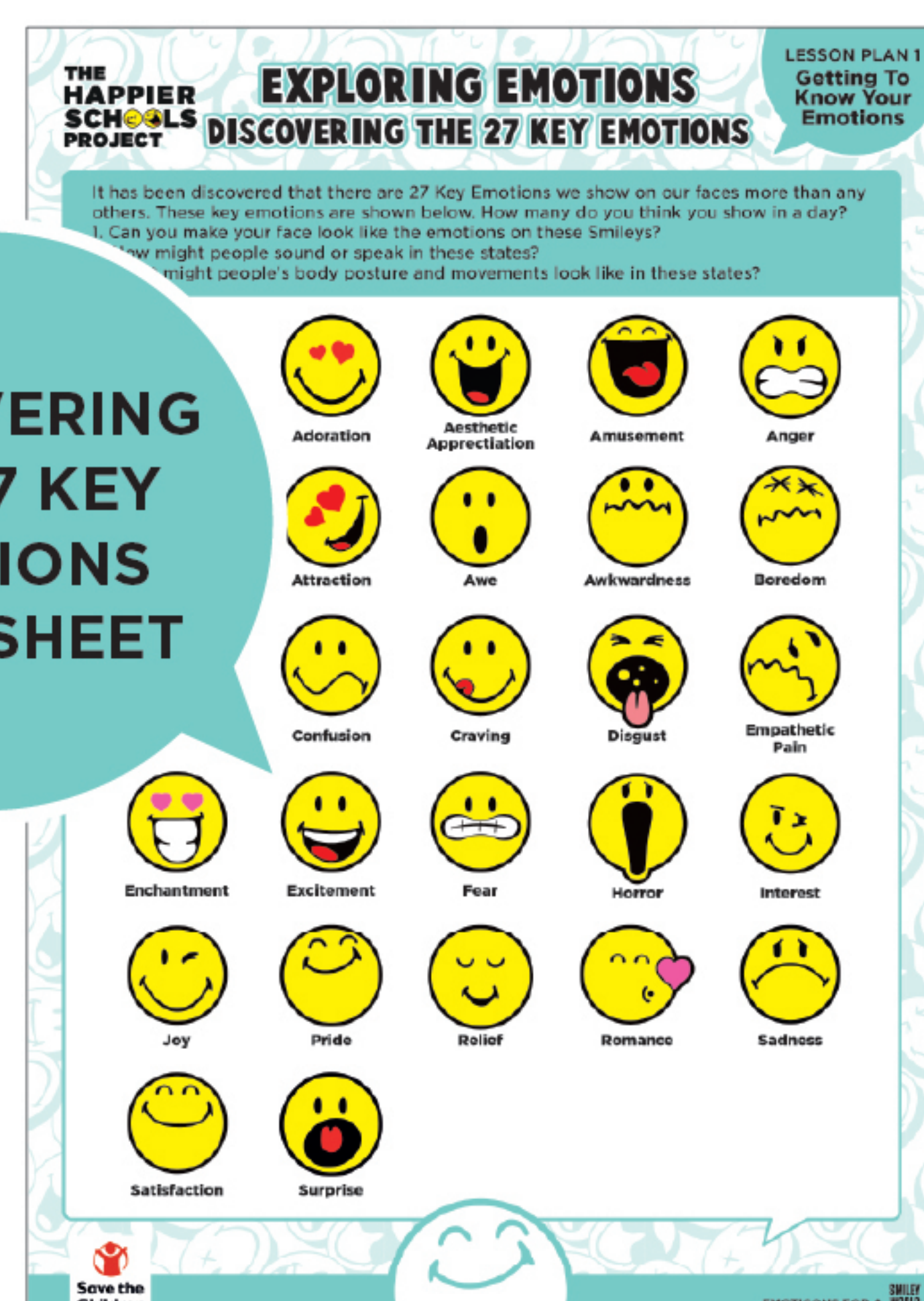
## EXTENSION

Give the unlabelled **Discovering the 27 Key Emotions worksheet** to pupils to label with all the emotions they think each Smiley face is showing.

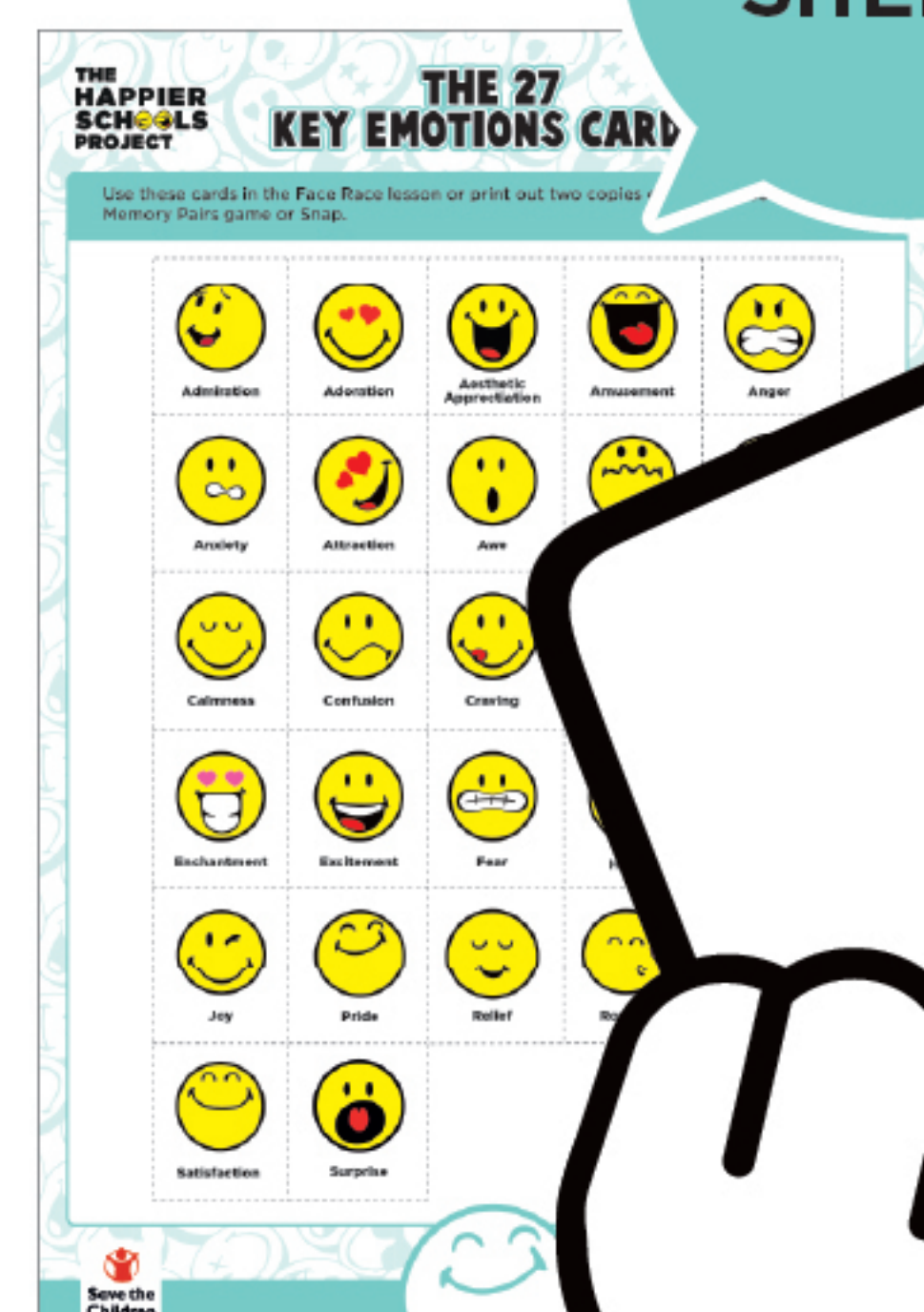
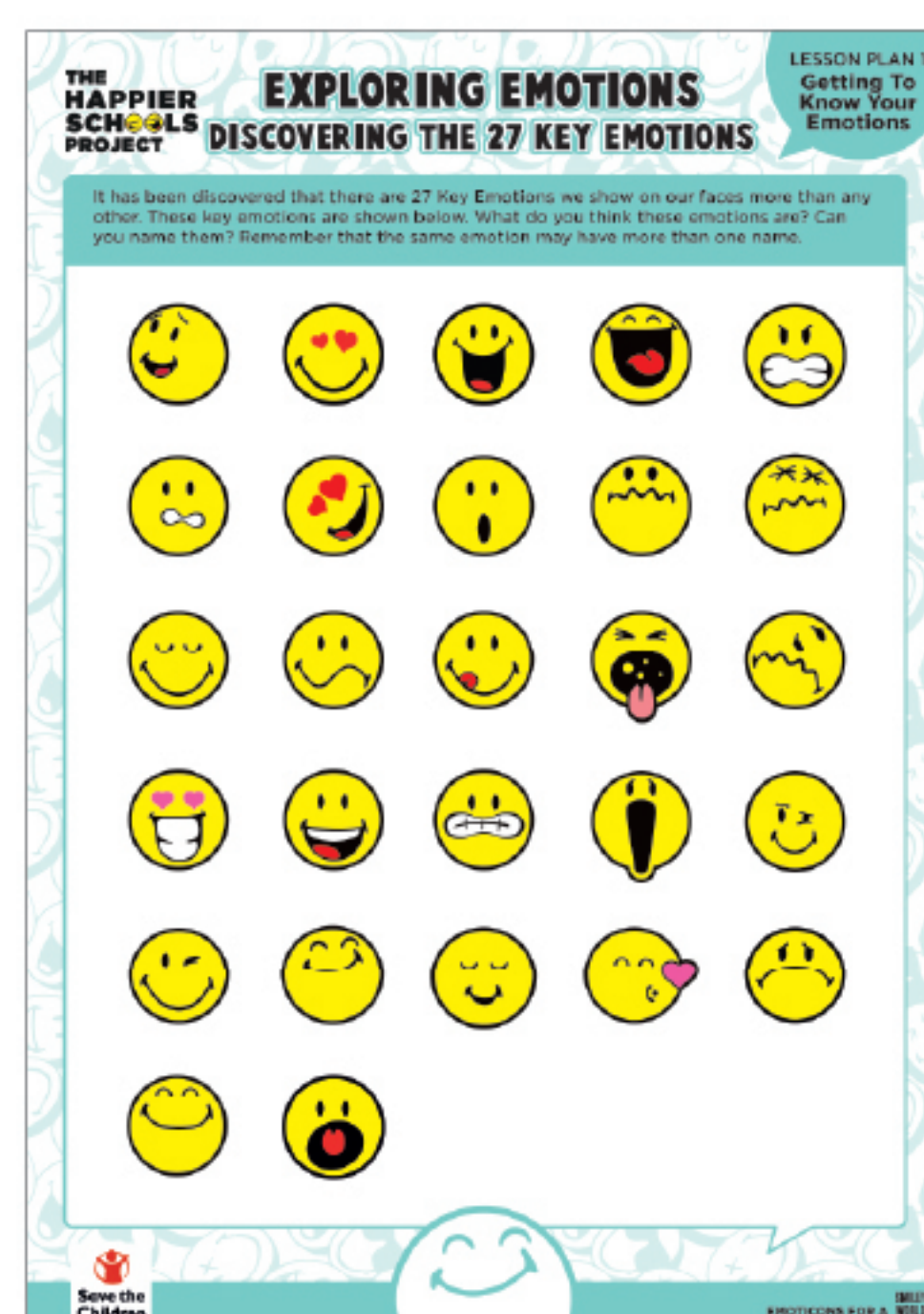
## OPTIONAL EXTRA GAME

Print out two sets of **The 27 Key Emotions Cards** for each group of pupils to use to play the Memory Pairs game or SNAP!

**DISCOVERING  
THE 27 KEY  
EMOTIONS  
WORKSHEET**



**EXTRA  
SHEETS**



**LESSON PLAN 1  
Getting To  
Know Your  
Emotions**

**TEACHER - LED CLASS WORK**



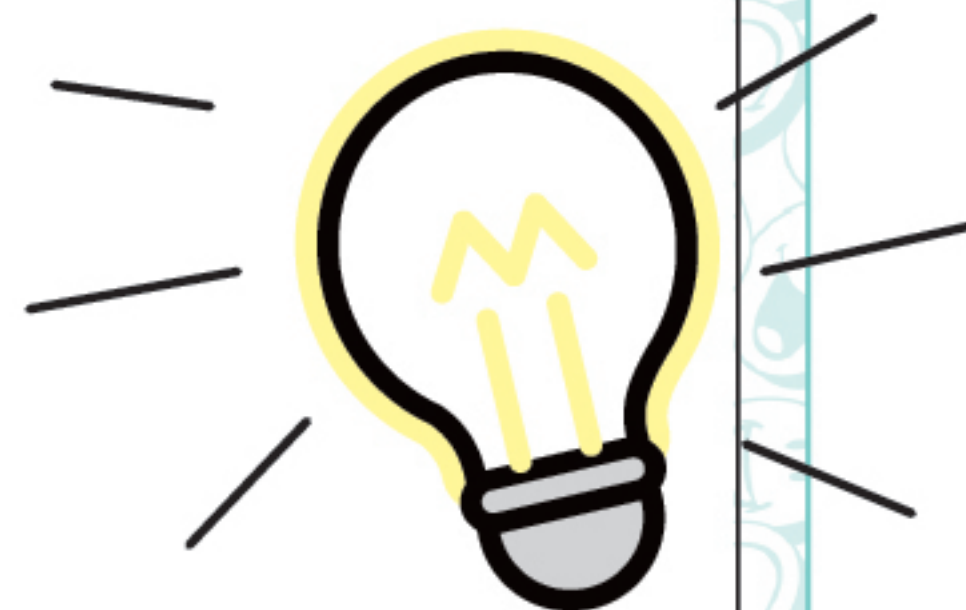


This activity encourages pupils to express who they are and how they feel by designing their own Smiley. By knowing and expressing our emotions we can understand ourselves better. Review and revisit the Smileys at a later time to show how we change and grow as people and our emotions come and go.

1. Give each pupil a copy of the **Create Your Own Smiley worksheet** or a blank piece of paper that they draw a large circle in.
2. Tell pupils that they are going to create their own Smiley that captures how they feel and who they are.
3. Tell pupils to refer to the **27 Key Emotions labelled worksheet** and look at how changing the eyes and mouth can create a completely different feeling on the face. You could also visit [www.getthesmileys.com](http://www.getthesmileys.com) to show pupils how personality can be expressed in a Smiley.
4. Tell pupils that they are going to create their own Smiley character with its own eyes and mouth. They can copy something they've seen in the 27 Key Emotions or elsewhere, or they can make up their own eyes, mouth, hair, nose, whatever they want.
5. Tell pupils they are going to display this Smiley in the classroom with their name underneath it and look at it over the next few weeks to see how often their emotions change.
6. Give pupils access to colouring materials and/or paints and/or other art materials and give pupils 15+ minutes to create their Smiley.
7. Once the Smileys have been created, display them on the classroom walls, or cut them out and attach string to them and hang them up in the classroom.

## EXTENSION

This is a great exercise to repeat at different times of the year to see how the pupils' emotions change over time. You can keep their personalised Smileys up until you redo the exercise, or save them for the pupils to revisit at a later date. Tell pupils that their emotions are always changing and no matter how bad we feel, we won't feel that way forever, although it might seem like it at the time.



**THE HAPPIER SCHOOLS PROJECT**

### CREATE YOUR OWN SMILEY

LESSON PLAN 1  
Getting To Know Your Emotions

Draw your feelings to make your own Smiley face. Write your name and the emotion you're feeling underneath.

My name is \_\_\_\_\_

I am feeling \_\_\_\_\_

EMOTICONS FOR A WORLD

**CREATE YOUR  
OWN SMILEY  
WORKSHEET**



**LESSON PLAN 1  
Getting To  
Know Your  
Emotions**





In this activity pupils learn that some emotions have an opposite and look at a few common examples. The advanced option shows that some emotions can be the opposite of more than one emotion depending on the context.

1. Tell pupils that some emotions are the opposite of other emotions.
2. Ask pupils what the opposite of sadness might be.
3. Ask pupils what the following emotional states feel and look like and when they might occur:

• Anxiety • Calmness • Craving • Satisfaction

## EXTENSION

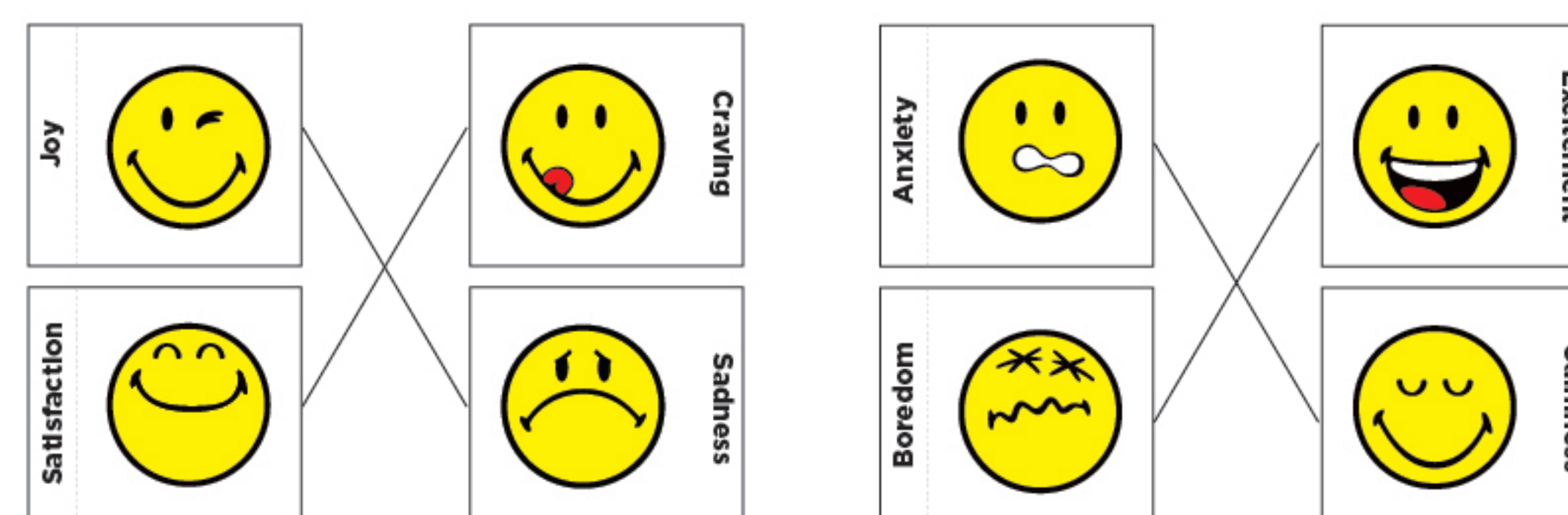
Only discuss the following words if you're going to include the **Advanced Emotional Pairs worksheet**:

• Admiration • Awkwardness • Triumph • Envy • Confusion • Confidence

4. Put pupils into pairs or ask pupils to work with a neighbour.
5. Give each pair a set of **Smiley Emotional Opposites Cards** from the **Emotional Opposites worksheet** which should be cut up into cards. Only separate the labels from the cards if you think your pupils will be able to match the labels. If you don't have time to prepare cards, give each pupil a worksheet and ask them to link the opposite boxes by drawing a line between them.

The opposite pairs are:

- Joy and Sadness
- Anxiety and Calmness
- Boredom and Excitement
- Craving and Satisfaction



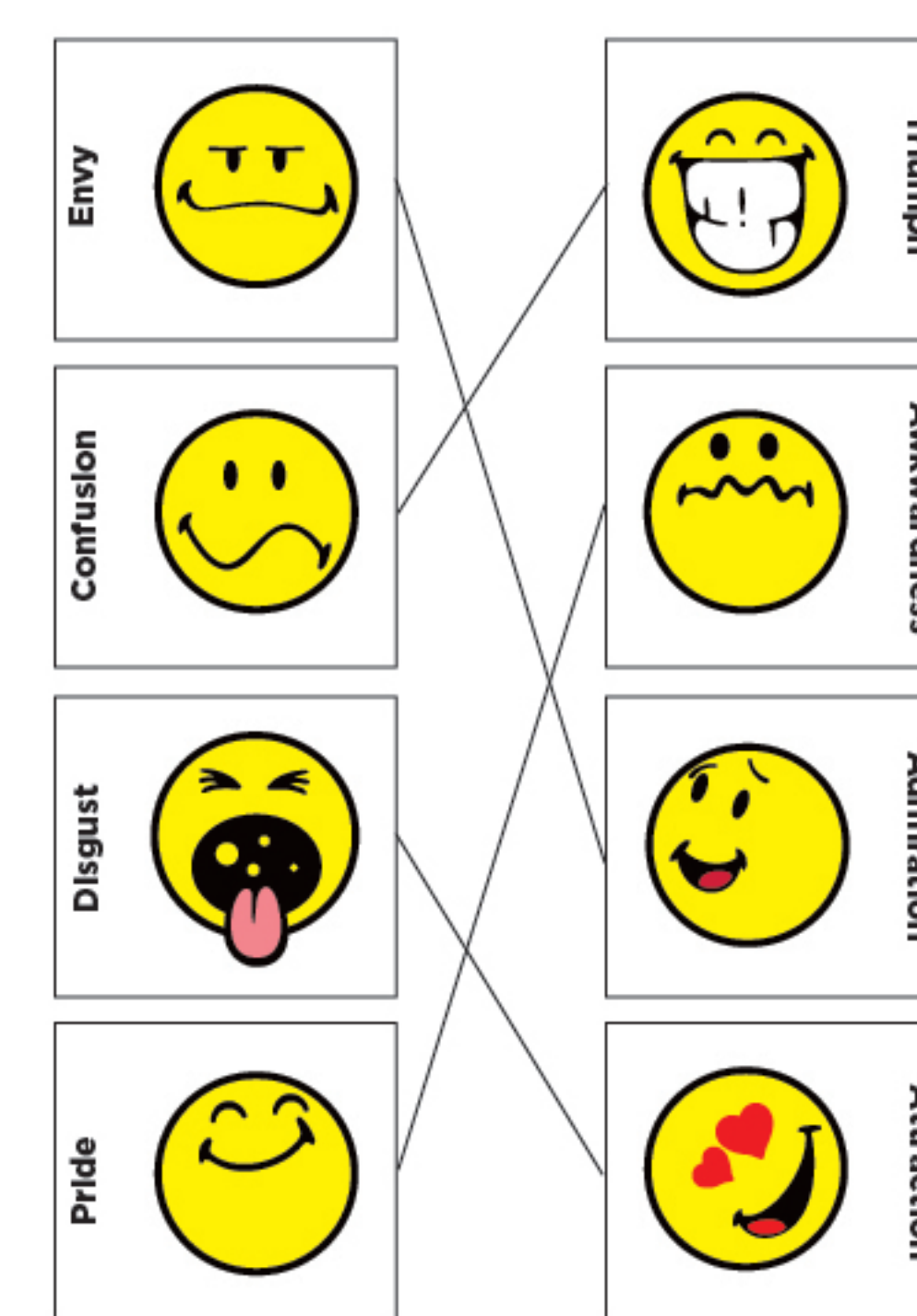
**CORRECT  
ANSWERS**

## EXTENSION

To make the task more challenging, add in the **Advanced Emotional Opposites Cards** or ask pupils to do this activity afterwards.

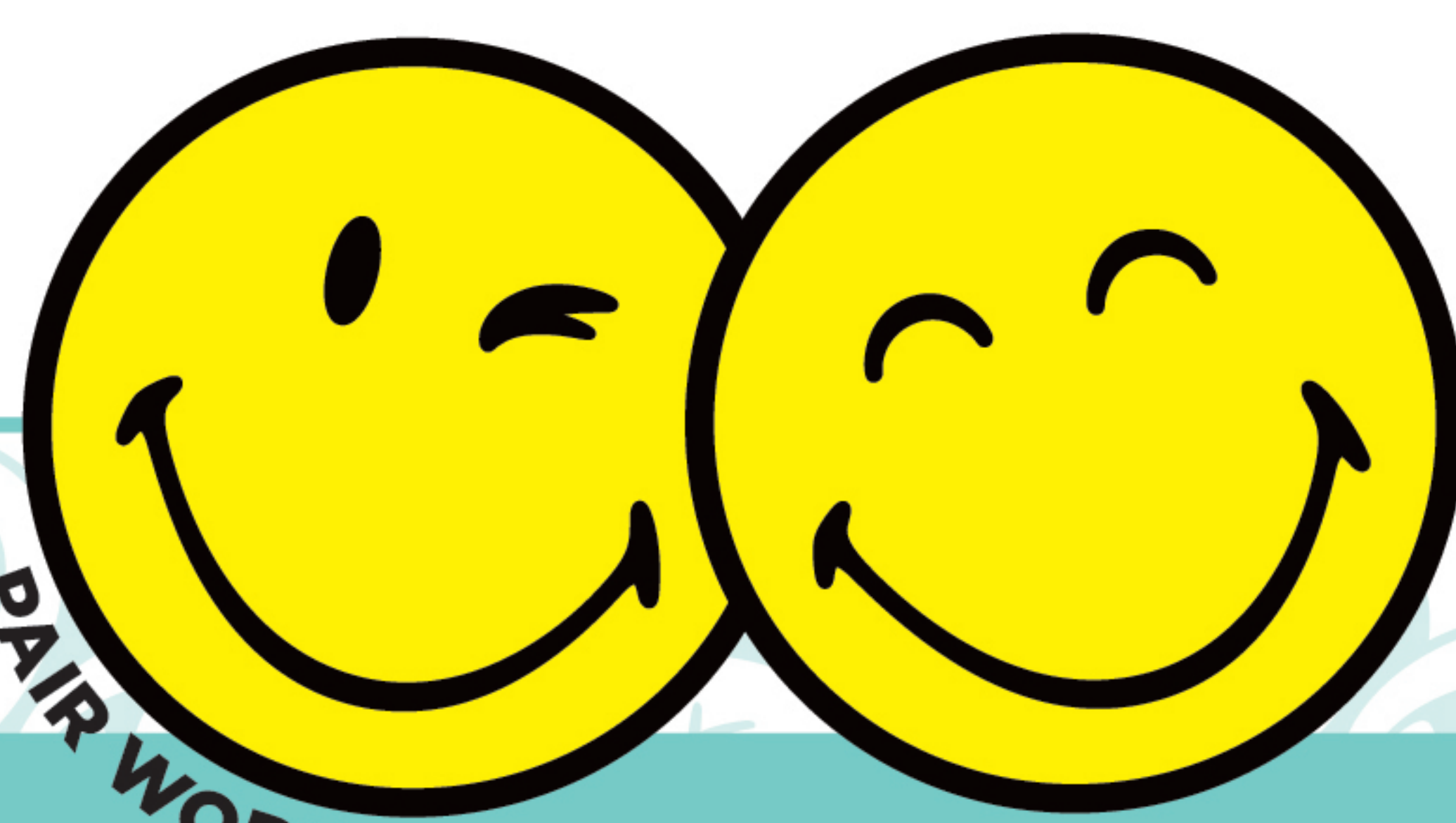
The opposite pairs in the advanced activity are:

- Envy and Admiration
- Confusion and Triumph
- Attraction and Disgust
- Awkwardness and Confidence/Pride



**CORRECT  
ANSWERS**

6. Tell pupils they have 3 minutes to sort the cards into opposite pairs of emotions (or connect opposites on the worksheet). If you are including the Advanced Emotional Pairs, increase this time to 6 minutes.
7. After the activity, ask one pair of pupils to give you one emotional pair they made. See if other groups agree.
8. Ask different pairs to give different emotional opposites until all pairs have been discussed. If not all groups matched emotions in the same way, point out that there could be alternative pairs depending on the emotions in a situation. For example, Confidence could be the opposite of Anxiety, Fear or Confusion.
9. Ask pupils if all emotions have opposites or if they can think of some that don't.
10. Ask pupils what the opposite of Surprise or Amusement might be.
11. Tell pupils that not all emotions have an opposite and the opposite may depend on the situation.





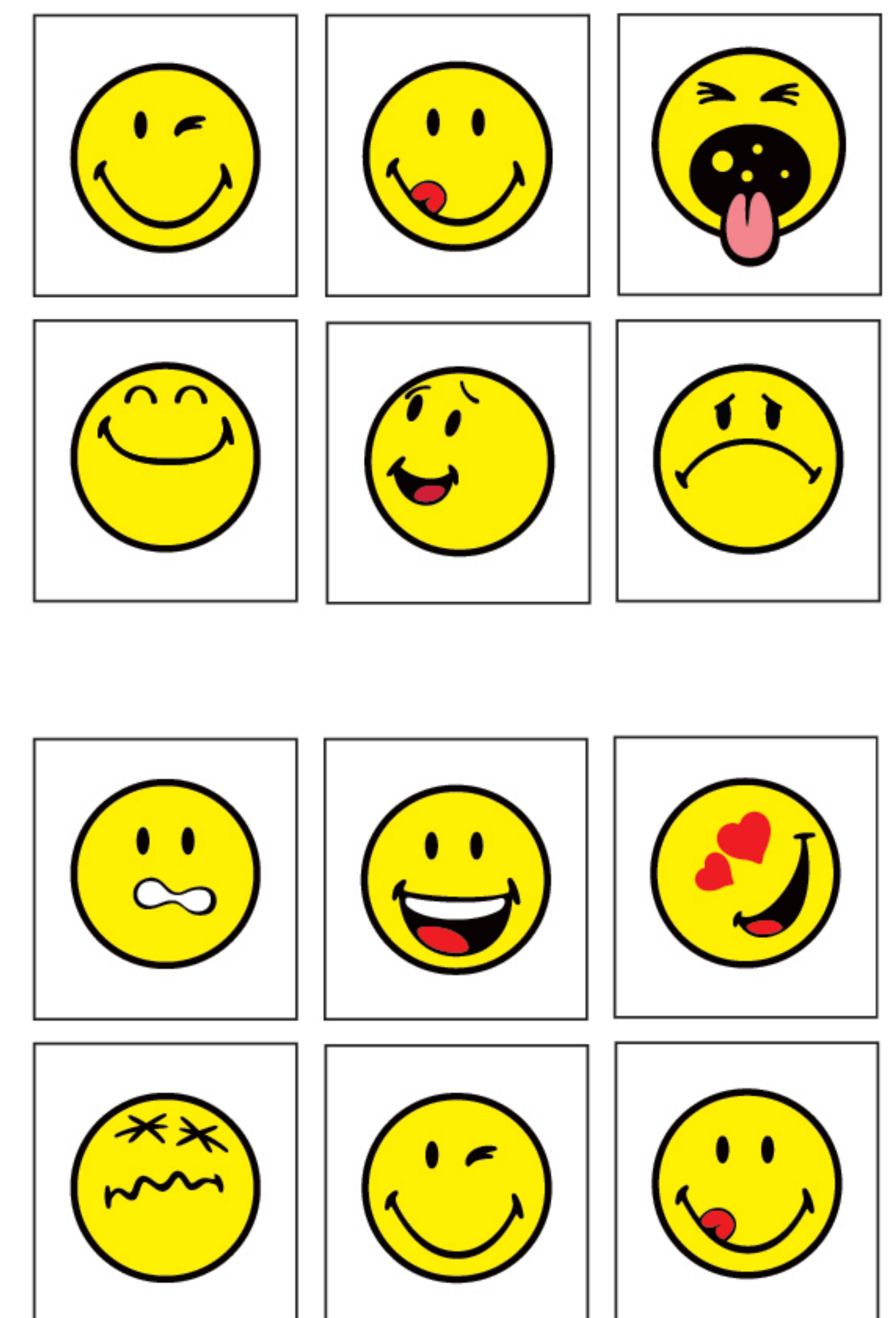
Memory Pairs is a well-known game which can be played with the **Emotional Opposites cards** OR the **27 Key Emotions Cards**! It will help pupils recognise the key emotions and learn the opposites of basic emotions.

To play, each group of pupils should have two sets of cards. The game can also be played with one set if pupils match opposite emotions.

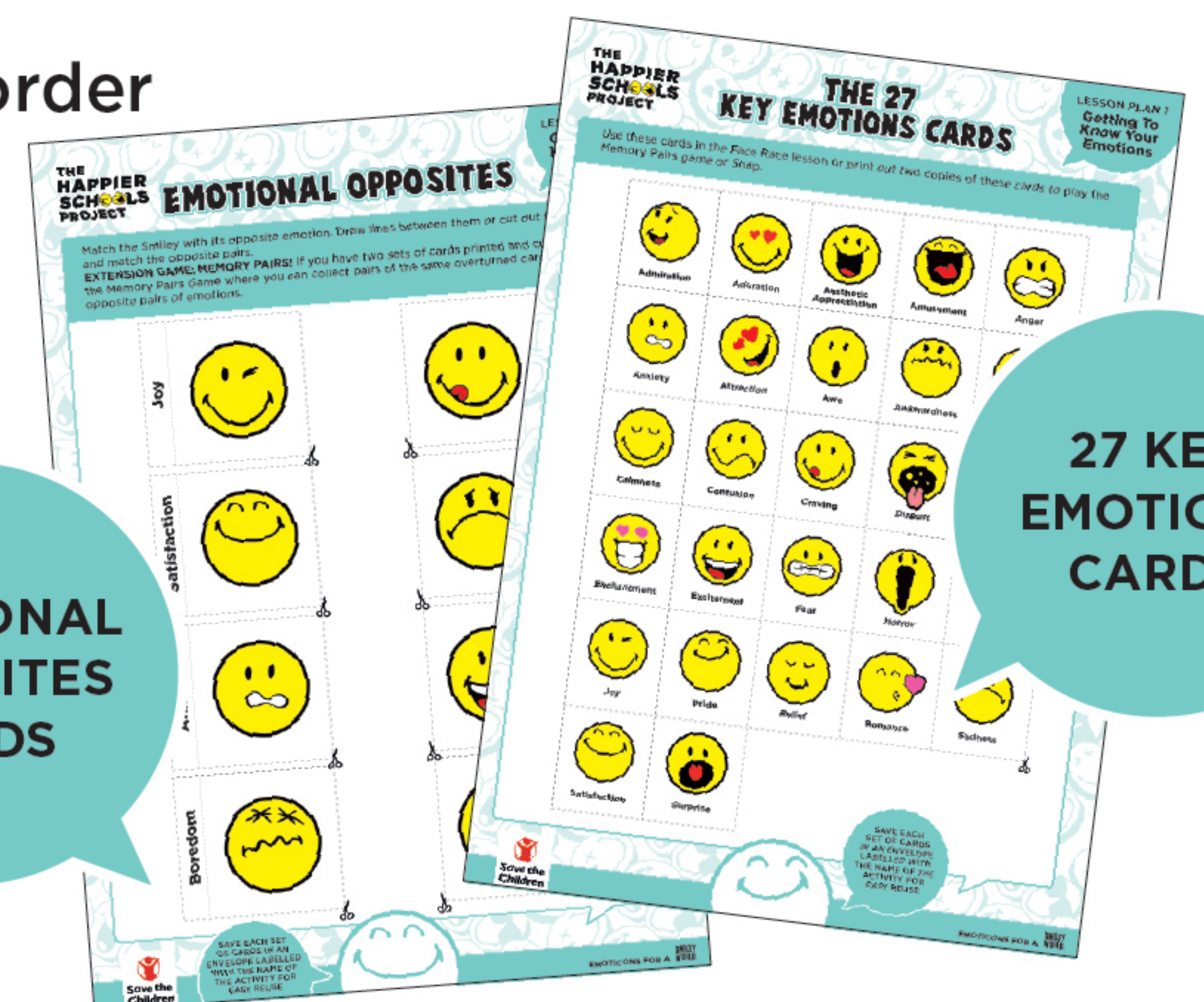


## MEMORY PAIRS GAME INSTRUCTIONS

1. The group should mix up the cards and spread them out face-down so the cards do not touch each other.
2. The youngest player carefully turns over two cards in their place on the table so everyone can see the front of the cards.
3. If the cards match, the player can keep both cards and have another go at turning over two more cards. If they don't match, they put the cards back face down. A player's turn is not over until they are unable to make a matching pair.
4. The next youngest player then turns over another two cards and keeps them if they match but turns them back face-down if they don't.
5. This repeats for all the players.
6. Players keep turning cards over in rounds of the same order until all the cards on the table have been picked up.
7. The player with the most cards of collected pairs wins. Remind pupils that they need to pay attention to other players' turns.



EMOTIONAL  
OPPOSITES  
CARDS



27 KEY  
EMOTIONS  
CARDS

You can also play SNAP with the **Emotional Opposites cards** OR the **27 Key Emotions Cards**! This will help pupils recognise the key emotions and learn the opposites of basic emotions.

To play snap, each group of pupils should have two or four sets of cards.



GROUP WORK

LESSON PLAN 1  
Getting To  
Know Your  
Emotions



This activity is designed to teach pupils that all emotions can vary in intensity from mild to strong and that strong emotions don't last. It can also be used to introduce emotions scale e.g. from 0-10.

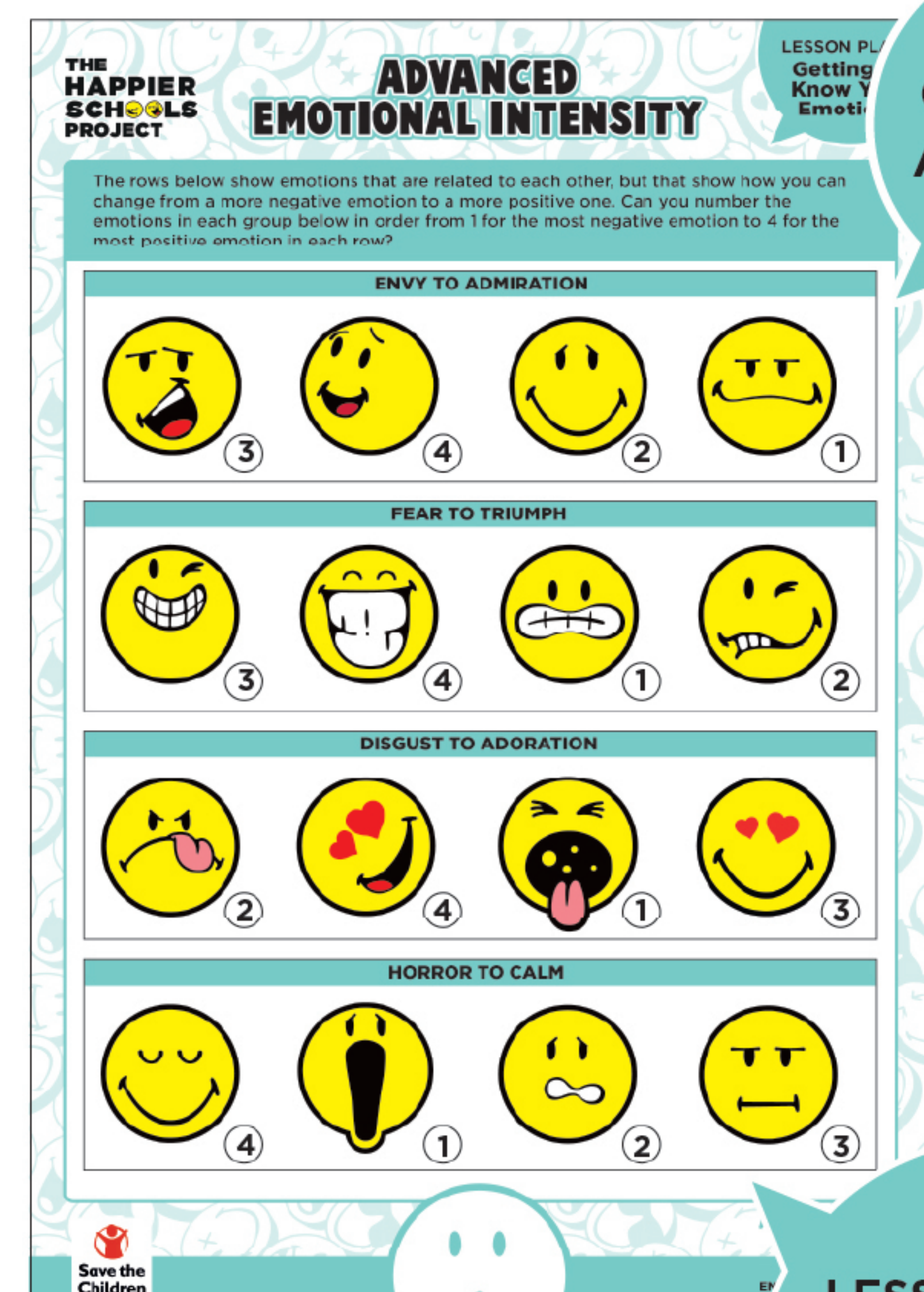
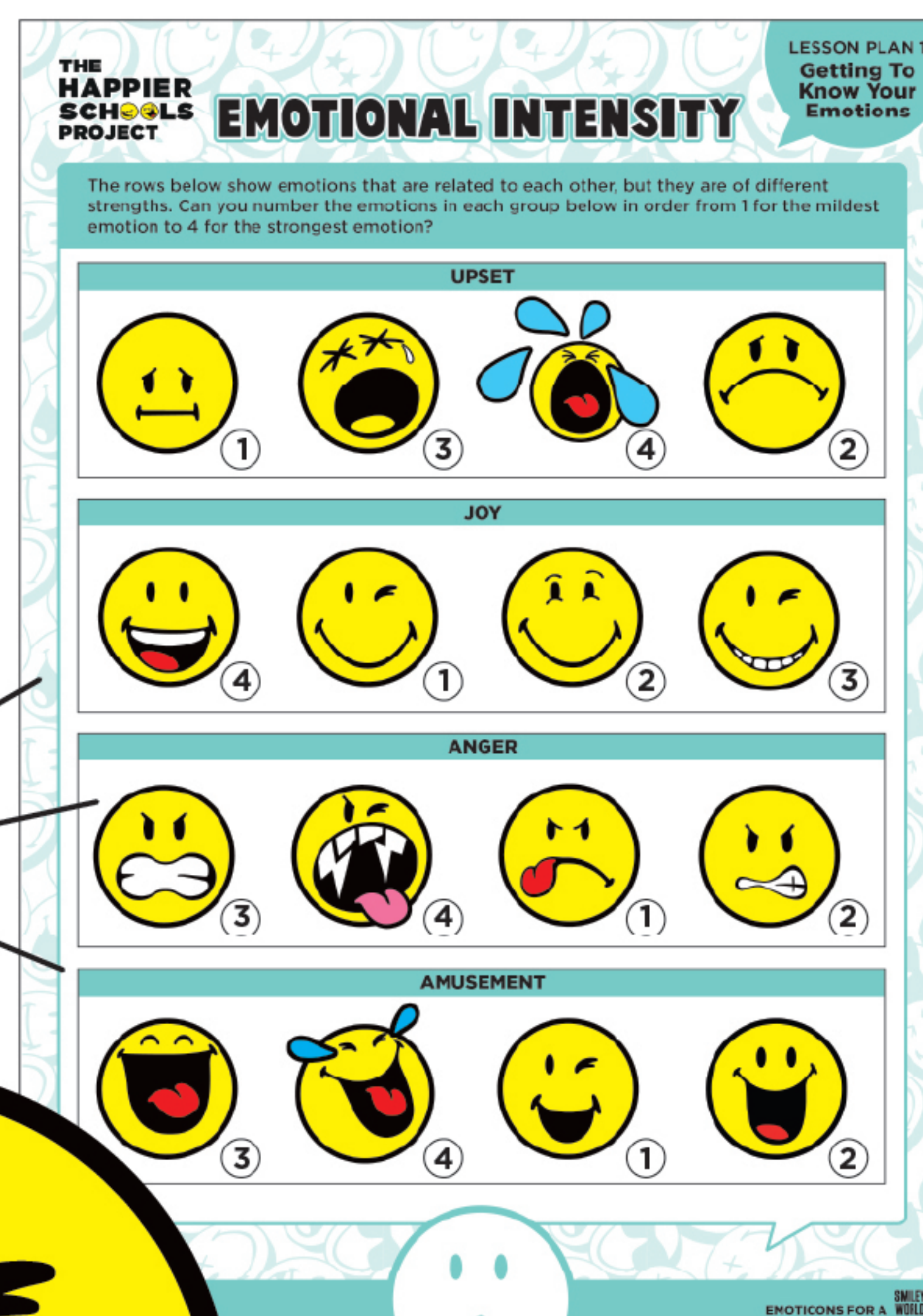
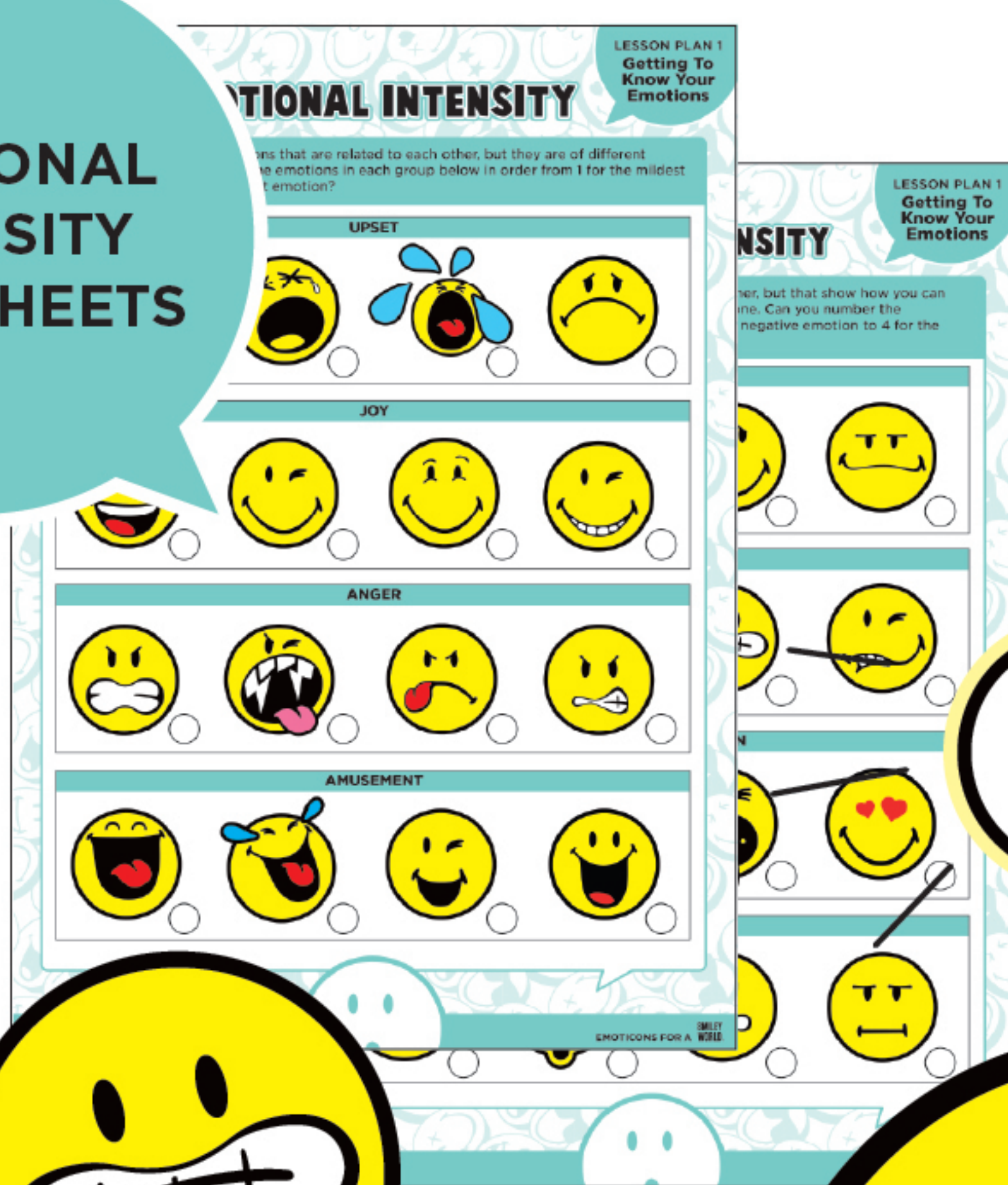
1. Ask pupils to imagine someone has just said something slightly funny and they should make their face look like they're amused.
2. Ask pupils to change their face to look like someone has said something very funny.
3. Ask pupils to imagine someone has just said the funniest thing they've ever heard and it makes them laugh a lot.
4. Tell pupils that laughter is a great, healthy way to release emotions and, like laughing, all emotions can be experienced from a little (mild) to a lot (strong, extreme or intense).
5. Tell pupils we can grade our emotions on how strong or intense they are by giving them a number - for example, from 0-10 where 0 is no emotion and 10 is the maximum. A mildly amusing joke might get a 3 for amusing us but the funniest thing we've ever heard or seen might be a 9 or 10.
6. Give each pupil an **Emotional Intensity worksheet** or copy the Smileys from the worksheet onto the board.
7. Tell pupils that there are four groups of emotions with four faces showing different intensities of emotion in each group. Tell pupils to order the emotions from the mildest (1) to the most intense (4). They could also try guessing the intensity of each emotion on a scale of 0-10 but this is hard to do for other people.
8. If reviewing this exercise in class, ask pupils to feed back on:
  - a. What emotions do the Smiley faces show?
  - b. Which is the mildest emotion and how could you tell?
  - c. Which is the strongest emotion and how could you tell?
  - d. How do the faces change from one level of emotion to the next?
9. Explain that some people show emotions more strongly than others so some people might be feeling strong emotions while not showing much on their face.

## EXTENSION

If your pupils manage the **Emotional Intensity worksheet** easily, try the **Advanced Emotional Intensity worksheet**.

10. Give pupils an **Advanced Emotional Intensity worksheet** or copy the Smileys from the worksheet onto the board.
11. Tell pupils that these 4 groups of emotions show faces with a range of positive emotions (feeling good) to negative (feeling bad). Tell pupils to order the Smileys from negative to positive by giving the most negative emotion the number 1 and the most positive emotion the number 4.

## EMOTIONAL INTENSITY WORKSHEETS



## CORRECT ANSWERS

## LESSON PLAN 1 Getting To Know Your Emotions





This activity gives pupils the opportunity to interpret and mimic other's emotions which helps them start to understand how others might look when experiencing different emotions.

1. Put pupils into same-sized groups of 6-8.
2. Get pupils to form a line in their group/team all facing the same way.
3. Give the student at the start of the line a Smiley emotion from the **Labelling Emotions worksheet** to show on their face but no one else in the line should know which emotion has been given.
4. Ask the student at the start of the line to mimic the emotion from the card on their face for the next student to guess.
5. The next person in line copies the face as best they can to show to the person in front of them.
6. Repeat this down the line and when the emotion gets to the end of the line, ask the pupil at the end of the line to put their hand up.
7. Note the order that the groups finish in.
8. Once all groups are finished, ask the person at the end of the line what emotion they think was passed along the line.
9. If some groups got it wrong, discuss whether this could be because they were trying to be too quick or whether it isn't always easy to tell what emotions people are showing.
10. Repeat this with a few a different emotions and move the person at the start of the line to the end and move the next person up to the front.

### EXTENSION

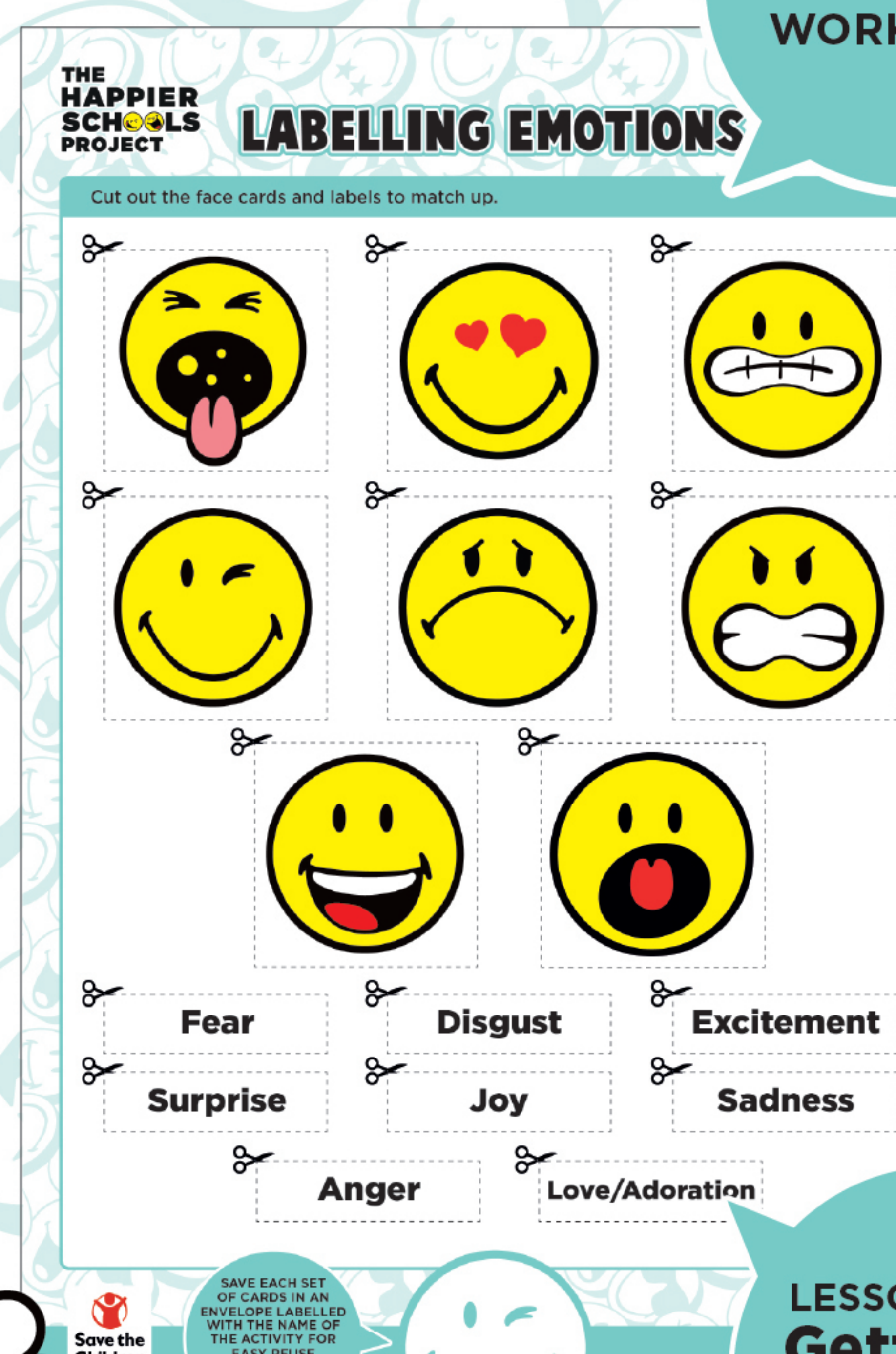
If time allows, give everyone a chance to be at the start and end of the line.

## AFTER ACTIVITY DISCUSSION

11. After the races, ask the class the following questions and discuss the answers:
  - a. How easy was it to copy the emotions being shown on other people's faces?
  - b. Were some emotions easier to pass than others?
  - c. How easy was it to guess the emotions being shown on other people's faces?
  - d. Were some emotions easier to guess than others?
  - e. Why do you think it is useful to be able to tell what people are feeling from their face?
12. Explain that being able to guess what people are feeling means we can treat people in a way that is right for them at that time - for example, being nice to someone who is sad and trying to cheer them up.



**LABELLING  
EMOTIONS  
WORKSHEET**



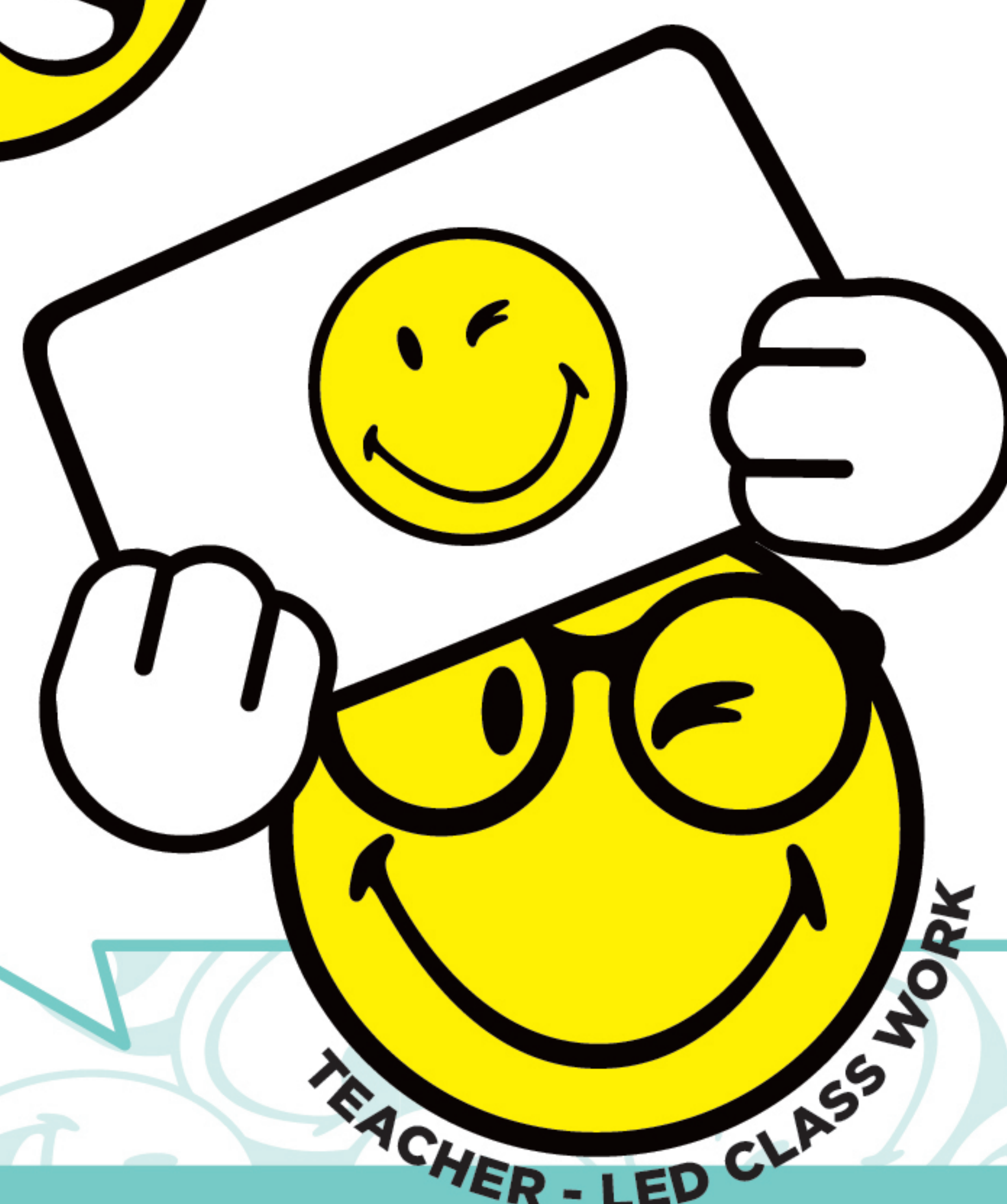
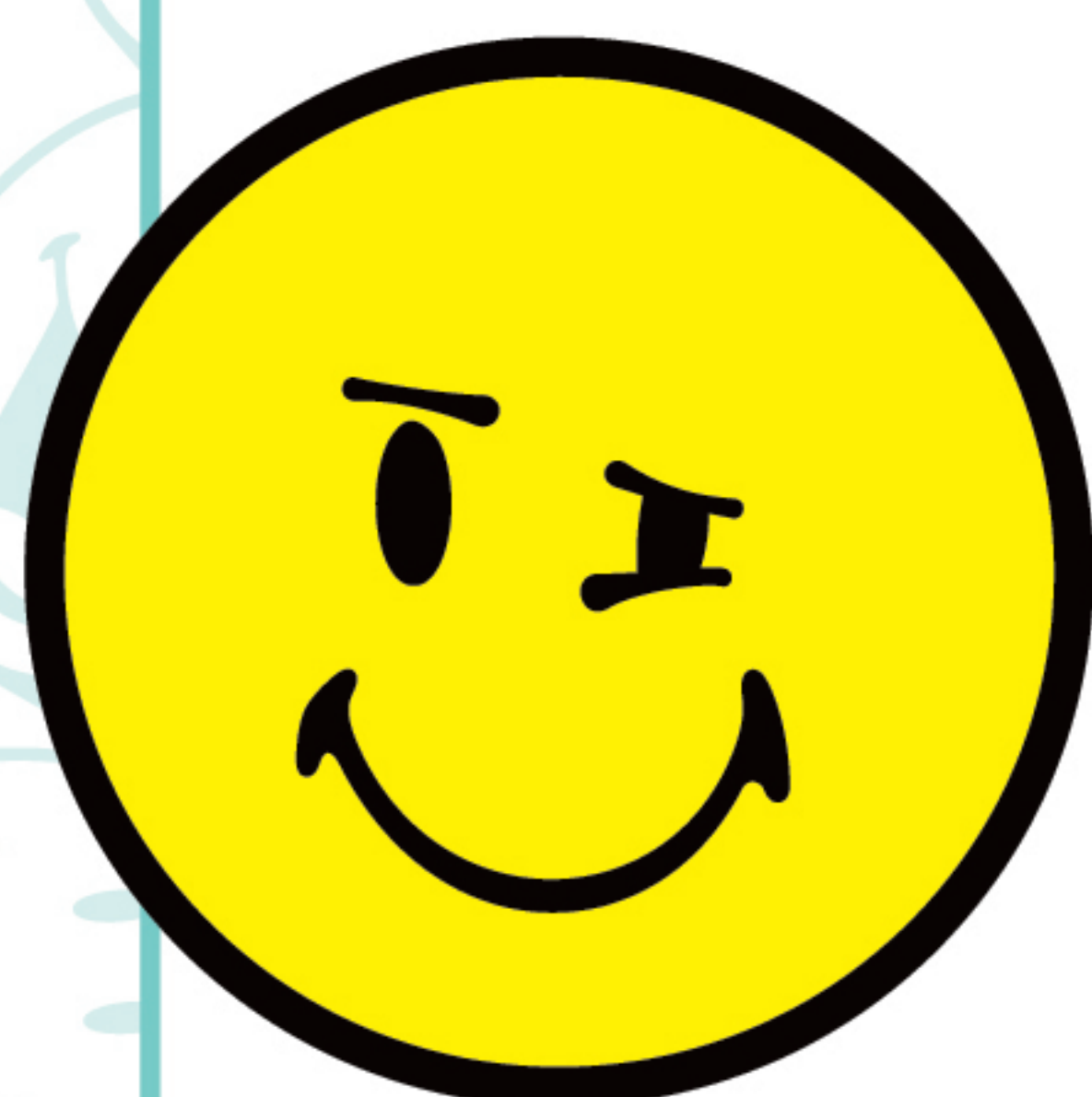
**LESSON PLAN 1  
Getting To  
Know Your  
Emotions**





This activity recaps on how body language as well as facial expressions are related to emotions. It looks at how standing in a confident way can help us feel more confident and introduces the idea that we all have reasons to feel good about ourselves.

1. Ask pupils to stand up and show you how someone who is worried might stand and how their face might look.
2. Ask pupils to show you how someone who is very afraid might stand and how their face might look. Point out that fear can be a stronger form of worry.
3. Point out that when people are afraid they tend to hunch over and look down and don't make eye contact.
4. Ask pupils to show you how someone who is confident might stand and how their face might look.
5. Point out that when people are feeling confident they tend to stand straight with their head up and their shoulders relaxed and they look people in the eye.
6. Ask pupils whether they feel better hunched over and looking down or standing tall and looking out.
7. Tell pupils that it is important to work on our confidence as it helps us feel better and have better relationships.
8. Tell pupils that everyone has a reason to feel confident because we all have things people like about us. Our task is to find our good points and learn to accept our not so good characteristics.
9. Introduce and set the **Knowing Yourself homework**.
10. Set the **Emotion Tracking Journal homework** before Lesson 2.



LESSON PLAN 1  
**Getting To  
Know Your  
Emotions**





This activity helps pupils understand themselves better which can lead to improved confidence, self-acceptance and feelings of self-worth.

1. Ask pupils to ask their parents or the people they live with what they think their three best characteristics are.
2. Also ask them for one quality or character trait that could be improved on. Pupils should note down their answers and think about ways they could improve on both their strengths and weaknesses. You can give each pupil a **Knowing Yourself worksheet** to take home to fill in.

### EXTENSION

- Tell pupils to ask more than one person to find out if different people give different answers.
- Discuss what the answers might be for other members of your family. Each choose one thing you could improve on and decide to work on it for a week. For example, you might want to work on being more patient, more organised, more confident or more loving.



## REVIEW OF KNOWING YOURSELF HOMEWORK

It is important to review the Knowing Yourself homework to help pupils appreciate that we all have things we're good at and not so good at. The homework task may be emotional for some so make sure pupils know it is okay to struggle with things. The main thing is that we keep trying to improve.

1. Tell pupils that they don't need to share with the class what they discussed with their family but they can talk about the process and if they found it helpful and if they're making progress towards their goals.
2. Ask pupils if their families' suggestions were similar to what they thought about themselves and discuss their answers.
3. Ask pupils if they got different answers from different family members and discuss why that can happen as different people will see us differently and their different personalities may appreciate different aspects of us.
4. Ask pupils if they have made any progress on what they want to improve.
5. Tell pupils that we all have lots of things about ourselves we could improve and that no one is perfect but we are all working to be better.



LESSON PLAN 1  
**Getting To  
Know Your  
Emotions**



These differentiated worksheets offer an opportunity to assess pupils as well as give them notes that summarise the key learnings from the lesson activities.

Ask pupils to complete the blanks in a passage of lesson notes, shown below. You can provide this as a worksheet (see the **Getting to Know Your Emotions Notes worksheets**) for pupils to complete in class or as part of their homework.

Alternatively provide the text on the board with the underlined words missing and ask pupils to copy the text into their books, filling in the blanks.

Check in the class that pupils understand the gaps.

You can differentiate this and help students complete it by providing the words to choose from and/or the first letter of the missing word.



## GETTING TO KNOW YOUR EMOTIONS WORKSHEET

THE HAPPIER SCHOOLS PROJECT  
**GETTING TO KNOW YOUR EMOTIONS: LEVEL 2**

Read the passage and fill in the blanks with words from the selection below.

We all experience \_\_\_\_\_ all the time.  
Sometimes we feel lots of \_\_\_\_\_ emotions all at once. Sometimes we feel \_\_\_\_\_ emotions that are very strong and sometimes we have small emotions that we don't notice much.  
It is okay to feel any emotion, but when we have strong emotions, we need to take care not to \_\_\_\_\_ other people.

There are \_\_\_\_\_ key emotions that we show on our faces.  
Our \_\_\_\_\_ and mouth can show how we feel as well as our body language and behaviour. But we can't always tell how people are feeling because emotions are \_\_\_\_\_.  
Some emotions have \_\_\_\_\_, like joy and sadness, but not all emotions have an opposite.

Knowing what emotions we are feeling \_\_\_\_\_ us deal with them. Understanding how other people might be feeling helps us have \_\_\_\_\_ friendships.

27 big opposites

THE HAPPIER SCHOOLS PROJECT  
**GETTING TO KNOW YOUR EMOTIONS: LEVEL 3**

Read the passage and fill in the blanks with words you think fit best.

We all experience \_\_\_\_\_ emotion \_\_\_\_\_ all the time.  
Sometimes we feel lots of \_\_\_\_\_ different \_\_\_\_\_ emotions all at once. Sometimes we feel \_\_\_\_\_ big \_\_\_\_\_ emotions that are very strong and sometimes we have small emotions that we don't notice much.  
It is okay to feel any emotion, but when we have strong emotions, we need to take care not to \_\_\_\_\_ hurt \_\_\_\_\_ other people.

There are \_\_\_\_\_ 27 \_\_\_\_\_ key emotions that we show on our faces.  
Our \_\_\_\_\_ eyes \_\_\_\_\_ and mouth can show how we feel as well as our body language and behaviour. But we can't always tell how people are feeling because emotions are \_\_\_\_\_ complicated \_\_\_\_\_.  
Some emotions have \_\_\_\_\_ opposites \_\_\_\_\_, like joy and sadness, but not all emotions have an opposite.

Knowing what emotions we are feeling \_\_\_\_\_ helps \_\_\_\_\_ us deal with them. Understanding how other people might be feeling helps us have \_\_\_\_\_ better \_\_\_\_\_ friendships.

## GETTING TO KNOW YOUR EMOTIONS: LEVEL 3

LESSON  
Gettin  
Know Your  
Emotions

CORRECT  
ANSWERS

Read the passage and fill in the blanks with words you think fit best.

We all experience \_\_\_\_\_ emotion \_\_\_\_\_ all the time.  
Sometimes we feel lots of \_\_\_\_\_ different \_\_\_\_\_ emotions all at once. Sometimes we feel \_\_\_\_\_ big \_\_\_\_\_ emotions that are very strong and sometimes we have small emotions that we don't notice much.  
It is okay to feel any emotion, but when we have strong emotions, we need to take care not to \_\_\_\_\_ hurt \_\_\_\_\_ other people.

There are \_\_\_\_\_ 27 \_\_\_\_\_ key emotions that we show on our faces.  
Our \_\_\_\_\_ eyes \_\_\_\_\_ and mouth can show how we feel as well as our body language and behaviour. But we can't always tell how people are feeling because emotions are \_\_\_\_\_ complicated \_\_\_\_\_.  
Some emotions have \_\_\_\_\_ opposites \_\_\_\_\_, like joy and sadness, but not all emotions have an opposite.

Knowing what emotions we are feeling \_\_\_\_\_ helps \_\_\_\_\_ us deal with them. Understanding how other people might be feeling helps us have \_\_\_\_\_ better \_\_\_\_\_ friendships.



LESSON PLAN 1  
Getting To  
Know Your  
Emotions

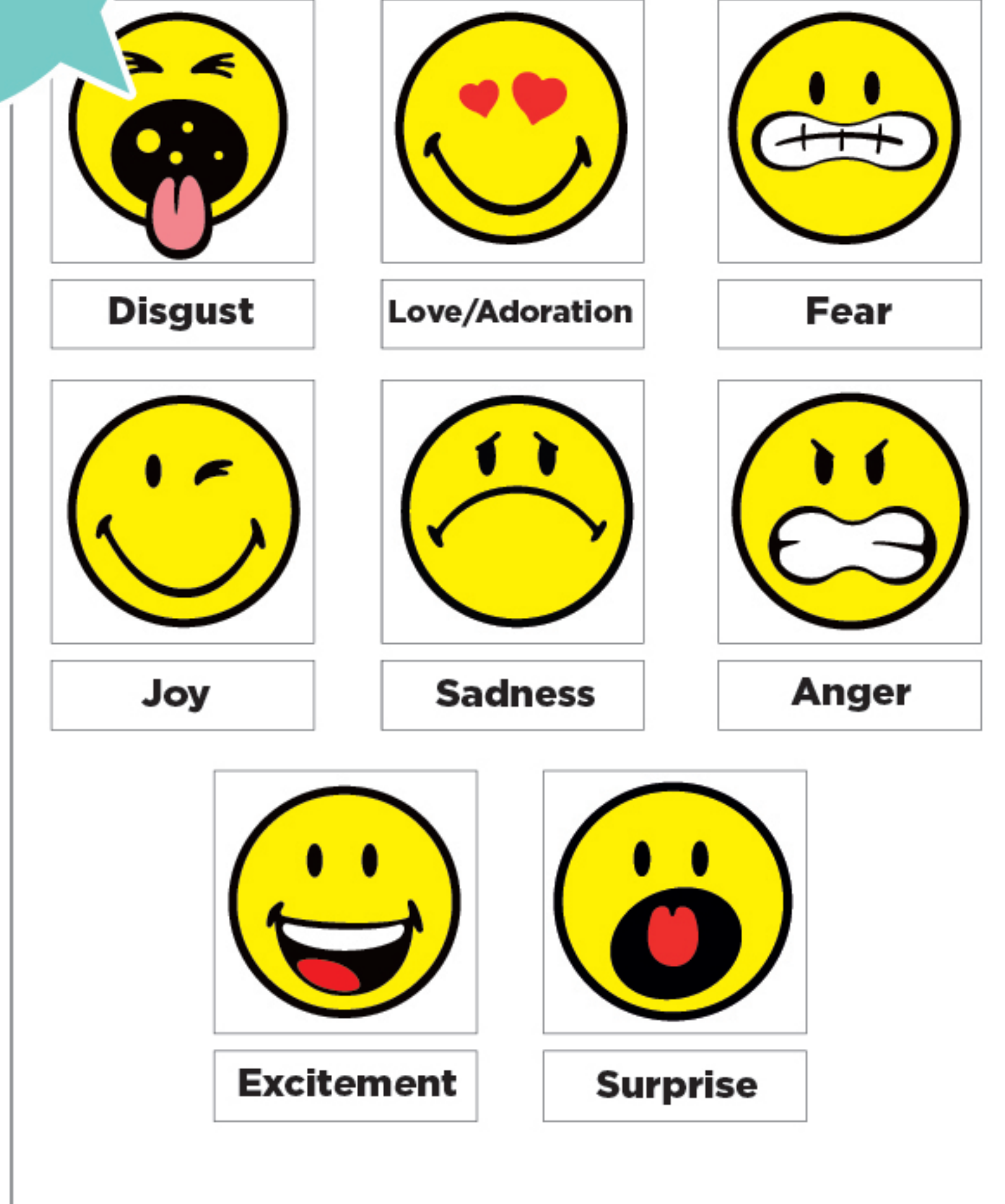


INDIVIDUAL WORK

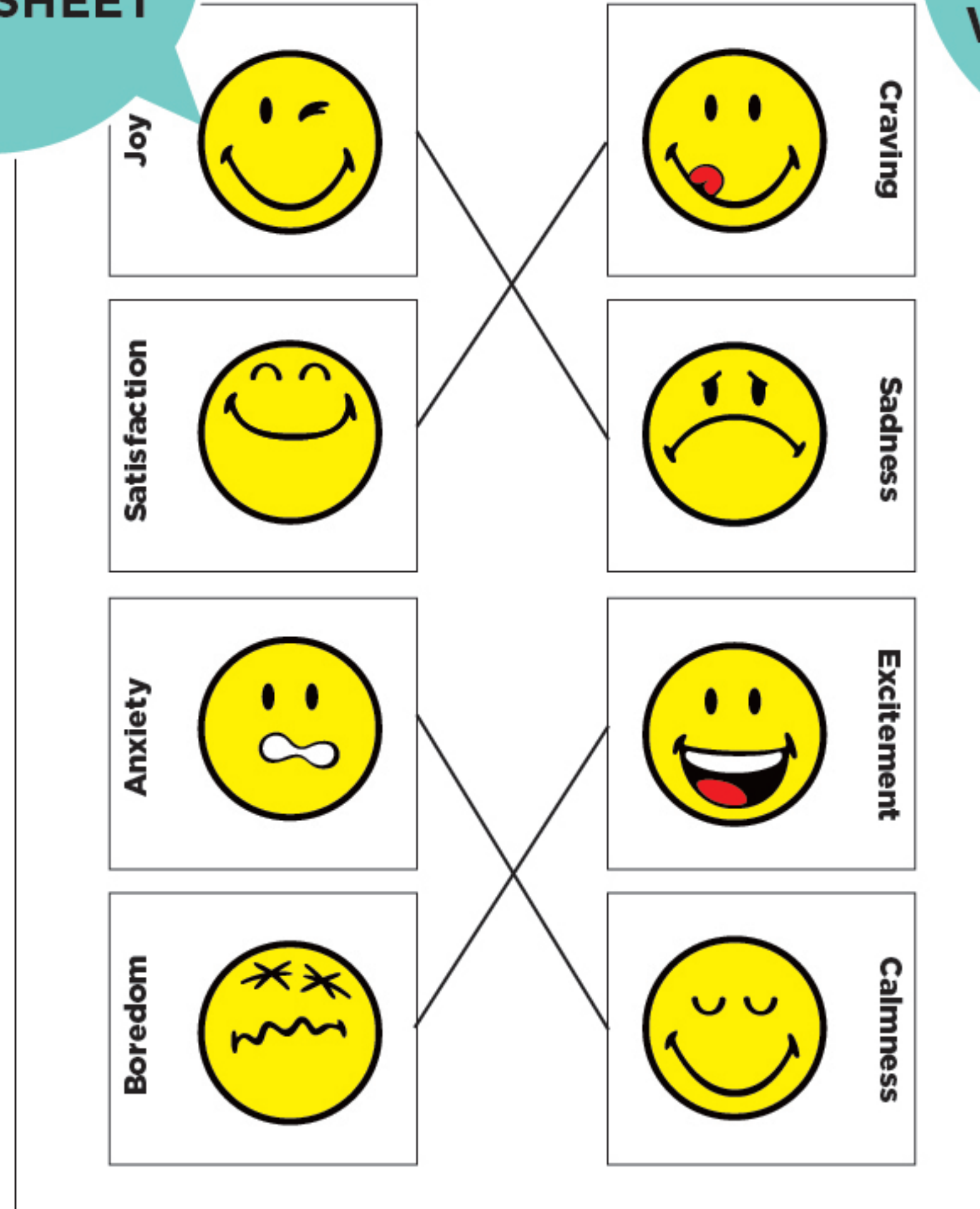


# LESSON ACTIVITIES ANSWER SHEET

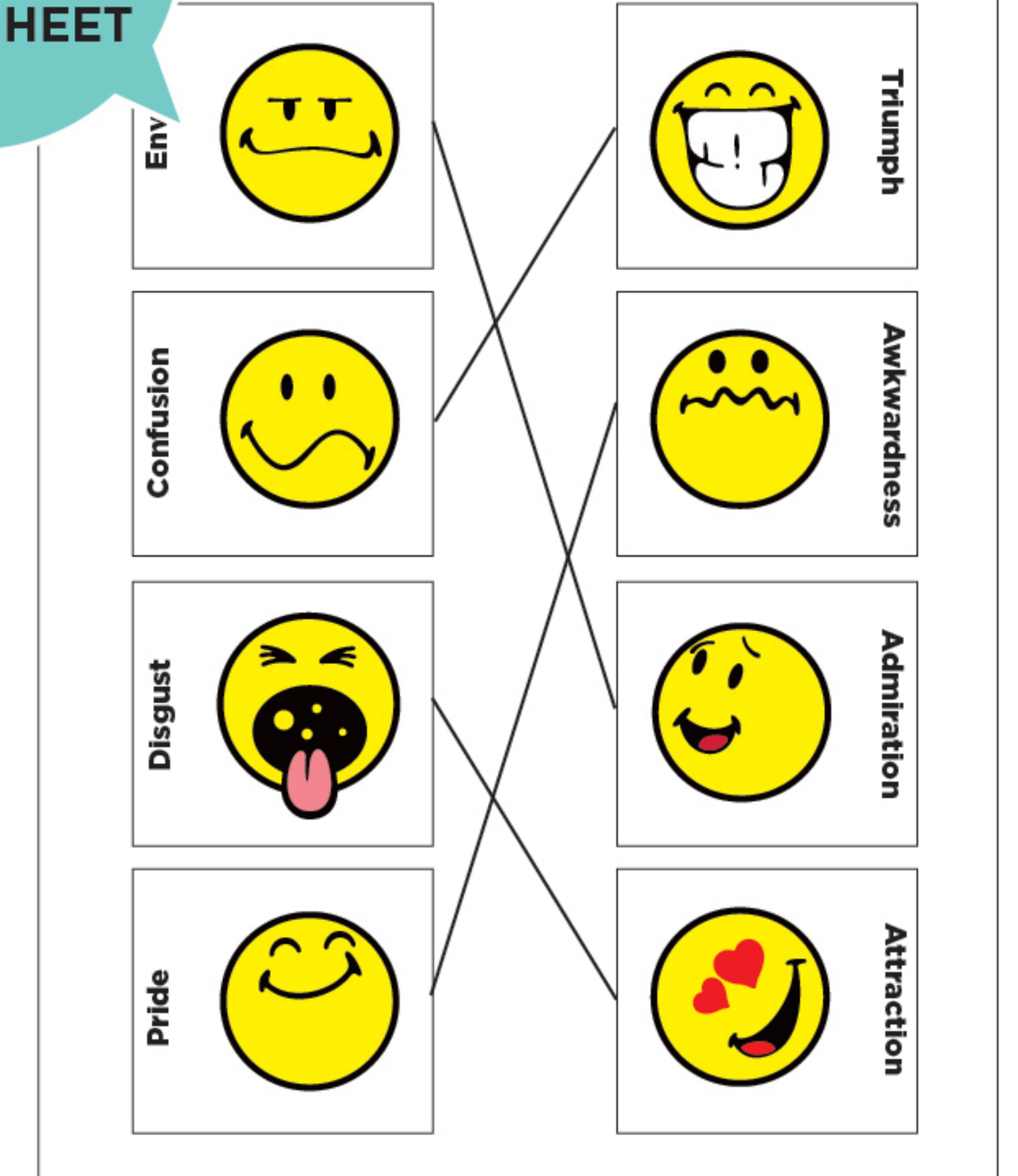
## LABELLING EMOTIONS WORKSHEET



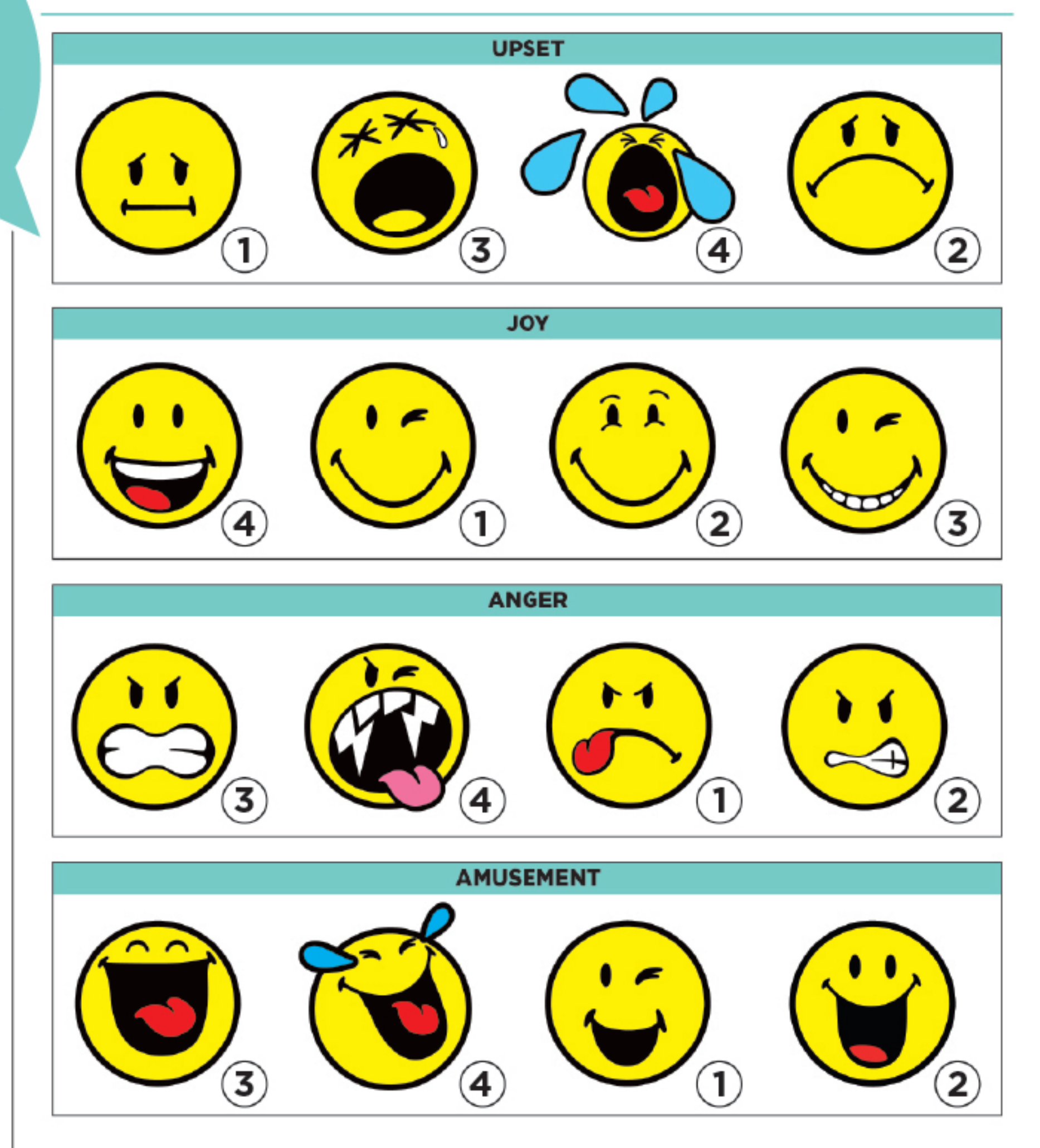
## EMOTIONAL OPPOSITES WORKSHEET



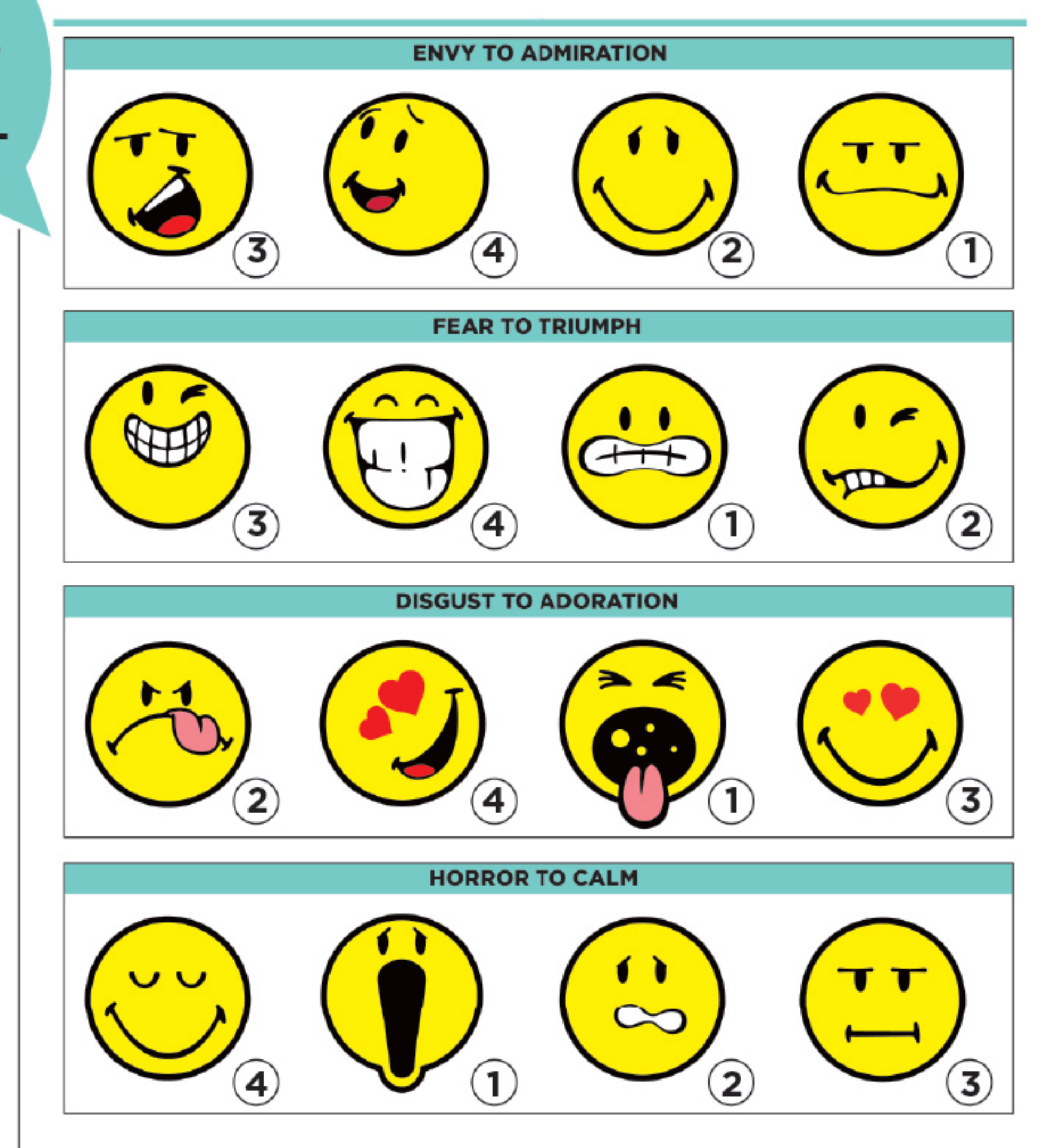
## ADVANCED EMOTIONAL OPPOSITES WORKSHEET



## EMOTIONAL INTENSITY WORKSHEET



## ADVANCED EMOTIONAL INTENSITY WORKSHEET



## GETTING TO KNOW YOUR EMOTIONS WORKSHEET

We all experience emotion all the time.  
Sometimes we feel lots of different emotions all at once. Sometimes we feel big emotions that are very strong and sometimes we have small emotions that we don't notice much. It is okay to feel any emotion, but when we have strong emotions, we need to take care not to hurt other people.

There are 27 key emotions that we show on our faces. Our eyes and mouth can show how we feel as well as our body language and behaviour. But we can't always tell how people are feeling because emotions are complicated. Some emotions have opposites, like joy and sadness, but not all emotions have an opposite.

Knowing what emotions we are feeling helps us deal with them. Understanding how other people might be feeling helps us have better friendships.


LESSON PLAN 1  
Getting To  
Know Your  
Emotions





HOW MANY  
CAN YOU  
RECOGNISE?

## THE 27 KEY EMOTIONS

				
Admiration	Adoration	Aesthetic Appreciation	Amusement	Anger
				
Anxiety	Attraction	Awe	Awkwardness	Boredom
				
Calmness	Confusion	Craving	Disgust	Empathetic Pain
				
Enchantment	Excitement	Fear	Horror	Interest
				
Joy	Pride	Relief	Romance	Sadness
		<p>THE HAPPIER SCHOOLS PROJECT</p>		
Satisfaction	Surprise	<p>Save the Children</p>		

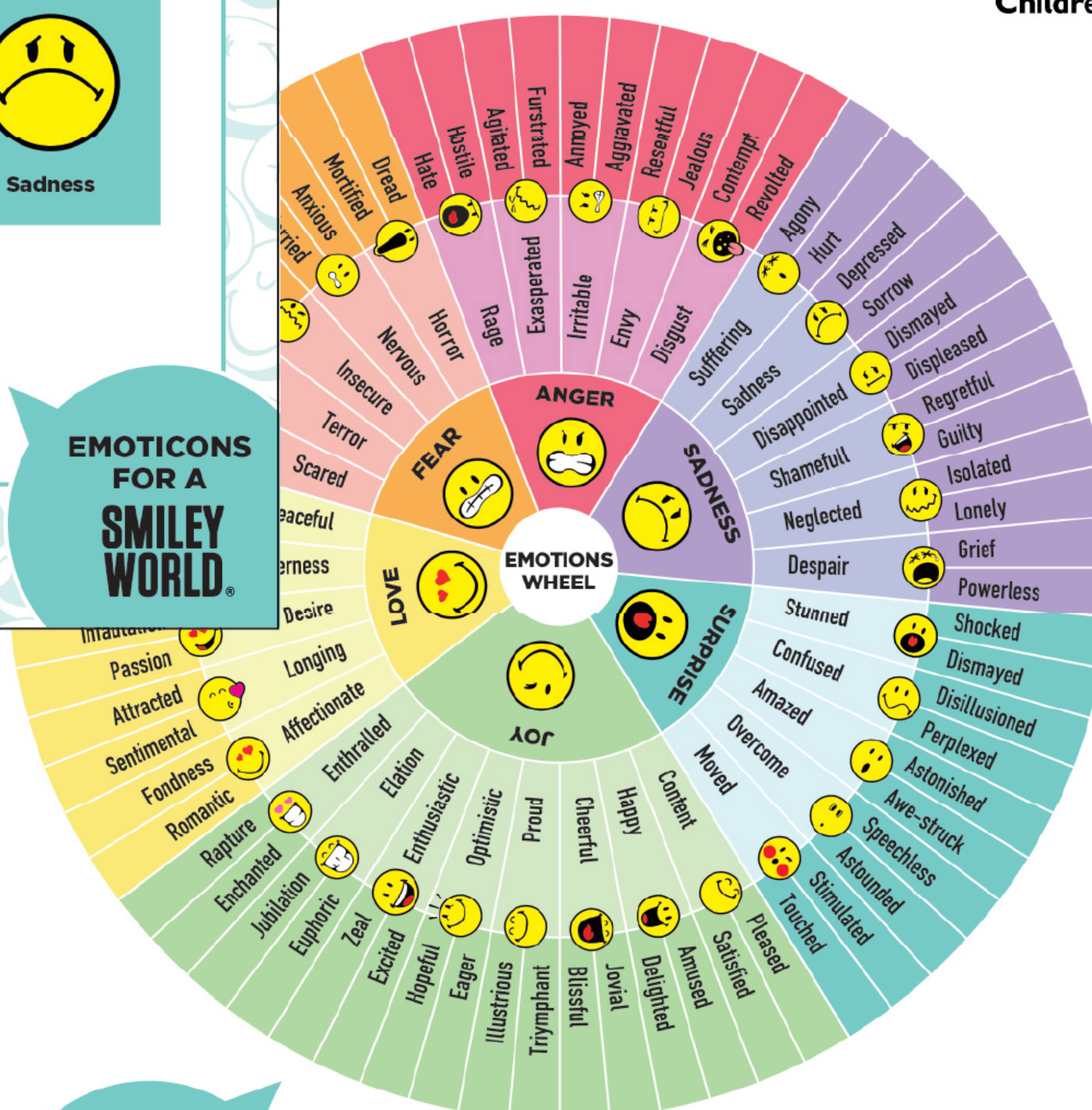
## THE KEY 27 EMOTIONS POSTER

## HOW DO YOU FEEL?

s of emotions all at once. It's easier to deal with our emotions when  
e called and where they come from.



# EMOTICONS FOR A SMILEY WORLD®



## EMOTIONS WHEEL POSTER

THIS  
EMOTIONS  
WHEEL CAN HELP  
YOU IDENTIFY LOTS  
OF DIFFERENT  
EMOTIONS YOU MIGHT  
BE FEELING. HOW  
MANY CAN YOU  
RECOGNISE?

# EMOTICONS FOR A SMILEY WORLD

# LESSON PLAN 1

## Getting To Know Your Emotions