

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

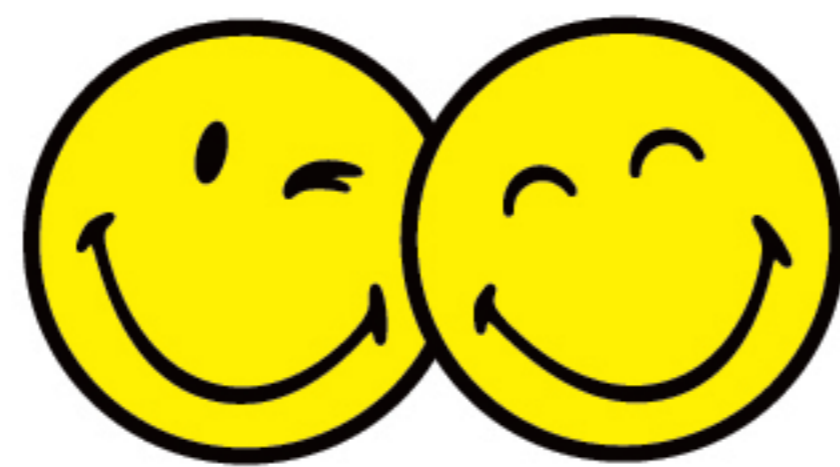
There are a mixture of different styles of lessons marked with icons for easy identification:



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.


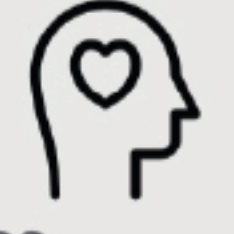








Look for the badges on each lesson so you can choose the best activity for your class or groups on any given day.

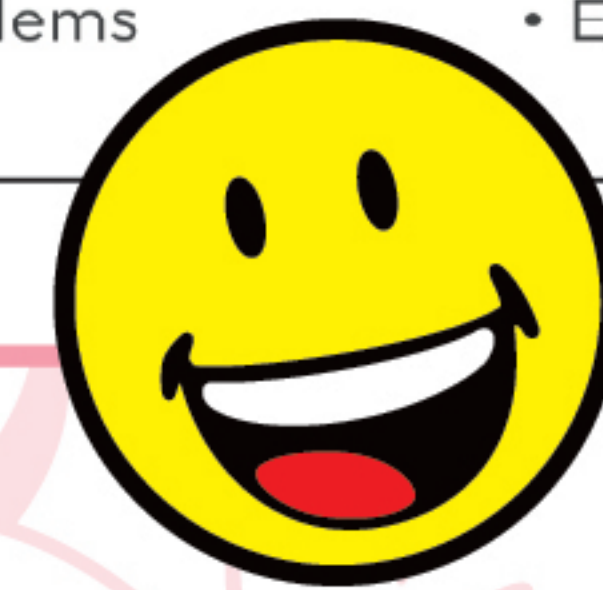


THE CASEL FRAMEWORK: AN INTRODUCTION

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.

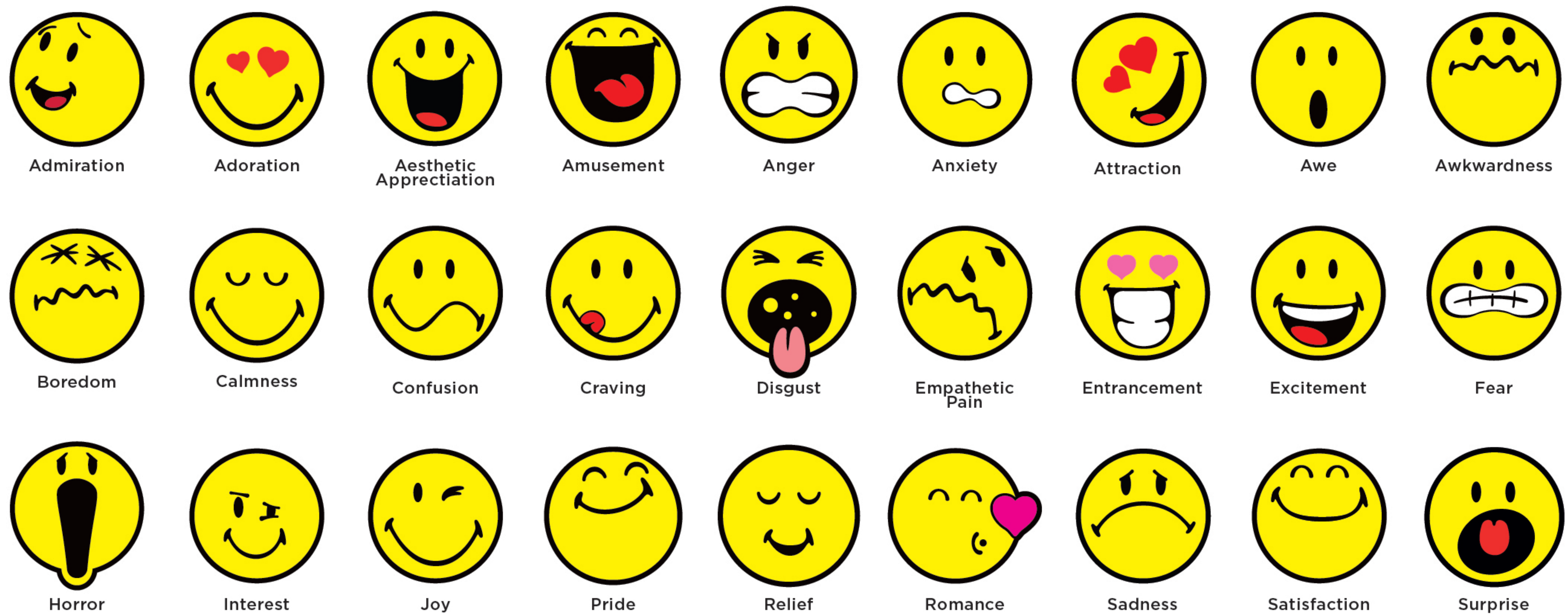
CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of core competence. By explicitly teaching the skills within these competencies, research shows that it can support equitable learning environments and improve optimal developmental outcomes for all children, adolescents, 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"> Identifying emotions Accurate self-perception Recognising strengths <ul style="list-style-type: none"> Self-confidence Self-efficacy
 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"> Impulse control Stress management Self-discipline <ul style="list-style-type: none"> Self-motivation Goal setting Organisational skills
 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"> Understanding emotions Empathy/sympathy <ul style="list-style-type: none"> Appreciating diversity Respect for others
 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"> Communication Social engagement <ul style="list-style-type: none"> Relationship building Teamwork
 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"> Identifying problems Analysing solutions Solving problems <ul style="list-style-type: none"> Evaluating Reflecting Ethical responsibility



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 2 OVERVIEW

This lesson looks at how we can manage strong, uncomfortable emotions using a variety of breathing, mindfulness and meditation techniques.

The lesson starts with pupils reflecting on their previous week, ideally looking at their emotion tracking journal to see when they had strong emotions. Pupils with similar strong emotions talk about how their emotions passed and if they did or experienced anything to help themselves feel better.

Two of the most common difficult emotions are stress and anger and the lesson looks at how these are experienced and what we can do to help reduce uncomfortable levels of stress or anger.

Pupils can learn two different breathing techniques and a grounding technique to help them deal with stress, anger, sadness and feelings of anxiety and overwhelm. They should also be introduced to 10 techniques to help them deal with strong emotions and to have a record of these to refer back to.

The lesson also has an activity looking at how meditation is a useful practice to manage emotions and the difference between mindfulness and meditation.

Pupils go on to look at the importance of thinking before they act and how having clearly defined goals can help us stay on track when things get difficult.

There is also a mindfulness colouring exercise to help pupils relax.



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 **Emotional Tracking Journal** for each pupil. Make sure each pupil has completed a week of the journal before the lesson. If you set this in Lesson 1, you don't need to print it again.
- If you are going to teach the technique, print out one copy of the **5, 4, 3, 2, 1... Here I Am worksheet** for each pupil or provide a framework on the board for pupils to copy into their notes.
- Print out one copy of **Techniques To Deal With Strong Emotions worksheet** for each pupil.
- Print out one copy of **Setting Good Goals worksheet** for each pupil or provide a framework on the board for pupils to copy into their notes.
- Print out one copy of **Improving Emotions Journal** for each pupil to do at home.
- Print out one copy of the **Handling Your Emotions Notes** for each pupil, selecting the most appropriate level.

OPTIONAL EXTRAS:

- If you can print in colour, print out one copy of the **Rainbow Smiley Breathing worksheet** for each pupil.
- Print out one set of the **Mindfulness Colouring Sheets** for each pupil - or provide a selection of sheets for pupils to choose from.

POSTERS:

- Print out the **Square Box Breathing poster** for your classroom.
- Print out the **Just Smile poster** for your classroom.



CAN'T PRINT?
FOLLOW
ALTERNATIVE
SUGGESTIONS IN
THE LESSONS

ANSWER
SHEETS ARE AT
THE END OF
THE PACK



LEARNING OBJECTIVES

- 💡 Recognise stress and anger in our body and know techniques to reduce them.
- 💡 Understand the benefits of waiting before acting.
- 💡 Understand that achieving goals requires organisation and hard work.



DIFFERENTIATION

- **Gifted and Talented:** Use the Level 3 cloze passage in the assessment section. More able pupils should be able to remember and practice more complex activities.
- **English as an Additional Language:** EAL pupils should be able to follow along with all the practical breathing exercises. They may need help understanding the more didactic activities and complex concepts.
- **Special Educational Needs:** Adapt activities according to your needs (Rainbow Smiley Breathing may be challenging for less able pupils) and use the simpler Level 1 cloze passage in the assessment section.



CURRICULUM RELEVANCE: ENGLAND

Relationships Education

Respectful relationships:

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

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

PSHE: H1, H15, H16, H17, H18, H20, H21, H22, H24, H27, H29, R31, L25

Physical health and mental wellbeing: Primary

Mental wellbeing:

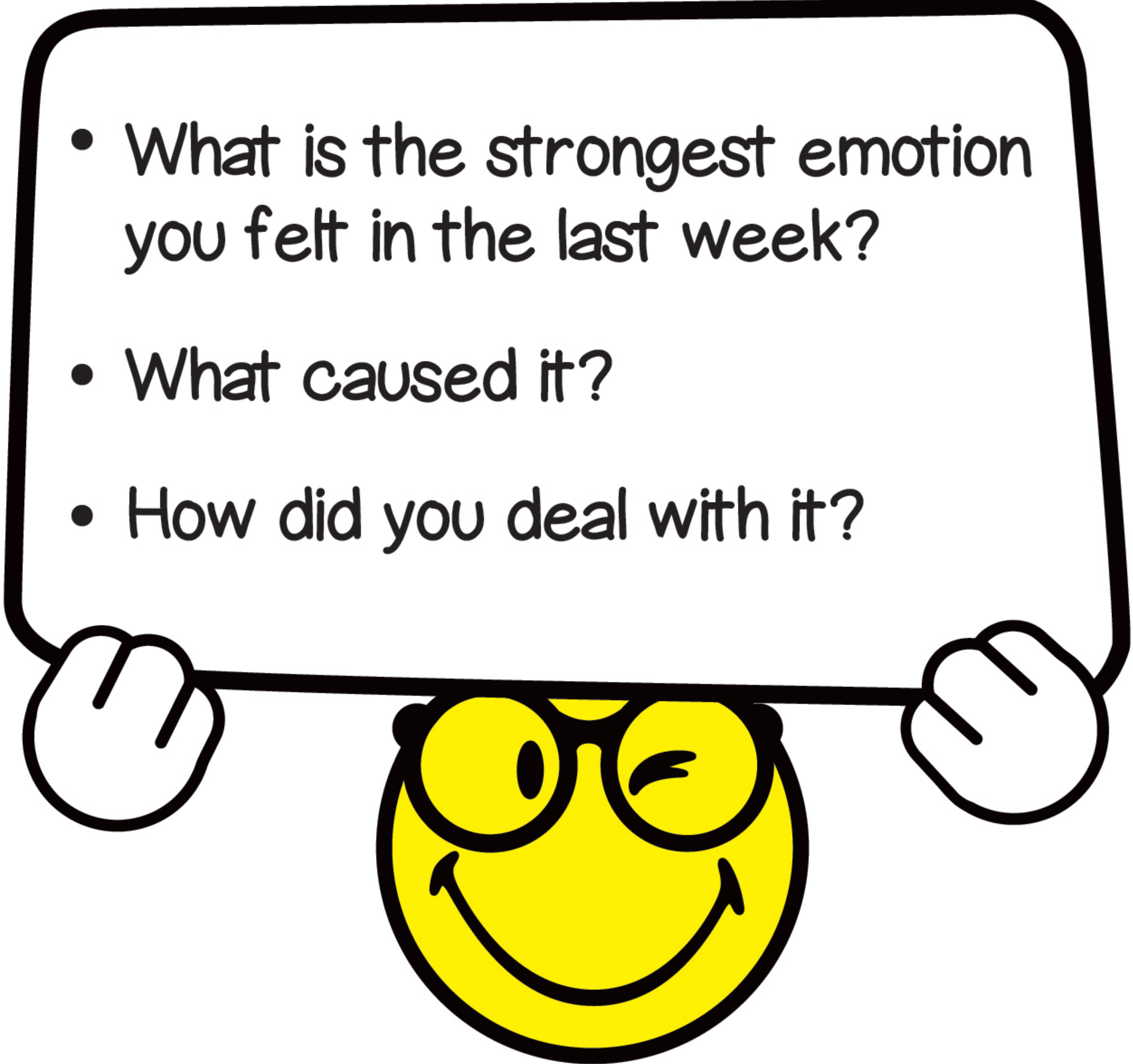
- that mental wellbeing is a normal part of daily life, in the same way as physical health
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- where and how to seek support (including recognising the triggers for seeking support)

CASEL Core Competency: Self-management: Respond to your emotions



As this lesson is about dealing with difficult emotions, pupils are asked to think about strong emotions they had recently, how they felt and what they did or what happened to help them feel better. They should use their journals to help them see when they experience strong emotions and what causes them.

1. Write the following questions on the board:

- 
- What is the strongest emotion you felt in the last week?
 - What caused it?
 - How did you deal with it?

2. Ask pupils to silently think about and note down their answers to the questions on the board. If pupils have completed the preparatory homework, ask them to review it to remind them of what happened that week.
3. If pupils don't know what a strong emotion is, tell them it is where they feel a lot.
4. Ask pupils to try to remember how the strong emotion felt in their body and what they did to make it feel better. Tell pupils to write down their answers but not to share anything yet.
5. Tell pupils that we often feel better without doing anything as emotions can go away by themselves, but there are things we can do to feel better when strong emotions come up and they're going to learn some techniques in this lesson.

EXTENSION: Would different people deal with the same strong emotion differently?



INDIVIDUAL WORK

LESSON PLAN 2
Handling
Your
Emotions

This activity asks pupils to share how they manage strong emotions with others who've had the same emotion to find common techniques. These may be things like counting to 10 or taking deep breaths or talking to someone.

1. Ask pupils to put their hands up if the strongest emotion they felt in the last week was:

- Anger
- Sadness
- Joy
- Stress
- Fear
- Guilt
- Jealousy
- Any other emotion

2. As far as possible, put pupils into groups of up to 4 where all the pupils in the group experienced much the same strongest emotion in the last week.

3. Ask pupils to discuss with their group things that can help them feel better when they feel the strong emotion they put their hand up about. Write ideas on the board to help pupils - for example:

- Talk to a friend or parent
- Have a hug
- Play with a pet
- Cry
- Apologise
- Exercise
- Shout
- Sing
- Take deep breaths
- Eat ice cream



Give pupils 5 minutes to decide on two techniques for managing the strong emotion their group is discussing. Tell pupils they don't need to just select from the ideas on the board but can come up with their own. You may need to talk to each group in turn to help pupils realise what they do naturally to calm their strong emotions.

4. Tell each group to select two people to each present one technique the group has decided works to calm the emotion they had.

EXTENSION

Ask pupils why they think the technique works.

5. After each group has presented, say how else their technique might be useful - for example, deep breathing can be good for calming anxiety but also anger.

6. Once each group has given their suggestions, mention any other common, effective techniques that haven't been covered.

7. Tell pupils that there are lots of breathing and mindfulness techniques that can help strong emotions become easier to deal with and they will learn a couple of techniques during the lesson.



GROUP WORK



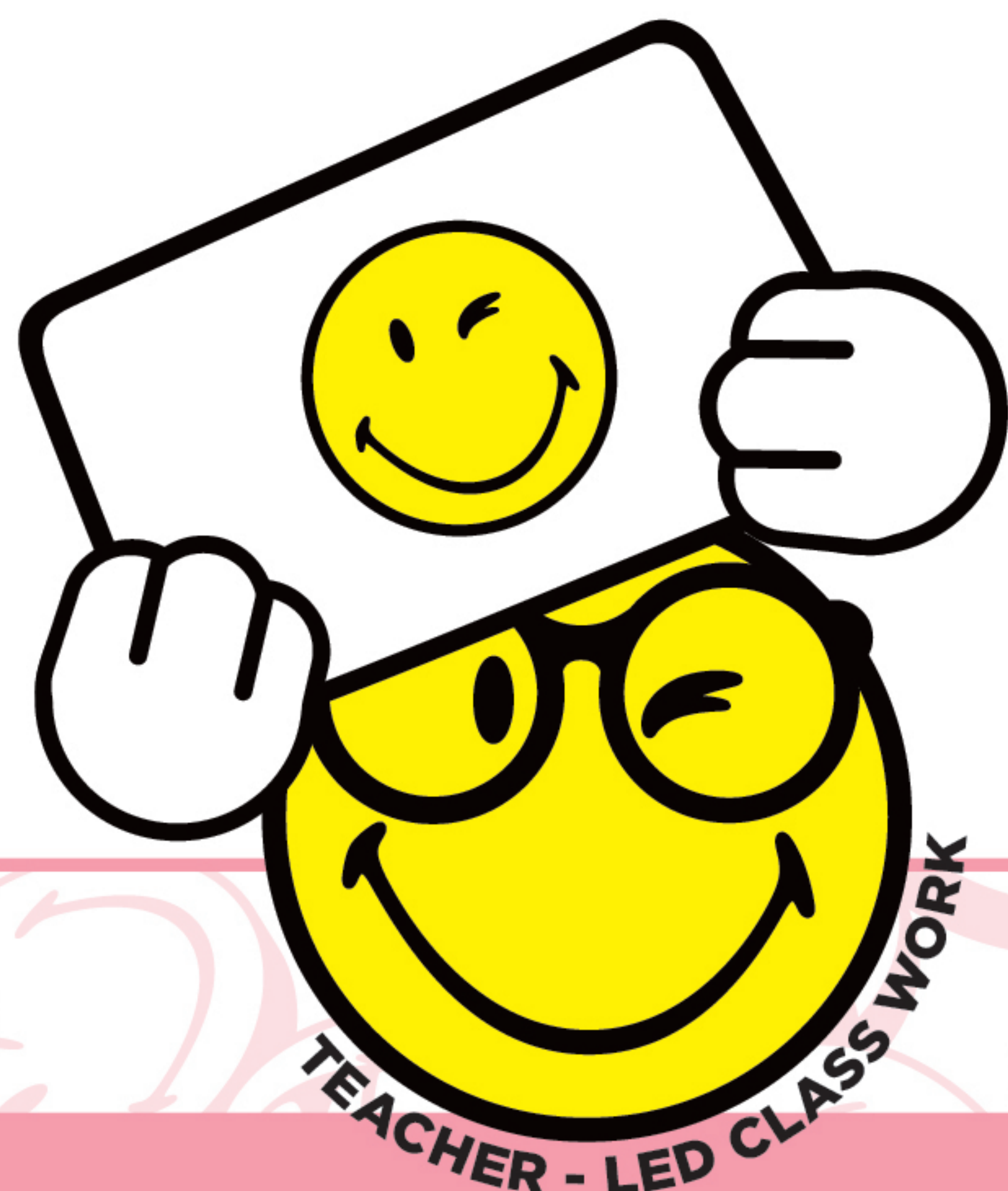
**LESSON PLAN 2
Handling
Your
Emotions**



Two of the most common and difficult emotions to handle are stress and anger. This activity looks at the differences between these emotions and how emotions can overlap. It introduces the idea that a little stress can be good but too much is bad, so we should learn to control our stress levels.



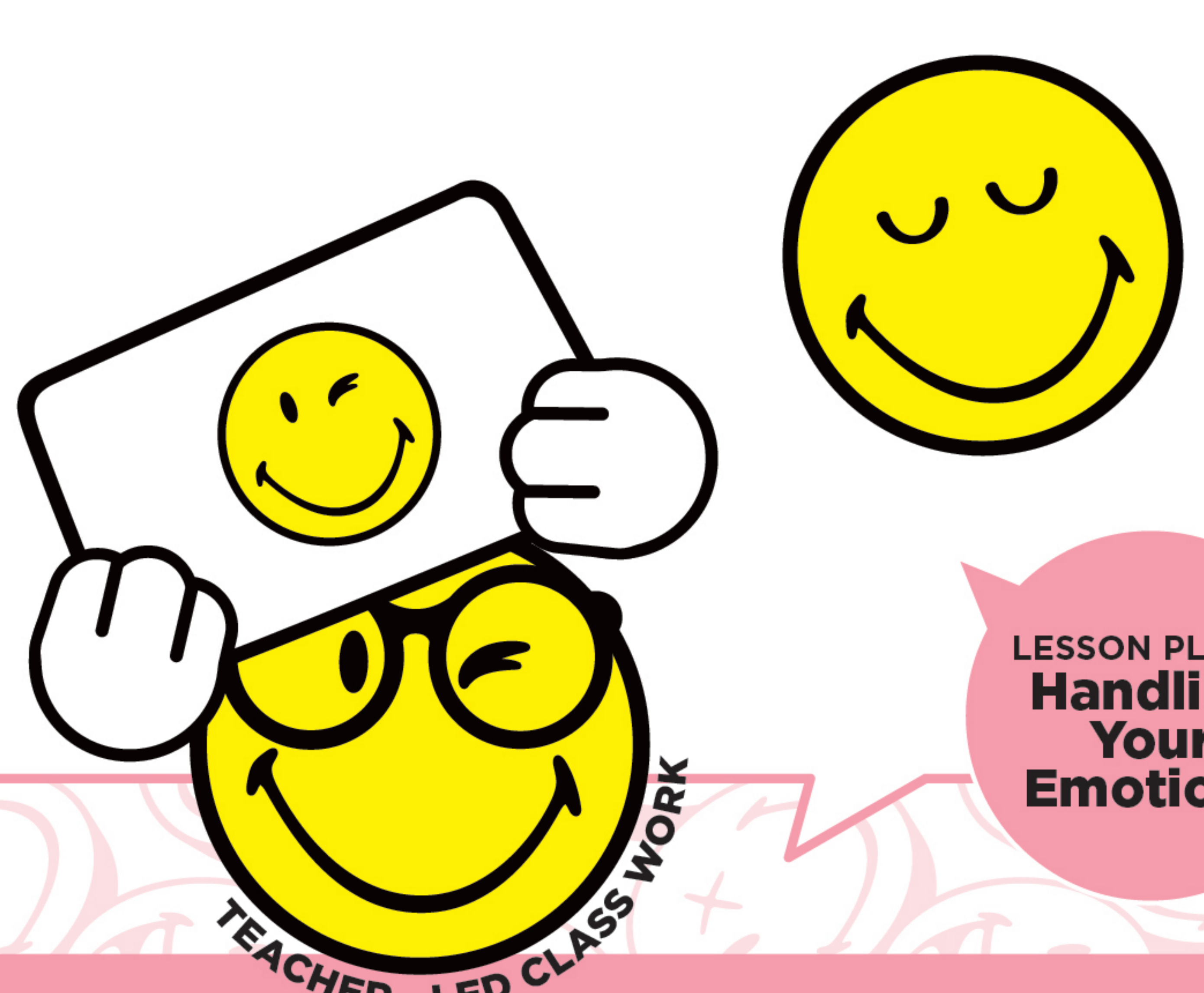
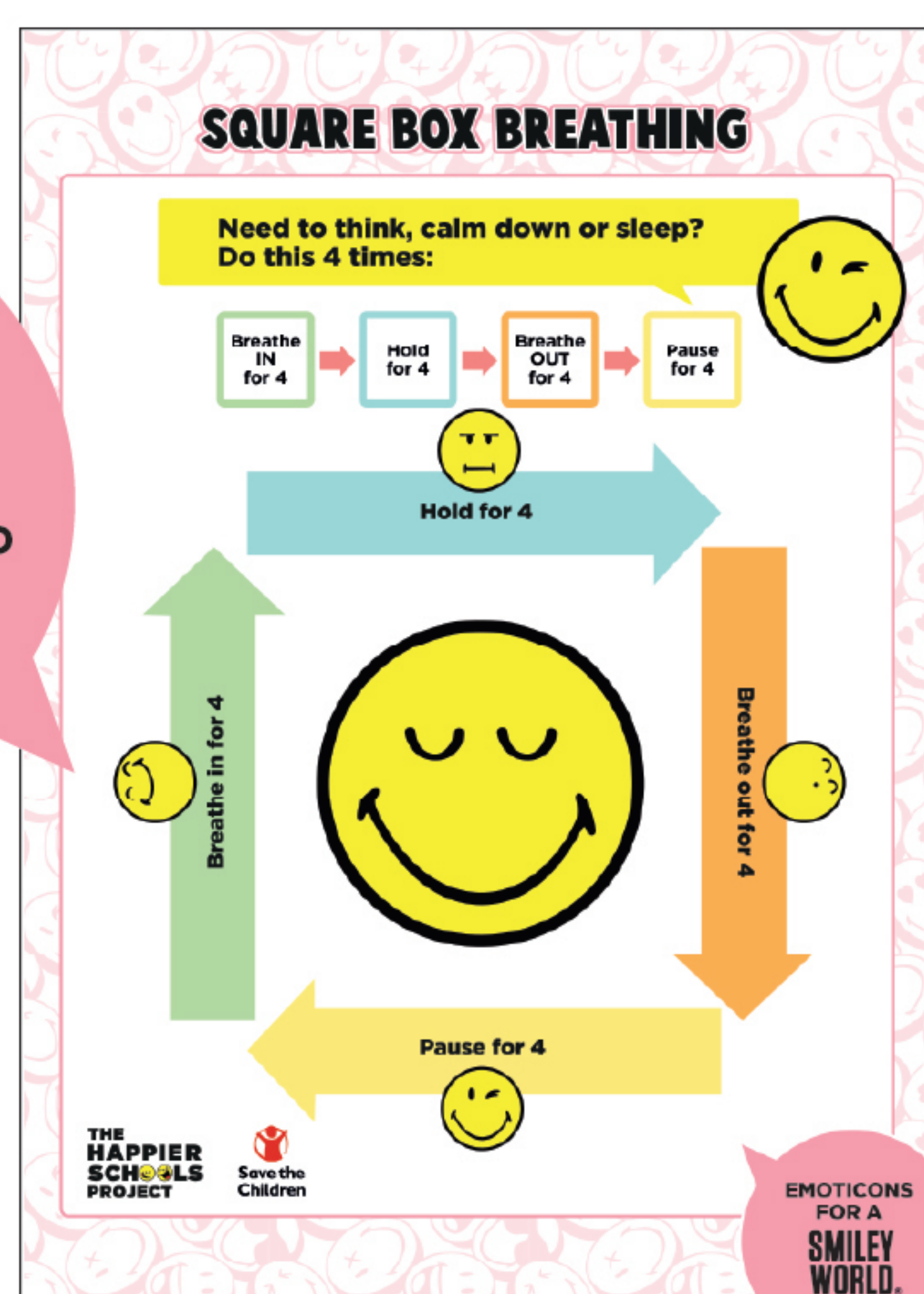
1. Tell pupils that two of the most common strong emotions are Stress and Anger.
2. Ask pupils to think about and/or write down how anger feels to them in their body. Point out that it might not be the same for everyone.
3. Ask pupils to think about and/or write down how stress feels to them in their body. Point out that it might not be the same for everyone.
4. Ask pupils what they feel the difference is between stress and anger. Point out that there may be similarities - for example a fast heartbeat and need to move.
5. Tell pupils that emotions can overlap and affect each other - for example, when we are stressed, we might get angry more easily.
6. Ask pupils what kind of things might cause someone to feel angry.
7. Tell pupils that, for most people, anger is a reaction to one recent event (like someone hurting us). When we are angry we tend to feel hot and have a lot of energy we want to release. We may feel that things are unfair and we want things to be different. This isn't necessarily a bad thing as we can use our energy from anger to make things better, but we should be careful not to hurt others when we're angry. Tell pupils we can learn to control our anger and use it to help us.
8. Ask pupils what kind of things might cause someone to feel stressed.
9. Tell pupils that, for most people, stress is caused by events or things in our lives that we can't control and that might take place over a longer period of time (like having tests at schools). When we are stressed, we worry, our energy can go down, we may feel sad, keep thinking of the event, what is going to happen, or what we need to do next.
10. Tell pupils that how we respond to stress can change how it affects us. If we think things are going to go badly and are afraid, we probably won't be at our best. If we can be calmer or change our stress to excitement, it can help us cope better. A little bit of stress can be good to help us do our best, but too much stress can be very unhealthy as it stops our body from working properly, so it's important we learn to manage our stress in healthy ways.



This breathing technique is one of the simplest, most effective and most scientifically-proven ways to calm the nervous system. It is easy for pupils to learn and remember, and can be used in any situation when they want to feel calmer or think more clearly.

1. Tell pupils that they're going to learn a breathing technique that is used by soldiers around the world to help them think clearly in stressful situations.
2. Ask pupils to note to themselves how they are feeling at this specific moment. How stressed do they feel?
3. Tell pupils the technique they're going to learn is called Square Box Breathing, or Four-by-Four Breathing, and ask them to guess why it has that name and to tell you afterwards.
4. Tell pupils to sit comfortably in a chair, lean back, relax and put both their feet on the floor.
5. Tell pupils to breathe out all the air they can and then repeat this cycle with them 4 times:
 - Breathe in through their nose for a slow count of 4: 1, 2, 3, 4...
 - Hold their breath when their lungs are full for a slow count of 4: 1, 2, 3, 4...
 - Breathe out slowly through their mouth for a slow count of 4: 1, 2, 3, 4...
 - Pause with empty lungs and don't breathe in for a slow count of 4: 1, 2, 3, 4...
 - Imagine relaxing completely.
6. Ask pupils to note to themselves how they are feeling now. Are they feeling more relaxed than before the breathing exercise? Ask them to put their hands up if they're feeling better.
7. Ask pupils why they think it is called square box breathing, or four-by-four breathing.
8. Draw a square on the board with a line going up for the inhale, across for the breath hold with full lungs, down for the exhale and back across in the other direction for the breath hold with empty lungs.
9. Tell pupils that square box breathing is effective, free and can be done at any time and can be useful in many situations, including:
 - To reduce stress
 - To focus better on your work
 - To calm yourself when you feel you have too much to do
 - To help make a decision
 - To fall asleep
10. Tell pupils to make a note of the technique and to try it at least once a day for the next week.

YOU CAN
USE THE
**SQUARE BOX
BREATHING
POSTER** TO HELP
ILLUSTRATE
THE LESSON!

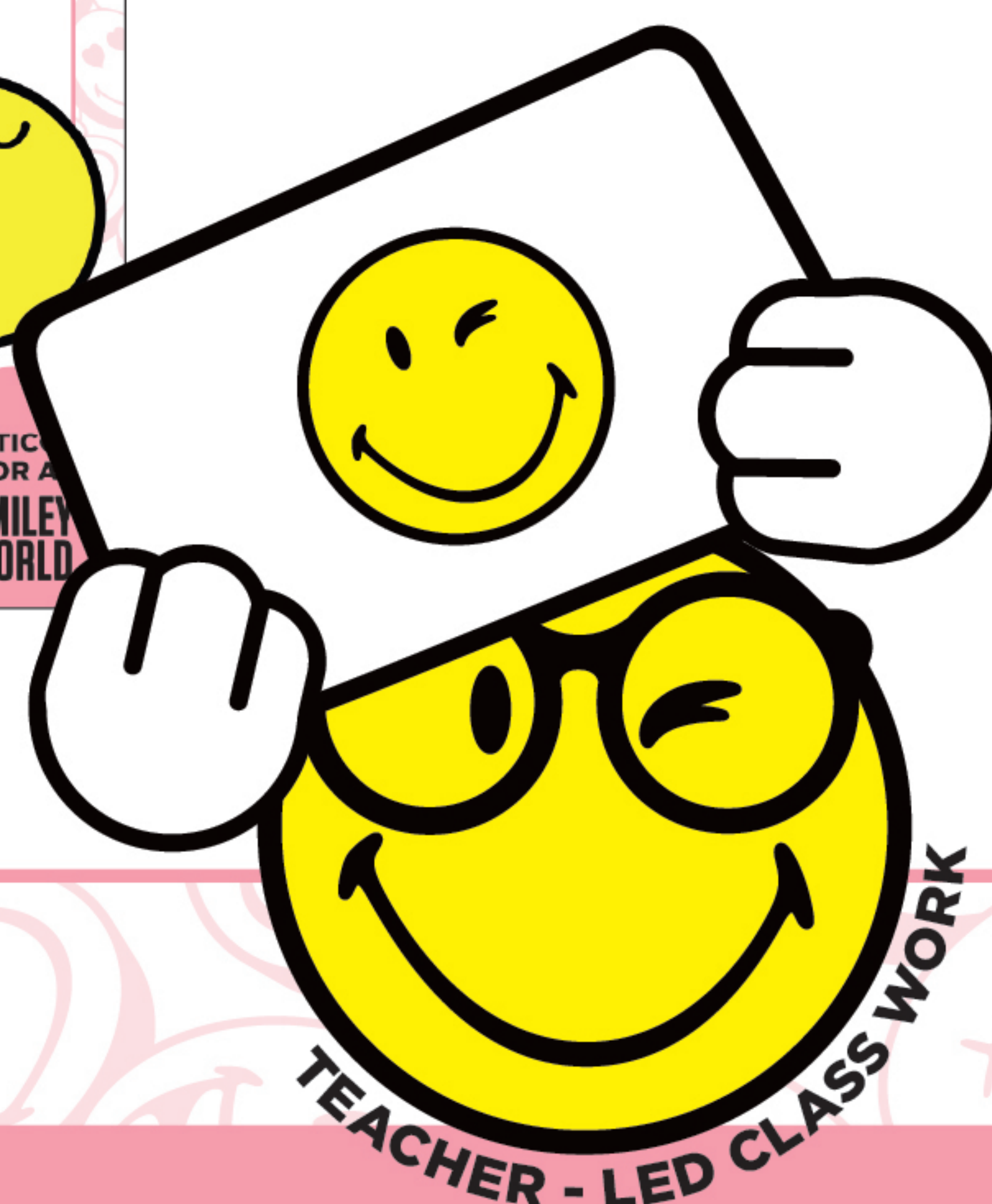


LESSON PLAN 2
**Handling
Your
Emotions**

This activity introduces pupils to mindfulness, one of the most studied and effective ways to improve mental health. Mindfulness activities encourage pupils to develop greater awareness of their bodies, enhance their focus, and stay aware of the present moment.

1. Tell pupils that they're going to learn a breathing technique called Rainbow Smiley Breathing that they can use to calm themselves and feel happier.
2. Show pupils the **Rainbow Smiley Breathing Poster** or give them a **colour Rainbow Smiley Breathing worksheet**.
3. Tell pupils that they are going to read the sheet like a book but each Smiley is a breath - the bigger the Smiley, the bigger a breath they should take. They should also imagine they're breathing in the colour of the Smiley as well as the happy mood.
4. Ask pupils to note how they feel on a scale of 1 to 10 before they start the exercise.
5. Depending on the age and ability of your pupils, you can talk the pupils through the exercise as a whole class or leave them to try it on their own so they can breathe at their own pace.
6. Ask pupils to note how they feel on a scale of 1 to 10 after the exercise.
7. If you did the Square Box Breathing exercise with your pupils, ask them which technique they preferred and if they felt different.
8. Tell pupils to make a note of the technique and to try it at least once a day for the next week.

USE THE
RAINBOW
SMILEY
BREATHING
POSTER TO HELP
ILLUSTRATE THE
LESSON!



LESSON PLAN 2
**Handling
Your
Emotions**

TEACHER - LED CLASS WORK

This common, very effective grounding technique can help reduce feelings of being overwhelmed by tasks and worries about the past or future by bringing people back to the present. It can be used anytime things become a bit too much.



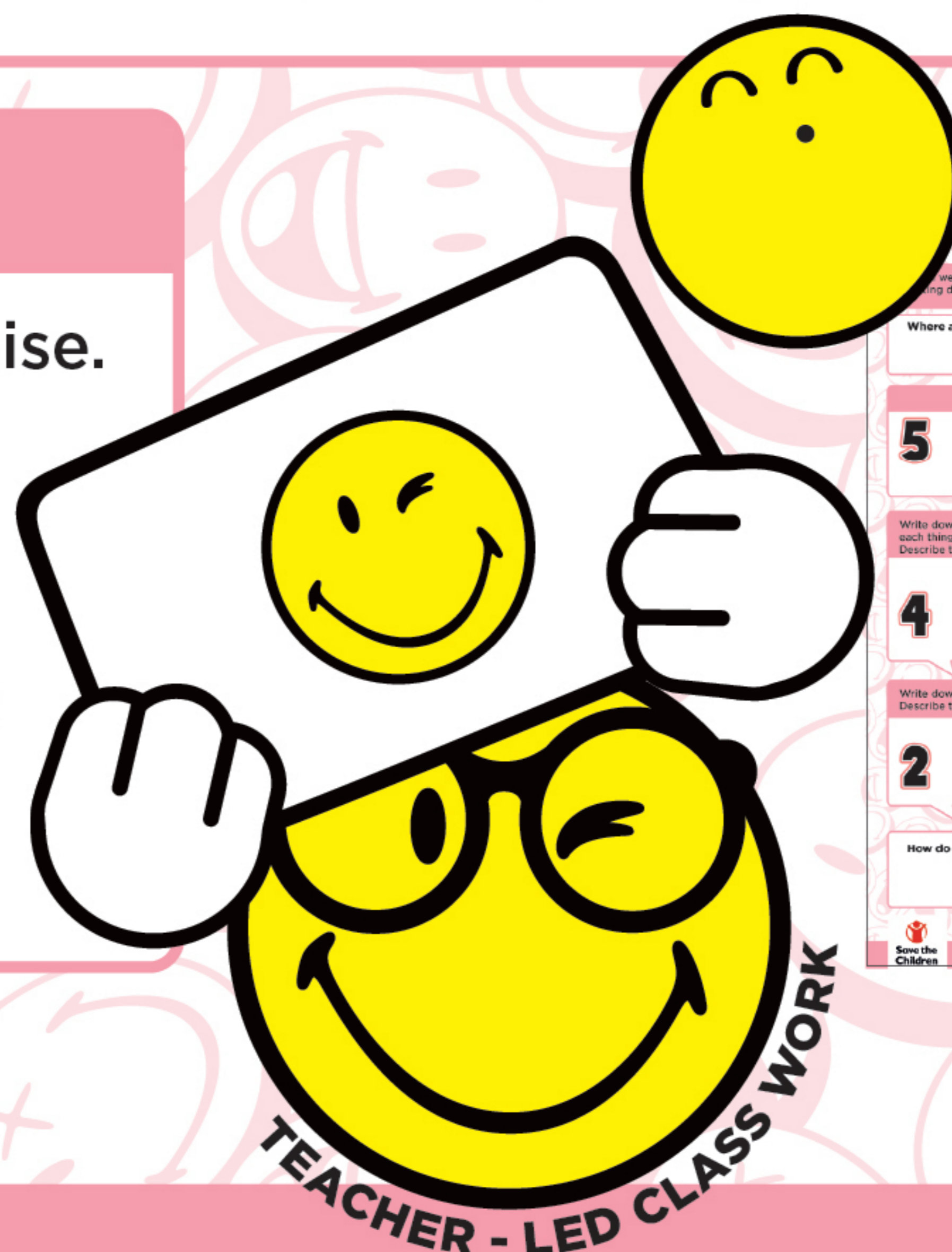
NOTE: It is best to teach this technique if you have two things for pupils to smell (maybe essential oils or herbs, fruits or flowers you can distribute to each pupil) and one thing for them to taste, like a fruit, chocolate or sweet. This makes the activity less abstract and helps pupils become more grounded in their bodies and aware of the present moment, but you can do the exercise even if you don't have these things and ask the students to recall these things from memory. Before providing food or oils, make sure you have considered the health and safety considerations, specific dietary requirements and religious restrictions such as Ramadan.

INSTRUCTIONS

1. Tell pupils that they're going to learn a calming technique that will help them let go of worrying about the past or future. It's useful for adults and children and can be used anytime things become a bit too much.
2. Give each pupil a **5, 4, 3, 2, 1... Here I Am worksheet** or ask them to make notes in their notebooks.
3. Tell pupils to take a deep breath in to begin. The deep breath should expand their belly.
 - **SEE 5:** Tell pupils to look around for five things they can see. Tell pupils that when they do this for themselves alone, they can say what they see out loud. For example, they could say "I see a window" or "I see a blue door with a metal handle." The more detail they can give, the better.
 - **TOUCH 4:** Tell pupils to find four things that they can feel. Tell pupils to notice what their body feels - can they feel their shoes on their feet, their clothes, the chair? Can they touch different fabrics, their pencil case, the desk? Tell them to notice the details: the texture, the temperature, whether it's wet or dry. When they do this for themselves, they can say what they feel out loud to themselves. For example, they could say, "I feel my feet warm in my socks" or "I feel the scratchy carpet I am sitting on."
 - **HEAR 3:** Tell pupils to listen for three sounds. It could be the sound of cars driving outside, or birds chirping, or a clock ticking, or the sound of their breathing or tummy rumbling. When they do this for themselves, they can say what they hear out loud to themselves.
 - **SMELL 2:** Tell pupils to find two things they can smell. You may want to give them some herbs, oils or flowers to smell beforehand to make this easier. Again, when they do this for themselves, they can say what they smell out loud to themselves.
 - **TASTE 1:** Tell pupils to describe one thing they can taste. It may be the last thing they ate or drank, toothpaste from brushing their teeth, or something you've given them to eat. Ask them to describe it in detail. Is it sour, sweet, bitter, tart?

DISCUSSION

4. Ask pupils how they feel after the exercise.
5. Tell pupils they can repeat this 3 to 5 times, or more. It should help them feel more at home where they are and stop them worrying so much.
6. Tell pupils to note the exercise to use in future and to try to use it three times in the next week so they remember it.








5,4,3,2,1...
HERE I AM
WORKSHEET

LESSON PLAN 2
**Handling
Your
Emotions**



TEACHER - LED CLASS WORK

This technique encourages pupils to think before they react to a situation - to consider their options and select the best one for them.

1. Tell pupils that they're going to learn a technique that will help them have more successful lives and use SMILEs to help manage their emotions..
2. Tell pupils the SMILE technique is:
 -  **S** for Stop - Don't react straight away. Take yourself away from the situation if you can. Count to 10 and take a deep breath if you can't.
 -  **M** for Mull - Mull it over and think about what happened. Who did what? Could something have been misunderstood? Try not to think of the worst reason why someone else did something.
 -  **I** for Investigate - Investigate all the different ways there could be to deal with the situation.
 -  **L** for List - List the things you could do.
 -  **E** for Express - Express yourself by doing the action you have decided is the best way forward for you and everyone involved.
3. Ask pupils to note down the SMILE technique and to think of one occasion when they could have used it in the last week. Tell pupils to refer back to their **Emotion Tracking Journal** and see when it could have been used. What might they have done differently if they had spent more time considering things before acting?

JUST
SMILE
SHEET

JUST SMILE!

HAPPINESS IS JUST A SMILE AWAY

S  **STOP** Don't react straight away. Take yourself away from the situation if you can. Count to 10 and take a deep breath if you can't.

M  **MULL** Mull it over and think about what happened. Who did what? Could something have been misunderstood? Try not to think of the worst reason why someone else did something.

I  **INVESTIGATE** Investigate all the different ways there could be to deal with the situation.

L  **LIST** List the things you could do.

E  **EXPRESS** Express yourself by doing the action you have decided is the best way forward for you and everyone involved.

Try one of these SMILE techniques anytime you need a 

THE HAPPIER SCHOOLS PROJECT

EMOTICONS FOR A SMILEY WORLD.




LESSON PLAN 2
**Handling
Your
Emotions**

TEACHER - LED CLASS WORK

EXTENSION: Only do this activity with more advanced pupils.

This activity recaps the emotional management techniques introduced in this lesson and includes other common techniques. Pupils should review each technique and consider which emotions it can help them deal with. The completed worksheet provides a useful summary for pupils to refer back to in future.

1. Tell pupils they are going to learn some more techniques to deal with difficult emotions.
2. Give each pupil a **Techniques To Deal With Strong Emotions worksheet** and ask pupils to fill in the answers on the sheet with which emotions they think each activity helps with. Remind them that some activities are good for lots of emotional states. Provide clues and reminders of what they've done in the lesson.
3. Tell pupils they are going to have to guess at the answers for some techniques but to try the techniques for themselves and think about which emotions it might help with.
4. Give pupils 10 minutes to complete the worksheet.
5. Review pupils' answers against the answer sheet with instructions to write or draw the emotions that the technique can help with in the marked column.

	Technique	Emotions it can help with
	1. Four-by-Four / Square Box Breathing Breathe in for a count of 4 (through your nose if you can). Hold your breath for a count of 4. Breathe out for a count of 4 (through your mouth). Wait for a count of 4. Repeat by breathing in for a count of 4 again.	Anxiety, Fear, Shock, Anger, Stress This technique is useful anytime you want to feel calmer, including being over-excited or too happy.
	2. Count to 10 If you are reacting without thinking, count to 10 before you speak or act.	Anger
	3. Apologise If you hurt someone or did something wrong, apologising can make you feel better.	Guilt, sometimes Anger
	4. Move Move your body by walking, running, jumping, dancing, punching the air.	Anger, Anxiety, Sadness, Fear Moving your body is always good for you!
	5. Gratitude List List things you are grateful for.	Sadness Even when we're sad, there are good things in our lives!
	6. Shout it Out If you're in a place where it's okay to make a lot of noise, you can shout or scream to get rid of emotion.	Anger
	7. Talk it Out Talk through your emotions with someone you trust.	Sadness, Stress, Anxiety, Fear, Joy - ALL emotions! Talking can help us understand all our emotions.
	8. Breathe it Out Breathe out more slowly than you breathe in to relax your body and mind.	Stress, Anxiety, Fear
	9. 5, 4, 3, 2, 1 Find five things you can see, four things you can touch, three things you can hear, two things you can smell and one thing you can taste	Anxiety, Stress
	10. SMILE: Stop, Mull, Investigate, List, Express Before reacting to something that upsets you, stop, mull over what happened, investigate your options, list all the possible ways the situation could be made better and then decide on the best reaction and express yourself!	Anger, Stress, Fear, Anxiety, Confusion, Surprise, Sadness

THE STUDENTS' SHEET WILL BE BLANK FOR THEM TO FILL IN ON THEIR OWN



LESSON PLAN 2
Handling Your Emotions



Being creative and expressing ourselves has been shown to improve your mood as it can help us get in touch with our emotions. We can use our creations to release or communicate how we feel. This exercise teaches pupils to take the time to be creative to help them understand and improve their moods.

1. Tell pupils that doing creative things can help us get in touch with our emotions. We can sing, dance, tell or story or draw a picture that captures how we feel.
2. Ask pupils what creative things they like to do.
3. Tell pupils that drawing a picture or even just colouring in can take our mind off our problems and improve how we feel.
4. Give pupils a blank piece of paper and a selection of art materials and tell them to create a picture that captures how they feel at the moment. Tell pupils to use whatever colours and art materials they feel is appropriate.
5. Tell pupils that the picture doesn't need to be of anything anyone could recognise - it can be as abstract as they want, just using colours and shapes. Tell them they can share their emotional creations with others if they want to show them how they're feeling, but they can keep them to themselves too if that feels better.
6. If you have access to a printer, give pupils one or more of the **Mindfulness Colouring worksheets** and tell them to colour it in with bright colours that make them feel happy.
7. Ask pupils which activity improved their mood the most: the art activity where they expressed their feelings or the colouring in activity.
8. Tell students that being creative can help them understand and improve their moods and colouring in can help them by giving their mind something relaxing to do.



MINDFULNESS
COLOURING
WORKSHEETS



INDIVIDUAL WORK

LESSON PLAN 2
Handling
Your
Emotions

Learning to set good, challenging yet realistic goals for ourselves is a very important life skill. Having goals that inspire us can help us stay focused and on track when things get difficult and they can help us to lead happier lives. This activity introduces pupils to the idea of setting SMART (Specific, Measurable, Achievable, Realistic, and Timed) goals for the short, medium and long-term.

1. Tell pupils that difficulties we all experience in life can be easier to cope with if we have clear goals we want to achieve.
2. Tell pupils that reaching goals we've set for ourselves and working hard to do the things we want to achieve can help us feel good about ourselves.
3. If pupils completed the **Knowing Yourself Homework**, ask them to review it. What did people say they were good at? What could they improve?
4. Tell pupils to select one thing they're already good at that they want to do better or something they're not so good at that they want to improve and to make a goal.
5. Tell students that a good goal is one that is not too difficult and is very clear, has a time you need to complete it by and that you know what you need to do to achieve it.
6. Tell students to write three goals for themselves - one for the short-term (this week), one for the medium-term (this month) and one for the long-term (this year) using the format:

I will _____ [fill in the goal]

By _____ [fill in the time or day to finish the goal]

I need to _____ [fill in the steps that need to be done to meet the goal].

**SETTING
GOOD GOALS
WORKSHEET**

THE HAPPIER SCHOOLS PROJECT **SETTING GOOD GOALS** LESSON PLAN 2 Handling Your Emotions

It's good to set ourselves goals. Goals can help us work out what to focus on and keep us on track for positive progress.

A good goal is one that is:

- very clear,
- you'll be able to tell when you've met it,
- you know what you need to do to achieve it,
- is challenging but not impossible,
- has a time you need to complete it by.

Make 3 goals you want to work on:
 one to do this week one to do this month one to do this year

My Goal for the Week:
 I will [fill in your goal for the week]
 I will reach my goal by [fill in the time or day to finish the goal]
 To reach my goal I need to [fill in the steps that need to be done to meet the goal]

My Goal for the Month:
 I will [fill in your goal for the month]
 I will reach my goal by [fill in the time or day to finish the goal]
 To reach my goal I need to [fill in the steps that need to be done to meet the goal]

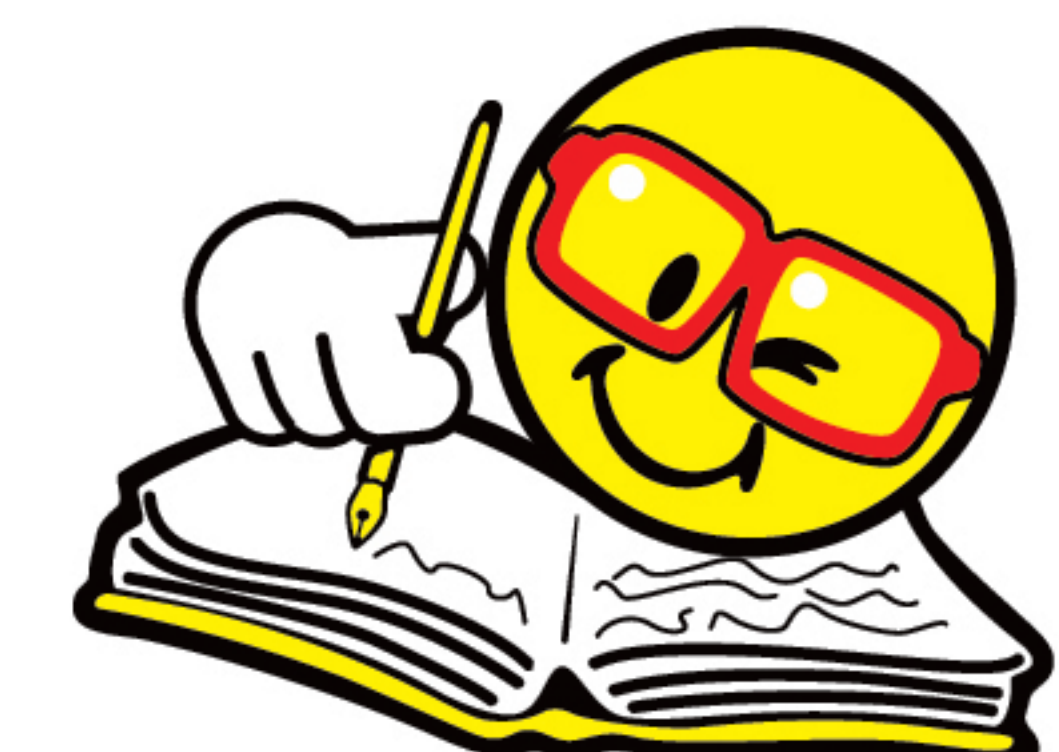
My Goal for the Year:
 I will [fill in your goal for the year]
 I will reach my goal by [fill in the time or day to finish the goal]
 To reach my goal I need to [fill in the steps that need to be done to meet the goal]

Save the Children EMOTICONS FOR A



**LESSON PLAN 2
Handling
Your
Emotions**

INDIVIDUAL WORK



This activity asks pupils to remember all the emotional management techniques they've learned and to remember their favourite one or two to use regularly.

1. Ask pupils to recall all the calming techniques you have covered in the lesson.
2. Recap any techniques that student have forgotten.
3. Tell pupils to choose their favourite technique and practice it once more on their own.

**SQUARE BOX
BREATHING
SHEET**

SQUARE BOX BREATHING

Need to think, calm down or sleep?
Do this 4 times:

THE HAPPIER SCHOOLS PROJECT **Save the Children** **EMOTICONS FOR A SMILEY WORLD.**

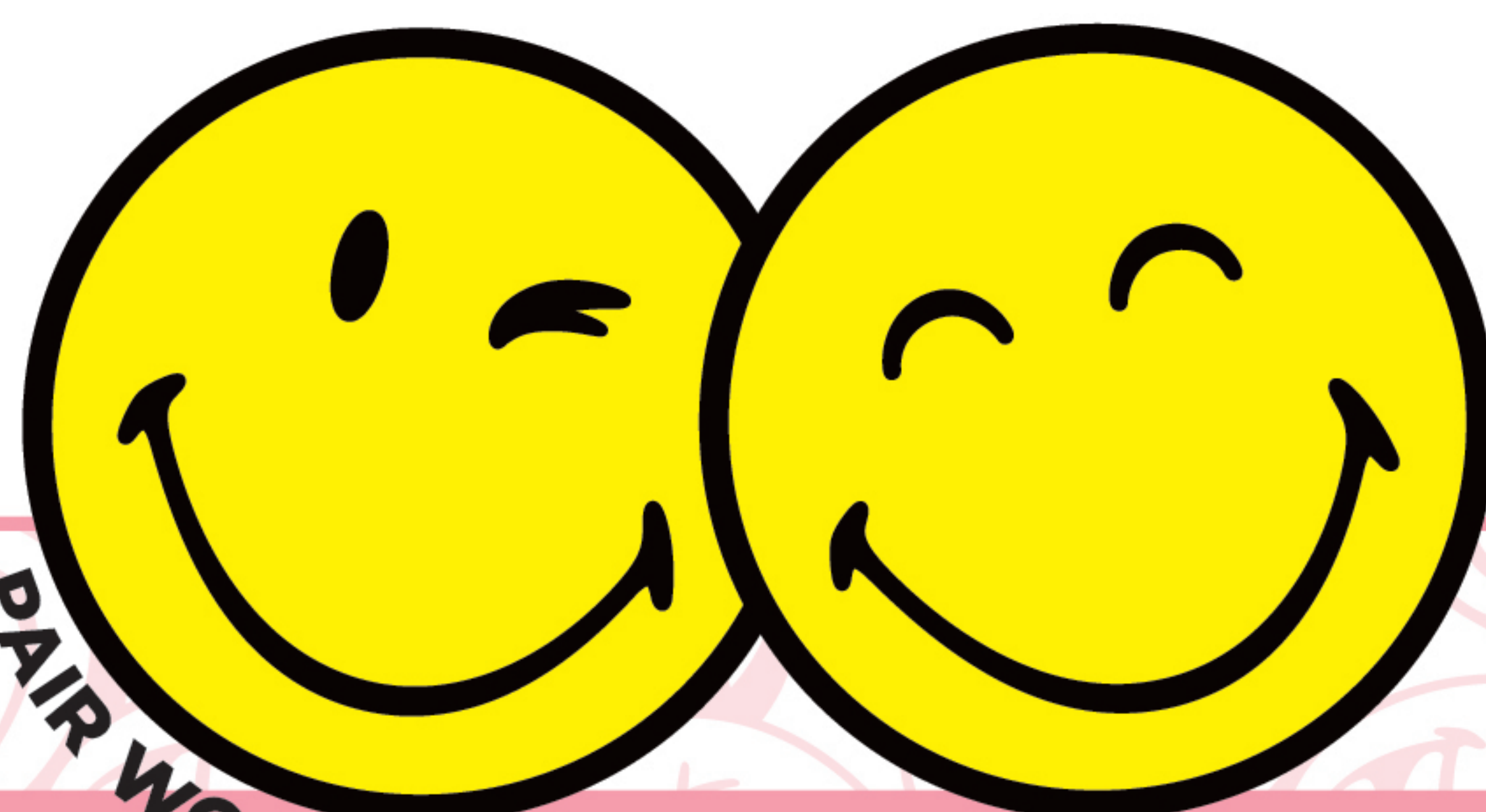
**RAINBOW
SMILEY
BREATHING
SHEET**

THE HAPPIER SCHOOLS PROJECT **RAINBOW SMILEY BREATHING**

Breathing big, deep breaths helps our bodies relax. Imagining breathing in different colours can help us feel various things as we connect different colours to different places and emotions. Thinking about breathing in a smile can make us feel happier. Now can you do all three at once?

Read the bubbles like a story for your breathing. Take one big breath for a big Smiley and smaller breaths for smaller Smileys. For each breath, imagine you are breathing in the colour and breathing in their facial expression until you have breathed in a rainbow of smiles.

THE HAPPIER SCHOOLS PROJECT **Save the Children** **EMOTICONS FOR A SMILEY WORLD.**



PAIR WORK

**LESSON PLAN 2
Handling
Your
Emotions**

This activity asks pupils to monitor their emotions again, but to use one of the emotional management techniques they have learned every time they feel a strong emotion or they want to feel calmer or happier. By comparing their second week's **Improving Emotions Journal** with their first **Emotional Tracking Journal**, if they did that, they should hopefully see that they are better able to manage some emotions.

1. Ask pupils to complete the **Emotion Tracking Journal** for another week but this time to try one of the techniques they've learned in the lesson to improve their mood if necessary.
2. Pupils should complete the sheet by drawing a Smiley of how they feel at each time and writing down 1-3 words. If their mood could be improved, they should try one of the techniques in the **Techniques to Deal With Strong Emotions worksheet** and write the number of the technique they used next to their Smiley and add a tick if it helped.



**EMOTION
TRACKING
JOURNAL**

THE HAPPIER SCHOOLS PROJECT

TECHNIQUES TO DEAL WITH STRONG EMOTIONS

LESSON PLAN 2 Handling Your Emotions

There are lots of ways we can help ourselves feel better when we're feeling too much. For each of the techniques you've learned about below, draw a Smiley of which emotions the technique can help with. Remember that some techniques may only work for 1/2 of the things! And some people may find a technique works better or differently for them so your answers might be a bit different from your friends!

Technique	Emotions it can help with
1. Four-by-Four / Square Box Breathing Breathe in for a count of 4. Through your nose if you can. Hold your breath for a count of 4. Breathe out for a count of 4 through your mouth. Hold for a count of 4. Repeat your mouth, repeat by breathing in for a count of 4 again.	
2. Count to 10 If you are reacting without thinking, count to 10 before you speak or act.	
3. Apologise If you hurt someone or did something wrong, apologising can make you feel better.	
4. Move Move your body by walking, running, jumping, dancing, stretching etc.	
5. Gratitude List List things you are grateful for.	
6. Shout it Out If you're in a place where it's okay to make a bit of noise, you can shout or scream to get rid of emotion.	
7. Talk it Out Talk through your emotions with someone you trust.	
8. Breathe it Out Breathe out more slowly than you breathe in to relax your body and mind.	
9. 5, 4, 3, 2, 1 List 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and one thing you can taste.	
10. SMILE: Stop, Halt, Investigate, List, Express Before reacting to something that causes you stress, stop, smile, think, investigate, write down your feelings, then, smile, list one more technique, write down your feelings, then, smile, write the situation could be made better and then describe on the brief reaction and express your response!	

Save the Children | emotions for a world



REVIEW OF IMPROVING EMOTIONS JOURNAL HOMEWORK

It is important to review the **Improving Emotions Journal Homework** to help pupils realise which techniques work for them and, crucially, that they have the power to improve their own moods by themselves. It is also important to reassure pupils who struggled with the techniques, or who found some techniques didn't work for them, that many people find the techniques hard, including adults, but regular practice helps them become more effective.

1. After a week of tracking, ask pupils to look at their moods in their **Improving Emotions Journal** and find out:
 - a) Which techniques they used the most
 - b) Which techniques improved their moods
 - c) Whether there were techniques they didn't use but could have

EXTENSION

 - d) Whether there are patterns in their mood changes that they could try to prevent by using a technique - for example, being irritable at nighttime or anxious in the mornings.
2. If pupils completed the initial **Emotion Tracking Journal**, ask them to compare it with their subsequent **Improving Emotions Journal** and see if:
 - a) their moods were better overall as a result of using the techniques
 - b) whether there were similar patterns in their moods in the two weeks
3. Tell pupils that many people find the techniques hard, including adults, but regular practice helps them become more effective. So they shouldn't give up if they struggled with a technique or found a technique didn't work for them.
4. Congratulate pupils on knowing which techniques work for them and having the power to improve their own moods by themselves.



INDIVIDUAL WORK

LESSON PLAN 2
**Handling
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 **Handling 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 but written in a pool on the right 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 for struggling pupils by providing the first letter of the missing word.

HANDLING YOUR EMOTIONS WORKSHEETS

CORRECT ANSWERS

HANDLING YOUR EMOTIONS: LEVEL 1

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

Strong emotions can upset us and make it _____ for us to do the things we want or need to do. Some common _____ emotions are anger, sadness and stress.

When we are worried or _____ about something, it can make our _____ feel fluttery. A little bit of stress is good for us - it can help us _____ our best and reach our goals. But too much stress for too long is bad for our bodies. It can make it difficult to _____ or concentrate. We can _____ our levels of stress by taking deep _____ and breathing out _____.

When we are _____, it can make us feel hot and full of energy. If something suddenly makes us feel angry, we can try counting to 10 to help us think before we react. We can also try taking deep _____ and use a calming breathing technique.

Techniques like Square Box Breathing, Rainbow Smiley Breathing, 5, 4, 3, 2, 1 or meditation can help us feel _____.

It is important to remember that all emotions _____ eventually. No matter how upset you feel, you will feel _____ again in future.

Talking to a trusted adult or _____ is also a great way to deal with difficult emotions.

HANDLING YOUR EMOTIONS: LEVEL 2

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

Strong emotions can upset us and make it _____ for us to do the things we want or need to do. Some common _____ emotions are anger, sadness and stress.

When we are worried or _____ about something, it can make our _____ feel fluttery. A little bit of stress is good for us - it can help us _____ our best and reach our goals. But too much stress for too long is bad for our bodies. It can make it difficult to _____ or concentrate. We can _____ our levels of stress by taking deep _____ and breathing out _____.

When we are _____, it can make us feel hot and full of energy. If something suddenly makes us feel angry, we can try counting to 10 to help us think before we react. We can also try taking deep _____ and use a calming breathing technique.

Techniques like Square Box Breathing, Rainbow Smiley Breathing, 5, 4, 3, 2, 1 or meditation can help us feel _____.

It is important to remember that all emotions _____ eventually. No matter how upset you feel, you will feel _____ again in future.

Talking to a trusted adult or _____ is also a great way to deal with difficult emotions.

HANDLING YOUR EMOTIONS: LEVEL 3

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

Strong emotions can upset us and make it _____ for us to do the things we want or need to do. Some common _____ emotions are anger, sadness and stress.

When we are worried or _____ about something, it can make our _____ feel fluttery. A little bit of stress is good for us - it can help us _____ our best and reach our goals. But too much stress for too long is bad for our bodies. It can make it difficult to _____ or concentrate. We can _____ our levels of stress by taking deep _____ and breathing out _____.

When we are _____, it can make us feel hot and full of energy. If something suddenly makes us feel angry, we can try counting to 10 to help us think before we react. We can also try taking deep _____ and use a calming breathing technique.

Techniques like Square Box Breathing, Rainbow Smiley Breathing, 5, 4, 3, 2, 1 or meditation can help us feel _____.

It is important to remember that all emotions _____ eventually. No matter how upset you feel, you will feel _____ again in future.

Talking to a trusted adult or _____ is also a great way to deal with difficult emotions.

HANDLING YOUR EMOTIONS: LEVEL 2

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

Strong emotions can upset us and make it difficult for us to do the things we want or need to do. Some common strong emotions are anger, sadness and stress.

When we are worried or stressed about something, it can make our tummy feel fluttery. A little bit of stress is good for us - it can help us perform our best and reach our goals. But too much stress for too long is bad for our bodies. It can make it difficult to sleep or concentrate. We can reduce our levels of stress by taking deep breaths and breathing out slowly.

When we are angry, it can make us feel hot and full of energy. If something suddenly makes us feel angry, we can try counting to 10 to help us think before we react. We can also try taking deep breaths and use a calming breathing technique.

Techniques like Square Box Breathing, Rainbow Smiley Breathing, 5, 4, 3, 2, 1 or meditation can help us feel calmer. Being calm when we have strong emotions will help the emotions pass. It is important to remember that all emotions end eventually. No matter how upset you feel, you will feel better again in future.

Talking to a trusted adult or friend is also a great way to deal with difficult emotions.

perform breaths better difficult stressed slowly sleep friend calmer strong breaths angry tummy calm reduce end



LESSON PLAN 2 Handling Your Emotions

TECHNIQUES TO DEAL WITH STRONG EMOTIONS

LESSON PLAN 2
Handling Your Emotions

There are lots of ways we can help ourselves feel better when we're feeling too much. For each of the techniques you've learned about below, draw a Smiley of which emotions the technique can help with. Remember that some techniques are very useful for LOTS of things! And some people may find a technique works better or differently for them so your answers might be a bit different from your friends'.



Technique	Emotions It can help with
1. Four By Four Box Breathing Breathe in for a count of 4 (through your nose if you can). Hold your breath for a count of 4. Breathe out for a count of 4 (through your mouth). Wait for a count of 4. Repeat by breathing in for a count of 4 again.	Anxiety, Fear, Shock, Anger, Stress <i>This technique is useful anytime you want to feel calmer, including being over-excited or too happy.</i>
2. Count to 10 If you are reacting without thinking, count to 10 before you speak or act.	Anger
3. Apologise If you hurt someone or did something wrong, apologising can make you feel better.	Guilt, sometimes Anger
4. Move Move your body by walking, running, jumping, dancing, punching the air.	Anger, Anxiety, Sadness, Fear <i>Moving your body is always good for you!</i>
5. Gratitude List List things you are grateful for.	Sadness <i>Even when we're sad, there are good things in our lives!</i>
6. Shout it out If you're in a place where it's okay to make a lot of noise, you can shout or scream to get rid of emotion.	Anger
7. Talk it out Talk through your emotions with someone you trust.	Sadness, Stress, Anxiety, Fear, Joy - ALL emotions! <i>Talking can help us understand all our emotions.</i>
8. Breathe it out Breathe out more slowly than you breathe in to relax your body and mind.	Stress, Anxiety, Fear
9. 5, 4, 3, 2, 1 Find 5 things you can see, four things you can touch, three things you can hear, two things you can smell and one thing you can taste	Anxiety, Stress
10. SMILE: Stop, Mull, Investigate, List, Express Before reacting to something that upsets you, stop, mull over what happened, investigate your options, list all the possible ways the situation could be made better and then decide on the best reaction and express yourself!	Anger, Stress, Fear, Anxiety

TECHNIQUES TO DEAL WITH STRONG EMOTIONS WORKSHEET



HANDLING YOUR EMOTIONS: LEVEL 2

LESSON PLAN 2
Handling Your Emotions

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

Strong emotions can upset us and make it difficult for us to do the things we want or need to do. Some common strong emotions are anger, sadness and stress.

When we are worried or stressed about something, it can make our tummy feel fluttery. A little bit of stress is good for us - it can help us perform our best and reach our goals. But too much stress for too long is bad for our bodies. It can make it difficult to sleep or concentrate. We can reduce our levels of stress by taking deep breaths and breathing out slowly.

When we are angry, it can make us feel hot and full of energy. If something suddenly makes us feel angry, we can try counting to 10 to help us think before we react. We can also try taking deep breaths and use a calming breathing technique.

Techniques like Square Box Breathing, Rainbow Smiley Breathing, 5, 4, 3, 2, 1 or meditation can help us feel calmer. Being calm when we have strong emotions will help the emotions pass. It is important to remember that all emotions end eventually. No matter how upset you feel, you will feel better again in future.

Talking to a trusted adult or friend is also a great way to deal with difficult emotions.

perform breaths better difficult stressed slowly sleep friend calmer strong breaths angry tummy calm reduce end

HANDLING YOUR EMOTIONS WORKSHEET



We have created some posters related to the content in this lesson plan that you can print out and display in your classroom to help reinforce the information being taught.

SQUARE BOX BREATHING

Need to think, calm down or sleep?
Do this 4 times:

Breathe IN for 4 → Hold for 4 → Breathe OUT for 4 → Pause for 4

Breathe in for 4

Hold for 4

Breathe out for 4

Pause for 4

SQUARE BOX BREATHING POSTER

RAINBOW SMILEY BREATHING

EMOTICONS FOR A SMILEY WORLD.

RAINBOW SMILEY BREATHING POSTER

JUST SMILE!

HAPPINESS IS JUST A SMILE AWAY

S STOP

M MULL

I INVESTIGATE

L LIST

E EXPRESS

Don't react straight away. Take yourself away from the situation if you can. Count to 10 and take a deep breath if you can't.

Mull it over and think about what happened. Who did what? Could something have been misunderstood? Try not to think of the worst reason why someone else did something.

Investigate all the different ways there could be to deal with the situation.

List the things you could do.

Express yourself by doing the action you have decided is the best way forward for you and everyone involved.

Try one of these SMILE techniques anytime you need a

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EMOTICONS FOR A SMILEY WORLD.

JUST SMILE POSTER