How are they feeling?

Year: Y5

Subjects and Issues

Self-esteem Bullying Feelings
Mental wellbeing and mental health Resilience
Relationships education Emotional health
Confidence Emotions

Introduction

Briefly describe one or two different feelings experienced during the day, for example, feeling excited by an invitation from someone; feeling disappointed that there were no bananas for packed lunch so had to have an apple and really prefer bananas... Begin a discussion about the many different emotions people might have experienced already today.

Activity 1 - Emotions Bingo

Play emotions bingo. Children to have a card each or share between two (there are 16 different cards). The teacher will call out randomly selected emotions from the list until someone calls “Bingo”.

Were there any emotions that the children had never heard of? Some of the emotions words have similar meanings. Can the children see any on their cards that have similar meanings?

Using the *Emotions Synonyms: intesity of feelings* Activity sheet, the children now choose a word and gather others that have a similar meaning. They should then organise the words to show the level of intensity of that feeling. Example: Angry – cross, furious, annoyed
Annoyed, cross, angry, furious

N.B. There might not be a definitive ‘right’ answer but the pupils will have demonstrated their thinking. Groups to feedback.

Activity 2 - How are they feeling?

Give out the How are they feeling? Activity sheet (scenarios). Ask the children to read the sheet and decide with a partner which word might best describe that person's feelings. Allow the children a few minutes to complete their sheet and then share their ideas.

Some of the feelings were good feelings. How might having good feelings affect our well-being? Can we complete this sentence with a range of different ideas?

If someone feels well and on top of things, well rested and strong, they.....

Some of those feelings are not so good. How do you think they might affect a person's **wellbeing**?

Could 'not so good' feelings or emotions affect someone's physical health? Draw out that worries and anxieties can affect someone's sleep, concentration, confidence, ability to eat etc.

Most of the time people around us are pleasant and friendly. There are occasions, hopefully not too often, when people might feel less than good about something. This might be because of something that happened or because of someone else's behaviour. What strategies and skills can they use to help restore their feelings of wellness or positivity?

Resilience

Have the children heard the word **'resilience'**? Can they explain the word? How does a person become resilient? They develop this if they have a strong sense of their self-worth and learn from experiencing things that are less than good, but getting through it.

If we fall over and cut ourselves, we learn that our bodies heal again. Similarly, when we feel upset or annoyed by things that happen in our lives, we can learn how to help ourselves recover.

Activity 3 - Building Resilience

Start by showing the first page of the Resilience PDF (in resources needed area) which is the Japanese proverb - in Japanese. Now show the pronunciation on page 2. Finally, show the English translation on page 3. Explain: there is a Japanese saying: Fall down seven times, get up eight. What do you think it means?

Sometimes it can feel quite difficult to manage feelings that are more intense. At these times, it might help to share our situation with a trusted adult/friend.

It might help to try and recall behaviours and thoughts that have helped in the past. Using positive language can be one strategy: ***I can..., I will...,***

Visualising pleasant images can be another. Recording positive thoughts and events can remind us of these. Do our feelings stay the same? Reassure the children that usually 'not so good' feelings pass quite quickly and we return to feeling well. Developing confidence in ourselves can help that to be the case - it can help us to 'bounce back'.

How can we develop our own confidence? Invite ideas.

Here are some examples:

- Notice when people give us praise.
- Identify our strengths and talents.
- Accept that improving confidence can happen a little at a time.
- Accept that we sometimes have to step out of our comfort zone and make mistakes to learn and improve.

Summing up

Thank the children for their thoughtful contributions to the discussion. End the session by asking the children to identify something that improves their happiness using this sentence stem: ***I always feel happier when...***

Extension (optional)

Children could copy the Japanese version of the proverb *'Fall down 7 times, get up 8'* on a small post-it-sized piece

of paper (using the IWB slide to help) and add the English translation underneath.

They could stick this on the front of a book - or somewhere that they'll see it regularly - to help embed the key message of resilience.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

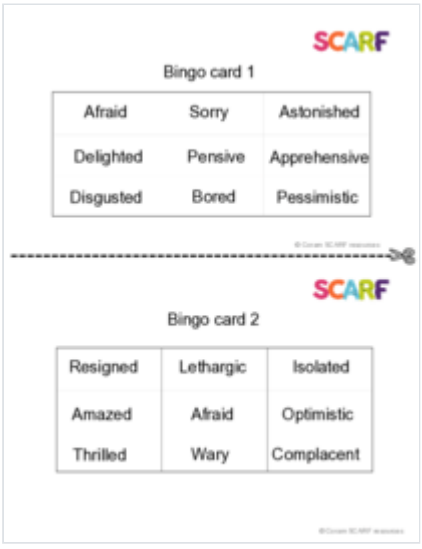
- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.

Key Vocabulary

wellbeing
resilience

Resilience - Teacher resource to display on IWB or printed to display in classroom

Emotions Bingo word list - Teacher resource - one copy for Emotions Bingo game



Emotions Bingo Cards - 16 different cards - enough for one between two or one each, whichever is appropriate

Activity sheet
How are they feeling?

SCARF

This is what happened...	How do they feel?	Is this feeling 'good' or 'not so good'?
1. A child swims 25m for the first time.		
2. A child struggles with school work. They have lots of ideas but find it really difficult to communicate these either in writing or speech.		
3. A child has been called an unpleasant name. They heard it clearly and believe other people heard it too.		
4. A child packs their bags for a holiday. They are travelling by plane to a foreign destination and will stay in a really marvellous hotel.		
5. A child discovers that a friend who was trusted with some private information has told other people.		
6. A child finds it difficult to be part of the friendship groups in class – they have come to the area from another country and can only use a few English words.		
7. A child is asked to do something by a friend. They really don't want to do it as it could get them in serious trouble but feel that they must.		

How are they feeling? - Activity sheet - enough for working individually or in pairs

Activity sheet
Emotions Synonyms: Intensity of feelings

SCARF

1. mild	2. stronger	3. even stronger	4. strongest

Emotions synonyms: intensity of feelings - Activity sheet - enough for working in pairs or small groups

DfE Relationships Education and Health Education statutory requirements

- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. 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.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are

feeling and how they are behaving is appropriate and proportionate.

DfE Relationships Education and Health Education statutory requirements (2025)

- General wellbeing 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- General wellbeing 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- General wellbeing 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

PSHE Association Learning Opportunities

- H17 . To recognise that feelings can change over time and range in intensity.
- H18 . About everyday things that affect feelings and the importance of expressing feelings.
- H19 . A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
- H20 . Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
- H24 . Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.