

Dealing with Feelings.

Learning Objective: To further develop emotional literacy.

Success Criteria:

- Describe a range of emotions
- Understand how to manage these emotions using the Human Toolkit.

Pupils Can.....	Use a range of emotional words to describe how someone might feel.
	Describe how an emotion may cause us to behave and why.
	Show a clear understanding of emotions and the way they can affect our thinking and behaviours as well as how to use a range of tools to support ourselves manage.



The term **Emotional Literacy** has developed over the past 60 or so years and has been a gradual evolution. To more fully understand the term emotional literacy, it is useful to understand how this development has happened.

In the 1930s - Edward Thorndike, an American Psychologist first described the concept of "social intelligence" He stated that this was the ability to get along with other people. This was the first time that this concept of social interaction started to be defined and thought of as important. This was followed by David Wechsler

another psychologist who in the 1940's He emphasized that factors other than intellectual ability were influential in intelligent behaviour and were essential to a successful life. His philosophy stated that intelligence was "the global capacity to act purposefully, to think rationally, and to deal effectively with [one's] environment"

In the 1950s a humanistic psychologists Abraham Maslow describe how people can build emotional strength and develop their ability to effectively handle and control emotions.

This strand of knowledge was not expanded further until the 1970's when Howard Gardner a Harvard developmental psychologist, published a book called *Frames of Mind*. Within his book he argued that intelligence should have a much boarder definition. He proposed a theory of multiple intelligences. He proposed that the new intelligences of interpersonal (the ability to understand people) and Intrapersonal (involves access to own feelings and the ability to use these to operate efficiently) should be added to the linguistic and mathematical ones that were prominent at the time. By identifying the human abilities such as emotions, self-awareness, empathy and social skills and by putting them next to the traditional intelligences of literature and numeracy Gardener made it possible for teachers to incorporate them into their teaching. From this emerged the theory that people may be emotionally intelligent

Later in 1985 Wayne Payne introduced the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire. This was then followed by an article published in *Mensa Magazine* by Keith Beasley in 1987. Mr Beasley used the term "emotional quotient." For the first time.

In 1990 - Psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," And then in 1995 - The concept of emotional intelligence was popularized by Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*.

Within the UK, Emotional Intelligence has taken its place alongside other terms, notably that of emotional literacy. For some the word literacy is preferred over intelligence as it states the ability to be articulate about feelings and the intention to empower young people and not just teach them. When the terms are explored, they appear very similar. This can be seen by comparison of

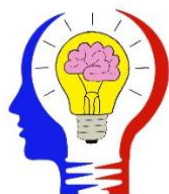
Goleman's definition of Emotional Intelligence and with Katherine Wear's definition of emotional literacy in her book *Developing the Emotionally Literate School* (2004) where she describes emotional literacy as:

'The ability to understand ourselves and other people, and in particular to be aware of, understand and use information about emotional states of ourselves and others with competence. It includes the ability to understand, express and manage our own emotions and respond to the emotions of others in ways that are helpful to ourselves and others.' (Weare 2004 pg. 2)



It's all about Bodd by Lindy Wheeler and Tom Lawley
The book of human emotions by Tiffany Watt Smith

Emotions for Call My Bluff Words
Comic Strip template
Emotion Action Sheet



Taster: Call my bluff!

Working in pairs ask the children to write down or show with emoji's as many feelings as they can.

Share what the class has identified.

Share some of the more unusual ones and ask children to draw an emoji and write a definition so that you can create a display around the classroom.

Play Call my Bluff as a class using emotions that the children may not know.



Building Task: Emotions zoo

Ask the children to choose an emotion and draw a picture of what they believe it might be like. Demonstrate this with the emotion Love. Help the children think of a colour and shape that the word love evokes in them and describe it. Draw how it might look.

Once the children have drawn their emotion, ask them to write a brief description about it as if it was a label in an Emotions Zoo.

E.g. Love is one of the bigger emotions that we can find in the zoo. It is bright red with pink and gold sparkles. Love is very powerful and uses its sparkles to light up the world in which the human lives. It is often full of energy and enjoys playing with people. Love lives inside the human heart and makes the heart pound and gives the human a fluttering feeling in their tummy. When Love is around, the human feels like everything is good and that they are safe. When Love disappears, humans notice how horrible it is without the light that Love shines on them and they often feel lonely.

Share with the children the comic strip template and ask them to draw a story about their emotion. Ask them to show how the emotion arrives, the effect it has on the human and the different ways it might make the human behave.



Main Task: Emotion identification

1. Ask the children to work in pairs. Ask them to choose an emotion. You might write different emotions on paper and hand them out for the children to open or for the children to choose.
2. Ask the children to complete the Emotions Action Sheet. Explain that when emotions arrive, they make us feel a feeling and then they cause us to do something - an action. Each emotion can cause a range of actions depending on the person who experiences them.

E.g. *Emotion: Thirsty. Feelings: dry throat, tongue sticking to teeth, mouth dry. Some emotions then cause others to arrive - thirsty might make a human feel cross and hot or irritated. Behaviours: Useful behaviour - go and get a drink OR ask for a drink OR have some fruit. If we ignore emotions, then we can behave in an unhelpful way. We might get cross at people and upset people because we can't get a drink or don't have one.*

3. Read the book to the children again. As a group collect the Human Tools and write them on the board.
 - ✓ Belly Breathing.
 - ✓ Stretch yawn and shake.
 - ✓ Talk about feelings.
 - ✓ Write about how you feel or draw a picture.
 - ✓ Have a good cry or have a good laugh.
 - ✓ Be grateful and be kind.
 - ✓ Exercise.
 - ✓ Time out.
 - ✓ Think about the actions you could take, mindfulness.
 - ✓ Take a walk in nature.
 - ✓ Get a hug or give a hug.
4. Divide the class up into groups to help create the Great Class Human Toolkit. Give each group one of the tools and ask them to:
 - ✓ Draw a picture.
 - ✓ Write instructions about how to do this.
 - ✓ Design a symbol to represent the tool.
 - ✓ Create a cartoon picture or a story to show the strategy/tool in action.
 - ✓ Create a label for the board where you will display the toolkit.
 - ✓ Create a short sketch to show the tool in action.
 - ✓ Share personal extracts of what happened when the children tried this tool.



Differentiation

- ✓ Ask children to create an Emotional words and Emoji's matching game.
- ✓ Support children by creating groups where they can work or be supported by others.
- ✓ Ensure that children who need support in starting or understanding and activity have a Learning Buddy to help them get going and answer any questions.
- ✓ Use the Emotions Action Sheet provided for those children who need extra support. This can then be completed by them with a partner or in a small, supported group.



Teacher Tools and Techniques

Emotional Literacy	Developing vocabulary
Developing Relationships	Working in pairs, small groups or with a Learning Buddy
Self-Development	Understanding how emotions can make them feel and then behave.
Skills for Learning	Planning and organisation of thinking and then tasks
The Brain Learning and Behaviour	Understanding that worries are part of the brains way of keeping us safe and that we can learn a range of ways to help us manage.



PHSE Link (PSHE Association Programme of Study for PSHE Education - KS2)

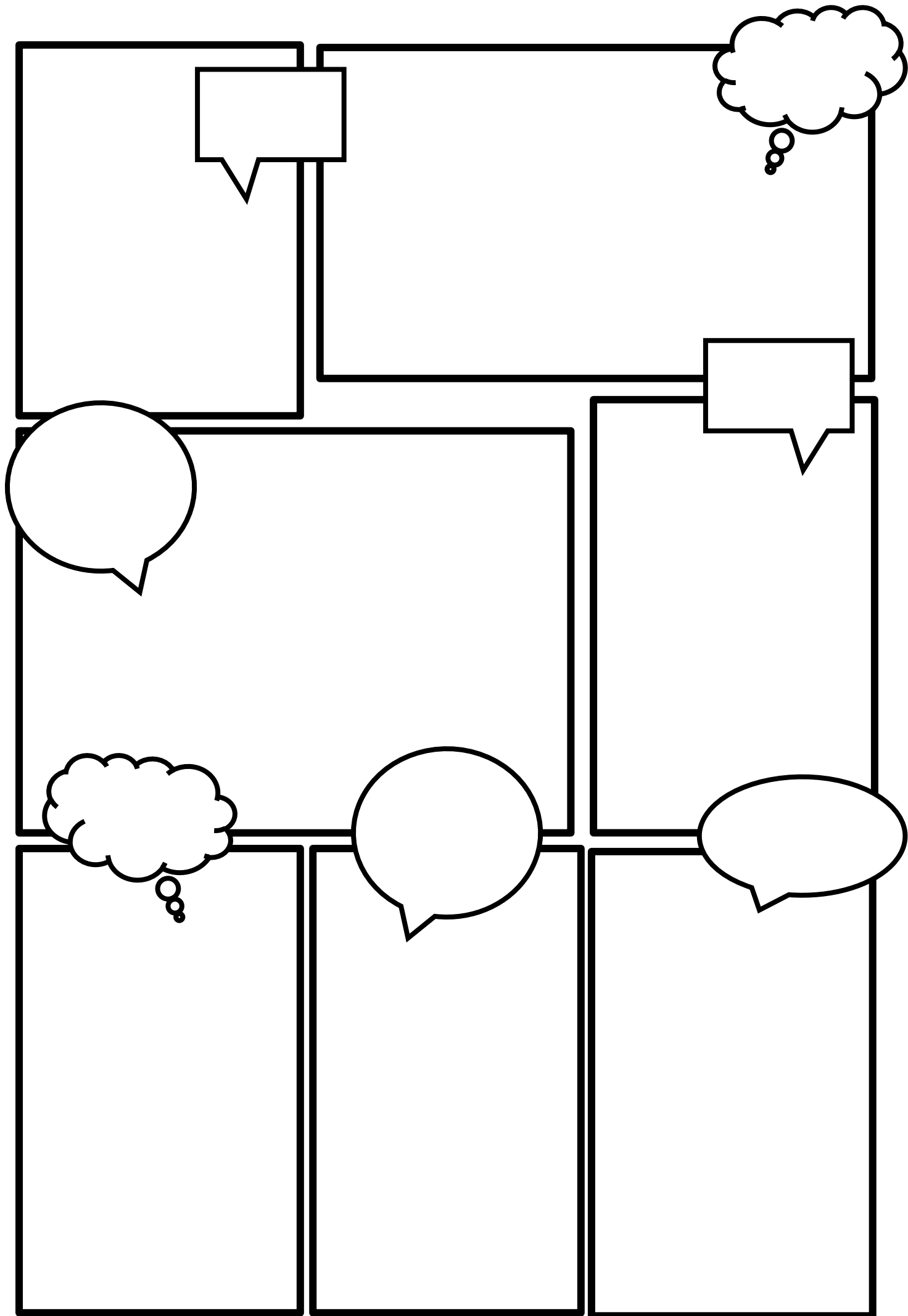
Recognise that feelings can change over time and range in intensity.

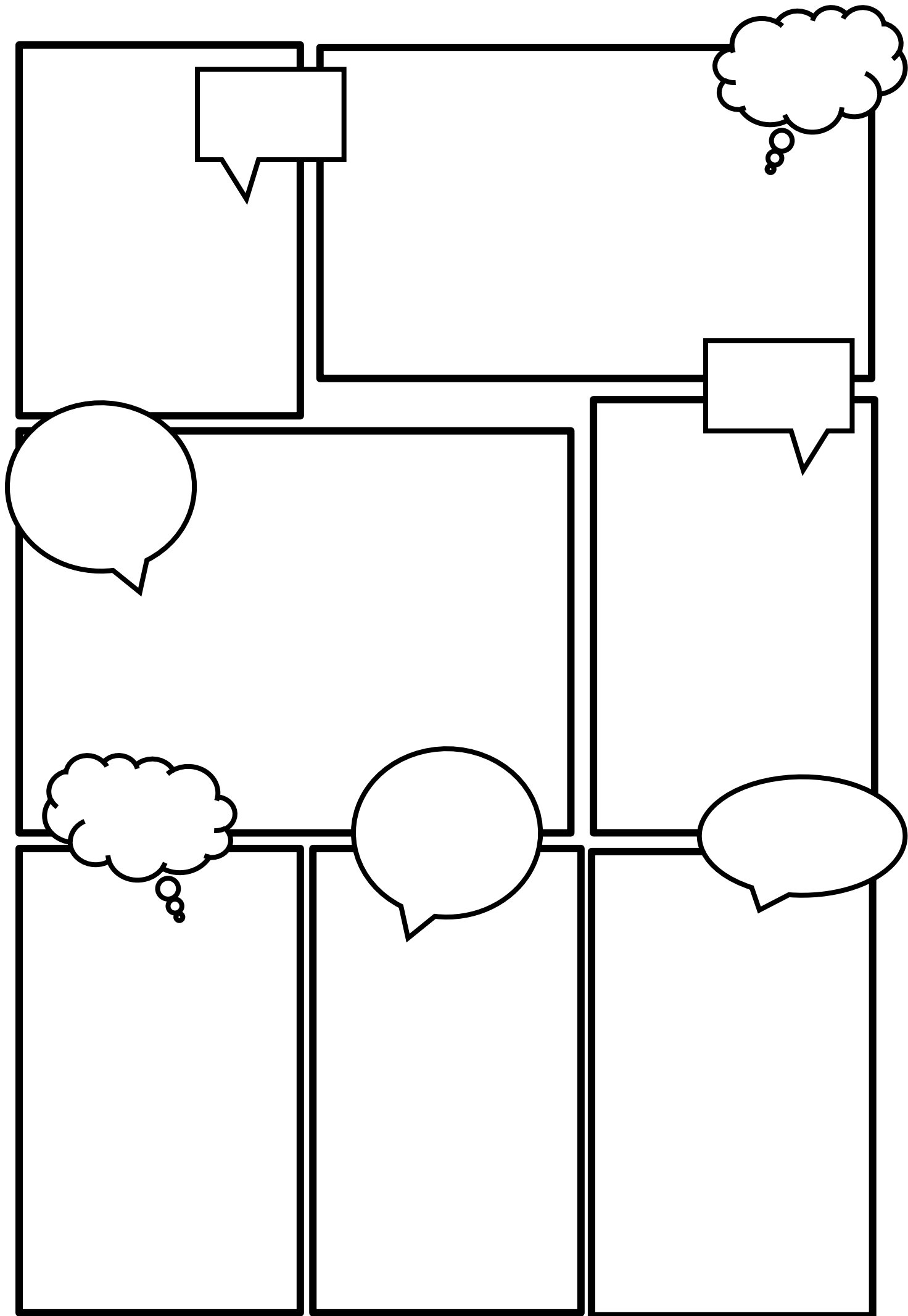
Everyday things that affect feelings and the importance of expressing feelings.

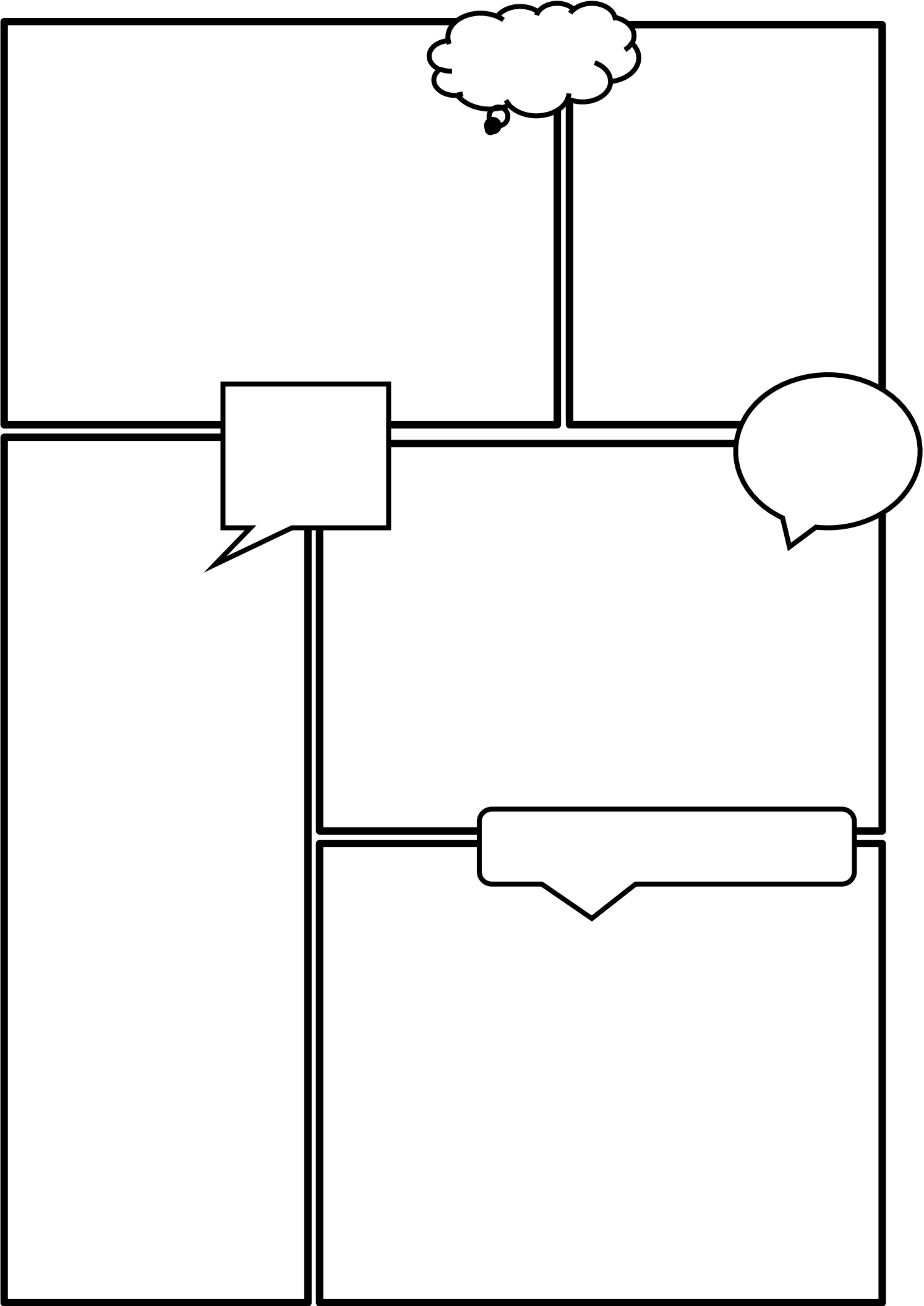
A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.

Personal behaviour can affect other people.

Respect the differences and similarities between people and recognise what they have in common with others e.g., physically, in personality or background.







Emotions Action Sheet.

Emotions Picture



Feelings emotion created

Which is the best option and why?

Option 1

Option 2

Option 3

Description of Emotion