

Year 9: Know Yourself Session 2

Aims

To help pupils understand their own responses and what is likely to trigger the different emotions in themselves. To begin thinking about how other people feel and reading the "signals".

Resources

Footprint feedback for each pupil – ask them to keep this in their PACE folder and bring to every lesson

Board and pens

Emotions cards

Activity 1

Issue each pupil with their written feedback. Ask them to complete the form at the bottom, giving their initial response to what the form says. Remind them of the role play last week and compare how they think they would react to the given scenario, compared to how their character did. (20 mins)

Aim

To help pupils identify their own and others emotions by considering body language

Activity 2

Lead the pupils through this, step by step, without telling them what is coming next. *However, it is important that the person who is the "clay" is happy to be touched and moved by the "modeller"

Ask the pupils to get into groups of 3:

Person number one given the emotions card

*Person number two to close their eyes and be the "clay"

Person number 3 to be the "modeller"

The first person should sit in a way that expresses the emotion on the card

The "modeller" has to move the "clay" so that their position reflects as much as possible the position and posture of the first person.

It is important that they keep their eyes closed.

The "clay" then has to say how they are now feeling – usually (!) they will mirror the emotion on the card.

(5 mins)

Conclude that watching people is often key to understanding how they feel, rather than listening to what they say and same is true of you – 55% of the impact of any message is non-verbal!

Aim

To consider the how the intensity of feelings can vary and what is likely to trigger more intense feelings. Consider situations when it is appropriate to express our varying feelings.

Activity 3

For each of the 6 emotions, in turn, create a line of degree with as many as possible emotions "weaker" written to the left and "stronger" to the right:

Eg mildly curious..... interest.....obsession
anxiety..... fear.....terror
..... surprise.....amazement
A bit down..... sad.....grief stricken
Irritation..... anger.....rage
Contentment..... happiness.....elation

(10 mins)

Activity 4

Discuss in groups of 4 which emotions are the most helpful at school and in everyday life. On sugar paper make a list of the types of scenarios when each one of the 6 groups of emotions is appropriate and helpful and decide upon the optimal intensity. What action may it lead to?

Eg Anxiety about coursework may lead to asking a teacher for further guidelines.

When they have done as much as possible get them to leave the paper on a desk and walk around and look at each others work.

Bring the class back together and discuss similarities and differences in the lists say that next week there will be time to consider strategies about how to regulate our own moods so that we are operating in the most positive and appropriate way for as much of the time as possible.

(20 mins)