

## **Year 9, lesson 3**

### **Aims**

To work at managing emotions, expressing them appropriately and being aware of the feelings of others.

### **Resources**

Footprint report for all pupils (they should keep this and be able to refer to it)  
"Knowing Myself"  
Picture of a memorable place for you  
Sugar paper and pens  
Board and pens

### **Activity 1**

Put out the work done last week on the desks and remind ourselves of what work we did on helpful and positive emotions. Now, individually fill in the first side of the "Knowing Myself" form thinking about the discussion last week and using the footprint report.  
(15 mins)

### **Activity 2**

Bring the class together and discuss ways they have of managing their emotions and adjusting their moods. Write a list of tactics on the board. Remind them about body language and talk about how adjusting posture (walking/sitting straight and tall) and facial expressions (relax neck, smile!) can not only change what others think but what you are feeling too. Encourage pupils to add to their "Knowing Myself" answers.  
(10 mins)

### **Aims**

Helping build your own self-esteem and feeling proud of yourself.

### **Activity 3**

1. As a class group, ask them to picture a place that is special to them, somewhere they have been happy and brings back happy memories. Show them an example for you (I have a picture of my favourite beach on my screensaver. This is where we spent many happy holidays when the children were younger) and talk about why it is special. Ask them for their own examples and why it is special and how they feel when they think of it. Tell them to write down the name of this place on the second side of the "Knowing Myself" form.
2. Now ask them to privately think of how they felt last time they did something they were pleased with.
3. Silently name the feeling.
4. Try to hold onto that feeling for a minute or two
5. Imagine putting that feeling into a container of their choice and taking it to their special place so that they can go and find it whenever they wish. Tell them to draw the container on the back for "Knowing Myself".
6. Remember to go and find the feeling at least 3 times every day, or when they feel stressed or miserable.

(15 mins)

### **Aims**

## Understanding and respecting others

### **Activity 4**

From looking at their footprint report, ask all the "drivers" to go to one corner of the room, "calculators" to another, "influencers" to another and "steadiers" to another. Issue each group with a piece of sugar papers and a pen and ask them to list together their top 4 qualities on one side of the paper. They should use their footprint feedback and come up with qualities like:

Drivers: competitive, like challenge, achiever, good leader

Influencers: good communicators, motivators, encouragers, good team leadership skills

Calculators: accurate, careful, good at facts and figures, sensitive

Steadiers: good listeners, consistent, empathetic, considerate, helpful

When they have all done that they should visit the other 3 corners of the room to see what skills the other groups have put down. Now return to their own piece of paper and discuss what skills they would like to acquire and write those down on the other side of the paper.

(10 mins)

### **Conclusion**

Go over the main points of the lesson and remind them to keep all that has been done in mind and refer to the paperwork as often as they can.

## **Knowing Myself**

**My four best qualities are**

**What makes me sad is**

**What I do to cheer myself up is**

**What I do to calm myself down when I am angry is**

**What I do to clam my nerves before undertaking something important is**

**What I do to motivate myself is**

**What makes me happy is**

**My special place is:**

*Stick a photo*

**My container looks like**

**Draw a picture**