









Think Positive: Think Happy, Feel Happy

Aim: H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it I understand how happy thoughts can make me feel better.	The Big Questions: What is positive thinking? How can it help us feel good?	Resources: Lesson Pack It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack .
Success Criteria: I can describe different emotions and consider how to deal with different feelings. I can identify positive and negative thoughts. I can think of different, more positive ways, to think about things.	Key/New Words: positive, negative, good, bad, happy, sad, grumpy, complain, best, better, bright, feelings, emotions, attitude, thinking, thoughts, consequences, experiences	Preparation: Clouds cut out from Every Cloud has a Silver Lining Activity Sheet – one cloud per child





Prior Learning

It will be helpful if children have explored different feelings and have developed a basic vocabulary for discussing and describing different emotions.

Learning Sequence

	Reconnecting - Think a Happy Thought: Share the Big Questions with the class and see what they think positive thinking might be and how it can make people feel better. Share some responses. Next, ask the children to sit very quietly and to relax. Tell them they are going to try to clear their minds and that they can close their eyes if it helps. When they are all ready, ask them to imagine a happy thought. It could be something they are looking forward to or something they recently did that made them happy. It could be a person or place that makes them happy. After a moment, ask the children to open their eyes and pick some children to share their happy thoughts .	
	Exploring - What is Positive Thinking? Using the Lesson Presentation , explain to the children what positive thinking is. Next, consider the kind of vocabulary we might use when we are thinking positive, happy thoughts. Children share any positive words they can think of with their talk partner .	
	Exploring - Positive Thoughts: Work through the Lesson Presentation with the class, looking at the examples of things a negative person might think about a situation, then compare with how a positive person might respond to that same situation. Display the next slide on the Lesson Presentation . Discuss with the class that there are lots of things we can do to help ourselves feel good and thinking positive thoughts is one of them.	
	Reflecting - Turn That Frown Upside Down: Using the Lesson Presentation , read the children some statements, all of which are negative. Ask the children to work with their talk partner to try to think of an alternative thing to say, that focuses on the positive .	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Consolidating - Every Cloud Has a Silver Lining: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Explain the phrase 'every cloud has a silver lining' to the class, as described in the Lesson Presentation. Hand out the cloud outlines to the children and explain that they are going to write a positive thought on these clouds after they have heard a short story. Next, share the scenario of Jude with the class. Read about how Jude is going to the zoo with Dad, but some things aren't so great in Jude's mind. Using the prompt questions on the next slide, encourage the children to think of some positive thoughts that Jude could have about the day, addressing one of Jude's concerns and putting a positive spin on it. Share some of the ideas the children have written on the clouds and ask the class what sort of a day Jude will have at the zoo, when focusing on the negatives. Then ask what sort of day Jude will have when focusing on the positives. Can the children see how the thoughts a person has can affect whether they have a bad experience or a good experience? Jude can have a great day at the zoo, or a disappointing day. The children's clouds could be mounted on silver paper or foil and displayed on the wall, or hanging from a larger cloud as a mobile.</p>
	<p>Supporting: Children who find writing difficult could be paired up with a stronger writer so that their ideas are taken on board and written by their partner. A supporting adult could scribe their ideas for them.</p>
	<p>Extending: Children could rewrite the short story of 'Jude and Dad's Day at the Zoo', making it a happy, positive story. They could also add illustrations.</p>
	<p>Developing: Create a 'Positive Quote for the Week' board and take children's suggestions to add to it. The children could also do some drama in small groups, where they think of some scenarios that might make a person sad, grumpy or cross, then act out how to turn a negative situation into a positive one.</p>

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>