

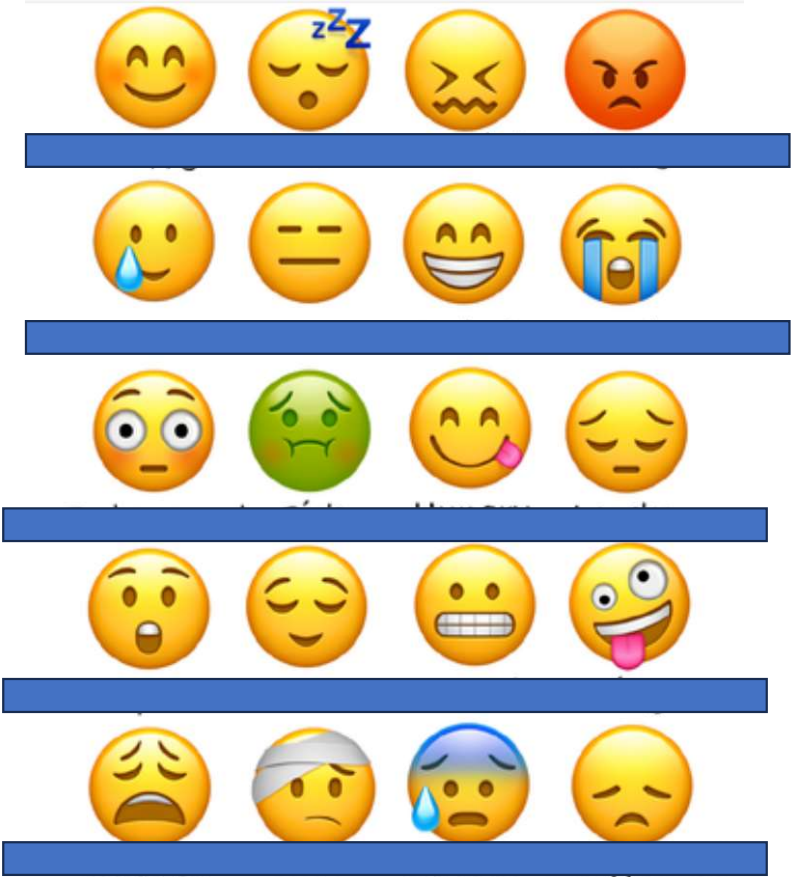
Year 2: My family and me

Lesson 5: Being safe with friends and families

Learning Objectives:

- To be able to name and recognise a range of emotions
- To be aware of the different people who can help us
- To know how we can express our feelings and emotions in an appropriate way

Begin by discussing the range of emotions that we experience when we are in positive friendships and relationships. Now, we're going to explore the negative emotions that we may experience.



Consider the following questions:

- Are there particular times / events when you might experience really positive emotions?
- Think about colours that might represent these emotions.
- Do the same for negative emotions - list them and identify associated colours.

Positive Emotions

Negative Emotions

Activity: Watch the clip from the film 'Inside Out':
<https://www.youtube.com/watch?v=dOkyKyVFnsS>

In the story - Riley has lots of different feelings living inside her head.

Name the different feelings and associate the colours.

We're going to explore each emotion in detail and think of times when we have experienced each one.

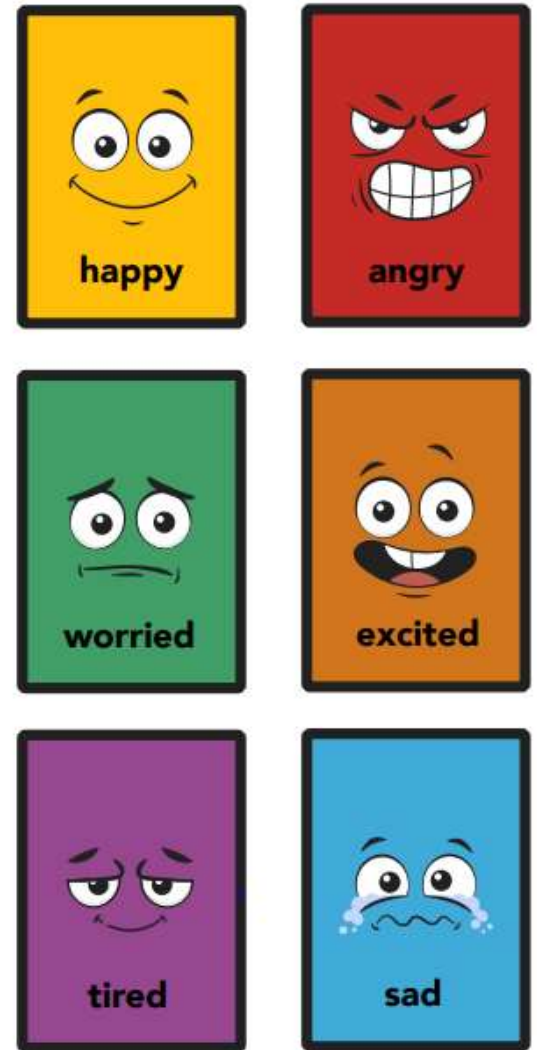
Your teacher is going to share one of their own experiences with you: once finished, you are going to share some of your experiences that you can remember.

The colours that represent our emotions inside can impact our feelings with both friendships and relationships positively and negatively.

- How do we share our exciting and happy feelings?
- Who do we choose to share them with?
- What can we do with the feelings that make us upset and cross?
- Would it be safe to share these feelings with anyone? Why?
- How would we share them?

What we feel inside does not always show on the outside. We should not hold feelings in, and we need to talk, so we should find people who we feel comfortable with and that we trust – our 'trusted adults'.

Let's recap who our trusted adults are from our previous lesson: If we are happy, sad, scared, worried, excited, we also need to know how to share these feelings sensibly with our friends, family and trusted adults.



Activity -Role-Play: Pupils to work in groups of 3 or 4: One pupil is the 'trusted adult', one is a child with something important to tell and the others are friends.

The pupils role play sharing a worry with the trusted adult, including making sure they are listening, that they know what they have to say is important and to keep trying until they are heard.

Debrief: Pupils in pairs to practice some useful phrases when they have something important or difficult to share with a trusted adult. For example, 'I have something important to tell you...' 'Can I talk to you about something important...?'

