



YEAR 3: LESSON 3 CORE EMOTIONS

LEARNING OBJECTIVE:

I can identify my four core emotions

ACTIVITY MAP

10 MINS	INTRODUCTION (C)
10 MINS	PLAY (C) <i>Emotion Pass</i>
10 MINS	EXPLORE (P) <i>Four Corners</i>
20 MINS	EXPRESS (I + G) <i>Me When I Feel ...</i>
10 MINS	CAMPFIRE MOMENT (C)

LESSON OVERVIEW:

During Lesson 3, we explore what emotions are and define the four core emotions: happiness, sadness, anger and fear. We also link emotions to last week's work on body sensations.

WATCH OUT FOR...

It is surprisingly easy to confuse our emotions; remind the children that sometimes we cannot be sure how we are feeling until after a situation has happened.

INTRODUCTION

RECAP the learning from last week (body sensations) - Introduce the weekly theme and **LEARNING OBJECTIVE** - Discuss the **KEY WORDS** *core emotions, happiness, sadness, anger and fear* - **WATCH** this week's film clip [Top of the mountain - Bear and Rabbit] - **DISCUSS** the key questions

PLAY

We create a long list of emotions by asking the children to give examples. With you as their guide, the children will, in turn, act out each emotion and explore the different ways the emotions are expressed on the outside.

EXPLORE

Label each corner of the room with a different core emotion. Read out the given situations and ask the children to choose which corner of the room they would visit to match the emotion they would feel.

EXPRESS

Using the poster template, ask the children to draw how they would feel when faced with each of the four core emotions, including which body sensations they would be experiencing.

CAMPFIRE MOMENT

Gather around the imaginary campfire, share their work, define today's key words and reflect on the learning. Conclude with the key sentence

TELLING A TRUSTED ADULT ABOUT THE EMOTIONS WE ARE EXPERIENCING CAN HELP THEM UNDERSTAND AND SUPPORT US.

KEY WORDS:

Core Emotions (n) - a set of emotions that are universally recognised across cultures, including happiness, sadness, anger and fear. Our body sensations and our emotions are connected

Happiness (n) - the state of being happy or feeling positive

Sadness (n) - the feeling of being sad about circumstances or relationships

Anger (n) - a strong feeling of annoyance

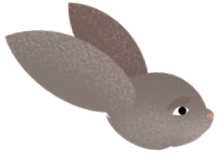
Fear (n) - an unpleasant feeling caused by the perceived threat of danger, pain or harm

TOP TIP:

The Four Corners activity can be easier to run in an open space. If you do not have much space or if moving around is difficult, the children could point to the relevant corner instead.

For the 'Me When I Feel...' poster, you could allow children to choose which core emotion they prefer for their poster or give set challenges to groups or individuals.

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LEARNING OBJECTIVE:

I can identify my four core emotions

INTRODUCTION (10 mins) [C]

1. Play and share the Adventure Map (Slide 2) Ask the children what they remember learning about body sensations from the last session
2. Introduce this week's theme and learning objective (Slide 3). Read aloud the key words for this week: **core emotions, happiness, sadness, fear** and **anger**, asking for suggestions of what the words might mean (Slide 3). *Note: There are no right or wrong answers. These words will be revisited and clarified in the campfire moment at the end*
3. Play the film clip [Top of the mountain - Bear and Rabbit] (Slide 4) and answer the discussion questions (Slide 5)
4. Explain to the class that there are many different emotions that we can feel. Ask for volunteers to put their hand up and say one example of an emotion. Collect as many emotions from your class as you can and write them on the board if possible (Slide 6)
5. Ask the class 'How can we recognise our emotions or those of someone else?' (Slide 7). Take a few hands for examples. *Click once to reveal all the answers: body sensations, body language, facial expression and tone of voice*

PLAY:

EMOTION PASS (10 mins) [C] Slide 8

1. Have the children stand in a circle
2. Tell them that you are going to give them an emotion and invite them, in turn, to copy you. Changing their facial expression, body language and tone of voice for each emotion (Slide 9)
3. Say 'I am Happy!' in a bright voice with bouncy body language and a smile on your face
4. The next person in the circle must then copy
5. The emotion travels all the way around the circle, with each child having a chance to reflect it back with their bodies and voices
6. Once modelled, ask for volunteers to pick other emotions and start off the emotion pass again.
7. After each round ask the children to describe different body sensations clues they might experience that would tell them they were feeling that emotion on the inside
8. Keep going until a range of different emotions have been explored
9. Talk through the discussion questions (Slide 10)
10. Reinforce to the children how our body sensations happen inside our bodies and they are clues to telling us what emotion we are feeling. Our facial expression, tone of voice and body language are how we express our emotions on the outside (Slide 11)

Extension idea: Pass another emotion around without saying its name - can the children guess what the emotion is?

EXPLORE:

FOUR CORNERS (10 mins) [C] Slide 12

1. Label each of the corners of the room a different one of the four core emotions
2. Read aloud the chosen situations (rounds 1-3) from the slides and invite the children to go to the corner of the room labelled with the emotion they would be most likely to feel in that situation (Slide 13)

Scaffolding Option: You could create a space in the middle which the children can go to if they feel confused or unsure which emotion to choose. Remind them that there are no wrong answers!


Round 1 Body Sensations words (Slide 13)

Round 2 Examples from the film and how the characters might have felt at different times (Slide 14)

Round 3 Situations the children might find themselves in (Slide 15)

N.B After the children have chosen their corner in rounds 2 and 3, invite them to suggest what body sensations they might be feeling in each situation

4. Discuss the questions (Slide 16)
5. Reinforce that all emotions are necessary and that it is important that we listen to the clues our body is giving us through our body sensations and allow ourselves to feel our emotions, even if it might be difficult. Just like Rabbit learnt in the Adventures on the Inside (Slide 17)

 **QUICK RECAP:** Take a moment to recap the learning so far. Ask some quick-fire questions to check the learning has been understood by the young people - Example - What have we been learning about? How does this affect you?

EXPRESS:

ME WHEN I FEEL... POSTER (20 mins) [I] Slide 19

1. Give the children a copy of the 'Me When I Feel...' poster template
2. Explain that they are going to make a poster showing themselves when they feel each of the four core emotions (Slide 20)
3. For each emotion, they can draw a picture of themselves experiencing it in one of the boxes.
4. They could draw themselves in a relevant scenario and include drawings with words, colours and patterns to describe what body sensations clues they are experiencing that link to each of the core emotions for them
5. Ask the children to complete the self-assessment (Slide 21)
6. When the allotted time has finished, play the campfire music (Slide 22)

CAMPFIRE MOMENT

(10 mins) [C] Slide 22

1. Wait for the music to finish before starting
2. Share the definitions of the key words (Slide 23)
3. Invite any children to show their work to the group or share their learning.
4. Discuss the closing questions (Slide 24)
5. Read the Final Thought (Slide 25)

AFL ASSESSMENT OPTION: CLASSROOM POLL (SLIDE 26)

Ask the children to put their heads down and vote without looking at anyone else's responses. Read out these statements and ask the children to raise their hand if they agree:

1. Read this list slowly and allow time for them to answer: Put your hand up if you hear a core emotion - anger, happiness, loneliness, fear, shyness, sadness
2. Fear is a useful emotion
3. Anger is a bad emotion
4. Sadness is a good emotion



YEAR 3, SESSION NO: 3 of 6

THEME: Core Emotions

GROUP _____

DATE: _____

LEARNING OBJECTIVE: *I can identify my four core emotions*

ACTIVITIES USED (tick all that apply)

- Role-play / Freeze Frame
- Discussion
- Poetry
- Music / movement
- Guided meditation / mindfulness
- Written / drawn outcome
- Speaking / listening
- Other







ASSESSMENT METHOD(S) USED

- blind poll
- post-its
- exit card
- round-robin posters
- lollistick discussion
- Other

TICK THE BOX WHICH BEST DESCRIBES THE LEVEL OF UNDERSTANDING AMONGST THE GROUP:

- The group has not achieved the LO yet
- A minority of the group achieved the LO
- A majority of the group achieved the LO
- The whole group achieved the LO

INDICATE THE TALLY TOTALS FOR CHILDREN'S SELF-ASSESSMENT IN THE BOXES PROVIDED

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER'S NOTES AND NEXT STEPS

CHILDREN WHO SECURELY ACHIEVED THE LO

CHILDREN WHO WOULD BENEFIT FROM MORE SUPPORT

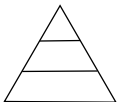
ME WHEN I FEEL...



Adventures on the Inside
Me When I Feel...
Y3 - W3

What to do: In one of the big boxes draw a picture of yourself when you feel one of the four core emotions. For example, I might pick happiness and then draw a picture of me with a big smile on my face and an orange glow inside my tummy. Remember to think of what body sensations you might feel and show this in your picture too. Write the name of the emotion you have picked in the smaller box below.

Another Challenge?: Can you think of the other three core emotions? Do the same thing again, with the other three core emotions. Make sure to write the name of the emotion in the small boxes and draw pictures in the big boxes.





Slide 5: 'Sharing Our Thoughts' section with a bear illustration and two text boxes: 'How did the characters feel about how far they had come?' and 'What emotions did Rabbit find difficult?'.

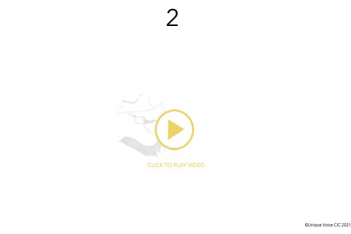
Slide 9: 'Emotion Pass' section with instructions: 'What to do: Sit in a circle. Pass an emotion around the circle, copying a given phrase, body language, facial expression and tone of voice. Your teacher will start "I am happy".'

Slide 13: 'Four Corners' section with instructions: 'There are four core emotions: happiness, sadness, anger and fear. Each of the four corners of the room is labelled with a different core emotion. You must move to the emotion you think fits the answer. Which core emotion might you be feeling if you had the following body sensations?' followed by a list of sensations.

Slide 17: Summary slide stating 'All emotions are necessary and it is important that we listen to the clues our body is giving us through our body sensations and allow ourselves to feel our emotions, even if it might be difficult. Just like Rabbit learnt in the Adventures on the Inside.'

Slide 21: 'Self-Assessment' section with two text boxes: 'How well did your learning go today? Please complete your learning mountain.' and 'How do you feel after the learning? Please circle an emoji that fits your mood.' with a pyramid diagram and three emoji options.

Slide 25: Text 'Telling a trusted adult about the emotions we are experiencing can help them understand and support us.' with a campfire illustration.



Slide 6: Text: 'What is an emotion? Can you name any emotions? Make a class list of all the different emotions you can think of.'

Slide 10: 'Sharing Our Thoughts' section with three text boxes: 'How do our bodies and faces change depending on how we feel?', 'What different body sensations did you feel?', 'How do our voices change depending on how we feel?', and 'Does everyone's body and voice feel the same for each emotion?' with a bear illustration.

Slide 14: 'Four Corners' section with instructions: 'Which core emotion would most likely be felt in the following situations?... Round 2: which emotion might the character have felt?' followed by a list of scenarios.

Slide 18: 'PAUSE FOR RECAP' section with a play button icon and illustrations of animals.

Slide 22: 'Campfire Moment' section with a campfire illustration and a play button icon.

Slide 26: 'Assessment Option: Classroom Poll' section with the text 'What did we discover today?' and a campfire illustration.

Slide 3: 'Y3 Lesson 3: Core Emotions. I can identify my four core emotions.' with 'KEY WORDS' list: Core Emotions (n), Happiness (n), Sadness (n), Anger (n), Fear (n) and illustrations of a rabbit and a fox.

Slide 7: Text: 'How can we recognise our emotions or those of someone else?' with icons for 'Body sensations', 'Body language', 'Facial expressions', and 'Tone of voice'.

Slide 11: Text: 'Our body sensations happen inside our bodies and they are clues to telling us what emotion we are feeling. Our facial expression, tone of voice and body language are how we express our emotions on the outside. We have four core emotions: happiness, sadness, anger and fear. There are also many other emotions like the ones we have been exploring, but these are the four core, universal emotions, that all other emotions can be linked to and that we are focusing on today.'

Slide 15: 'Four Corners' section with instructions: 'Which core emotion would you be most likely to feel in the following situations?... Round 3: What emotion might you feel?' followed by a list of scenarios.

Slide 19: 'EXPRESS: Me When I Feel' section with a play button icon and a document icon.

Slide 23: 'KEY WORDS' section with definitions for Core Emotions, Happiness, Sadness, Anger, and Fear, and a campfire illustration.

Slide 27: A campfire illustration.



Slide 8: 'PLAY: Emotion Pass' section with a heart icon.

Slide 12: 'EXPLORE: Four Corners' section with a play button icon.

Slide 16: 'Sharing Our Thoughts' section with a bear illustration and two text boxes: 'Did everyone have the same answers?' and 'Was it sometimes challenging to choose an emotion?' and 'How do our body sensations link to our emotions?'.

Slide 20: 'Create Your Own' section with 'ME WHEN I FEEL...' table and instructions: '1 You are going to make a poster showing a moment when you feel each of the four core emotions. 2 For each emotion, draw a picture of yourself experiencing it in one of the boxes. 3 You could draw yourself in a relevant scenario and surround the drawing with words, colours and patterns to describe how that emotion feels in your body.' with a list of words: Happiness, Sadness, Fear, Anger, Tingly, Tight, Wiggly, Sall, Heavy, Wavy, Fluffy, Sharp.

Slide 24: 'Closing Questions' section with text: 'How do our bodies tell us what we are feeling? How can we notice the emotions of other people? What are the four core emotions? This week: Try to notice other people's emotions.' with a campfire illustration.