

Which Way? Activity key:



Individual
activity



Group
activity



Whole class
activity

Theme	Emotions and Feelings
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> • Recognise that people process their emotions in different ways. • Identify skills I may need to use to cope in difficult situations. • Work well with others in a group.
Success Criteria	<ul style="list-style-type: none"> • I can give examples of different emotions I experience at different times and understand that others will be different. • I can recognise and discuss different coping strategies I could use in a difficult situation. • I can share my ideas and listen to the ideas of others.
Resources	<p>Which Way Curricular Resource – S2:</p> <ul style="list-style-type: none"> • Which Way S2 Worksheets: <ul style="list-style-type: none"> » Worksheet 1: Thumbs up/down (optional) » Worksheet 4: Head, Heart, Bin, Bag » Worksheet 11: Managing Emotions » Worksheet 12: Star Tips » Worksheet 13: Scenario grid • Influences and Peer Pressure: Activities and Scenarios: <ul style="list-style-type: none"> » Scenarios 13-17 <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> • Information on health priorities and resources for educators to support delivery of lessons
<p>Note to educator: Inform learner/s that today's session will cover - Emotions and Feelings.</p>	



Warm up (15 minutes)

- Ask learners to gather in the middle of the room or stand up/hands up if they agree or disagree with the statements and if or why they were influenced by anyone's else's views. Alternatively, use Worksheet 1: Thumbs up/down to complete this activity.
- Read out the statements below.

Statements:

- It is normal to feel angry.
- Crying shows weakness.
- Some people never feel sad.
- Stress can affect how people think.
- Being worried can make people feel sick.
- People can make each other happy.

Prompts for further discussion:

- What things make us angry?
- What can make us feel sad?
- What do you do to calm down when you feel stressed?
- What can we do to help others when they are feeling sad?



Activity: Managing Emotions (30 minutes)

- Using the Worksheet 11: Managing Emotions ask learners to circle the emoji they would identify each statement with.

Feedback and discuss as class

- Did everyone feel the same for each situation?
- Why do they feel this way?
- Do they have one or more feelings for a situation?
- What positive things can we do to manage our emotions? (E.g., eating well, walking, sport, listening to music, swimming, cold water therapy, going to the gym/run, watching a movie, mindfulness, being with friends, walk away from a situation that is causing you to feel upset.)

Note to educator: it is important to highlight that we don't all experience the same emotions at the same times or in response to the same situations. Something that makes someone feel happy or excited, might make someone else feel worried or anxious. It is important to be able to recognise our emotions and how different situations or experiences make us feel at different times.



Activity - Scenario 13: Being assertive (15 minutes)

- Read out Scenario 13 to learners
- Ask the learners what they could do to be assertive in this situation.
- Key tips: Stay calm, be clear, walk away, it's ok to say no (See Worksheet 12: Star Tips)

Prompts for further discussion:

- What does 'being assertive' mean?
- What can you do to show you are being assertive?

Note to learner's: Being assertive is a core communication skill. Assertiveness can help you express yourself effectively and stand up for your point of view. It can also help you do this while respecting the rights and beliefs of others. Being assertive can help boost your self-esteem.



Activity - Scenarios 14-17: Protective factors (30 minutes)

Using Scenarios 14-18: Protective factors, ask learners in their groups to look at, at least one scenario. Option to use Worksheet 13: Scenario grid alongside this activity. Ask learners to consider the following questions:

- What is the risk?
- What decision should be made?
- What could be the consequences of the decision?
- Do they feel peer pressure?
- How are they feeling?
- What advice would you give?
- How could they stay safe?
- Who or where might they seek support from?

Feedback and discuss as class



End of session

Summarise learning from today's session.

Evaluation: Head, heart, bin, bag (Worksheet 4).

- Head: something you learned
- Heart: something you felt about the session
- Bin: something you would change
- Bag: something you will take away

Option to ask for verbal feedback from learners on what they have learned e.g. exit ticket. This might be a helpful alternative for learners with different abilities in the classroom.

Emotions and Feelings: Lesson Plan

Useful websites:

- 🌐 **NHS GGC Mental Health Improvement:** information and resources that support good mental health and wellbeing and support children and young people to build resilience (including Healthy Minds Resource and other resources and planning tools).
- 🌐 **Online Harms – Useful helplines, websites, and reporting mechanisms:** This document focuses on a variety of online harms, including cyberbullying, revenge porn, phishing etc. and includes a range of available supports and reporting mechanisms for each.
- 🌐 **Aye Mind:** A resource for anyone who works with a young person who wants to improve their digital skills and knowledge of the online environment and how it can impact on children and young people's mental health. This includes a toolkit to support professionals on their digital journey to best support young people, professionals need a base level of understanding of their online lives, which this resource will support with developing.
- 🌐 **Get Safe Online:** The UK's leading online safety advice resource.

Additional learning:

- 🌐 **Glasgow City HWB Education Website:** Access a range of quality assured information, curricular resources and training opportunities from NHS GGC Health Improvement that cover priority health topics for children and young people in Glasgow. These include multiple risk, mental health and wellbeing, poverty, physical activity, nutrition, relationships, Sexual Health and Parenthood (RSHP), equalities and more.
- 🌐 **RSHP (Third and Fourth Level):** Relationships, Sexual Health and Parenthood Education. This resource includes lessons around positive relationships, social media and online harms, as well as other topics.
- 🌐 **NHS GGC Healthy Minds Resource:** Includes Online Harms and Mental Health and Screen Time and Mental Health awareness-raising sessions. These sessions can be delivered by professionals and young people. Each session includes a PowerPoint, notes and a quiz.

Scenario 13: Being Assertive

Jamie is at a party after a football game and has already had a few drinks when others at the party start taking illegal drugs. Jamie has been offered to try them.

Use Worksheet 12: Star Tips alongside this activity

Option to use Worksheet 13: Scenario grid alongside this activity

Ask learners to consider the following questions and discuss in their groups. Feedback and discuss as a class.

Question 1 - What if Jamie says 'yes'? (Identifying risks, decision making)

Encourage discussion around:

- What are the risks? Positive/negative (e.g., positive – feeling like they fit in, negative – putting self at risk).
- What are the possible impacts on relationships in Jamie's life? (e.g. parent/carer being disappointed).
- What risks could Jamie be more vulnerable to? (e.g. drinking more than they should, becoming unwell, unable to get home safely).

Question 2 - What if Jamie says 'no'? (Peer pressure, decision making, consequences).

Encourage discussion around:

- What are the consequences of saying no? (e.g. friends laughing at them).
- Decision making – what does Jamie need to think about?
- Impact of positive and negative peer influences and relationships.
- Are there any rules? (If so, who sets them – law, parent/carer, football club, school etc.).

Question 3 - How might Jamie Feel? (Identifying feelings and emotions).

Encourage discussion around:

- Different feelings and emotions – both positive and negative.

Question 4 - What advice would you give Jamie? (Managing risk, problem solving).

Encourage discussion around:

- Making safer choices.
- Assertive techniques e.g. stay calm, voice, volume and tone, be clear, walk away, its ok to say no, no violence (see Worksheet 12).
- Protective factors (e.g. speak to a trusted adult if Jamie is worried).

Scenarios 14-17: Protective factors

Option to use Worksheet 13: Scenario grid alongside this activity

Scenario 14: Relationships

Rowan's partner Jamie asks them to come to their house tonight. Jamie's friends start laughing and say, "you're lucky Rowan, Jamie has an empty tonight"

Scenario 15: Alcohol

Rowan goes to a party with friends, and they have taken alcohol along. They try to get Rowan to have a drink with them.

Scenario 16: Cannabis

Rowan's mum is out, and their brother Jordan is looking after them. Jordan allows friends to come around and they are smoking cannabis. Rowan is tempted to try it.

Scenario 17: Bullying

Rowan's friends think it's fun to steal lunch money from some younger children in the school and try to get Alex to take part.