

# Lesson 2

## How are you? Really?

Includes SEL strands: **SelfA SocA SelfM ReIM**Estimated time: **60-90 minutes**

### Lesson overview

Introduction, discover emotional words, wordbook group task and feedback, discussion, plenary

### Learning objectives

How do I describe how I'm feeling? Students will be able to:

- ▶ Understand the characteristics, causes and consequences of emotions; label and group them.

### Materials and preparation

#### Leaders will need:

Resource sheet L2R1 + L2R2  
Access to a mood app and ability to share it (IWB/Screen)

### Introduction (10 minutes)

Introduce the lesson and explain its objectives. Remind learners of the learning agreement and help and support mechanisms.

### Ask

Did you use a mood app? What did you think?  
How are you today? What do we mean when we ask this question?

### Activity One (20 minutes) Discover emotional words

- ▶ Ask students for a range of emotional words
- ▶ Ask the students to give you words. Record these on the board/ IWB. As you record them, divide them into 'groups' such as; positive/negative, but do not reveal the groups to the students just yet
- ▶ Discuss the ideas of positive and negative words, adding additional words to your lists as necessary. Begin to identify some of the words as high energy or low energy. This is a MoodMeter concept, see L2T1 resource and [www.moodmeterapp.com](http://www.moodmeterapp.com)
- ▶ Share and discuss the groups you used when the students first gave you the words.

### Activity Two (20 minutes) Group work – Wordbook task

- ▶ Divide students into groups/pairs
- ▶ Give out sheets L2R1 + L2R2 per group/pair
- ▶ Ask students to write the words from L2R2 into the appropriate area of the quadrant on L2R1
- ▶ Allow time for discussion and comments; (correct answers are in the presentation)
- ▶ What makes your emotions change during the day?  
What about when you're not in school?



# Lesson 2

## How are you? Really?

### Activity Three (20 minutes) Teach

- ▶ Explain the word trigger, ask for examples from class and record those on the board. "What might make you...?"
- ▶ What changes your mood? How do become happy or sad?
- ▶ Ask pupils to discuss with a partner and then create a list of possible ways students could change their mood (music, exercise, alone time...)

### Closing (5 minutes) Review the learning Ask

- ▶ What have you learnt today?
- ▶ Have you enjoyed the session?
- ▶ Do you think emotions are important in bullying situations?
- ▶ If so how?
- ▶ How often do you think about your emotions?

### Progression

Where next? Try to identify the strength of your emotions in different situations. In order to understand bullying, recognising emotions is important. Introduce next lesson – The nature of bullying.

### Take-away task

If you haven't used a mood app, have a go and talk about it with a friend or with a parent/carer.



### Supporting activities

TECHNOLOGY. Remind students of and discuss the concepts of the four areas of the MoodMeter board. Use the MoodMeter app to demonstrate to students how you could move from one emotion to another.

WRITING. Explore *Haiku poetry*. Choose one of the four mood colours and vocabulary and write a Haiku in that colour that expresses those emotions.

ART. Create an abstract representation of each emotion group concentrating on shape, flow and shades of each emotional colour. (eg shades of red for high energy negative emotion). Use the art as a background for your Haiku. Gather work together in a class portfolio.

LANGUAGES. Explore emotional words across different languages and compare meaning and sound. (*Google Translate*)

MUSIC. Explore examples of music that reflect emotions and might affect mood in a classroom, eg. classical music, hard rock, jazz. (Royalty free music at *Competech*)

### Links

Beat Bullying / TES 2012 anti-bullying lesson <https://www.tes.co.uk/teaching-resource/beatbullying--tes-live-lesson-plan-6303305>