

FREEBIE EYFS Lesson 5: Create



Intention: To understand and express different feelings and emotions

Spark	<p>Sing the Feelings Song (sung to the tune of 'If you're happy and you know it').</p> <p>For example:</p> <p>'if you're cross and you know it, stamp your feet'</p> <p>'if you're worried and you know it, rub your tummy'</p> <p>'if you're excited and you know it, jump up and down'.</p> <p>Ask the children to think of different feelings that you could include in the song, and think of an appropriate action to use.</p>
Inspiration	<p>Create a shared list of all the feelings/ emotions that the children can think of using sticky notes. You may need to support them in putting a word to that feeling, as some emotions such as worry and fear can be more complicated to understand and express. Divide the list into 'comfortable' and 'uncomfortable' emotions and sort the sticky notes accordingly. Explain to the children what we mean by comfortable and uncomfortable, for example we know that we like to feel happy but perhaps not when we feel sad. But all our emotions are equally important, and none of them will last forever.</p>
Evolution	<p>From the list of comfortable and uncomfortable feelings, say a feeling (emotion) to the children, for example, 'nervous'. Ask them to show you that feeling using their face and body. Repeat with different examples.</p>
Insight	<p>Explain to the children that today's creative activity is to create 'Emotion Faces' using paper plates and collage materials. Ask the children to select an emotion, for example, 'sad'. Then ask the children to create a sad face on their paper plate using the collage materials. Discuss with the children, 'what would a sad face look like?' You may wish to create a display of the emotion faces, perhaps with captions to explain when we may experience this emotion, for example, 'I feel relaxed when I am at home with my pet cat'. 'I feel worried when I have to go to the doctor', etc.</p>
Reflection	<p>Select a few of the children's emotion faces that reflect different feelings. Ask the children to consider when they have felt this emotion? Consider the similarities and differences in children's experiences. Acknowledge that feelings differ from person to person. What happens to all of our emotions? They come and go and they are all part of being human.</p>

FREEBIE EYFS Lesson 5: Create



Key Questions/Vocabulary

Emotion words, including but not limited to happy, excited, joy, surprised, sad, cross, worried, nervous, angry, scared

What would a happy/ sad/ excited [insert emotion] face look like?

Can you think of a time you felt [insert emotion]?

Resources

Sticky Notes

Paper Plates

Additional Linked Tool:

Feelings Check In – ask the children to show you thumbs up/ down or even 'thumbs in the middle' depending on whether they are experiencing a comfortable or uncomfortable emotion. Take 3 deep breaths and reflect on how we are feeling

FREEBIE KS1 Lesson 1: My Magical Mind



Intention: To understand that our thoughts are always changing

Spark	Choose an interesting object or puppet. Explain to the children that you are going to create a simple, shared, imaginary story based on this object/ puppet. Give the children a starting phrase, and then in groups, ask them to create and continue a very simple story about the chosen item. Encourage children to be as imaginative as possible. Ask a spokesperson from each group to share their ideas with the class.
Inspiration	Show Figure 5 from the Appendix (or read 'My Mind is Like a Garden' by Shona Innes.) What do you think this image is showing? What does it suggest about the thoughts we have? Our minds are like gardens because we can plant new thoughts all the time
Evolution	Explain that our Magical Mind helped us to create our story; we took a simple idea and then added to it with our Magical Mind and our imagination. Our Magical Mind helps us to think, ask questions and be curious. But our Magical Mind can sometimes get carried away, and tell us things about us that aren't quite true – growing plants that can be prickly or spiky. Use the set of discussion cards in Figure 6. Each card has a different phrase on it, for example. "I'm good at maths" "My friends' think I'm kind" Ask the children to sort these cards into whether they feel they are true or false for them. Afterwards, discuss with the children whether these statements are really true or false? Or is it just what our mind tells us? Or perhaps other people have told us these things.
Insight	Discuss the idea of self-fulfilling prophecy (when people tell us something about ourselves, eventually we start to believe this is true). This can work for both positive and negative phrases. Our mind can tell us things about ourselves that actually are not true at all. It's almost like a story we tell ourselves every day, for example; "I always get cross with my little brother" or, "I'm scared of dogs." Can the children share any examples of this, when either their mind or another person has told them things about themselves that perhaps aren't true, but yet we can start to believe it is true?
Reflection	Ask the children to think back to the image of a 'Mind Garden' If our mind is indeed like a garden, then the seeds we plant will be what grows. So if we plant seeds of positive, kind words, this is what will grow in our mind garden. However if we plant negative seeds, and unkind words, then this is what will grow. Additional creative task – Ask the children to create an image of their mind garden using either paint, collage, pencil. Ask the children to explain what they have planted in their mind garden and why. OR – children to plant seeds in a pot, to represent the seeds we plant in our mind garden. We must take care of our seeds if they are to grow, just like we must take care of ourselves if we are to grow healthy and happy.

FREEBIE KS1 Lesson 1: My Magical Mind



Key Questions & Vocabulary:

Tell me about the things that make you special.

Is this phrase true for you?

What will you plant in your mind garden? What would you like to grow in your mind garden?

Resources:

Object/ puppet for creating a story (Spark)

Mind Garden image (Figure 5) or 'My Mind is Like a Garden' by Shona Innes

My Magical Mind Discussion Cards (Figure 6)

Resources for creating visual mind gardens OR seeds to plant

Additional Linked Tool:

Seed to Flower – Pretend to be a seed planted deep in the earth. Very, very slowly, you begin to grow a root, and then a shoot, and gradually grow up from the soil towards the sun. Move your body very slowly, just as a seed would grow into a plant.

FREEBIE Lower KS2 Lesson 3: Focus



Intention: To demonstrate how we can use visualisations to bring calm

Spark	5,4,3,2,1 – Can you name: 5 things you can see, 4 things you can hear, 3 things you can touch 2 things you can smell 1 thing you can taste
Inspiration	What happened to your thoughts when you completed the spark? Were you focused? Why? Were there any senses that felt more powerful?
Evolution	Look at the images of Calm Places (Figure 17) When our minds feel busy, we can focus on a visualisation in order to uncover our inner calm. We can imagine our thoughts being placed on the different pictures (for example on clouds floating away, on waves...). Take a moment now to imagine you are at one of these places in your mind. This is YOUR place, Imagine that feeling of calm. What can you see? What can you hear? Can you feel anything? Take a moment now to just be in that place and notice anything around you. After a period of time, ask children to open their eyes. They can discuss their places with a partner if they would like.
Insight	Draw a picture of yourself with your thought bubble of where you would like to picture when you are trying to focus. On a piece of paper, you can draw/paint yourself as a small person at the bottom of your picture with a dream bubble to show your chosen landscape. Alternatively, you can draw/paint your landscape to fill the page. Just take this time to focus and create. (Note: There is the option here to play relaxing music in the background).
Reflection	Share your focus picture with your peer. How do you feel when you visualise your calm place? Can you visualise your friend's calm place? Is it similar to yours? Opportunity for children can walk around the room with a 'positive post it', writing a comment about the picture and leaving it there for the creator.

FREEBIE Lower KS2 Lesson 3: Focus



Key Questions & Vocabulary:

What does it mean to focus?

Why do we need to focus?

Resources:

Calm Places (Figure 17)

A4 pieces of paper

Relaxing music

Additional Linked Tool:

Another great way to focus is to use our pause button which we all have.

Pause button - We can always pause whatever is going on. And we can do this by rubbing our hands together and placing them on top of our heads, closing our eyes, and noticing how we feel.

FREEBIE Upper KS2 Lesson 3: Focus



Intention: To understand everyone has different perspectives and that feelings are temporary

Spark	Saw and chop! With your left hand, imagine you are chopping wood. With your right hand, imagine you are sawing wood. Try them in isolation then together. Can you swap?
Inspiration	Read 'The Blind People and the Elephant' together as a class (Figure 22)
Evolution	<p>Discuss the story. What does it suggest about different people? When have you seen this to be true in your own life? What can we do to support each other?</p> <p>All of the people in the story thought they were right but none were completely right in their beliefs. When we believe that something is completely true, we hold on to that belief tight! This can be the same for our thoughts and emotions, we can hold on to them so very tightly, believing that we think is right. We may be stubborn and refuse to think differently, but we only see part of the bigger picture. BUT if we stick to what we know is instinctively true AND support each other rather than disagreeing and arguing, we can then help each other to see something more exciting.</p>
Insight	<p>Using a compass, draw 3 circles (starting off small and getting bigger). Fill these circles to show how you are feeling. The inner circle could show how you were feeling when you woke up this morning, the middle circle can show how you felt this morning and the outer circle can show how you are feeling now. Use words, colours, drawings to illustrate this.</p> <p>EXT: Around the outside of the circle, write how you think other people might be feeling now. It can be your friend, teacher, family member. Consider their emotions, are they the same as yours?</p>
Reflection	Share and compare your circles...how do they differ and how are they the same to others? It is important to remember that our feelings and thoughts are temporary and that they are like a pathway. How you felt this morning may have been different to now. Feelings are all temporary and ever changing. How others view scenarios and situations isn't necessarily how you view them and that doesn't mean that it is wrong, we just need to acknowledge this in order to support one another.

FREEBIE Upper KS2 Lesson 3: Focus



Key Questions & Vocabulary:

Instinctive
Pathway

Resources:

The Blind People & the Elephant (Figure 22)

Additional Linked Tool:

Pause button - We can always pause whatever is going on. And we can do this by rubbing our hands together and placing them on top of our heads, closing our eyes, and noticing how we feel.