

# Being Me : PSHE : Social & Emotional Wellbeing : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To develop our sense of self.	In this first lesson, children explore what makes them a unique individual. They identify and discuss their personality traits, their hobbies and interests, their likes and dislikes, what they are good at and what they would like to get better at, and how they might react in given scenarios. Children will learn that the more they know about themselves, the better their sense of self is.	<ul style="list-style-type: none"> <li>• Can children choose words to describe their personality?</li> <li>• Can children identify their interests, likes and dislikes?</li> <li>• Do children understand why they are a unique individual?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>What Makes Me a Me?</i> by Ben Faulks and David Tazzyman</li> <li>• Diamond Cards 1A/1B</li> <li>• Blank Diamond Cards</li> <li>• Scissors, coloured pens/pencils, blank paper</li> <li>• Fingerprint Sheet 1A/1B/1C (FSD? activity only)</li> <li>• Statements Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To know and understand our role in our families and friendships.	Children will first explore what a family is by sharing <i>The Family Book</i> by Todd Parr. As a class, they will discuss what living in a family is like, and the roles and responsibilities different family members have. Children will then look at what responsibilities they have as a friend, and briefly explore the similarities and differences between their roles in their families and as friends.	<ul style="list-style-type: none"> <li>• Can children identify their role in their family?</li> <li>• Can children identify their role as a friend?</li> <li>• Do children know what to do if they feel unhappy, worried or lonely?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>The Family Book</i> by Todd Parr (not provided)</li> <li>• My Family, My Friends Worksheet 2A/2B/2C</li> <li>• Discussion Cards (FSD? activity only)</li> <li>•</li> </ul>
<b>Lesson 3</b>	To find out different ways we can make ourselves feel good.	In this lesson, children will explore a range of different activities that they can participate in to boost their wellbeing and make themselves feel good. In their independent activities, children will create a recipe for how to feel good using these activities as the ingredients. The alternative activity for this lesson is the fun Smelly Stations activity! (Smell is the only sense which has direct access to the limbic system - the part of the brain responsible for regulating emotions).	<ul style="list-style-type: none"> <li>• Do children understand what 'wellbeing' is?</li> <li>• Can children identify different activities that make them feel good?</li> <li>• Do children know what to do if they feel bad?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Recipe Sheet 3A/3B/3C</li> <li>• Picture Cards, Activity Cards</li> <li>• Smelly Stations 3A/3B/3C (FSD? activity only)</li> <li>• Scent Mats 3A/3B/3C (FSD? activity only)</li> <li>• Feelings Word Mat</li> <li>• Small bags, lavender grains, spray bottles, distilled water, essential oils, tissues, playdough, twigs, google eyes, pine cones etc.</li> </ul>
<b>Lesson 4</b>	To notice and name big feelings.	In this lesson, children will learn how to identify and name some big feelings, including worry, anger, sadness and excitement. Together, children will explore how their bodies react when they experience different big feelings, and use body maps to record how their body responds. Children will learn that, sometimes, feelings can overwhelm us, which may affect what we say and do. They are introduced to the 'Name it to Tame it' technique.	<ul style="list-style-type: none"> <li>• Can children use an increasingly varied vocabulary to name different feelings?</li> <li>• Can children sort feelings by intensity or whether they feel positive or negative?</li> <li>• Can children share some of the physical sensations they experience when they have a big feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Body Map 4A/4B/4C/4D</li> <li>• Class Body Map 4A/4B/4C/4D (and enlarged)</li> <li>• Feelings Word Mat and Symbols</li> <li>• My Feelings 4A/4B (FSD? activity only)</li> <li>• Mirrors (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To learn different ways to manage big feelings.	In this final lesson, children will explore a variety of techniques for managing big feelings, including those suggested in the story <i>My Strong Mind</i> by Niels Van Hove. As part of a carousel activity, children will try out different calming activities: breathing, counting, massage, movement and positive affirmations. Children then use this experience to create their own calm plan, by matching calming activities to given big feelings.	<ul style="list-style-type: none"> <li>• Can children use a varied vocabulary to name some big feelings?</li> <li>• Do children know that there are different ways to manage big feelings?</li> <li>• Can children identify which calming activities will work best for each big feeling for them?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>My Strong Mind</i> by Niels Van Hove (not provided)</li> <li>• Calm Plan 5A/5B/5C and Calm Cards</li> <li>• Resource Cards</li> <li>• Calm Jar Instructions (FSD? activity only)</li> <li>• Bottles, measuring jugs, warm water, glitter, glue, paint and bamboo skewers</li> </ul>

## End of Primary Phase Objectives:

### Health Education - Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

### Vocabulary

recognise, express, discuss, manage, regulate, self-regulate, emotions, big feelings, overwhelm, strategies, calm down, unique, control, lonely, cope, difficult, challenge change, support, understanding, sense of self, reflection, strengths, weakness, interests, values, improve, develop, achievements, confidence

### Teacher notes