

Let's Talk About Me : PSHE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what personal identity means	In this first lesson, children will explore the concept of personal identity, and the different factors that contribute towards this. After reading <i>Can I Build Another Me?</i> by Shinsuke Yoshitake as a class, which highlights how we are all unique, children then create their own booklet, entitled, 'A Guide Book to Me'. In the alternative activity, children create a dodecahedron, which shows a different part of their personal identity on each face.	<ul style="list-style-type: none"> Can children name some factors that contribute to a person's identity? Can children talk about and identify some factors that make up their own personal identity? Do children know to talk to someone if they don't feel good about themselves? 	<ul style="list-style-type: none"> Slides <i>Can I Build Another Me?</i> by Shinsuke Yoshitake (not provided) A Guide Book to Me (Pages 1-2, 3-4, 5-6, 7-8) A Guide Book to Me (Front and Back Covers) The Different Parts of Me Net Template (FSD? activity only)
Lesson 2	To recognise and name a range of emotions	Children first discuss what emotions are, before looking in more detail at the vocabulary we can use to express four of the main emotions: happiness, sadness, fear and anger. In their independent activities, children sort and order a set of given synonyms according to the level or intensity of emotion they think is expressed by each word.	<ul style="list-style-type: none"> Do children know and recognise the main emotions of happiness, sadness, anger and fear? Do children have a growing vocabulary of synonyms for each emotion? Do children understand that different synonyms for an emotion can convey a different intensity of feeling? 	<ul style="list-style-type: none"> Slides Emotion Station Sheets (Teaching Input) Synonym Set 2A/2B Which Emotion? Sheet Continuum Sheet 2A/2B Main Emotions Posters (FSD? activity only) Synonym Cards (FSD? activity only)
Lesson 3	To explore how emotions make us feel and act	In this lesson, children focus on how different emotions can be shown through our facial expressions, felt as physical sensations, and how they can affect our behaviour and actions. In their independent activities, children choose one emotion to explore in depth to discover how it makes them feel and act. In the alternative activity, children become 'emotion detectives', and decipher clues relating to an emotion based on physical sensations or actions.	<ul style="list-style-type: none"> Do children understand that emotions can cause physical sensations? Do children understand that emotions can affect our behaviour and actions? Can children identify how different emotions make them feel and act? 	<ul style="list-style-type: none"> Slides My Emotion Explainer 3A/3B/3C Physical Sensations Help Cards Behaviour & Actions Help Cards Emotion Detective Clue Cards (FSD? activity only) Emotion Detective Conclusion Sheet (FSD? activity only)
Lesson 4	To explore the scale of emotions that we can feel	After recapping on the synonyms we can use to describe different feelings, children will then explore what is meant by the intensity of an emotion. They will use given intensity scales for happiness, sadness, fear and anger (which use the synonyms they have become familiar with) to explore how a character might feel in given scenarios. In their independent activities, children use the intensity scales to identify experiences or situations which might make them feel different intensities of emotions.	<ul style="list-style-type: none"> Do children understand what is meant by the intensity of an emotion? Can children identify the intensity of an emotion they or others might feel in a given situation? Do children understand that sometimes feelings can become overwhelming? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Emotion Intensity Chart (FSD? activity only) Scenario Sheet (FSD? activity only)
Lesson 5	To be able to manage emotions	In this final lesson, children will first explore what is meant by an appropriate and proportionate response to an emotional situation. They will understand that intense feelings can be overwhelming, but that we can manage our emotions through self-regulation. As a class, children will then look at different strategies for this, before applying their knowledge in their independent activities.	<ul style="list-style-type: none"> Do children know that intense emotions can sometimes lead to inappropriate/unhelpful responses? Can children talk about a range of different strategies that can help us manage our emotions? Can children identify a strategy that they would use to help them manage their feelings in a specific situation? 	<ul style="list-style-type: none"> Slides Intense Emotions Scenario Cards Strategies for Managing Emotions Cards

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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.
- 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

Personal identity, inappropriate, appropriate, regulate, understand, healthy, unhealthy, proportionate, bullying, mental health, well-being, emotional overwhelm, sensations, intensity, jealousy, empathy, compassion, self-awareness, intrinsic motivation, extrinsic motivation, focus, concentration, challenges, achievements, reward systems, hobbies, personal qualities, independences, problem-solving, skills, relax, mindfulness, unwind, enjoyment, coping mechanisms, self-regulation

Teacher notes