

Which Way

(Primary 7)

Emotions and Protective Factors: Lesson Plan

Which Way? Activity key:



Individual activity



Group activity



Whole class activity

Theme	Emotions and Protective Factors
Learning intentions	I will be able to: <ul style="list-style-type: none"> • Develop skills I may need to use to cope in difficult situations. • Identify where I can seek support. • Work well with others in a group. • Share my ideas and listen to the ideas of others. • Identify problems young people may face. • Consider advice that you could offer your peers in difficult situations.
Success Criteria	<ul style="list-style-type: none"> • I can give examples of different issues my peers might face. • I can discuss different advice I could give to my peers who might be struggling with these issues. • I can give examples of places I can go to for support in my community and online. • I can share my ideas and listen to the ideas of others.
Resources	Which Way Curricular Resource - P7 <ul style="list-style-type: none"> • Which Way P7 Worksheets <ul style="list-style-type: none"> » Worksheet 2: Body outline » Worksheet 3: Head, Heart, Bin, Bag » Worksheet 6: Emotion cards • Emotions and Protective Factors: Activities and Scenarios <ul style="list-style-type: none"> » Scenario 21 & 22 HWB Education Website and App: <ul style="list-style-type: none"> • Information on health priorities and resources for educators to support delivery of lessons.
Note to educator: Inform learner/s that today's session will cover - Emotions and Protective Factors.	



Activity: Warm Up (10 minutes)

- Ask learners to gather in the middle of the room/space.
- Read out the statements below and discuss responses.
- If learners agree with the statements, they will move to one side of the room and if they disagree with the statements they will move to the opposite side of the room. Ask learners why they agree or disagree with the statements.

Statements:

- It's ok to feel angry sometimes.
- If you cry you are being a baby.
- Some people never feel sad.
- Being worried can make you feel sick.
- I can make other people happy.

Note to educator: We all feel emotions in different ways and at different times. It's ok to be angry, to feel sad, worried or happy. It's important for children and young people to develop emotional literacy which is the ability to recognise, understand and appropriately express and handle our feelings and emotions but also includes an understanding and awareness of other people's feelings. See useful websites section below for further learning on this.



Activity: Where do we feel our emotions? (30 minutes)

- Ask learners to use Worksheet 2: Body outline. Alternatively ask learners to draw their own body outline (learners could draw around a person in the class if someone feels comfortable to volunteer).
- Give each group a set of emotion cards (Worksheet 6) to identify where the emotion is felt in the body (e.g., worry = head, stomach).
- Group to place the cards where they think the emotions are felt and any additional thoughts can be written down.
- Group to feedback.
- Discuss with the group that emotions can be felt in more than one place.
- Discuss what these feelings are telling us.

Note to educator: Discuss how some emotions may have the same physical effects to other emotions although they are very different. For example, if we are nervous about a test we may get butterflies in our stomach, but we might also feel this when we are excited to do something we enjoy. There are no 'good' or 'bad' emotions, they are signals that can help protect or motivate us. Some emotions may feel more difficult to speak about than others, but it is important that we speak about our emotions in a healthy way for our wellbeing.



Activity: Where do we feel our emotions? (continued)

Note to educator (if required): The 5 Fs (fight, flight, freeze, flop and friend).

The 'fight or flight' response is how people sometimes refer to our body's automatic reactions to fear. There are theories which discuss as many as 5 common responses including freeze, flop and friend, as well as fight or flight.

These reactions are immediate, automatic and instinctive responses to fear and understanding them can help make sense of experiences and feelings.

- **Fight:** physically fighting, pushing, struggling, and fighting verbally e.g. saying 'no'
- **Flight:** putting distance between you and danger, including running, hiding or backing away
- **Freeze:** going tense, still and violent as a survival response. Animals often freeze to avoid fights and potential further harm, or 'play dead' to avoid being seen and eaten by predators.
- **Flop:** similar to freezing, except your muscles become loose and your body goes floppy as an automatic reaction to reduce the physical pain of what is happening. Your mind can also shut down to protect itself.
- **Friend:** this can be viewed in two ways, firstly calling for a 'friend' or bystander for help or 'befriending' the person who is a perceived danger by negotiating, bribing or pleading with them as an instinctive survival mechanism.

When we experience a traumatic event, our brain often stores the memory based on what we are feeling and sensing at that time. When our brain then recognises similarities between our present situation and our past trauma (e.g. a colour, smell or noise), it can activate the fight, flight, freeze, flop or friend response, even if we're not currently in danger.



Activity: Scenarios and Protective Factors (30 minutes)

- Using Scenario 21 & 22 split learners into groups and give each group one scenario each, ask learners to discuss the prompt questions included.
- Discuss where and who the person from each scenario could seek help or support from (i.e., trusted person e.g. parent/carer, relative (aunt/uncle/cousins) school/teacher, friend, police, housing officer, Doctor etc).
- How can the person from each scenario be assertive in the scenario? Remind learners of the Star Tips (Worksheet 4).
- Discuss and feedback learning.



End of session

Summarise learning from today's session. Consider learning intentions and success criteria.

Evaluation: Head, heart, bin, bag (Worksheet 3).

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

Alternative 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.

Useful websites:

- 🌐 [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. The [Multiple Risk information and resources](#) will be particularly helpful in relation to this lesson plan.
- 🌐 [NHSGGC Healthy Minds Resource \(see Emotional Literacy session\)](#)

Emotions and Protective Factors: Activities and Scenarios

Worksheet 1 can be used alongside this activity

Scenario 21: Drama Club

Rowan sees a flyer for a drama club for children their age at the local community centre. They want to join but they don't know anyone there. Rowan's grandparents tell them to just go along and see if Rowan enjoys it.

How might Rowan feel? (identifying feelings and emotions)

- Different emotions and what they tell us about how we feel.
- Why might Rowan be feeling this way?
- Turning negative emotions into positive (e.g. fear and nerves can lead to a similar feeling in your tummy, think of a time when you felt excitement with the same feelings).

What advice would you give Rowan? (managing risk, problem solving)

- Is there an alternative Rowan could make, to reduce the risk? (e.g. see if any of their friends want to join with Rowan)

Scenario 22: Dealing with disappointment

Alex tries out for the school swimming team but doesn't get a place. Alex is upset. The swimming coach recommends they try out for the athletics club instead.

How might Alex Feel? (identifying feelings and emotions)

- Different feelings and emotions: excited, nervous, angry, upset, embarrassed, hurt, sad, anxious.
- Alex may feel like a failure.

What advice would you give Alex? (managing risk, problem solving)

- Talk to his parents, teacher, running/swimming club.
- Tell Alex that failings are part of life and necessary to succeed.
- Don't give up – if you really want something keep training until you achieve it.
- Chat with people in the running club to see what it's like.