

My feelings are all over the place!

Year: Y4

Subjects and Issues

♦ Assertiveness ♦ Self-esteem ♦ Conflict resolution ♦ Emotional needs ♦ Falling out ♦ Feelings
 ♦ Growing up ♦ Growing and changing ♦ Mental health ♦ Puberty ♦ Respect ♦ Safety ♦
 Standing up for yourself ♦ Support networks ♦ Change ♦ Family ♦ Relationships education ♦
 Emotional health ♦ Confidence ♦ Getting help ♦ Decision making ♦ Negotiating ♦
 Communication ♦ Relationships ♦ Independence ♦ Emotions ♦ Managing change

Introduction

Make a circle either sitting on chairs or standing. Go round the circle with children taking turns to alternate positive and negative feelings e.g. sad/surprised/angry/happy etc.

Class makes a list of 'feelings bank' to be drawn from.

First child starts with the basic feeling and says "I feel happy." Next child has to find another word but one that means the same – "I feel joyful." Next child does the same – "I feel ecstatic." See how far around the circle they get. Teacher tallies the words to see at the end, which basic feelings they found the most synonyms for.

Activity - Conflict and compromise

Puberty is the time when our bodies change from being a child's body to that of an adult.

Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain. Hormones can affect our moods and feelings.

As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family.

Make a list on the whiteboard of the sorts of things teenagers and family could fall out over (e.g. time to get home at night, whether they can wear makeup and how much, getting homework done, helping around the house with chores). Choose one of these 'conflict' topics for the next activity.

In the Hot Seat

Start this activity with the definition of a compromise (this can be displayed on the IWB - see slide in Resources needed area):

A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.

(Source: Cambridge Dictionary)

Introduce the idea of Teacher-in-Role: explain that you are going to go into role as the teenager (put on a hat, scarf, or similar prop, to show when you are in role). The rest of the class will be the parents. In pairs, the children discuss and practise what they want to say to the teenager

first, using the chosen 'conflict' topic.

They then discuss the conflict topic with the teenager. Teacher responds in role, using possible teenage responses [it's not fair...I did it last time... Why do I always have to do it? You never let me... Everyone else's parents let them...] NB: gradually change your responses from argumentative and conflicting to **compromise** - finding a middle ground.

It might be necessary - in advance of the role-play - to give children some ideas about how they can compromise in their role as parents.

Come out of role (by removing the scarf/hat or other item) and ask:

- How did it feel being the parent?
- Was it easy to persuade the teenager?
- How was a compromise reached?

Next in pairs again, they choose another conflict topic from the list they made earlier. One child is the parent, the other child is the teenager. Role-play for a few minutes, then swap roles. Ask for some volunteer pairs who managed to move from conflict to compromise to show what they did to the rest of the class.

Plenary

Review what we mean by the word 'compromise'.

Ask:

- What were some good ways of compromising [e.g. acknowledging the other person's feelings, suggesting a different way of sorting out a problem, both sides giving in a little bit but not completely, agreeing to talk about it another time, when everyone is calmer, etc.]
- Did talking about the issue help in most cases - or even some?
- Is it sometimes hard being a parent?

Emphasise that it is so important to talk to parents/carers/trusted adults as they can help us to work out the best thing to do.

Learning Outcomes

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.