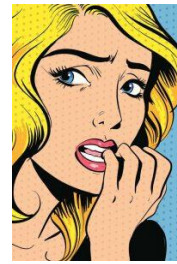
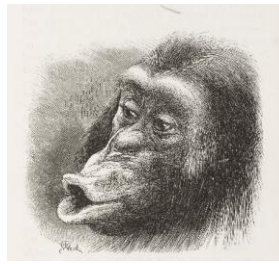




## DEVELOPING EMOTIONS

## TEACHER'S HANDBOOK





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Welcome to **Developing Emotions** – and **thank-you** for taking part!

In this Teacher's Handbook you will find a brief introduction to the aims of the programme, a calendar of the 8 weeks of lessons, a one-page plan for each of the 16 lessons, and finally some suggestions for further reading and research.

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## Introduction to the aims of the programme

### What is Developing Emotions?

Developing Emotions is a pilot programme of eight weeks of lessons designed to promote emotional literacy and emotional awareness in school children.

It has been developed as a collaboration between the Centre for the History of the Emotions at Queen Mary University of London and TKAT, ran in pilot form in selected TKAT schools in 2020.

The best ways to find out about the Developing Emotions programme is to read [this blog post](#), which also includes a 20-minute podcast about the programme, including interviews with Thomas Dixon, and with Rebekah Hudson at Napier Primary school.

### Is this a PSHE programme?

Yes and no. The lessons support some of the aims of PSHE, including helping children think and talk about feelings.

However, it is a broader cross-curricular programme using history, literature, art, drama, music, science, and philosophy to provide children with an enriched understanding of how words, images, and music can represent human emotions. This is a programme rooted in history and with an emphasis on vocabulary and the arts.

### Is this suitable for children with special educational needs or disabilities?

We hope that all lessons will be suitable for all children in your class. They are not designed to initiate discussions of particular children's emotions, or emotional problems, but to help all children learn more about a wide range of human experiences.

You know the children in your class best, and so it will be for you to think about whether any particular child might encounter issues in a lesson about, say, anger or sadness. You should take the usual precautions and consult with the safeguarding, pastoral, or counselling staff in your school about any concerns.

Please familiarise yourself with the materials before each lesson in order to consider how to differentiate between the more and less able children in your class, and make any necessary adaptations.



**What year group are these lessons for?**

These lessons are designed for use with either Year 5 or Year 6 children. Again, you will need to use your own professional judgement to decide how each activity needs to be adapted or extended to suit the particular needs of the children in your class.

**What support will I receive?**

The Developing Emotions team at Queen Mary has produced this handbook for teachers, and eight PowerPoint presentations, one for each of the eight weeks. The PowerPoints contain images, video clips, text and information for each lesson. Additionally, we will send a Developing Emotions Activity Book for each child in your class, which contains all the work sheets, activities, and vocabulary lists covered during the course of the lessons.

**How will I get these materials?**

The Activity Books for your class will be sent by post.

The PowerPoints will be sent to you directly via We-Transfer.

**Can you visit our school to explain things further to staff and children?**

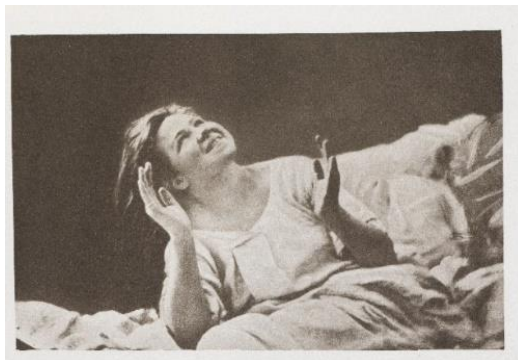
Yes. Please get in touch with us and Thomas Dixon will arrange a time to visit your school.

**What if things are still unclear or I have other questions?**

Please feel free to contact the project team at Queen Mary at any time by sending a message to [emotions@qmul.ac.uk](mailto:emotions@qmul.ac.uk).

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**Thank-you!**



## Developing Emotions

### Overview of the 8 weeks of the programme

Each week contains two 30-minute lessons. It would make sense to teach these on different days and, if your planning allows, to think about ways to link the emotional theme of the week to other lessons, including literacy, art, history, and PSHE. Each row in the grid below is one lesson.

Week	Theme	Lessons	Page
1.	Introduction	Introducing “Developing Emotions”	6
	Fears and Worries	Picturing everyday worries	7
2.		Describing dread: Siegfried Sassoon poetry	8
		Fear and dance	9
3.	Love and Friendship	The science of the friendly brain	10
		The four loves (C. S. Lewis)	11
4.	Comedy and Laughter	Laughing babies and cracking jokes	12
		Laughing at others, ‘schadenfreude’	13
5.	Anger and Revenge	Angry art	14
		Malcolm X, protest and politics	15
6.	Feeling Blue	Writing a blues song	16
		Colour, art, and the ‘four humours’	17
7.	Looking for Joy	Darwin, science, and joyful animals	18
		Debating ideas of happiness	19
8.		Joyful music, lyrics, and reggae	20
	Conclusion	Concluding discussions; emotions games; final questionnaire.	21

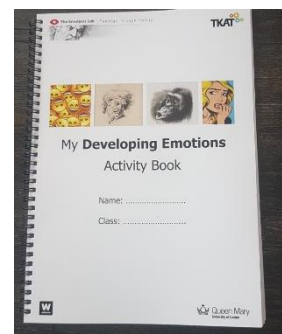
# Introduction

## Week 1. Lesson 1.

### INTRODUCING “DEVELOPING EMOTIONS”

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Discuss the meaning of “emotion” and some examples of emotions
- Understand how to use their own Developing Emotions Activity Book



ACTIVITY	DESCRIPTION	TIMING
<b>Evaluation questionnaire</b>	<p>Brief check that children know what ‘emotions’ and ‘feelings’ mean (but only minimal discussion, so as not to affect evaluation test scores).</p> <p>Short “words for feelings” questionnaire to be completed by the children then collected back in.</p>	10 mins
<b>What is an “emotion”?</b>	<p>Class discussion of what an “emotion” is, and any questions about the questionnaires they have just completed.</p>	10 mins
<b>Activity Books</b>	<p>Hand out the Activity Books – one for each child – and get them to write their name and class on them.</p> <p>Children complete the first activities – choosing which emoji they are (p. 5), and completing the page asking what an emotion is and which they like or don’t like (p. 6).</p> <p>Children have a quick look through the book to get a sense of what the programme is about.</p>	10 mins

# Fears and Worries

## Week 1. Lesson 2.

### PICTURING WORRY

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Discuss worry as an everyday emotion that many people experience
- Imagine and describe other people's feelings of worry
- Talk about and interpret classic paintings and photographs showing worried figures



ACTIVITY	DESCRIPTION	TIMING
<b>Everyday worries</b>	<p>Show cartoon strips of Charlie Brown (PowerPoint). Explain how he was created as an “everyman” character and what that means.</p> <p>Class discussion:</p> <ul style="list-style-type: none"><li>- What is Charlie Brown feeling and why?</li><li>- How common is it to experience feelings of worry?</li></ul> <p>In Activity Books: write down three everyday worries.</p>	10 mins
<b>Why are they worried?</b>	<p>Class to split into groups, look at stimulus images from the history of art, and each work on a different image. These are on PowerPoint and in Activity Books (pp. 10-11).</p> <p>Children brainstorm as many different ideas as they can to explain why the character or characters in their picture might be feeling worried.</p>	10 mins
<b>Worrying words</b>	<p>Introduce the meaning of the word ‘worry’, then show the slide with 5 words for worry and definitions. Work through them from 1 to 5, with children suggesting which word matches which meaning.</p> <p>Children can also refer to the list of words for fears and worries in their Activity Books (p. 8) and fill in some definitions.</p> <p>If time permits, one or two groups could share the emotional stories that they’ve built around their picture with the rest of the class – using their new vocabulary.</p>	10 mins

# Fears and Worries

## Week 2. Lesson 1.

### DESCRIBING DREAD

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Know who the poet Siegfried Sassoon is and attempt to interpret one of his poems
- Recognise and use a wide range of words for fear



ACTIVITY	DESCRIPTION	TIMING
<b>Siegfried Sassoon's 'Haunted'</b>	<p>Brief introduction to Siegfried Sassoon.</p> <p>Teacher (or children) read 'Haunted' aloud (p. 12). Class discussion:</p> <ul style="list-style-type: none"><li>- What is the poem about?</li><li>- What emotions does it make you feel?</li></ul>	10 mins
<b>Words for fear</b>	<p>Children read through the poem again, on their own, underlining all the fear and worry words they can find, and also writing down any more they can think of in their Activity Book.</p> <p>Class share their fear words – compile a list on the board</p> <p>Explain the meaning of 'petrified'.</p>	10 mins
<b>Definitions</b>	<p>Children return to the list of fear and worry words in their Activity Books (p. 8) and fill in some or all of the definitions</p>	10 mins
<b>Extension</b>	<ul style="list-style-type: none"><li>- Experiment with spooky handwriting in Activity Books</li><li>- Experiment with writing your own scary poem</li></ul>	



# Fears and Worries

## Week 2. Lesson 2.

### FEAR AND DANCE

**\*Note: It would be good to do this lesson in a larger space such as a school hall. \***

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Discuss how fear is felt in the body
- Know about Martha Graham and the history of modern dance
- Express feelings of fear through dance



ACTIVITY	DESCRIPTION	TIMING
<b>Fear in the body</b>	Class discussion (with PowerPoint prompts) <ul style="list-style-type: none"><li>- Where in the body do we feel fear and worry?</li><li>- What kinds of sensations do we feel?</li><li>- What actions, gestures and poses do people make when they're frightened?</li></ul>	5 mins
<b>Martha Graham and modern dance</b>	Introduction to the ideas of Martha Graham – dance as an emotional language of the body.  Show 5-minute film of contemporary dance called 'Fear'. Children copy the moves.	10 mins
<b>Choreography challenge</b>	Children work in pairs to choreograph their own short dances about how we feel and express fear and worry in our bodies.  <i><b>Note: This could be extended into a much longer activity, perhaps as part of a PE lesson.</b></i>	10 mins
<b>Recap and quiz</b>	Recap key points: Worrying is an everyday emotion that everyone experiences; worry and fear can produce strong sensations in our bodies; we can express fear and worry via words, pictures and movements.  Take the fears and worries quiz in the Activity Book.	5 mins

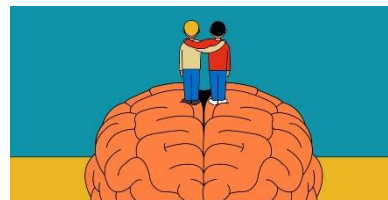
# Love and Friendship

## Week 3. Lesson 1.

### THE FRIENDLY BRAIN

Learning outcomes: By the end of the lesson, children will be able to:

- Discuss and evaluate what makes a good friend
- Understand how the human brain's capacity for friendship may have evolved
- Understand and discuss the different degrees of friendship.



Activity	Description	Timing
<b>That's what friends are for</b>	<p>Song from the Jungle Book, 'That's What Friends Are For'.</p> <p>In their Activity Books, children underline in the lyrics the things friends do for each other (p. 18).</p>	5 mins
<b>Friendship and the brain</b>	<p>To link from the song to the next activity, begin by asking your class two questions:</p> <ul style="list-style-type: none"><li>- Why is friendship important?</li><li>- Are humans the only animals that can make friends?</li></ul> <p>Discuss in pairs or small groups, and then as a class.</p> <p>Teacher input from PowerPoint: summary of basic ideas and vocabulary on the evolution of the friendly brain – including 'cognition' and 'neocortex'.</p>	10 mins
<b>Dunbar's discovery</b>	<p>Next, watch the 'Science of Friendship' video, embedded in PowerPoint. This is an edited version of a longer film from the VSauce2 YouTube Channel, made by Kevin Lieber.</p> <p>Children to fill in the blanks on the 'Science of Friendship Fact File' in their Activity Book while watching the film. After the clip has finished, the class come together to discuss the video's key facts (e.g. Dunbar's number = 150), and anything children didn't understand.</p> <p>Link back to the questions raised at the outset – what are friends for – and can other animals form friendships?</p>	15 mins

# Love and Friendship

## Week 3. Lesson 2.

### THE FOUR LOVES

**Learning outcomes:** By the end of the lesson, children will be able to:

- Use wider vocabulary for different kinds of love and friendship
- Encounter and interpret philosophical ideas from history
- Understand the four different types of love, as outlined in the writings of C. S. Lewis



Activity	Description	Timing
<b>Friends from history</b>	<p>After a brief introduction, the children individually read the three short extracts from Cicero, Montaigne, and Phillips, on the 'Friends from History' page of their Activity Books.</p> <p>They underline any words they don't understand and then discuss them as in pairs and as a class.</p> <p>Two key ideas are the idea that a friend is a <b>"second self"</b> and that friendship can be a <b>kind of love</b>.</p>	10 mins
<b>The four loves</b>	<p>This leads into C. S. Lewis, and his thoughts on the four types of love. On the PowerPoint slide, the class try to match the word with the description for each of the four loves (each click reveals an arrow linking a word to a definition, starting with 'affection').</p> <p><b>Note:</b> The answers are in the Activity Books so you might want to get the children to close their books at this point!</p> <p>Then children have a go at coming up with three more kinds of love in their pairs, and writing them in their Activity Books.</p>	10 mins.
<b>Recap and quiz</b>	<p>Children go back to the love and friendship word list in their books to write in some or all of the definitions. Discuss any that are still unfamiliar.</p> <p>Take the love and friendship quiz in the Activity Book.</p>	10 mins

# Comedy and Laughter

## Week 4. Lesson 1.

### LAUGHING BABIES AND CRACKING JOKES

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Use an extended vocabulary for varieties of laughter
- Understand that laughing is a social activity that we do together
- Think about how homophones work in jokes



ACTIVITY	DESCRIPTION	TIMING
<b>Giggling and guffawing</b>	<p>Start by watching clip of a baby laughing at its mother sneezing, embedded in PowerPoint.</p> <p>Do the children start laughing? Discuss why. Is laughing contagious?</p> <p>Children brainstorm words for different kinds of laughter and then check them against the list in their Activity Book (p. 25).</p>	<b>5 mins</b>
<b>The science of baby laughter</b>	<p>As a class, watch the excerpts from Caspar Addyman's talk (embedded in the PowerPoint) about the science of baby laughter. Complete the sheet in the Activity Book (p. 29).</p> <p>Reinforce the message about what we can learn from babies, and introduce the saying that 'Laughter is the best medicine.'</p>	<b>10 mins</b>
<b>The world's favourite emoji!</b>	<p>Children look at the PowerPoint showing the 10 most popular emojis. They must guess the top 3 and write them down in order in their books (p. 26), with a name for each one they choose.</p> <p>Then compare results and discuss the fact that the crying with laughter emoji is the most used emoji in the world.</p>	<b>5 mins</b>
<b>Tell us a joke</b>	<p>The rest of the lesson is devoted to getting children to share in the pleasure of jokes and laughter.</p> <p>First, ask children to share a favourite joke with their partner. Then move on to a discussion of <b>puns</b> and <b>homophones</b>. Children complete the worksheet (p.27), matching jokes with punchlines. Which make people laugh the most?</p>	<b>10 mins</b>

# Comedy and Laughter

## Week 4. Lesson 2.

### SCHADEN – WHAT??!

**Learning outcomes:** By the end of the lesson, pupils will be able to:



- Use and understand the word “schadenfreude”
- Debate the difference between enjoyable and unkind forms of laughter

ACTIVITY	DESCRIPTION	TIMING
<b>Warm up: slapstick</b>	Introduce “slapstick” and the idea of physical humour. Children work with a partner in a quick physical comedy “Try not to laugh challenge”. One minute each.	<b>5 mins</b>
<b>Meet Inspector Clouseau</b>	Introduce more physical comedy with a 3-minute clip of Peter Sellers as Inspector Clouseau in <i>The Pink Panther Strikes Again</i> (1976), embedded in PowerPoint.  Is the clip funny and if so why? Is it funny when he hurts himself, punching the bag and falling down the stairs?	<b>5 mins</b>
<b>What is ‘schadenfreude’?</b>	Explain that the feeling the children had when Inspector Clouseau fell down the stairs could be called <i>schadenfreude</i> (pronounced <b>shar-den-froy-der</b> ).  Use clips from <i>The Simpsons</i> to explain what it means.  Ask for children to suggest examples of when a historical figure or fictional character might have felt schadenfreude (Activity Book, p. 28).	<b>5 mins</b>
<b>DEBATE: Laughing at the misfortunes of others</b>	Divide the class in half for a debate on the statement “It is never OK to laugh at other people.”  In pairs, children write down ideas for their side of the debate. Children volunteer to give 30-second speeches for or against the motion, alternately.  Conclude with a clear message about laughter that includes others (good) and laughter that hurts and excludes others (bad).	<b>10 mins</b>
<b>Recap and quiz</b>	Take the Comedy and Laughter quiz on p. 30	<b>5 mins</b>

# Anger and Revenge

## Week 5. Lesson 1.

### ANGRY ART

**Learning outcomes:** By the end of the lesson, pupils will be able to:



- Understand the difference between anger and aggression
- Discuss the Latin term '*ira*' and some modern English equivalents
- Experiment with representing angry emotions through colours and shapes

ACTIVITY	DESCRIPTION	TIMING
<b>Introduction to anger</b>	Show PowerPoint slide of famous cartoon and fictional characters. What do they all have in common? Class discussion: <ul style="list-style-type: none"> <li>- What is anger?</li> <li>- How is it different from aggression?</li> <li>- What is the relationship between angry feelings and angry actions?</li> </ul>	5 mins
<b>Bosch painting</b>	Brief introduction to Hieronymus Bosch  Look at the image of "Ira". Children to discuss in pairs what is going on in this picture (p. 33 of their books).  What do you think 'ira' means? Children to use dictionary to find an English word beginning "ira..." that could describe this picture.	10 mins
<b>Abstract anger</b>	The Bosch painting shows two people having a fight. But what would the feeling of anger or rage, inside, look like if you could draw it? What colour and what shape would it be?  Look at paintings from the history of art (p. 34), then the children create their own image in the dedicated space in their Activity Book (p.35).  Their image could be totally abstract or include a furious face or irate monster. Use angry colours.  Write 5 words around the outside of your image to describe the feelings it represents.	15 mins
<b>Recap</b>	Recap of key ideas: <ul style="list-style-type: none"> <li>- Difference between angry feelings and angry actions.</li> <li>- The different ways that people might look and behave when they are angry.</li> </ul>	

# Anger and Revenge

## Week 5. Lesson 2.

### WHAT IS ANGER GOOD FOR?

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Discuss 'wrath' or 'rage' as one of the historical 'seven deadly sins'
- Recognise the link between anger and political activism
- Debate the ethical value of anger and revenge



ACTIVITY	DESCRIPTION	TIMING
<b>Introduction: the seven deadly sins</b>	<p>Introduction to the historical idea of the seven deadly sins within Christianity. Watch short clip.</p> <p>Rage or 'wrath' was one of these. Discussion: Why might rage be considered a 'sin'? What is wrong with it? Focus especially on the desire for revenge.</p>	5 mins
<b>Anger in politics</b>	<p>Introduce the idea that anger may be important for protest and change – through the examples of Malcolm X and Greta Thunberg</p>	5 mins
<b>Debate</b>	<p>Brainstorm for 2 minutes to prepare for the debate – everyone writes down on their worksheet what is good and bad about anger in two columns (p. 36). Discuss.</p> <p>Divide the class into two groups – half arguing for and half against the statement: <b>"Anger is a valuable emotion"</b>.</p> <p>Children work in pairs for a few minutes on writing statements and examples for their side of the debate (p. 37). Then volunteers give short speeches and in the end the class votes.</p>	15 mins
<b>Recap and quiz</b>	<p>Recap: the varieties of anger; the reasons some are valuable or harmful; the relationship between feelings and actions. Check the list of anger words – which are most angry? (p. 32) Take the anger quiz (p. 39).</p>	5 mins

# Feeling Blue

## Week 6. Lesson 1.

### SINGING THE BLUES

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Identify the characteristic sound and themes of blues songs
- Be aware of the connection of blues music with black history
- Experiment with writing their own blues lyrics

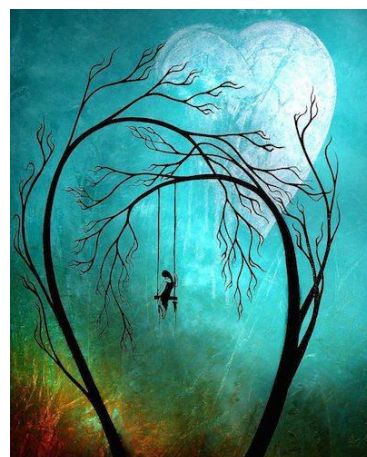


ACTIVITY	DESCRIPTION	TIMING
<b>Introduction to the blues</b>	<p>Play a classic blues song.</p> <p>Suggested track: Elmore James 'The sky is crying', embedded in PowerPoint.</p> <p>Children follow the lyrics (p. 42) and think about how singer is feeling and why. Do the music and lyrics work together?</p>	5 mins
<b>The history of the blues</b>	<p>Teacher input from PowerPoint on connections between blues music, black history, and protest.</p>	5 mins
<b>Now make your own</b>	<p>Watch a short video by "George Town" about how to write a blues song.</p> <p>Children read the instructions on how to write a blues song (p. 43) – and choose the character whose blues they are writing, and then write a couple of verses (p. 44).</p> <p>They can try performing them to the blues backing track provided (embedded in PowerPoint).</p>	15-20 mins



# Feeling Blue

## Week 6. Lesson 2. SHADES OF SADNESS



**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Talk about the ways that different colours can be associated with sad feelings
- Experiment with making images that represent melancholy and miserable moods
- Know the original meaning of the word 'sad', and the term 'emodiversity'

ACTIVITY	DESCRIPTION	TIMING
<b>The meaning of 'sad'</b>	Reminder of theme of the week, and discussion of original, literal meaning of 'sad' might be. 'Sad' originally meant 'full' – what are people full of when they have sad feelings?	5 mins
<b>Mood and colours</b>	Recap of link between colours and sadness – the 'blues', 'black bile', plus Churchill's phrase 'the black dog' to describe dark times.  Show stimulus images on PowerPoint, including Picasso paintings, <i>Guernica</i> (1937), and <i>Weeping Woman</i> (1937).  Brief discussion of colour and emotions.	5 mins
<b>Images for sad music</b>	Listen to some sad music, such as Mozart's requiem (1791) – a piece composed to be played at a funeral – embedded in the PowerPoint.  <b>Important note on PowerPoint:</b> when you reach the slide with the Mozart audio, one click should start the music. It should then automatically transition every 30 seconds to a new slide, to show the children a range of images. This will last for about 4 minutes.  While listening to the music, children will use art materials to make an image on p. 48 to illustrate an album of sad music – inspired by colours and images learned this week.	15 mins
<b>Recap &amp; quiz</b>	Explain take-home message about 'emodiversity' – that it is healthy and normal to experience lots of different emotions, including sad ones. Do the sadness quiz (p. 49).	5 mins
<b>EXTENSION</b>	<i>Bonus activity, if time permits for some children – the Four Humours fact sheet and quiz on pp. 45-47.</i>	

# Looking for Joy

## Week 7. Lesson 1. JUMPING FOR JOY

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Identify the qualities of music, dance and performance that can be used to express joy
- Discuss Charles Darwin's work on emotions
- Compare human emotional expressions with animals' expressions



ACTIVITY	DESCRIPTION	TIMING
<b>Singin' (and dancin') in the rain</b>	<p>Show Gene Kelly's performance of 'Singin' in the Rain', embedded in PowerPoint.</p> <p>How is the character feeling? Ask children to suggest some words for the emotions the clip suggests, and what movements the character is using to show his happiness.</p> <p>They can follow the lyrics on p. 52.</p>	5 mins
<b>Body talk</b>	<p>Now it's time for the children to try to communicate joy on their own. In pairs, come up with a series of movements designed to express positive feelings using gestures (no words). Practice for two minutes and then perform.</p> <p>Teacher input on different forms of smiling, including the 'Duchenne Smile' and <i>Mona Lisa</i>. In pairs, get children to try and express joy using only their face.</p>	10 mins
<b>What are they feeling?</b>	<p>Teacher input on Charles Darwin's work on animal emotions.</p> <p>Show the videos of the lion reunited with its trainer and the leaping dolphins.</p> <p>Now, look at the pictures of animals on p. 53 of your Activity Book; guess which ones scientists believe are expressing joy.</p>	10 mins
<b>Recap</b>	<p>Concluding discussion of faces and feelings, in humans and animals.</p>	5 mins

# Looking for Joy

## Week 7. Lesson 2.

### THE GREATEST HAPPINESS

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Understand the basic ideas of utilitarianism
- Understand how happiness fits into other philosophical systems, including hedonism and virtue ethics
- Express opinions about happiness in a group debate



ACTIVITY	DESCRIPTION	TIMING
<b>Utilitarianism</b>	Introduction to utilitarianism through discussion of genie granting wishes	5 mins
<b>Two more philosophies of happiness</b>	Teacher input: describe the role of happiness in three philosophical traditions with the help of the slides provided on the philosophies of utilitarianism, flourishing and hedonism.	5 mins
<b>Three-corner debate</b>	Divide the room into three corners, each representing one of the philosophies of happiness: utilitarianism, flourishing or hedonism. Children choose which one they favour (using p. 54 of their books). Walk to the corner of the room that represents the philosophy that they agree with most. Now, hold a class debate in which representatives from each corner of the room outline why they think they are right about happiness.	15 mins
<b>Conclusion</b>	Teacher input drawing out key points of debate and reinforcing main ideas e.g. about making others happy.	5 mins

# Looking for Joy

## Week 8. Lesson 1.

### TOP TUNES!

**Learning outcomes:** By the end of the lesson, pupils will be able to:

- Understand words for happy feelings, and some of their etymologies
- Use metaphors for pleasurable feelings and recognise them in lyrics
- Talk about reggae music and its history

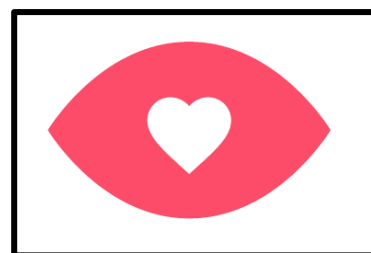


ACTIVITY	DESCRIPTION	TIMING
<b>Room Without a Roof</b>	<p>Play the song 'Happy' by Pharrell Williams, embedded in the PowerPoint (with lyrics on p. 55 of the Activity Book).</p> <p>While the video is playing – listening to the words, and looking at the people – children try to write down as many words as possible for different happy feelings.</p> <p>What <i>metaphors</i> does the singer use (if necessary, discuss the concept of metaphor)? Does happiness make you feel 'like a room without a roof'? What else does it feel like?</p>	10 mins
<b>What is reggae?</b>	Teacher input using PowerPoint slides. Children fill in the reggae fact sheet on p. 56 of their books – and have a dance if they feel like it!	10 mins
<b>Words for joy</b>	<p>Children compare lists of happy words.</p> <p>Then some additional teacher input with etymologies: the meanings of the words 'happy', 'joy', 'pleasure' and 'contented'.</p> <p>Fill in some of the definitions of words on p. 51.</p> <p>Finally, take the joy and happiness quiz on p. 57.</p>	10 mins

# Conclusion

## Week 8. Lesson 2.

### DEVELOPING EMOTIONS CONCLUSIONS



**Learning outcomes:** By the end of the lesson, children will be able to:

- Recall a range of new words for emotions
- Practice representing feelings in words, images and actions
- Place emotions on a map showing their valence and intensity

Activity	Description	Timing
<b>Certificates</b>	Before the lesson, print out a personal certificate of completion (included below) for each child in your class, adding their name. Hand these out to mark the completion of this course of lessons.	
<b>Emotionology – the game of feelings!</b>	<p><b>Important note: This game needs preparation in advance!</b></p> <p><b>Before the lesson:</b> Print out the sheets with emotion words and symbols on – including the sheet with symbols but no words – see separate “EMOTIONOLOGY” document – available online here: <a href="https://emotionslab.org/wp-content/uploads/2020/04/Emotionology-The-Game-of-Feelings.pdf">https://emotionslab.org/wp-content/uploads/2020/04/Emotionology-The-Game-of-Feelings.pdf</a></p> <p>Also print out the sheet with the Emotions Lab heart logo on it. Glue the sheets together – on paper or on card – and then cut into individual cards – each with one emotion word and symbol (or just a symbol for the blanks) on one side, and the heart logo on the back. Make enough sets for one set between 5 children. One set = 30 emotion words and 15 blanks. <b>The PowerPoint for this lesson includes the instructions for the game.</b></p>	10 mins
<b>EXTENSION: Making a map</b>	<p>Children work together to write some of the emotion words from the game on to a map (included in the <b>Emotionology</b> PDF).</p> <p>You could draw your own version of this diagram on a larger board and get children to stick Post-its showing where they think each emotion should go.</p> <p><b>NOTE: The Emotionology game and this mapping exercise could both be extended to much longer activities, time permitting.</b></p>	10 mins
<b>Quizzes and final discussion</b>	<p>Repeat the ‘Words For Feelings’ vocab quiz, which the children took at the outset (available separately on the website) and collect them in, for us to compare with the answers from the first lesson. <b>This is essential!</b></p> <p>Final discussion of the simple take-home messages from the whole programme.</p>	10 mins

Developing Emotions  
**2020**



***CERTIFICATE OF COMPLETION***

Awarded to:

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Congratulations on completing the lessons.

You are now a certified expert on emotions.

**We hope you feel proud, joyful, and elated!**

# Further reading and resources

## Fears and Worries

### Books about worry aimed at children

- *What To Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety*, by Dawn Huebner and Bonnie Matthews
- *The Huge Bag of Worries*, by Virginia Ironside
- *Silly Billy*, by Anthony Browne
- *Little Mouse's Big Book of Fears*, by Emily Gravett
- *No Worries! Mindful Kids: An Activity Book for young people who sometimes feel anxious or stressed*, by Katie Abey

### Recommended online resources for further research on fear and worry

- The anxiety page at The Emotions Lab is about the science, history and ideas of anxiety:  
<https://emotionslab.org/emotion/anxiety/>
- *A Reflection on Worrying*: a series of five essays for BBC Radio 3's *The Essay*, exploring personal experiences of worry and its relationship with communication, parenting, comedy and music:  
<https://www.bbc.co.uk/programmes/b07gnj88>
- A brief introduction to the neuroscience behind fear:  
<https://www.sciencefocus.com/the-human-body/the-science-of-fear-what-makes-us-afraid/>
- Some advice about anxiety and how to deal with children's anxiety, from the NHS  
<https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>
- A page from the UK mental health charity, Young Minds, aimed at the parents of children who are suffering with anxiety issues:  
<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-anxiety/>





# Further reading and resources

## Love and Friendship

### **Recommended books and media about friendship, aimed at children**

'The Present' – a 4-minute animated film that explores the beginnings of a friendship between a boy and his new puppy: <https://www.youtube.com/watch?v=96kl8Mp1uOU>

A 14-minute BBC Teach film aimed at KS2, called 'Friendship Struggles':  
<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt>

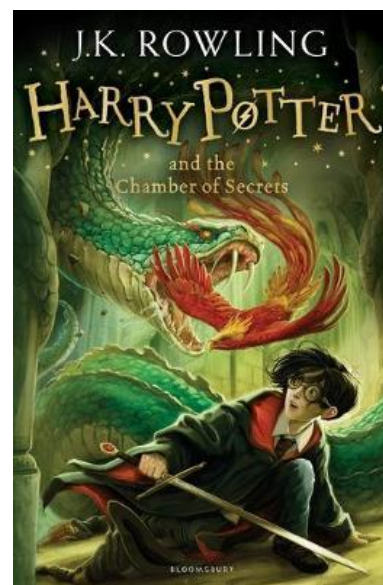
Other BBC Schools clips on friendship:  
<https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1>

### **Story books about friendship:**

- *Charlotte's Web*, by E.B. White
- All the *Harry Potter* books by J. K. Rowling, especially the first 3 books in the series.
- *The Iron Man*, by Ted Hughes
- *Krindlekrax*, by Philip Ridley

### **Classic songs about friendship:**

- *You've Got a Friend in Me*, Randy Newman
- *Stand by Me*, Ben E King
- *Lean on Me*, Bill Withers
- *With a Little Help from my Friends*, The Beatles
- *Wannabe*, The Spice Girls



### **Recommended online resources for further research on love and friendship**

'500 Years of Friendship', Radio 4 series presented by Thomas Dixon:  
<https://www.bbc.co.uk/sounds/play/b03yn6xm>

Renaissance 'Friend books' as a precursor to Facebook:

<https://www.messynessychic.com/2015/09/25/sneak-a-peek-at-the-facebook-of-400-years-ago/>

'The Invention of Friends': an informative 13-minute film on evolution, the brain, and friendship (an edited version of which is used in Lesson 1):

<https://www.youtube.com/watch?v=O2qjRG6iV8M>

More on 'Dunbar's number': the maximum number of friends a human brain can handle:  
<https://www.bbc.com/future/article/20191001-dunbars-number-why-we-can-only-maintain-150-relationships>

C. S. Lewis's original 1958 BBC radio talk on friendship, illustrated by an animated doodle:  
<https://www.youtube.com/watch?v=3hM4izbColg>



# Further reading and resources

## Comedy and Laughter

### Resources about comedy, laughing, and expressing emotions aimed at children

- The BBC Comedy Classroom for Primary Schools. Good quality lesson plans and resources designed to teach children joke-writing and sketch-writing – with a particular emphasis on literacy and language:  
<https://www.bbc.co.uk/programmes/articles/4FmG38zP0GNJKwrMkG9pqMC/welcome-to-comedy-classroom-for-primary-schools>
- A 7-minute film by a *Blue Peter* presenter, investigating the meaning and history of jokes and trying to write a good one, with help from experts and children:  
<https://www.bbc.co.uk/programmes/p04v9hxx>
- *A Nifflenoo Called Nevermind: A Story for Children Who Bottle Up Their Feelings*, by Margot Sunderland



### Recommended resources for further research on laughter and tears

- Professor Sophie Scott's TED talk on the science of laughter  
[https://www.ted.com/talks/sophie\\_scott\\_why\\_we\\_laugh?language=en](https://www.ted.com/talks/sophie_scott_why_we_laugh?language=en)
- Dr Tiffany Watt Smith's BBC Radio documentary about baby laughter:  
<https://www.bbc.co.uk/programmes/b06p4s5y>
- An article about psychologist Dr Caspar Addyman's research into baby laughter – ending with his TED-x talk about his work:  
<https://ideas.ted.com/meet-a-scientist-with-a-most-delightful-job-he-studies-baby-laughter/>



- The tears page at The Emotions Lab: <https://emotionslab.org/emotion/tears/>
- *Schadenfreude: The Joy of Another's Misfortune*, by Tiffany Watt Smith
- Thomas Dixon's BBC Radio 3 documentary about the history of tears:  
<https://www.bbc.co.uk/programmes/b01pz96d>

# Further reading and resources

## Anger and Revenge

### **Books and media about anger, aimed at children**

- Anger is one of the five main emotions in the 2015 movie *Inside Out*, as in this brief clip showing Disgust and Anger in action in Riley as a young child:  
<https://www.youtube.com/watch?v=k1oXx4delIY>
- Children might also be familiar with the *Angry Birds* movies, which include themes of anger and anger management, as in this scene:  
<https://www.youtube.com/watch?v=BGEFW4kc5EQ>
- A book aimed especially at children with a diagnosis of ASD, and their carers is: *The Red Beast: Controlling Anger in Children With Asperger's Syndrome*, by K.I. Al-Ghani.
- Another specialist book aimed and children and their carers is *A Volcano in My Tummy: Helping Children to Handle Anger: A Resource Book for Parents, Caregivers and Teachers*, by Elaine Whitehouse and Warwick Pudney.
- A set of seven KS2 lessons by the BBC, teaching the Trojan Wars through music and song, with playscript, videos, and summaries of the story:  
<https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info>
- Children who know about climate change and Greta Thunberg might be aware that she has often been described as being angry, as in this speech to the UN:  
[https://www.youtube.com/watch?v=DghK1\\_FLaZ8](https://www.youtube.com/watch?v=DghK1_FLaZ8)



### **Recommended online resources for further research on anger and revenge**

- Thomas Dixon at QMUL has made a series of podcasts about anger, exploring the science, history and ideas behind this topic:  
<https://soundcloud.com/user-357683788/sets/the-sound-of-anger>
- 'Anger' page at The Emotions Lab:  
<https://emotionslab.org/emotion/anger/>
- Some advice about anger and how to deal with children's anger, from the NHS:  
<https://www.nhs.uk/conditions/stress-anxiety-depression/dealing-with-angry-child/>
- A page about anger from the UK mental health charity, Young Minds, aimed at teenagers and young adults: <https://bit.ly/3kfG6PQ>

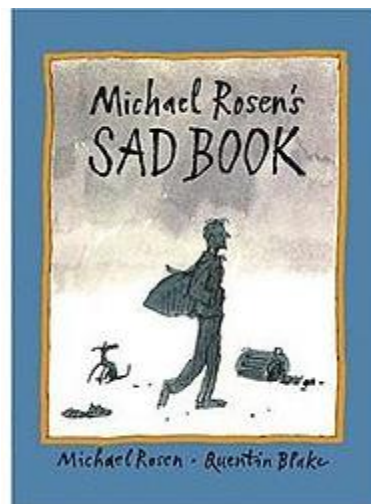
# Further reading and resources

## Feeling Blue

### **Recommended books and films about themes of loss and bereavement**

The lessons in this unit do not directly consider the topics of death, grief, and bereavement, although it is possible that they will come up in class discussion. Some recommended resources for prompting discussion with children dealing with those themes include:

- The 2015 movie *Inside Out* is all about the way that sadness can play a positive and important part in our lives.
- The opening 5 minute scene of the 2009 Pixar movie *Up* tells a poignant story about the life of a man and wife, their joys, losses and sadness, including the woman's death:  
[https://www.youtube.com/watch?v=F2bk\\_9T482g](https://www.youtube.com/watch?v=F2bk_9T482g)
- *Michael Rosen's Sad Book* is a simple and powerful book about grief and sadness – inspired by Rosen's loss of his 18-year-old son, Eddie.
- John Burningham, *Granpa* - this is a book and animated film, exploring the relationship of a girl with her grandfather, who dies, leaving her with sadness but also happy memories.
- Susan Varley, *Badger's Parting Gift* is a picture book about an elderly badger preparing his friends for the fact he will die – and their responses and happy memories of him.



### **Recommended online resources for further research on sadness and melancholy**

- An article about the movie *Inside Out*, and the value of sadness, from the Greater Good Science Center at University of California, Berkeley:  
[https://greatergood.berkeley.edu/article/item/four\\_lessons\\_from\\_inside\\_out\\_to\\_discuss\\_with\\_kids](https://greatergood.berkeley.edu/article/item/four_lessons_from_inside_out_to_discuss_with_kids)
- Ted-Ed video about the history of sadness and melancholy:  
<https://ed.ted.com/lessons/a-brief-history-of-melancholy-courtney-stephens>
- An animation about the value of melancholy made for The School of Life, based on a short piece of writing by Alain de Botton:  
<https://vimeo.com/123004006>
- 'Grief' page at The Emotions Lab:  
<https://emotionslab.org/grief/>
- A brief history of the blues:  
<https://www.allaboutjazz.com/a-brief-history-of-the-blues-by-ed-kopp.php>

# Further reading and resources

## Looking for Joy

### **Recommended online resources for further research on happiness and joy**

- The 'ecstasy' page at The Emotions Lab:  
<https://emotionslab.org/emotion/ecstasy/>
- Does happiness mean living a life of pleasure or virtue? Melvin Bragg and guests discuss the history of happiness in this BBC *In Our Time* podcast:  
<https://www.bbc.co.uk/programmes/p005489g>
- An article about how notions of happiness and what it means to be happy have changed over time:  
<https://www.historytoday.com/changing-nature-happiness>
- An exploration of the concept of fake smiles versus 'Duchenne smiles':  
<https://digest.bps.org.uk/2012/11/12/most-people-can-fake-a-genuine-duchenne-smile/>
- Kurt Vonnegut explains his intriguing ideas about happiness arcs in stories from The New Testament to Cinderella:  
<https://io9.gizmodo.com/the-universal-shapes-of-stories-according-to-kurt-vonn-1526559996>
- Has evolution wired you to pursue happiness? Some researchers think so:  
<http://theconversation.com/wired-for-happiness-evolutionary-psychology-falls-short-of-science-23239>
- A description of one of the more unusual instances of historical happiness: the joy of Anchorite mystics who locked themselves in walls to commune with God:  
<https://www.buildingconservation.com/articles/anchorites/anchorites.htm>