

INTERACTING WITH OTHERS

Years 5-6

MANAGING EMOTIONS

WHY SOCIAL AND EMOTIONAL SKILLS ARE SO IMPORTANT

When children and young people have well-developed social and emotional skills they are able to establish positive relationships and experience high levels of wellbeing, essential for learning and success at school and beyond. Interpersonal skills such as communication, emotional regulation and empathy, among other skills, can be built from an early age and become major protective factors in a person's life.

Lesson aims

By the end of this lesson students will be able to:

- recognise and identify a range of emotions and the way these can be communicated via facial features or other body language signs
- analyse conflict scenarios and work through steps for resolution
- outline strategies to de-escalate conflict through emotion regulation.

Curriculum links

Health and Physical Education: Personal, Social and Community Health Strand

[ACPPS055] Practise skills to establish and manage relationships

General Capabilities: Literacy, Personal and Social Capability

Recognising emotions

Focus activity

How do we communicate? <https://www.youtube.com/watch?v=Ppzqe9SdD2c>

This amusing, 2 minute video of babies communicating is a good way to introduce verbal and non-verbal forms of communication. Ask the class questions such as:



- How would you describe the relationship between the babies? Give your evidence.
- What do you think they are communicating about?
- Are they successful in communicating with each other? How do you know?
- How are the babies communicating with each other if they can't speak English yet?
- What are the signs that this is a two-way communication?

You might ask if any student has a pre-verbal sibling or knows of another person who cannot speak but can communicate effectively. Invite discussion.

Exploring communication

In order to develop good relationships with others, and to manage conflicts that might arise, we need to be able to **communicate**. Communication is a two-way process between two or more people, the 'sender' and 'receiver' of the message. It involves verbal and non-verbal ways to communicate.


- What do we mean by **verbal** communication? [the words or choice of language]
- What do we mean by **non-verbal** forms of communication? [tone of voice, body language and facial expressions]

Activity

In small groups, complete the table below. Students can write descriptions or draw the facial features and body language. Students write a short statement or question to match the emotion being conveyed.

The first one has been completed as an example.

When students have completed their tables, they share their responses and discuss.

EMOTION	FACIAL FEATURES	BODY LANGUAGE	WORDS
Jealous	<p>Eyebrows scrunched</p> <p>Lips pulled downwards and to one side</p> <p>Eyes narrowed, scowling, maybe looking to the side</p> 	<p>Not relaxed. Standing straight and in control. Not moving. Hands on hips.</p>	<p>“You know, MY dog is better at tricks than yours”</p>
Shy			
Nervous			
Surprised			
Angry			
Afraid			
Embarrassed			

Excited			
Frustrated			
Happy			

Follow up activity

Students work in pairs, swapping roles for communicating the message.

Just like the babies in the video were able to communicate without words, your task is to communicate a message to your partner using only facial expressions and body language.

Hand out strips of paper with the 'messages' students have to convey to their partners. These can be tailored to suit your class eg:

- Shut the window
- I'm cold
- Are you hungry?
- I am 11 years old
- I'm a bit worried about our test today
- I really don't like bananas
- I can't wait for the holidays

How well did you send or receive your messages? Discuss the impact of facial expressions and body language on successful communication.

Identifying emotions

Helping students to understand, regulate and manage their emotions and their emotional responses to different situations supports the development of positive relationships. The



following scenarios provide opportunities to discuss the appropriate emotional reactions if they were dealing with the situation. Students can refer to the emotions they tabulated in the previous activity.

Situations/scenarios

"It was my turn to be captain of the spelling bee this week but the teacher chose Billy and he got to pick the best spellers. It's not fair"

"My parents are so strict. I can't play online games until the weekend and then just for one hour on Sunday. All my friends play so why can't I? I'm just going to sneak my laptop into my room and pretend I'm doing homework"

"Someone pushed in front of me on the tuckshop line"

"I've tried but I just can't work out this maths problem"

"My pet turtle died"

"I bet my friend we'd win the inter-school footy but we ended up losing!"

"I didn't get invited to my friend's birthday party"

"My grandpa died"

Discussion questions

Are some situations more important/urgent than others?

Are some situations out of your control?

Is the same emotional response required for each of these situations? Why? Why not?

Group task

Students could write a short play based on one of the situations above, or on one they devise themselves. They use what they have learnt about verbal and non-verbal communication and emotion management to resolve the situation.