

# Lesson 3

# Richard's Feelings



To help pupils understand feelings and develop emotional intelligence

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Begin to understand the characteristics of the thinking and emotional sides of the brain

Begin to recognise emotional triggers

Develop understanding of a range of emotions

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## Lesson Support Resource 6

*Film Clip - Richard's Feelings*

<https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3qqldIHujOYFJBY8XABH>

## Lesson Support Resource 7

*The Brain House*

Youtube clip 'Why do We Lose Control of our Emotions?' **Link Here:** <https://www.youtube.com/watch?v=3bKuoH8CkFc>

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Activity 1: 10 - 20 minutes

Activity 2: 20 - 30 minutes

# Activity 1

## Feelings

- Invite pupils to watch Support Resource 6 Film Clip – Richard’s Feelings
- When the film is finished, ask the pupils if they can recall the feelings that Richard stated he had

### Prompt Questions:

- Can you remember how Richard described how he felt?
- Can you remember how he described his fears?
- How did Richard know it was fear he was feeling i.e. where did he feel it in his body?

# Activity 2

## The Thinking and Feeling Brain

- Display Support Resource 7 The Brain House for pupils to see
- Explain that during this activity, pupils will be thinking about how our brains work
- Explain to pupils that the way we think and feel is very complex and sometimes it is useful to view how we feel and think in a simple way by using a model like ‘The Brain House’
- Whilst referring to ‘The Brain House’ resource, invite pupils to think about their brains as a house with an upstairs and a downstairs
- Explain that the upstairs can be thought of as our ‘Thinking Brain’, and the downstairs as our ‘Feeling Brain’
- Explain that the upstairs and downstairs are both very important. We need our ‘Thinking Brain’ to help us solve problems, plan and to act logically and rationally. We need our ‘Feeling Brain’ to help us sense danger and keep us safe

### Discussion Prompts

- Can you think of anything else we might need our ‘Thinking Brain’ to do?
- What do you think Richard needed his ‘Thinking Brain’ to do when he lost his sight?
- Can you think of anything else we might need our ‘Feeling Brain’ to do?
- What do you think Richard needed his ‘Feeling Brain’ to do when he lost his sight?
- Explain that our Thinking Brain and Feeling Brain can communicate well through strong ‘Communication Stairs’. This helps us process thoughts and feelings without becoming too overwhelmed. But sometimes, our ‘Feeling Brain’ can be so strong that it blocks the ‘Communication Stairs’. This usually happens when we have very strong emotions of sadness, anger or fear. Reassure pupils that this is perfectly normal for everyone, and that it happens to us all

### Discussion Prompts

- Can you think of any other strong emotions that might block our ‘Communication Stairs’?
- How might these emotions make us feel?
- How might these emotions make us act?
- Do you think Richard’s ‘Communication Stairs’ were blocked when he felt fear? Why/Why not?

- Explain to pupils that we all might have different triggers or face situations which set off the strong emotions that block our 'Communication Stairs'. For example, some people might have triggers or situations linked to school work which set off emotions of anger. Other people might have triggers or situations linked to after school activities. Triggers can even be linked to seeing a spider, or even just thinking about a spider. There are many different triggers which can set off the strong emotions which block the 'communication stairs'
- Explain to the pupils that they are going to watch a short clip which explains more about how the brain works when triggers or situations set off strong emotions inside of us. Play 'Why Do We Lose Control of our Emotions?' <https://www.youtube.com/watch?v=3bKuoH8CkFc>
- After the clip, ask pupils their initial thoughts

### Discussion Prompts

- What do you think of the clip?
- Are there any parts you do not understand? (If necessary, parts of the clip can be played again)
- Do you think it is possible to get really good at recognising when your own emotions are about to bubble up to the point where you might flip your lid?
- Do you think it is possible to learn to manage the situations or triggers which might set off your emotions?
- Do you think other people can help you manage your emotions? Why/Why not?
- Do you think other people might have helped Richard overcome the fears he described? How/How not?