

WEEK TWO

# BACK to SCHOOL

## Week 2:

# My thoughts and feelings

## Guidance:

**The scenario section should last 10 minutes.** Start by explaining that young people can often experience a mix of positive and negative emotions, and that their mood can change very quickly for a wide variety of reasons. Each reason will require a slightly different approach to managing the feelings involved. Particularly at this time, it's only natural to have lots of worries or negative feelings happening at the same time, and that can sometimes feel overwhelming. Read out the scenario. Now, look at the questions, it may help to write a list of the possible solutions to each of these challenges. Encourage the young people to then role play how they would respond to the child in the scenario, focusing on empathising with the situation and then offering advice from the list made. You may wish to demonstrate an example. After this, ask the young people to reflect on how they felt as the child receiving the empathy and advice. They should be able to see the benefits of this approach and make a plan to approach supporting friends in this way in the future.

**The activity section should last 20 minutes.** Start by asking what happens with stormy clouds in the sky. After a while, the clouds pass and make way for a bright blue sky. Explain that thoughts and feelings are often very similar. As a class, create a mind-map of different things children are thinking and feeling regarding the return to school and their experiences of lockdown. Then give each child the clouds handout and ask them to fill in the four clouds with thinking and feeling statements, refer the brainstorm if they wish to. Emphasise that their sentences can be a mix of positive and negative feelings. Then explain how they can reframe those thoughts and feelings to help the clouds to disperse. Choose a few examples from the class and reframe together. Then children work in pairs to reframe their thoughts and feelings, writing the new version underneath each cloud.

**The discussion section should last 15 minutes.** You may want to begin with children talking with their partner, before encouraging the pairs to summarise their discussion to the class. In their answers, you'd be hoping to see children tuning into their thoughts and feelings and the impact they can have, but also being able to see their thoughts and feelings as something they have control over and are able to actively manage by reframing, changing body language, focusing on their breathing.

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After this activity I will be able to:

1. Recognise my own thoughts and feelings, and how I express them to others.
2. Understand how thoughts and feelings can influence the way others act.
3. Explore how to challenge and adapt my thoughts to make myself feel better.



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## Scenario:

Your friend explains that she has been struggling with negative thoughts and feelings. First, she felt embarrassed when she lost a game of rounders without scoring any runs. Then, she felt annoyed when she couldn't work out the extra challenge in her Maths lesson. Then, she felt sad when two of her other friends created a dance routine without her.

## Questions:

What advice would you give to each situation to help your friend feel better?

Have you ever felt embarrassed, annoyed or sad, and if so, how did you deal with your feelings?

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## Activity:

Use the Clouds in the sky handout or ask the young people to draw their own clouds.

Explain that thoughts ('I am thinking that...') and feelings ('I am feeling...') are temporary and will eventually pass by like clouds in the sky. Label the clouds with thoughts and feelings, both positive and negative, about returning to school. They should then share with their answers with their partner, explore similarities, and discuss how they can reframe some of the negative thoughts and feelings to more positive ones eg from 'I am thinking that teachers might be stricter this year' to 'I am thinking teachers will treat me in a more grown up way as I'm older'.



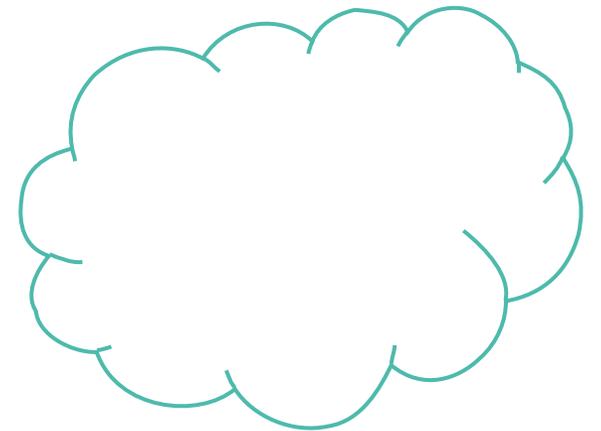
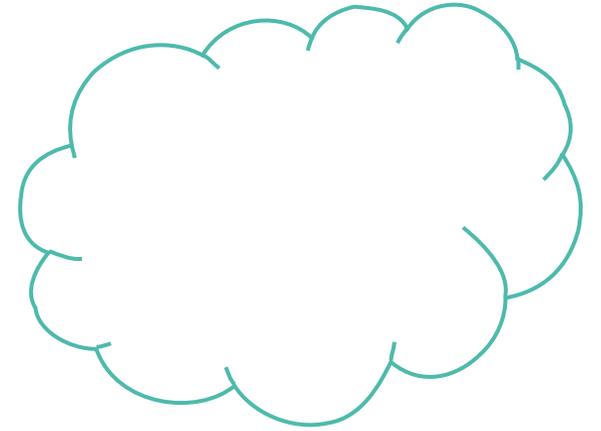


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### Clouds in the sky



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## Further thoughts:

1. What is it like to say your thoughts and feelings out loud helpful, awkward, confusing?
2. Can you describe how your body language changes when you are feeling positive or negative?
3. How have your thoughts and feelings changed since you returned to school?

