

## Classroom activity

# The continuum of feelings

Year level **6**



<b>Duration</b>	30 minutes
<b>Learning intention</b>	Students think about ways they can respond to a friend when they tell them how they are feeling.
<b>Activity focus</b>	This activity provides students with an opportunity to respond to a friend when they ask if they are OK. It encourages students to identify and express if they are angry, sad or happy. Students are then empowered them with the skills they need to respond to a friend if they feel angry, sad or happy by practicing these conversations.
<b>Resources required</b>	<ul style="list-style-type: none"> <li>○ Strips of paper for paper chain</li> </ul>
<b>Curriculum links</b>	<p><b>Australian Curriculum: Health and Physical Education</b> <b>Years 5 and 6</b></p> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Practise skills to establish and manage relationships (ACPPS055)</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>○ I can identify a range of emotions at a given time.</li> <li>○ I can respond to someone else when they tell me how they feel.</li> </ul>
<b>Activity description</b>	<ol style="list-style-type: none"> <li>1. As a class, discuss: What different emotions and feelings do we experience? What impact can these emotions have on us? Why is it important that we know what to say to others if they are experiencing these emotions?</li> <li>2. As a class, discuss: Do we always feel the same? Do our friends always feel the same?</li> <li>3. Draw a line on the board with the numbers 1-10 spread along. Label 0: I'm not OK, 5: I'm OK, 10: I'm amazing</li> <li>4. For different points along the continuum, discuss reasons why people might be a zero (grieving) a 10 (won a competition) a 5 (OK, nothing really going on) or a 3 (injured). Ask students for other examples.</li> <li>5. Ask students to turn to a friend and ask 'Are you OK?' Students respond with a number from 1-10 to describe how they feel and the reason why. Provide 1 minute for students to chat.</li> <li>6. Ask students: Whose partner responded to them? What did they say? What should we say when a friend is telling us how they feel?</li> <li>7. Create a list of things we can say and do when someone is telling us they aren't doing OK. For example, listen until they finish talking, suggest something they can do, ask open questions like 'can you tell me more about that'</li> <li>8. Hand out an R U OK? paper strip from the continuum chain template. Students write their continuum number and reason why on the strip of paper.</li> <li>9. Students link their paper chain to someone in the class and share their rating and reason. This provides their peer with an opportunity to listen and respond.</li> <li>10. Students continue linking the chain pieces until a continuous chain is created.</li> </ol>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>○ Support strategies: Provide sentence starters for each continuum number.</li> <li>○ Extension strategies: Ask students to suggest strategies for helping someone who may not be OK.</li> </ul>
<b>Reflection question</b>	Why is it important to listen to others when they tell us how they are feeling?
<b>Remote learning</b>	<ul style="list-style-type: none"> <li>○ If online, students practice their conversations in small breakout rooms</li> <li>○ Students practice their conversation with a family member</li> <li>○ Students write a script of a conversation to share with the teacher</li> </ul>

# The continuum of feelings - Continuum chain



My number is:

Because I am:

My number is:

Because I am:

My number is:

Because I am:

My number is:

Because I am:

My number is:

Because I am:

My number is:

Because I am: