

**Key stage 3: Lesson 5 Resource 1: Intensity of feelings [2 per page]**

MOST INTENSE



ANGER

LEAST INTENSE

What strategies could be used to manage the more intense emotions?

MOST INTENSE



WORRY

LEAST INTENSE

What strategies could be used to manage the more intense emotions?

**Key stage 3: Lesson 5 Resource 1: Intensity of feelings [2 per page] (Cont.)**

MOST INTENSE



HAPPINESS



LEAST INTENSE

What strategies could be used to manage the more intense emotions?

MOST INTENSE



SADNESS



LEAST INTENSE

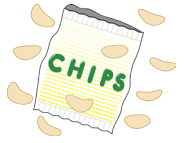
What strategies could be used to manage the more intense emotions?

## Key stage 3: Lesson 5 A day in the life of Logan



7:00

Logan wakes up after a good night's sleep. He checks his phone for messages and to see what's happening on social media sites.



8:30

He gets dressed hurriedly and grabs his bag – he's running late again – he was playing his favourite online game. His stomach rumbles so he grab some crisps from the corner shop.



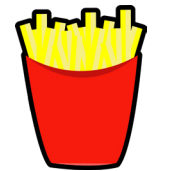
11:00

Logan found it hard to concentrate in science; he didn't really understand what was going on. It's break time and he's starving so he gets a sausage roll from the canteen.



13:00

Logan had a great lunch break. It's a sunny day so he went out to play football. He figured he could grab something to eat later and the sausage roll was keeping him going for now. He scores twice and has a really good time with his friends out in the fresh air.



15:30

Logan found it hard to concentrate in maths last period. He often feels confused but he can copy enough from his friend Matt to get by. His stomach was grumbling all afternoon, so he and Matt walk home via the chippy, where they get a massive portion of chips. Matt lives nearby and comes back to Logan's house for a few hours.



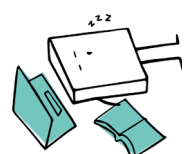
18:00

Logan's Dad has made pasta salad and there's more than enough for Matt as well. After their chips they're not hungry, so hardly touch the pasta and head back up to Logan's room.



19:00

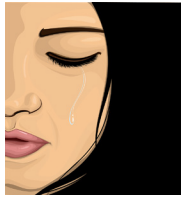
Now it's time for homework. When Logan tries to start his science assignment he realises just how little he'd understood in class. It's not due in yet, so he'll leave it for now. He logs onto his computer.



21:30

Logan's exhausted and crawls into bed with happy thoughts of football but a nigging feeling about all the things he didn't understand in class today.

## Key stage 3: Lesson 5 A day in the life of Celia



8:00

Before leaving for school, Celia looks at herself in the mirror and wants to cry. That's how she feels most of the time lately. She grabs her bag, an apple for breakfast and heads for the bus. She calls a quiet goodbye to her parents who are doing that thing where they argue quietly, thinking she won't notice. They don't notice her leaving.



11:00

Chemistry was good; others found it hard but she didn't. Celia finished her experiments early and read ahead in her textbook.



13:00

Celia spends lunchtime in the library. A couple of friends asked if she wanted to head to the field with them but she wanted to start her chemistry assignment. As she heads to maths, she chucks her sandwiches in the bin; eating in the library isn't allowed and she wasn't hungry anyway.



15:30

Celia found it hard to focus on maths after lunch. She was worrying about what was going on at home. She often finds she's distracted in the afternoon as her thoughts turn to home time.



16:00

Celia runs home. Mum's at work but Dad's there. He doesn't say a lot and seems down. Celia heads to her room with her maths book. She needs to make sure she's ahead for tomorrow's lesson.



19:30

Mum got home an hour ago but Celia stayed in her room trying to work while she strained to hear her parents downstairs. They were doing quiet arguing again. Mum calls her for dinner and her parents are both forcing smiles – so Celia joins in with a fake smile too. They push their food around their plates for a few minutes (it's a ready meal – you can't really tell what it is but the smell is making Celia feel sick). No one says anything when, having hardly eaten, Celia heads back to her room. She can't bear the tension and can already hear her parents snapping at each other.



21:00

Celia fakes a smile and takes a selfie, posting it online. She gets likes and comments from friends telling her she's losing weight. She has a DM conversation with Casey, an online friend in Australia. Casey 'gets' Celia in a way her school friends don't and Celia feels more able to open up online than face to face. Soon Casey has to log off so Celia goes to bed. She cries, quietly, as she falls asleep.

## Key stage 3: Lesson 5 Resource 3: Talking heads



I write a letter to the person, explaining all my feelings and what they have done to upset me. Then I rip it up and throw it away.

I find listening to music really helps me. Sometimes I listen to angry songs and jump around my room, other times I listen to happy songs to help change my mood. I've created some playlists I know I can rely on!



I use exercise to blow off steam. Sometimes I just train by myself, but when I'm playing with the rest of the team is best, because it completely distracts me from everything else.

I always go for a long walk by myself to unwind. When I'm by myself I sometimes scream and shout – or even cry – I think it's good to let your emotions out.

My advice would always be to talk to someone. My Dad's a really good listener, and so is my best friend, but I've also contacted Childline before on webchat when no one is around.



I use a stress ball quite often. Sometimes I really want to break things, but I found positive ways to manage that, like smashing ice cubes onto the floor or tearing up our pile of recycling. It might sound silly, but it really works.



I found some mindfulness apps online. I listen to them every now and again to help me meditate. They have specific ones for feeling angry, low, stressed and for motivation.

My favourite way to relax or cheer myself up is to take a long, relaxing bath and then read my favourite book.

