



**Understanding Feelings:** Understanding our feelings and what causes them supports relationships. We will learn to identify our emotions and create a safe space where we can have open and meaningful conversations about them.

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## What do my feelings look like?

By becoming aware of how we perceive our feelings, we can understand them better. This understanding is the initial step in learning to manage our emotions effectively.

## How can I handle my feelings?

Discover smart ways to manage our feelings as they pop up. We will look at how our emotional reactions affect us and those around us and find out how we can let out tough emotions in a good way.

## Can I understand others' feelings?

Grow our ability to understand and feel what others are feeling. We'll learn how to make everyone feel safe and comfortable when sharing their feelings, creating a place where we all belong and understand why we react the way we do.



# Lesson Plan: Can I understand the feelings of others?

## Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Most CfL activities work best when the teacher does them with the students.

## Equipment needed:

- Pencil, paper, computer, projector, printed out [Post-Learning Survey](#), [The Blueprint worksheet \(1 sheet between 4 people\)](#)

### Lesson Plan - Can I understand the feelings of others?

**Purpose :** Grow our ability to understand and feel what others are feeling. We'll learn how to make everyone feel safe and comfortable when sharing their feelings, creating a place where we all belong and understand why we react the way we do.

**Equipment needed:** Pencil, paper, computer, projector, printed out [Post-Learning Survey](#), [The Blueprint worksheet \(1 sheet between 4 people\)](#)

**Lesson timings (50 minutes):** The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

#### Pre-Work:

**Teachers :** Review [The blueprint method](#) and [ruler approach](#) shared in the slide notes.

**Students :** Complete the [Post-Learning Survey](#) after or at the end of the lesson. Make a note of your responses comparing them to the responses at the start of the topic.

Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.  Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individually (5 mins)  Empathy & Me	Invite students to check-in by connecting their own feelings with how others' may feel.  <ul style="list-style-type: none"> <li>● What makes you feel happy, upset, angry, or sad?</li> <li>● What does it mean to put yourself in someone else's shoes?</li> <li>● Who is someone who shows empathy well? How do you know?</li> </ul>	Connect prior knowledge of the word empathy with how students may have experienced empathy in their own lives.
Warm-Up Pairs (10 mins)  Empathy & us	Deepening our understanding of empathy, we focus here on how empathy can help us see a situation from a different perspective.  Watch the <a href="#">SEL video</a> . Invite students to discuss: <ul style="list-style-type: none"> <li>● That time when someone showed you empathy, how did it feel?</li> </ul>	



# Lesson Video Guide: Can I understand the feelings of others?

## Lesson support

Click on the video for a short introduction on how to approach this lesson.



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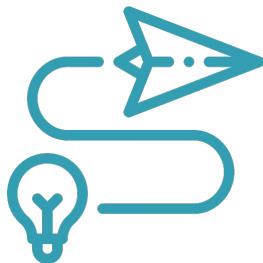
## Unit: Posi



## The 5 C's



**Collaborative**



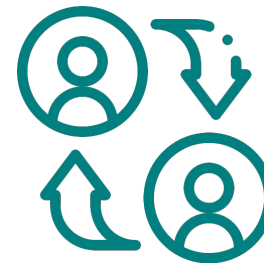
**Creative**



**Caring**



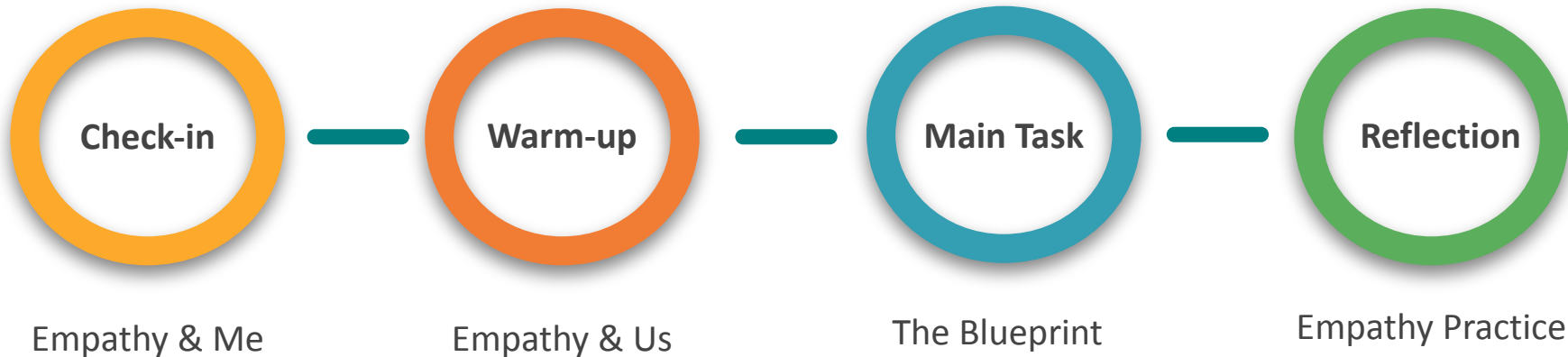
**Critical**



**Communication**

# Can I understand the feelings of others?

Grow our ability to understand and feel what others are feeling. We'll learn how to make everyone feel safe and comfortable when sharing their feelings, creating a place where we all belong and understand why we react the way we do.



“Walk with me for a while, my friend, you in my shoes, I in yours, and then let us talk. – Richelle E Goodrich



# Check-in: Empathy and Me

Individually

- What makes you feel happy, upset, angry, or sad?
- What does it mean to put yourself in someone else's shoes?
- Who is someone who shows empathy well?  
How do you know?





# Warm-up: Empathy and Us

Pairs

Watch the video. Discuss:

- That time when someone showed you empathy, how did it feel?
- How does it make you feel when someone around you is happy or angry?
- How can you see a situation from a classmate's perspective?



Each person shares a situation that has affected both them and the class, or other students and teachers.

This situation will have activated strong emotions.

Agree on one scenario to focus on and discuss:

- What activated the emotion on both sides?
- Try to see two sides to the story
- How was everyone involved feeling?





Read the Blueprint document.

Each group needs one sheet.

- Complete The Blueprint document for the scenario discussed.

Notice how you feel about the event as you read the 'other person' column.

Creating solutions with **The Blueprint**

Adapted from [https://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale\\_Blueprint.pdf](https://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale_Blueprint.pdf)

R-U-L-E-R Skill	Me	Other Person
Recognise and label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____ feelings?
Express & Regulate	How did I express my feelings?  What did I do to regulate my feelings?	How did _____ express their feelings?  What did _____ do to regulate their feelings?
Reflect & Plan	What could I have done to handle the situation better?  What can I do now?	

## Think about the The Blueprint task:

- Does focusing on the other person affect how you feel about what happened?

Share (or pass) your thoughts with the whole group. Notice any similarities and differences through the reflections.



- How will you practice what you have experienced?

Complete this short emotional regulation questionnaire

- You completed this at the start of this topic (3 lessons) on emotions

Compare the responses on this questionnaire to the first time you did it.

Think about the experiences in these lessons:

- What made you think?
- What do you want to practice?

	Never	Rarely	Sometimes	Often	Always
<a href="#">Emotional Awareness Survey</a>					
I react to things before thinking too much					
I can resist temptations easily					
I can show my feelings without hurting anyone					
Can I understand how someone else feels					
I can usually calm myself down when I feel intense emotion.					

# How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation



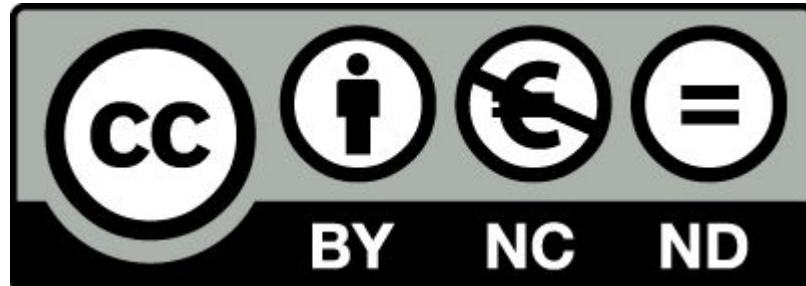
*Co-creation Journey: Positive Relationships*



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