

# AFL GOALS

## EMOTIONS AND FEELINGS

This module focuses on emotions and feelings; how they can be identified and managed, and how they can impact decisions and relationships.

**PRIMARY  
SCHOOL  
MODULE 3  
LESSONS 1-4**



## LEARNING AREA

Personal and  
Social Capability

## ELEMENT

Self-Awareness

Social Awareness

## SUB-ELEMENT

Emotional Awareness

Empathy

# PROGRAM OVERVIEW

This module focuses on emotions and feelings; how they can be identified and managed, and how they can impact decisions and relationships. Students will engage in activities that help them to identify a range of emotions they might experience, and what these look like in their bodies and minds. They will be exposed to a range of strategies that can be helpful in managing their emotions, and start to reflect on which of these strategies work more effectively for them. These strategies will form the basis for a toolbox that students can draw upon as they need to, both in and outside of class. Students will explore different places and people they can go to for support, and will consider how empathy is important in relationships. Students will also be introduced to the idea of thoughts and emotions being internal processes, separate to the events/situations that cause them. They will learn how awareness of their thoughts and emotions, combined with using the same strategies they have been practising for managing their emotions, they can begin to control their behaviours and actions. Students will then consolidate this learning in a Physical Education or on-field practical lesson. Suggested activities incorporate AFL-specific skills. If you would like to build your capacity or familiarise yourself with how to teach these skills, you may like to learn more through our professional learning platform [Professional Learning - Play AFL](#). In addition, there is a range of free, downloadable content that supports the teaching of practical skills on the AFL Play/Schools website under [Teacher Resources](#).





## LESSON SUMMARIES

### LESSON 1

Students will be introduced to the terms *emotions* and *feelings* and will explore how a range of these can be recognised in the body. They will learn that no emotions are wrong, it is just that some can be more uncomfortable to sit with. Students will reflect on how they respond to difficult or uncomfortable emotions, and learn a range of strategies that they can try including breathing exercises.

### LESSON 2

In this lesson students will delve into stress; what can cause it and what it feels like in the body. They will learn and reflect on various strategies to manage stress, which they will learn is a natural thing that everyone experiences at certain times. Students will reflect on various people/places they can go to for help, and will be introduced to the concept of empathy and why it is important. They will take part in an exercise to help develop empathy for their fellow students.

### LESSON 3

Students will take their knowledge of emotions and stress from the last two lessons and build on it by looking at how one's emotional responses and behaviours can change depending on a given situation. They will reflect on how a person's emotional state can impact their decisions and actions and apply this to situations in their own lives. Students will learn to separate emotions and thoughts from external stimuli, and follow the process from a situation (external) through to its resultant emotions and thoughts (internal), and finally to its behavioural outcome. Students will apply this learning to resilience, and explore what this is and how it can be built up.

### LESSON 4

The final lesson of this module is an on-field activity designed to be run on a field or in a gym. Students will engage in activities that consolidate the learning from the last 3 lessons. In particular, students will explore how their emotions can be impacted by physical activity and how they can be aware of this. They will practise identifying their emotions and reflecting on the ways they can be impacted by external stimuli like winning or losing.

## FOR TEACHERS

The Reflection Journal has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

# AUSTRALIAN CURRICULUM OUTCOMES

## LEARNING AREA

Health and Physical Education

## STRAND

Personal, Social and Community Health

Sub-strand	Content Descriptors	Content Elaborators
Interacting with others	Apply strategies to manage emotions and analyse how emotional responses influence interactions - <a href="#">AC9HP6PO6</a> .	<ul style="list-style-type: none"> <li>exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations</li> <li>exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions</li> <li>analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations</li> </ul>
	Describe and demonstrate how respect and empathy can be expressed to positively influence relationships - <a href="#">AC9HP6PO4</a> .	<ul style="list-style-type: none"> <li>Elaboration: proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships</li> </ul>

# LESSON 1

# UNDERSTANDING OUR EMOTIONS

## Year Level

Upper Primary

## Learning Area

Health & Physical  
Education

## Duration

40–60 minutes



## OVERVIEW

This lesson explores our emotions; what they are, how we can recognise them in our bodies and why this is important. It also introduces strategies to manage and respond to big emotions.

## LEARNING OBJECTIVES

- To describe emotions and feelings and how they appear in the body
- To identify some strategies to help manage difficult or uncomfortable emotions

## RESOURCES

- Video: [Emotions and Feelings: Booksmarts](#)
- Video: [6 Points With Ned Brewer-Maiga](#)

## STUDENT SUCCESS CRITERIA

- 1 I can describe and compare a range of different emotions and feelings in the body
- 2 I can identify and use different strategies to respond to difficult or uncomfortable emotions

## CURRICULUM LINKS

### Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Interacting with Others
- **Content Descriptor:** Apply strategies to manage emotions and analyse how emotional responses influence interactions - [AC9HP6P06](#).
- **Elaboration:**
  - exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations
  - exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions



## INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria

- Opening question (individual reflection, group or class):
  - **Emotions/Feelings brainstorm:** Ask students to call out as many feelings as they can think of. List them on the board as you go.
  - **Option:** Run as a 1:2:4 exercise.
    - Give students one minute to write down as many feelings as they can on their own
    - Students pair up and have 2 minutes to combine their lists
    - Each pair finds another pair and has 4 minutes to combine their lists.
    - Create a collective class list from each group's work.

**Optional:** How does this emotion feel in your body? e.g. Happiness = relaxed; anger = tight fists; nervous = butterflies or feeling sick in your stomach etc.

Explain that the following video will help students understand more about emotions and feelings. There are no 'wrong' feelings, including uncomfortable or difficult ones like anger, sadness, jealousy or fear. They are a normal response to what's happening around us, which we may not have control over.

**Video**

- ▶ Play [Emotions and Feelings: Booksmarts](#)

**Discussion questions**

- What's the difference between emotions and feelings?  
(This is a trick question – the video explains that they are the same thing)
- What are some situations that might be stressful?



# LESSON 1

## UNDERSTANDING OUR EMOTIONS

### MAIN LESSON CONTENT

30–40 mins

#### Activity 1

Start with a class guessing game. What emotion might you be feeling if...

- You have no energy
- You have a lump in your throat
- You have sweaty palms
- You have butterflies in your stomach
- You have a lot of energy
- Your thoughts are racing and you can't concentrate
- You have a tense jaw

**Discuss:** There are no right or wrong answers – everyone feels emotions differently, and your emotions depend on what's happening around you.

Explain to students that feelings can be unpredictable - especially for adolescents - and we don't always know why we feel what we do. A good first step is always to work out what we are feeling. From there, we can have a go at starting to work out why.

#### Extension 1

Students roleplay emotions and try to guess what each other is feeling. Refer back to the emotions/feelings brainstorm on the board for inspiration. Encourage students to think about how they can guess what other people are feeling – look at faces, bodies, behaviour, voices, etc.

**Alternate option:** Emotional Pictionary. Instead of acting out emotions students can draw pictures that depict the emotion instead. This could be facial expressions or bodies. This option might suit students who are self-conscious about performing.

#### Video

Explain to students that the following clip features footballer Ned Brewer-Maiga talking about six ways he recognises, names and expresses his emotions.

▶ Play [6 Points With Ned Brewer-Maiga](#)

#### Discussion questions

- What are some of the ways Ned recognises, names and expresses emotions?
- What are some emotions you've felt recently and why? Ned challenged you to list 6 – can you do this?





## MAIN LESSON CONTENT

**Activity 2**

How do we respond to difficult or uncomfortable emotions? Explain to students that there are lots of strategies we can use. Here are three they can try:

- Pause and take a few deep breaths
  - This calms our bodies and brains down and gives us time to think
- Remember emotions have motion
  - Emotions are like waves: they come and go if we allow them to. Let the wave of emotion roll over you
- Try to sit with the emotion
  - What's happening in your body? Where do you feel the emotion?

Put students into groups with a piece of A3/butcher's paper. Students brainstorm a scenario where someone is having a difficult or uncomfortable emotion like sadness, anger, jealousy, shame or fear. They write or draw what is happening in that person's body. Each group switches to a new scenario and now students write or draw strategies to help that person respond to their emotions. Groups switch back to their original scenario and discuss the strategies before sharing with the class.

Next, for the scenario on the paper ask students to think about how that person's relationships with the people around them might be impacted by what they are feeling. For example, a person feeling jealousy might shut other people out.

**Extension 1**

Try a **breathing exercise** as a class. Explain that sometimes all you need is a few breaths to give yourself time to think.

**Extension 2**

Ask students to reflect on a time they felt a difficult emotion. Where were they? What caused it? How did they respond? What would they do differently now? This could be a written exercise or set as homework.

**Reflection (5–10 mins)**

Support students to think reflectively about whether they've met the lesson's success criteria.

- Come back to the emotions brainstorm you did at the beginning of the class. Can you add to it? Have you changed your mind about any of the emotions?

**Classroom Integration**

Integrate a quick 'emotions guessing game', with different students roleplaying (or drawing on the board) an emotion, as part of your morning routine. You could also integrate a breathing exercise as needed into the classroom routine.





# LESSON 2

# MANAGING UPS AND DOWNS

## Year Level

Upper Primary

## Learning Area

Health & Physical  
Education

## Duration

40–60 minutes



## OVERVIEW

This lesson helps students to gain a greater understanding of what causes stress and what it feels like in the body. They will learn ways to manage stress and develop empathy.

## LEARNING OBJECTIVES

- To describe what stress is and analyse how it appears in our bodies
- To identify some strategies that help manage stress
- To understand the concept of empathy

## RESOURCES

- ▶ Video: [Emotions and Feelings: IRL](#)
- ▶ Video: [Ask Me Anything with Ned Brewer-Maiga](#)
- 📄 Student worksheet: [Would You Rather](#)

## STUDENT SUCCESS CRITERIA

- 1 I can describe stress and different ways you might feel it in your body
- 2 I can identify different strategies to use when I feel stressed
- 3 I can explain what empathy means

## CURRICULUM LINKS

### Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Interacting with Others
- **Content Descriptor:**
  - Describe and demonstrate how respect and empathy can be expressed to positively influence relationships - [AC9HP6P04](#).
- **Elaboration:** proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships
  - Apply strategies to manage emotions and analyse how emotional responses influence interactions - [AC9HP6P06](#).
- **Elaboration:** exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions

## LESSON 2

# MANAGING UPS AND DOWNS

## INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria

- Opening question: Give students the following scenarios and ask what emotions they might feel. Does everyone feel the same way? Why not? How do those emotions look and feel in their bodies? E.g. sweaty palms, butterflies or pain in their stomach, tense muscles, clenching fists, etc.
- You lose your favourite T-shirt
- You see a big dog coming towards you
- You learn how to do a cartwheel



In the last video Emotions and Feelings: Booksmarts host Jazz talked about what emotions and feelings are, and what stress is. In this video students will learn more about stress and ways to manage it when it becomes overwhelming.

### Video

- ▶ Play [Emotions and Feelings: IRL](#)

### Discussion questions

- Do students remember some of the ways stress shows up in the body?
- How does Liv Archer manage her stress?





## LESSON 2

# MANAGING UPS AND DOWNS

### MAIN LESSON CONTENT

30–40 mins

#### Activity 1

Brainstorm everyday stressful situations with the class and write them on the board. Examples could include:

- You're running late for school
- You have too much homework and don't know where to start
- You have to give a speech/perform in front of the class
- You have a fight with your friend
- Your parents are hassling you to do more around the house
- You have to choose a high school

Ask students to pick one situation and create two lists: one is an action list of things they could do to help manage their stress (in pairs, groups or individually); the other is a list of people they could go to for help.

#### Extension

Students use their lists to roleplay a conversation where one describes the problem and how they feel, the other listens and suggests ways to help.

#### Video

Remind your students that it's normal to feel stress and have emotional ups and downs. The following video features footballer Ned Brewer-Maiga talking about how he improves his mood.

- ▶ Play [Ask Me Anything with Ned Brewer-Maiga](#)

#### Discussion question

- What does Ned do to improve his mood?
- What are your go-to ways to improve your mood?

#### FOR TEACHERS

To extend this activity, talk about [Active Listening](#), which is important when someone is talking to you about how they feel. This also links to Activity 2 and the concept of empathy. Active listening involves giving a person your full attention, allowing them to talk without interrupting, and giving verbal (yes, I see, I hear you) and non-verbal (nodding head, eye contact) cues. It can also include summarising the speaker's words and feelings back to them once they are done speaking.



## LESSON 2

# MANAGING UPS AND DOWNS

## MAIN LESSON CONTENT

### Activity 2

Opening question: Your friend's pet fish just died and they are really upset. What do you say?

- Cheer up, it's just a fish!
- I'm sorry your fish died, I can see you're really sad
- Hey, want to play handball at lunch?

There is no wrong or right answer – each takes a different approach. Which would students be most likely to use? Which would they prefer to hear?

Ask students what empathy is. Can they describe it? Which answer(s) above shows empathy? (The middle answer is most typically empathetic. Some people might prefer to hear another answer – e.g. the last answer might help distract them from their distress.)

Explain that in the video Emotions and Feelings: IRL, Jazz empathised with Liv Archer as she shared her story about living with alopecia. As Liv shared her experience, Jazz said, 'That would have been a really challenging and stressful time for you.' Even though Jazz had not experienced this medical condition, she was able to see Liv's perspective and show Liv empathy.

Having empathy is important because it can help you to:

- Build friendships
- Settle arguments
- Understand why people behave in certain ways
- Respect other people's feelings and views

### FOR TEACHERS

Empathy is the ability to understand and share the emotions of other people. It means you can understand how people are feeling and thinking about a situation, even if this is different from the way you think and feel about it. Empathy is a skill that can be developed and strengthened over time.

Be mindful that students on the autism spectrum may not necessarily understand or express empathy in a typical way. More information on autism, communication and relationships [can be found here](#).

You can [learn more about autism](#) and how to adapt your teaching to ensure players who are on the autism spectrum can join in the fun at footy.



## LESSON 2

# MANAGING UPS AND DOWNS

### MAIN LESSON CONTENT

Play *Would you rather?* Split students into pairs or groups and ask them to interview each other using the **Student worksheet: *Would You Rather?*** students discuss their answers – are they the same or different? What are the reasons? Ask students to practise seeing things from other students' perspective – be curious and respectful. Report back to the class what they've learnt.

#### Extension

Play a game of *Opposites*. Give students some simple scenarios (e.g. the scenarios brainstormed around stress for Activity 1) and imagine a friend in that scenario. Ask students to say something that's the opposite of empathetic. The more over-the-top the answer, the better. Then discuss what an empathetic answer might be.

#### Reflection (5–10 mins)

Support your students to think reflectively about whether they've met the lesson's criteria.

- What are two ways stress shows up in your body?
- Why is empathy important?

Reflection can be written, verbal or set as homework.



# LESSON 3

# BUILDING RESILIENCE

## Year Level

Upper Primary

## Learning Area

Health & Physical  
Education

## Duration

40–60 minutes



## OVERVIEW

This lesson explores how our emotional responses and behaviours can change depending on the situation. Students will also learn how your emotional state can impact your decisions and actions, and how to build positive emotions when experiencing negative situations.

## LEARNING OBJECTIVES

- To identify different emotions or feelings based on a positive or negative experience
- To describe how your emotional state can impact decisions and actions
- To understand what resilience is and how to build it when experiencing negative situations

## RESOURCES

- ▶ Video: [Emotions and Feelings: Gameplan](#)
- ▶ Video: [Drills with Ned Brewer-Maiga](#)
- 📄 Student worksheet: [What Happens When?](#)

## STUDENT SUCCESS CRITERIA

- 1 I can describe how our emotional responses and behaviours can change depending on the situation
- 2 I can describe how my emotions impact those around me
- 2 I can identify different ways to build resilience when things are tough

## CURRICULUM LINKS

### Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Interacting with Others
- **Content Descriptor:** Apply strategies to manage emotions and analyse how emotional responses influence interactions - [AC9HP6P06](#).
- **Elaboration:** analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations



**LESSON**  
**3**

# BUILDING RESILIENCE

## INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria

- Opening questions (individual reflection, group or class):
  - Name some emotions you might feel if you found out you were moving away from your friends and relatives and had to change schools
  - How do those emotions change if you learn you're moving to a mansion in Hollywood?
  - How do those emotions change if you learn you're moving schools but not moving house?
  - Discuss how emotions can change depending on the situation

Explain that we all experience situations and events differently in response to positive or negative events. It's the same for stress – not everyone will feel stressed by the same things. Some people might feel excitement, fear, frustration, anger or surprise instead.

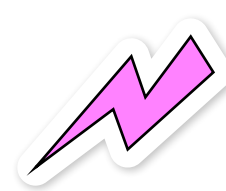
There are ways to manage your stress and build resilience when things are tough. In the following video Jazz and Rudy Jean Rigg show students two ways to manage overwhelming feelings.

### Video

-  [Emotions and Feelings: Gameplan](#)

### Discussion questions

- What are the two strategies mentioned in the video?
- Which do you prefer and why?



# LESSON 3

## BUILDING RESILIENCE

### MAIN LESSON CONTENT

30–40 mins

#### Activity 1

Remind students that there are no good or bad emotions, but we do experience positive or negative situations. Draw on the board:

Situations → Emotions → Thoughts → Behaviours

Ask students whether the following scenarios are:

- positive and/or negative (remember that it can depend on the person)
- What emotions might they feel?
- What thoughts might they have?
- What actions might they take?

**Scenario 1:** You see a friend throwing rubbish in the sea

- Emotions: Angry, disgusted, sad
- Thoughts: I'm not okay with that behaviour
- Behaviour: You ask your friend to pick it up

**Scenario 2:** Your friend gives you a card for your birthday

- Emotions: Surprised, happy, pleased
- Thoughts: I feel valued by my friend
- Behaviour: You spend more time with your friend

Put students into pairs and hand out the student worksheet: What Happens When? Ask them to discuss and fill in the blanks on the worksheet. After 5 minutes switch partners and compare answers.

#### Extension 1

Students brainstorm their own scenarios and roleplay them in pairs or groups. Encourage them to be creative in showing the link between emotions, thoughts and behaviour.

#### Video

Explain that the following video shows footballer Ned Brewer-Maiga sharing his favourite way to manage stress and build resilience.

 Play [Drills with Ned Brewer-Maiga](#)

#### Discussion questions:

- What are three things you can feel in your body right now?
- What are three things you can touch around you?





# LESSON 3

## BUILDING RESILIENCE

### MAIN LESSON CONTENT

#### Activity 2

Opening question: What is resilience?

#### FOR TEACHERS

**Resilience** is the ability to bounce back when we face difficult times.

Remind students that they've been learning about how emotions can come from both positive or negative experiences. While not much fun, negative experiences are a part of life. Even if we don't like these experiences, they can teach us important lessons and help us to build resilience.

There are lots of ways to build resilience:

- Problem-solving
- Breathing exercises, body scans or grounding exercises like in the videos
- Using positive coping strategies like regular exercise or doing things we enjoy
- Connecting with others
- Practising gratitude
- Positive self-talk



#### Teacher's note

**Problem-solving** involves identifying what is causing a negative emotion and problem-solving the situation. Not all events that cause negative emotions can be problem-solved. But some can – for example, feeling stressed because you have too much to do can be problem-solved by making a list.

**Practising gratitude** means noticing the things in life that we are thankful for and appreciate. When we are experiencing a difficult time, it can be easy to forget about all the things in our lives that are going well or that we are grateful for. Remembering these things can improve your mood and build resilience.

**Positive self-talk** involves telling ourselves kind or helpful messages. The way you talk to yourself, or about yourself, in your head is important. Even though we don't usually have a lot of control over negative situations that happen to us, we can use positive self-talk to help us feel better.

Lead your class in a breathing exercise, body scan or grounding exercise like those in the videos. **Different versions** can be found at the Raising Children Network website.

**LESSON**  
**3**

# BUILDING RESILIENCE

## MAIN LESSON CONTENT

### Extension 1

Try a gratitude exercise as a class. Students write their own, 'Today I am grateful for... because' statements. If students can notice and appreciate the good things in their life, they're more likely to feel positive. It could be as simple as sunny weather or having a favourite class today. Explain that it might feel odd to do this at first, but it gets easier with practice. Students could also write these on Post-it notes and stick onto a 'gratitude wall' to be added to regularly.

### Extension 2

In pairs or groups, students describe what animal they would be and why. Encourage them to think about the words they use – are they positive or negative? Students could also do this individually and draw what animal they think they are. These could be presented to peers or to the class as a whole.

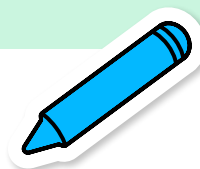
### Reflection (5–10 mins)

Support your students to think reflectively about whether they've met the lesson's success criteria.

Ask students to choose a way to build resilience and try it at home over the next week. Students report back on how they felt about it either in writing or verbally.

### Classroom Integration

Introduce a weekly breathing exercise or gratitude practice to your classroom, or alternatively try a Wellness Week where you practise one (or alternate) every day.



### In-class Module Reflection

This reflection can be completed at the end of this third lesson or after completing the on-field activity.

The Reflection Journal has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

- What have you learnt about emotions and empathy over the last few lessons?
- What are some of the ways you can manage your own emotions? (breathing, positive thinking, reflecting, practising empathy)
- How can you build empathy and resilience?



# ON-FIELD ACTIVITY

## Year Level

Upper Primary

## Learning Area

Health & Physical Education

## Duration

40–60 minutes



## OVERVIEW

This on-field activity is designed to be used as part of a Physical Education class to reinforce learnings in this module. Students will explore how their emotions can be impacted by physical activity and how they can be aware of this. Being able to identify and monitor our emotions helps us to manage them most effectively.

## LEARNING OBJECTIVES

- To practise identifying feelings and emotions and how these can change over a short amount of time depending on our actions.
- To learn how physical activity can influence our moods, and how we can be aware of this.

## SKILL FOCUS

- Decision-making
- Creative thinking
- Ball handling

## EQUIPMENT

- A football
- 12 cones

## RESOURCES:

- [Journal template \(optional\)](#)

## STUDENT SUCCESS CRITERIA

- 1 I can identify how I am feeling at a particular moment in time and compare it with how I was feeling previously.
- 2 I understand that physical activity can influence my mood, and I know how to be aware of what this looks like in my body, facial expressions, what I say, and how I interact with others.

## CURRICULUM LINKS

### Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Interacting with Others
- **Content Descriptor :** Apply strategies to manage emotions and analyse how emotional responses influence interactions - [AC9HP6P06](#).
- **Elaboration:** analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations

## ON-FIELD ACTIVITY

### WARM-UP ACTIVITY

5 mins

An activity where participants learn to better understand their feelings, whilst sharing and supporting others.

Ask students if they have ever seen a professional sports player get emotional during or after a game. Have students share examples of who they have seen, where, and what they saw. Explain to students that it is common to see sports players get excited, or frustrated, or sometimes angry. We can notice this in their body language (throwing their hands in the air, stomping their feet), their facial expressions (smiling, frowning, crying), what they are saying, and how they interact with others (hugging, yelling at someone).

### FOR TEACHERS

If focusing on a particular skill like kicking, handball etc then have students pass the ball this way rather than rolling.

This process gives the teacher a platform to drive empathy and understanding amongst the group, encourage positive and open mindsets and enable students to think about 'how they show up'.

Tell students that it is normal for our emotions to change as a direct result of what we experience during physical activity. The good thing is that physical activity in general provides a boost to our mood - though sometimes losing a match can result in some pretty strong negative emotions. This lesson, we will be looking at how to stay in touch with our own emotions, identify what we are feeling, and notice how this can change.

Have the class sit in a circle. A student (or teacher) starts the activity by holding a football and talking about how they are feeling at the start of today's lesson. Positive and negative responses should be encouraged. For example, 'I'm excited about playing footy today', 'I'm nervous, I don't know how to play footy' etc.

Once a student answers, they can roll the football towards another student (which can be random or intended). The next student answers.

### Optional

If you are using the journal template you might like to have students fill in the first prompt ('At the start of the lesson I was feeling X because ....') now.



## ON-FIELD ACTIVITY

### ACTIVITY 1: LOW STAKES

10-15 minutes

Play a game of Foosball from the [AFL Play website](#). After the first round ask students to reflect:

- How did you feel when the teacher said 'Go' and you had to run from the start line? (nervous, excited, energised)
- How did you feel when you got Tagged? (annoyed, cheated, sad, frustrated)
- How did you manage these emotions and not let them get the better of you? (Took a deep breath, remembered that almost everyone else was getting Tagged too, focused on the task ahead)

### FOR TEACHERS

Foosball can be swapped out with any number of games from the AFL Play website or any game in your repertoire that gives students the chance to reflect on strong emotions that might arise. Adapt the reflection questions accordingly.

### ACTIVITY 2: HIGH STAKES (WINNING AND LOSING)

20 minutes

Divide students into teams and play a game of [AFL 9s](#).

After the game, reflect:

- How did you feel about winning or losing? What kinds of thoughts went through your brain? What did you feel in your body?
- Refer back to the warm-up activity where students provided examples of seeing sports people show strong emotions. Did you feel, or see others start to demonstrate any of these?
- How can we be good winners, and good 'losers'? (Congratulate each other, celebrate the wins of others, remember that even if we lose this is just one moment in time - one game - and there will be others, shake hands of the other team, give a player a compliment on their gameplay.)

## ON-FIELD ACTIVITY

### COOL DOWN / REFLECTION

5 minutes

Ask students to come back together and repeat the warm-up activity. If possible use a skill that was a focus during the lesson, e.g. kicking, handball. This does not need to be done with the whole class but spend a few minutes allowing a few students to share how they are feeling. You might like to use the journal template - print and hand out to students.

Then ask all students to reflect on how they feel now and compare it with how they felt at the start of the lesson. If they feel the same, why? If they feel different, what caused this change? Finish by making the connection between exercise and mood. Like the breathing and grounding strategies students learnt about in previous lessons in this module, physical movement can have a positive impact on mood.

#### Option

Ask students to reflect on the questions individually rather than as part of the activity. This may be more appropriate for your cohort.





## Disclaimer

This educational material is based on evidence-based research previously conducted by the Murdoch Children's Research Institute. It is general in nature and not intended to be clinical advice or a substitute for professional treatment. You should seek advice from a qualified professional, as Murdoch Children's Research Institute, Matterworks Pty Ltd and the AFL, and their current and former officers, employees and contractors, do not take any responsibility from reliance on this material.

## Credits



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