

Warm Up: The Sitting Challenge and Discussion (10 minutes)

The Sitting Challenge (5 minutes)

Around a table, or in a circle, ask the students to begin by standing up. Explain that the goal of the challenge is for everyone to be sitting down at the end of one minute, but no two people must sit down at the same time. If this happens, everyone must stand and begin again. They must not communicate with anyone else in any way during the minute.

If the challenge is not completed on the first attempt, allow three more. If the challenge is completed first time, begin again giving 30 seconds. The total time to be spent on the task is three minutes.

During the task notice the engagement of the students and their responses to each other and the time limit. In the discussion to follow it will be helpful if you can bring your observations in to prompt the students in their reflection; for example, 'I noticed some people were hesitant in choosing to sit or stand and others sat very quickly. I wonder what you were feeling or thinking when you made your choices to sit? Where did you feel that in your body?'

The easiest way to complete this task is if the students realise they can sit down in order: once the student to their left sits down, they can sit down; and then the student to their right can sit down, and so on.

Discussion (5 minutes)

Ask the students what was difficult or easy about the task. Draw out that it is more difficult to know how others are thinking when it is not communicated verbally, but there are clues we can get from people's body language and non-verbal communication.

Ask them how they felt during the task, where they felt that or what it felt like in their bodies and whether they expressed that physically (through sound, e.g. a moan; a laugh/movement, e.g. pointing or clenching hands). Here are some examples that might come up:

- pressure or excitement because of the time limit
- frustration that they couldn't communicate with others
- boredom.

Recap Rules and Workshop 1 Content (5 minutes)

| *Can you remember all the group rules?*

Recap on the agreed rules from last week and the importance of each one.

| *Can you remember anything about each other's collages or strengths from last week?*

Ask each person their strengths.

Ask the students to look over their **My Goals** sheet and mark where they are on week 2. It might be the same as or different than last week.

Body Scanning and Lion Emotions (30 minutes)

Resources

- A1/A2 paper
- Coloured pens/pencils/crayons
- **Lion Emotions Outline** worksheets (one per pair)
- **Lion Emotions Teacher Prompt** sheets (one per pair)

Introduction (5 minutes)

Using a large piece of A1/A2 paper draw the outline of a person. Tell the students that in a short while they will be asked to draw on the figure any sensations they experience in their bodies when they feel 'happy', but that first we will do a quick experiment to use to help us to check what we are feeling.

Ask the students to imagine their mind is a laser scanner and they can scan their whole body for detection of any sensations. When they activate their body scan powers they can do it from head to toe going through all their muscles and organs like a scanning line, *or* they can operate like a sense radar allowing any sensation signals to be picked up whenever they happen and are detected by their brain.

Tell the children that they will be detecting where they feel happiness in their bodies. Invite them first to gently close their eyes and, without talking to anyone, to imagine a thing or things that make them really happy. Encourage them to imagine what they are doing and who they are with. Tell them to allow themselves to be filled full of that happy feeling.

Now tell them to activate their body scan. While they are holding the feeling of happiness they should check what each part of their body wants to do and whether there are sensations in their bodies: in their arms, hands, legs, tummies, and so on.

Body Scanning (10 minutes)

Ask the students, one at a time, to draw on the large figure where they feel a sensation in their body when they feel happy, using any colour they like. Demonstrate by drawing something on the **Lion Emotions Outline**, for example a warm feeling in the heart with red, or a big deep breath in the lungs with clouds of blue. Invite them to write any descriptive words around the outside of the figure.

Lion Emotions (10 minutes)

Ask the students to get into pairs and give each pair a **Lion Emotions Outline** worksheet. Assign an emotion to each pair from sad/anger/worried/scared and ask the students to work with their partner to write/draw all the sensations they feel when they experience that emotion onto the paper. Use the **Lion Emotions Teacher Prompt** sheet for inspiration if necessary.

Feedback (5 minutes)

Ask each pair to feed back to the group.