



Level 1

Emotional Health

Student Worksheets



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Assessment Brief 1

Course:	Emotional Health
Assessment:	Collection of Work
Title:	Self-Awareness
Weighting:	Collection of Work 100%

Guidelines

You will be expected to:

1. Show awareness of your own body
2. Show awareness of yourself in the environment
3. Be aware of some of your own abilities and skills

Assessment criteria

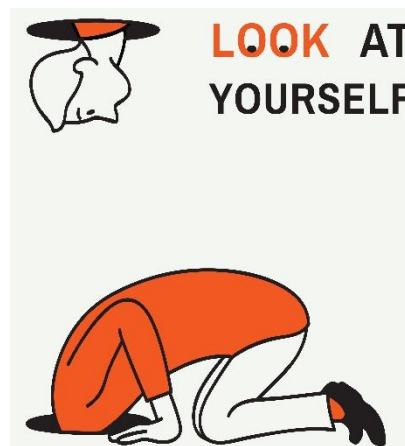
- * Exercises and tasks must be complete and correct.
- * Answers must be set out in a clear way.
- * Check your own self-awareness, e.g. things you are good at, things you need help with, your talents, your abilities, your skills
- * In your group, talk about yourself, e.g. your feelings, your worries, your goals, etc.
- * Write personal information, e.g. filling in a form, timeline, your features, understanding that your features are unique.
- * Do some body awareness activities.
- * Write about yourself in your environment.
- * Take part in pair work, group work and discussions.
- * Take note of what motivates you.
- * Show that you are motivated to improve your skills.
- * Discussions may be recorded.
- * Photographic and/or video evidence may be required.

Submission date: _____

I confirm that this is my own work.

Signed: _____

Date: _____



2. Who are you? Self-awareness is also about knowing yourself.

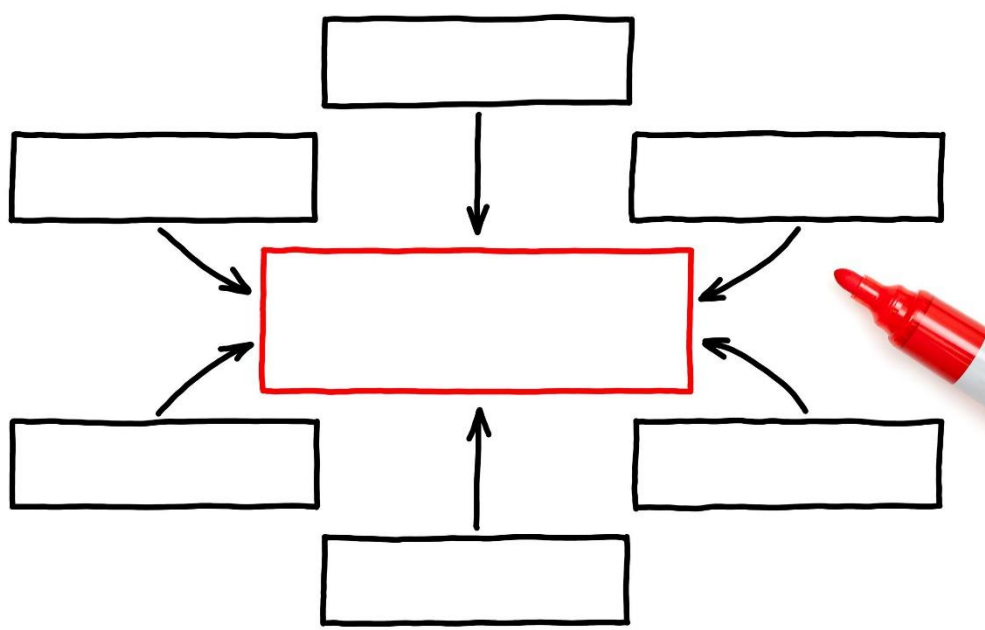
Answer these questions in your group.

- ★ What is important to you?
- ★ What are you doing well?
- ★ What feelings do you often have?
- ★ What do you do when you are worried?
- ★ What are your goals?
- ★ What is good / not so good about your life?



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<i>Date</i>	
<i>Comment (Optional)</i>	

3. Write some things that are important to you:



4. Where are you? Look at the example.

- I am on my chair.
- I am in my classroom.
- I am in Kingscourt.
- I am at a centre.
- I am in Cavan.
- I am in Ireland.
- I am on Earth.
- I am in the Universe.



5. Write a few sentences about where you are:

5. Match the features and pictures.



young adult, pale skin,
wears glasses, red and
shoulder-length hair



young, dark skin, wears
sunglasses, dark and
short hair, trimmed beard



older, grey hair and
balding, wide moustache



child, brown-reddish and
shoulder-length hair,
large green eyes



adult, short and blonde or
golden hair, blue eyes,
wears earrings

D. Your Talents

1. Complete the sentences.

talent, enjoy, born, singing, good

- a) A talent is something you are naturally _____ at.
- b) A talent is something you _____ doing.
- c) Examples of talents could be drawing, _____, dancing or using technology.
- d) A _____ can be something you are good at without training—something that you are _____ with.

2. Tick the talents.

- Working with animals
- Writing songs
- Watching TV
- Washing dishes
- Writing poetry
- Taking a shower
- Fixing cars
- Sleeping
- Speaking different languages



6. Complete the skills checklist. The teacher will read the list.

Skills	Good	OK	Needs work
Writing			
Reading			
Speaking			
Listening			
Using a computer			
Teamwork			
Problem-solving			
Working with numbers			
Willing to learn			
Being friendly			
Time management			
Being honest			
Using technology, e.g. phones			
Helping people			
Following instructions			
Setting goals			
Being cheerful			
Being patient			
Presenting yourself well			
Following rules			
Other:			
Other:			
Other:			

7. Do a class skills mind map.

Assessment Brief 2

Course:	Emotional Health
Assessment:	Collection of Work
Title:	Emotional Well-Being
Weighting:	Collection of Work 100%

Guidelines

You will be expected to:

1. Express some feelings.
2. Show interest in how other people are feeling and respond to them.
3. Use coping strategies.
4. Show interest and enjoyment in being with others.

Assessment criteria

- * Exercises and tasks must be complete and correct.
- * Answers must be set out in a clear way.
- * Check your own self-awareness, e.g. things you are good at, things you need help with, your talents, your abilities, your skills
- * In your group, talk about yourself, e.g. your feelings, your worries, your goals, etc.
- * Write personal information, e.g. filling in a form, timeline, your features, understanding that your features are unique.
- * Do some body awareness activities.
- * Write about yourself in your environment.
- * Take part in pair work, group work and discussions.
- * Take note of what motivates you.
- * Show that you are motivated to improve your skills.
- * Discussions may be recorded.
- * Photographic and/or video evidence may be required.

Submission date: _____

I confirm that this is my own work.

Signed: _____ Date: _____

5. Complete the crossword. Use these words:

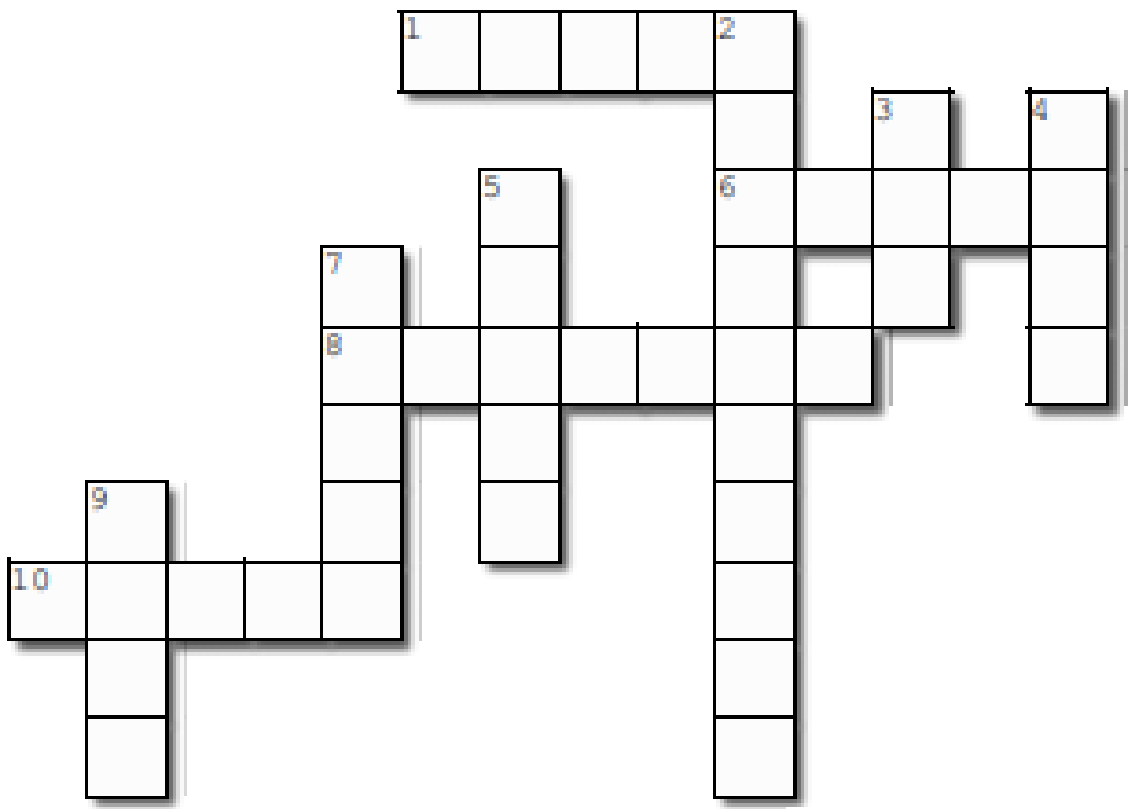
**shame, sad, disgusting, proud, calm, tired,
nervous, angry, happy, fear**

Across

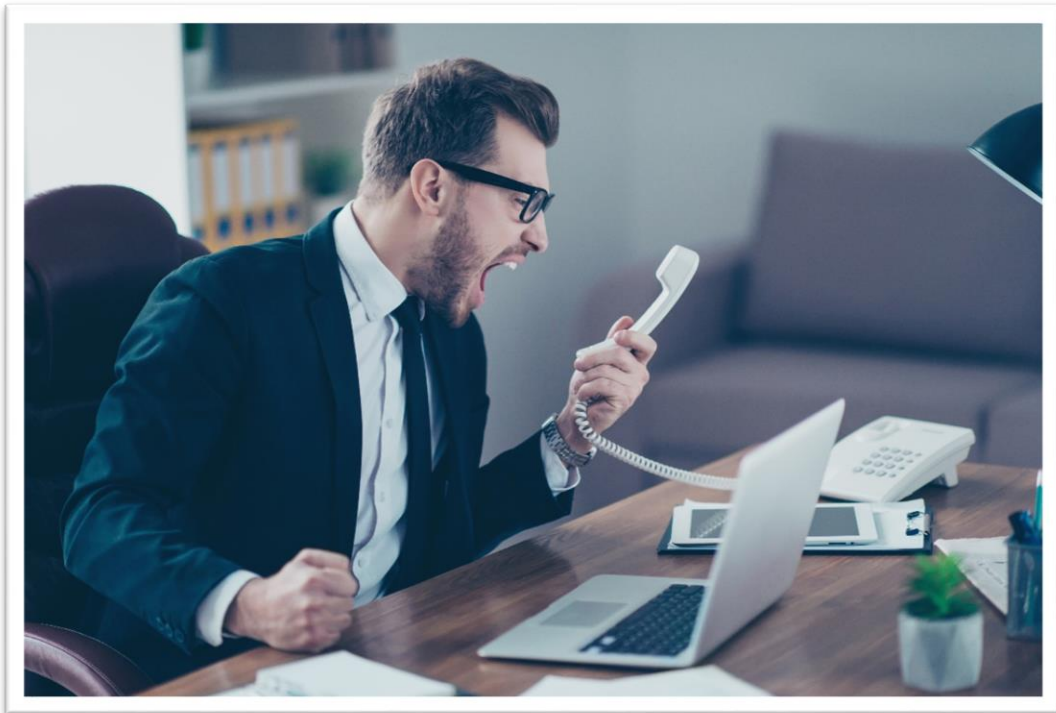
- 1. Feeling when you do something well
- 6. Feeling of embarrassment
- 8. Anxious
- 10. Joyful

Down

- 2. Unpleasant, offensive
- 3. The opposite of happy
- 4. Feeling of danger
- 5. In need of sleep or rest
- 7. Fed-up, annoyed
- 9. Relaxed



9. Look at the photo. Answer the questions.



a) What does the body language say about the person?

b) Write 1 possible thing that could have happened just before this picture.

c) If this person were your friend, what would you say?

d) Where could this person be?

e) What do you think happened after this picture was taken?

6. Guess the feeling!

Pair work:

- ★ Work with a partner.
- ★ Pick an **Emotion Card**. (See Appendix 1)
- ★ Don't let your partner see it.
- ★ Show this feeling, using body language, facial expressions, gestures, etc
- ★ Your partner must try to guess the feeling you are trying to show.

Swap roles.

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<i>Comment (Optional)</i>	

7. Circle the picture below which shows she is calm and relaxed:



3. Pair work: Take a **Scenario Card** and respond to the situation. (See Appendix 2)

- ★ Imagine how you would feel.
- ★ Show your feelings. Use words and body language.
- ★ Your partner must repeat how you feel.

a) What feeling did you show?

b) How did you show the feeling?

- Words
- Gestures
- Body language
- Facial expressions

c) Did your partner guess your feeling correctly?

- Yes
- No

d) Ask your partner how clearly you showed the feeling.



*Photocopy this page for each card you use.

4. Express these feelings:



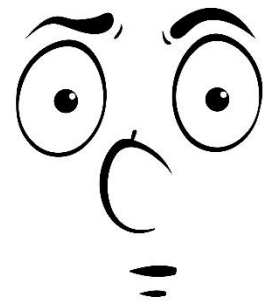
Attraction



Relieved



Hurt



Isolated



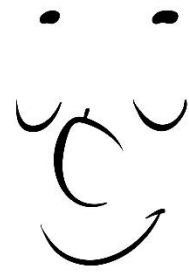
Aggravated



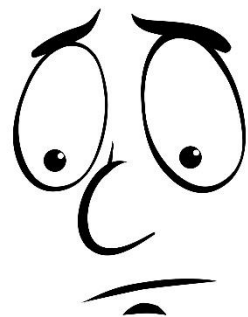
Worried



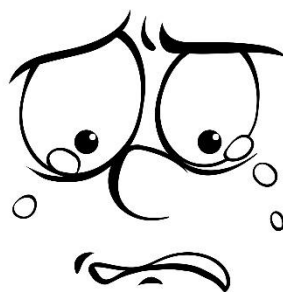
Depressed



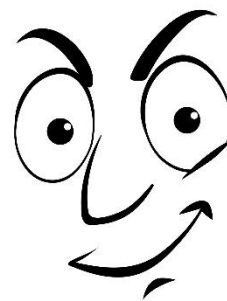
Tender



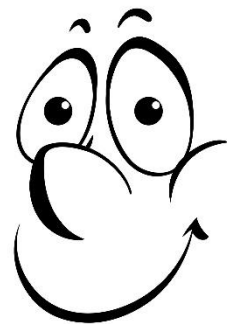
Regretful



Sorrow



Brave



Happy



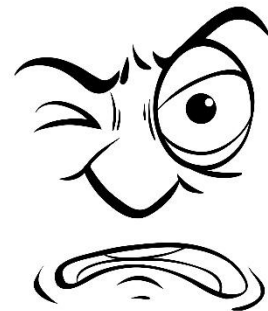
Bitter



Hopeful



Restless



Disgusted

3. Here are some tips on how to cool your anger.

- a) Take 20 deep breaths.
- b) Draw your anger on a piece of paper.
- c) March on the spot for at least 20 steps.
- d) Write about your anger.
- e) Count from 0 to 10. Count backwards from 10 to 0.
- f) Walk away from the situation.
- g) Talk to someone about your problem.
- h) Squeeze a ball.
- i) Walk outside in the fresh air.
- j) Listen to music.
- k) Practise a hobby.



4. Practise some of them!

<i>TEACHER VERIFICATION</i>	
<i>Signature</i>	
<i>Date</i>	
<i>Comment (Optional)</i>	

5. Which method works best for you?

2. Complete the sentences.

**Say, think, and, how, 10, STOP, down,
you, away, out, this**

- a) Calm _____.
- b) Give your thinking brain time to _____!
- c) Count backwards from _____.
- d) Tell yourself you can handle _____!
- e) Walk _____ from the problem for now.
- f) _____ to yourself 'be calm...be calm...be calm'.
- g) Tell someone else _____ you feel.
- h) Breathe deeply - in and _____ five times.
- i) Tell yourself to _____!
- j) Imagine _____ are dealing with the situation calmly and strongly.
- k) Tense _____ then relax your muscles.



4. Fill in this worksheet for each relaxation activity.

a) How do you feel before the activity?



b) Which activity did you do?

c) How did you find it? Tick the column.

Hard!	OK	Easy!

d) Were you comfortable?

Yes No

e) Was the room peaceful and cool?

Yes No

a) Did you focus on your breath?

Yes No

b) Did you clear your thoughts?

Yes No

c) How did you feel after the activity?



*You can fill this worksheet in for each relaxation activity your try.

M. Quiet Time



Answer the questions.

1. About how long is your Quiet Time?

2. Name some things you do during the Quiet Time.

3. Do you find it hard to be quiet during this time?

Yes

No

4. How do you feel after Quiet Time?



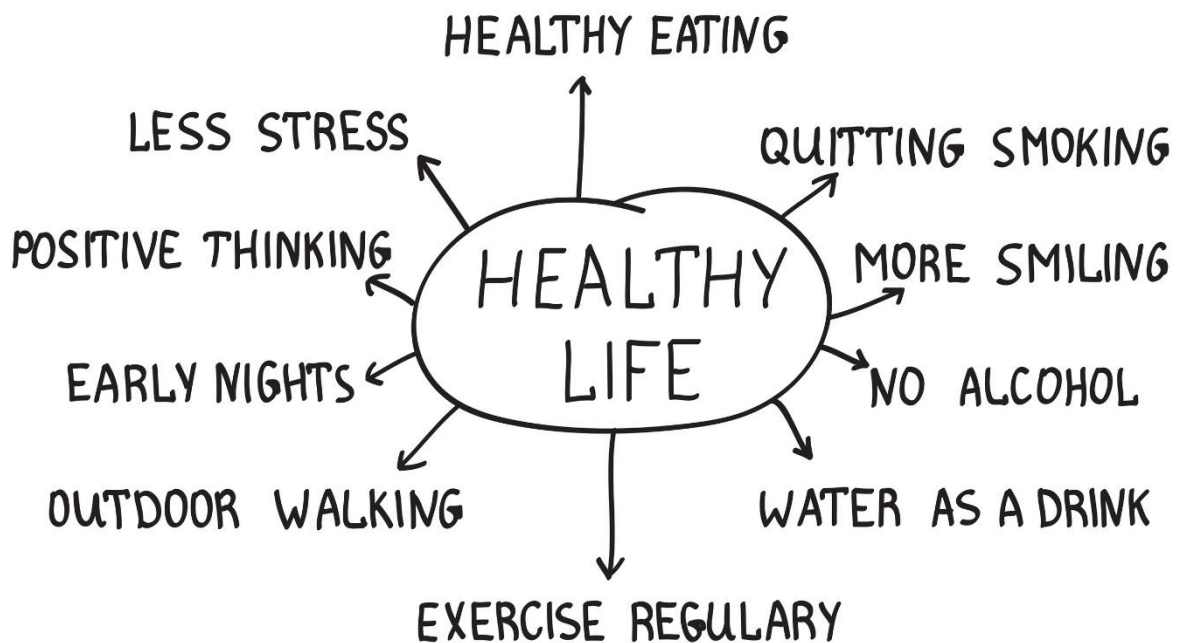
A. About Healthy Living



1. As a group, brainstorm what it means to 'live healthy'.

Write some words below.

Some clues:



Mapping of Learning Outcomes

Self-awareness

3.1 Demonstrate awareness of their own body Pages 13 to 18 (body awareness)

3.2 Show awareness of self in the immediate and/or wider environment Pages 8 to 12 (what is self-awareness)

3.3 Recognise their own features as being unique to them Pages 19 to 22 (your features)

3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others Pages 23 to 27 (your talents), Pages 28 to 31 (abilities and skills), Pages 32 and 34 (summary of personal skills)

3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills Pages 35 to 37 (motivation)

Personal Care and Hygiene

PLEASE SEE LEVEL 1 PERSONAL CARE RESOURCE

3.6 Co-operate with adults who provide daily support Pages 101 to 103 (those who support us)

3.7 Participate in personal care routines Pages 104 to 118 (personal hygiene, including hygiene routine and personal care planner)

3.8 Indicate personal care needs or ask for help verbally or non-verbally Page 106 (role-play)

3.9 Make choices related to personal care Pages 104 to 118 (personal hygiene, including hygiene routine and personal care planner)

3.10 Complete personal care tasks independently Pages 104 to 118 (personal hygiene, including hygiene routine and personal care planner)

Food and Nutrition

PLEASE SEE LEVEL 1 FOOD CHOICE AND HEALTH

3.11 Use the senses to explore different types of foods Pages 119 to 121 (nutrition, senses)

3.12 Show preferences for foods Page 121 (tasting foods), Pages 122 to 124 (food preferences)

3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink
Teacher Notes

3.14 Use eating and drinking utensils **Teacher Notes**

3.15 Participate in preparing food Pages 125 to 127, 132 (preparing food)

3.16 Demonstrate basic hygiene procedures around food Pages 128 to 131 (hygiene, health and safety in the kitchen)

3.17 Follow safety rules for using kitchen equipment Pages 128 to 131 (hygiene, health and safety in the kitchen)

3.18 Participate in making healthy snacks Pages 125 to 127, 132 (preparing food)

3.19 Plan, shop for and prepare personalised healthy food (with support if necessary) **Appendix 3, Teacher Notes**

Emotional Wellbeing

3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately **Page 40** (questionnaire about feelings / thoughts), **Pages 41 to 46** (types of emotions), **Pages 57 and 58** (expressing emotions), **Page 59** (using scenarios to express emotions), **Pages 60 to 63** (showing your feelings), **Page 64** (mixed emotions), **Pages 67 to 69** (anger), **Pages 75 to** (worry)

3.21 Show interest in the feelings expressed by others and react appropriately **Pages 47 to 59** (reading emotions), **Page 59** (using scenarios to express and respond to emotions)

3.22 Use coping strategies to self-regulate **Pages 65 to 66** (keeping your feelings in check), **Pages 70 to 74** (anger management), **Pages 77 to 78** (coping habits), **Pages 79 to 89** (relaxation), **Pages 90 to 94** (mindfulness), **Page 95** (being grateful), **Page 96** (quiet time), **Pages 99 to 100** (healthy living)

3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities **Teacher Notes**