



EduTrend Contents

P4C · EMOTIONS AND THE MIND · PRIMARY

Where Do Feelings Live?

A feelings walk starts an enquiry into emotions

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up
to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

Where Do Feelings Live?

Children look at picture cards of faces and hear short invented stories: a lost balloon, a birthday surprise, a dark bedroom. They match each story to a feeling and show where they might feel it in their body. Then they create questions and vote on one, such as “Where do feelings come from?”

Learning outcomes

By the end of the session pupils can:

- name some feelings;
- ask a question about feelings;
- give a reason;
- listen to others.

KEY WORDS

feeling · happy · sad · cross · scared
· body

CURRICULUM LINKS

PSHE: emotional literacy. English: vocabulary for feelings. Science: the body.

1

STIMULUS

Share something to think about

2

THINK

Quiet thinking time

3

QUESTION

Create and choose a question

4

ENQUIRE

Reason together

5

BUILD

Agree, disagree, add

6

REFLECT

Last words

Materials (per class)

- Feelings face cards
- Three story cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Keep to the stories. Nobody has to share their own feelings.

ACTIVITY 01 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–5 min Stimulus	Share the feelings faces and three short stories.	<i>"What did you notice?"</i>
5–12 min Questions	Pupils create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
12–26 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Where do feelings come from?"</i>
26–30 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Name a feeling and say where it comes from.

ACTIVITY 01 · FACILITATOR NOTES

The philosophy in brief

Philosophers and scientists ask whether feelings are in the body, the mind or both.

Naming feelings and talking about them is a foundation of emotional literacy.

Common ideas to listen for

- “Some feelings are bad.” All feelings are normal; actions can be good or bad.
- “Everyone feels the same thing.” People react differently.
- “Feelings only show on your face.” Some are hidden.

Adapting the activity

Support

Use three feelings only.

Stretch

Ask: can you feel two feelings at once?

WORKSHEET 1

Feelings match

Name: _____

Class: _____ Date: _____

Draw a face.

Feelings match

Story	Feeling
Lost balloon	
Birthday surprise	
Dark bedroom	

WORKSHEET 2

Thinking moves

Use these in the enquiry.

Thinking moves

Thinking move	My example
I agree with... because...	
I disagree with... because...	
An example is...	
A counter-example is...	
Building on what... said...	

WORKSHEET 3

Last words

Before and after.

Can you choose how you feel? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Names feelings	Gives a reason	Listens to others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Where Do Feelings Live? is a sample activity from the EduTrend Contents P4C Emotions and the Mind programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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