



'Zoomanji' Activity Pack: Lesson 3

Lesson Title: "Don't bottle up".

Description: This lesson aims to teach pupils the negative impact from 'bottling' up their emotions using practical means. Pupils will discover and examine the reaction between baking powder and vinegar, and then compare this reaction to an emotional outburst caused by bottling up our feeling.

Learning Intentions	Activity	Resources	Points to Note
<p>Pupils will:</p> <ul style="list-style-type: none"> ▶ Understand how emotional outbursts may impact the individual and others. ▶ Understand the importance of sharing our emotions with others. 	<p>Introduction</p> <ul style="list-style-type: none"> ▶ Play the audio entitled 'Lesson 3, Audio 1' – in this video, the pupils will hear from the character Emily. ▶ The teacher will then explain to the science experiment to the class (this is on a separate resource sheet). 	<ul style="list-style-type: none"> ▶ Emily's audio: Lesson 3, Audio 1 & Transcript. ▶ Emily's audio: Lesson 3, Audio 2 & Transcript. ▶ 500ml bottles. ▶ Baking powder. ▶ Vinegar. ▶ Tray for experiment. ▶ A3 sheet for class mind map. 	<ul style="list-style-type: none"> ▶ Cross-curricular links – PDMU; Science and Technology ▶ Drama character link: Emily ▶ Instead of playing the audios, teacher may wish to read 'as Emily' if so, a transcript is provided.



	<p>Main Activity</p> <ul style="list-style-type: none">▶ Place the pupils into groups of 5 and instruct them to collect and set out the necessary equipment.▶ To complete the experiment pupils will pour vinegar into a bottle and each pupil will measure out a teaspoon of baking powder.▶ Taking turns, the pupils may wish to share one problem or worry they are experiencing as they add their baking powder to the vinegar.▶ After pupils watch the reaction, highlight the links between the experiment and the impact of an emotional outburst as a result of not sharing our emotions.▶ Discuss Emily's behaviour in the main drama video and how she treats others.▶ In groups encourage pupils to think of better ways of handling our emotions e.g. talking to a friend.		<ul style="list-style-type: none">▶ Differentiation: pupils can be paired in mixed ability groups to support the discussion elements of the task.▶ Remind pupils to only share what they are comfortable with and prompt the idea of class unity as pupils work together.
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	<ul style="list-style-type: none">▶ As a class, create a mind-map of different ways we can express our emotions. <p>Plenary</p> <ul style="list-style-type: none">▶ Play the audio entitled 'Lesson 3, Audio 2' - in which, Emily summarises the activity and the purpose of it.▶ The pupils should then discuss what they've learnt during the activity.		
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Extension Idea: Pupils could create a piece of instructional writing about the experiment, including the equipment needed, the progress of the experiment and outcome.

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