



# What Are Positive Emotions?

Psychology Flows Activity Sheet | All Year Groups | [psychologyflows.com/resources](https://psychologyflows.com/resources)  
Psychology Flows • Dr Kayleigh Sumner, Educational Psychologist (Doctorate in Education and Child Psychology) • [psychologyflows.com/resources](https://psychologyflows.com/resources)

**Learning Objective:** Pupils can name at least five positive emotions and describe what causes them in their own lives.

Positive emotions are feelings that help us thrive — not just in good times, but especially during difficult ones. Research by positive psychologist Barbara Fredrickson shows that **positive emotions broaden our thinking, build our resilience and help undo the effects of stress.** We can actively grow these feelings, even now.

<b>Joy</b> Feeling safe, happy and at ease. Comes from delightful experiences and warm connections.	<b>Gratitude</b> Appreciating something we have received or experienced. Builds resilience and strengthens relationships.
<b>Serenity</b> A feeling of calm and peace. Comes from moments of stillness and being present.	<b>Interest</b> Curiosity and the pull to explore. Opens us up to learning and growth.
<b>Hope</b> The belief that things will be okay. Keeps us going when times are hard.	<b>Love</b> Warmth felt in connection with others. Grows through shared moments and acts of care.
<b>Pride</b> Feeling pleased with something we have achieved. Builds confidence and self-belief.	<b>Amusement</b> The joy we feel when something is funny or playful. Laughter lifts our mood.
<b>Inspiration</b> Feeling moved by someone's courage or excellence. Motivates us to grow.	<b>Awe</b> Wonder at something vast or beautiful. Reminds us we are part of something bigger.

## My Positive Emotions Reflection

**Which emotion felt most familiar to you this week?**

*Name the emotion and describe the moment*

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**Which emotion would you most like to feel more of?**

*Explain why this matters to you*

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<p><b>What is one small thing you could do today to grow a positive emotion?</b></p> <p><i>Think of something achievable right now</i></p>	<hr/>
<p><b>Who helps you feel positive emotions most often? What do they do?</b></p> <p><i>Think about what makes the difference</i></p>	<hr/>

**■ Recommended Mindfulness & Meditation Resources**

<p><b>Headspace for Kids (Ages 6–12)</b> Guided meditations and breathing exercises, free in app</p>	<p><a href="https://www.headspace.com/meditation/kids">headspace.com/meditation/kids</a></p>
<p><b>Calm Schools Initiative</b> Free mindfulness resources for primary classrooms</p>	<p><a href="https://www.calm.com/schools">calm.com/schools</a></p>
<p><b>Mindfulness in Schools Project (.b)</b> Evidence-based mindfulness curriculum for schools</p>	<p><a href="https://www.mindfulnessinschools.org">mindfulnessinschools.org</a></p>

**■ Safeguarding**

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# My Feelings Check-In

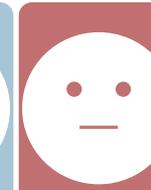
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**Learning Objective:** Pupils can identify and name their current emotional state and communicate it to a trusted adult.

Use this check-in at the start of every session. When children feel seen and heard, they settle faster, learn better and trust more. It takes under three minutes and makes a real difference. **There are no wrong feelings.**

How am I feeling right now? Circle, point or say your feeling.

 Happy	 Sad	 Angry	 Scared	 Calm	 Confused	 Tired	 Worried
 Loved	 Excited	 Confident	 Okay	 Frustrated	 Numb	 Hopeful	 Proud

My Feelings Scale — How big does this feeling feel today?

1 Feeling great	2 Pretty good	3 Okay	4 A bit hard	5 Really hard
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My Check-In Today

<p><b>Today I am feeling...</b> <i>Write or circle the feeling from the grid above</i></p>	<hr/>
<p><b>I feel this way because...</b> <i>You do not have to share this if you do not want to</i></p>	<hr/>
<p><b>My body feels...</b> <i>e.g. tense, relaxed, heavy, jumpy, settled</i></p>	<hr/>

**One thing that might help me right now is...**

*Think about what could make things even a little better*

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**My number on the feelings scale today is...**

*Circle: 1 — 2 — 3 — 4 — 5*

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**Teacher guidance:** During online sessions children can type their feeling in the chat, show fingers on screen (1–5), or simply write privately. Acknowledge every response warmly. If a child scores 4 or 5 consistently, follow up individually and refer to your Designated Safeguarding Lead if you have concerns.

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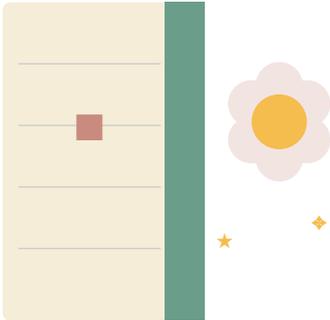
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# My Gratitude Journal

Psychology Flows Activity Sheet | Ages 5+ | [psychologyflows.com/resources](https://psychologyflows.com/resources)

Psychology Flows • Dr Kayleigh Sumner, Educational Psychologist (Doctorate in Education and Child Psychology) • [psychologyflows.com/resources](https://psychologyflows.com/resources)

**Learning Objective:** Pupils can identify three things they are grateful for and reflect on the impact gratitude has on their mood.



## My Gratitude Journal

Gratitude is one of the most researched wellbeing practices in positive psychology. Regularly noticing what we are thankful for **builds resilience, improves our mood and strengthens our sense of connection** — especially important during uncertain times. Fill in your gratitude journal entries below. Things can be big or small.

■ Something that made me smile today...	_____
■ Someone I am grateful for...	_____
■ Something I am looking forward to...	_____
■ A small good thing I noticed today...	_____
■ Something I am proud of this week...	_____
■ A place that makes me feel safe or happy...	_____
■ Something about myself I am grateful for...	_____

### Weekly Gratitude Reflection

<p>Which entry made me feel most positive?</p> <p><i>Why do you think that was?</i></p>	_____
<p>Did anything surprise me about what I was grateful for?</p> <p><i>Write about it here</i></p>	_____

## How did focusing on good things affect how I felt?

*Be honest — any answer is fine*

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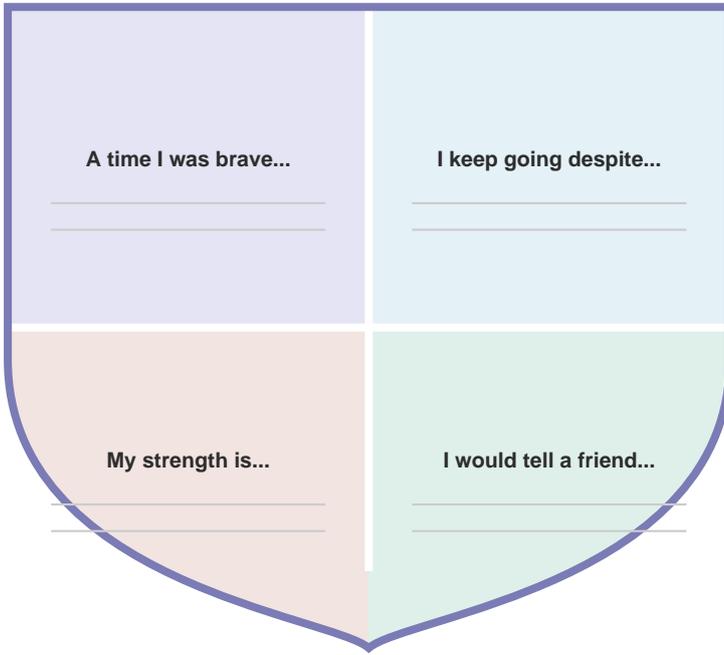
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# My Bravery Shield

Psychology Flows Activity Sheet | Ages 5–14 | [psychologyflows.com/resources](https://psychologyflows.com/resources)

Psychology Flows • Dr Kayleigh Sumner, Educational Psychologist (Doctorate in Education and Child Psychology) • [psychologyflows.com/resources](https://psychologyflows.com/resources)

**Learning Objective:** Pupils can identify and celebrate their own acts of bravery and articulate the strengths that support their courage.



**A time I was brave...**  
\_\_\_\_\_  
\_\_\_\_\_

**I keep going despite...**  
\_\_\_\_\_  
\_\_\_\_\_

**My strength is...**  
\_\_\_\_\_  
\_\_\_\_\_

**I would tell a friend...**  
\_\_\_\_\_  
\_\_\_\_\_

Bravery is a VIA character strength — the ability to face what is difficult or uncertain without letting fear stop you entirely. **Every child showing up to learn during a difficult time is demonstrating real bravery.** Fill in your shield to remember your own courage.

A shield protects us — and our strengths protect us too. When things feel hard, look at your shield and remember what you are made of.

## Fill In Your Shield

### ■ ■ A time I was brave...

*A moment when I did something even though it felt scary or hard*

\_\_\_\_\_  
\_\_\_\_\_

### ■ ■ Something I keep going despite...

*A challenge I face but do not give up on*

\_\_\_\_\_  
\_\_\_\_\_

### ■ A strength that helps me be brave...

*Something about me that gives me courage*

\_\_\_\_\_  
\_\_\_\_\_

### ■ What I would say to a friend who feels scared...

*The kind, brave words I would share with someone I care about*

\_\_\_\_\_  
\_\_\_\_\_

**My Brave Motto:** Write one sentence that reminds you of your bravery. Read it whenever you need courage.

\_\_\_\_\_

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# My Kindness Calendar

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Psychology Flows • Dr Kayleigh Sumner, Educational Psychologist (Doctorate in Education and Child Psychology) • [psychologyflows.com/resources](https://psychologyflows.com/resources)

**Learning Objective:** Pupils can plan and carry out acts of kindness and reflect on the effect this has on their own and others' wellbeing.

Research consistently shows that performing acts of kindness benefits both the giver and the receiver. Kindness **reduces anxiety, increases wellbeing and builds social bonds** — especially powerful when we cannot be physically together. Use this calendar to plan or record a kind act each day.

■ Write a kind note to someone	■ Help at home without being asked	■ Say something encouraging to a classmate	■ Do something kind for yourself	■ Send a cheerful message to a friend
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## My Psychology Flows Kindness Calendar • Name: \_\_\_\_\_

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Weekly Reflection

<b>A kind act I did this week that I am proud of...</b> <i>Big or small — all kindness matters</i>	_____
<b>How did it make me feel to be kind?</b> <i>Describe the feeling in your body and mind</i>	_____

How did it seem to affect the other person?

*What did you notice?*

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# My Hope Bubbles

Psychology Flows Activity Sheet | Ages 7–16 | [psychologyflows.com/resources](https://psychologyflows.com/resources)

Psychology Flows • Dr Kayleigh Sumner, Educational Psychologist (Doctorate in Education and Child Psychology) • [psychologyflows.com/resources](https://psychologyflows.com/resources)

**Learning Objective:** Pupils can articulate personal and collective hopes and understand hope as an active psychological strength they can grow.

Hope is the belief that things will be okay — that current difficulties are not permanent and that the future holds good things. **Hope is not wishful thinking; it is an active psychological strength** that motivates us to keep going. Research shows hopeful thinking is one of the strongest predictors of resilience in children and young people.

Fill in your Hope Bubbles below. If you feel comfortable, share them with someone you trust — sharing our hopes makes them stronger.

<b>■ Something I hope for myself...</b> _____ _____	<b>■ Something I hope for my family...</b> _____ _____
<b>■ Something I hope for my friends and school...</b> _____ _____	<b>■ Something I hope for my community...</b> _____ _____
<b>■ Something I hope for the world...</b> _____ _____	<b>■ One small step I can take towards my hope this week...</b> _____ _____

**A person who gives me hope is...**

\_\_\_\_\_

**They give me hope because...**

\_\_\_\_\_

## ■ Recommended Mindfulness & Meditation Resources

### Headspace (Teens)

Guided meditations for stress, sleep and focus — free for students

[headspace.com/students](https://headspace.com/students)

### .b (Mindfulness in Schools)

Secondary-age mindfulness curriculum, used in 80+ countries

[mindfulnessinschools.org/b-curriculum](https://mindfulnessinschools.org/b-curriculum)

## Smiling Mind

Free app with age-specific guided meditations for 7–18

[smilingmind.com.au](https://smilingmind.com.au)

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# Breathing & Regulation Toolkit

Psychology Flows Resource | All Ages | [psychologyflows.com/resources](https://psychologyflows.com/resources)

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**Learning Objective:** Pupils can use at least one evidence-based breathing or grounding technique to support self-regulation.

When we feel anxious or overwhelmed, our nervous system shifts into survival mode. These techniques **activate the body's natural calming response**, helping us return to a state where we can think clearly and learn. Use them at the start of sessions, during breaks or whenever grounding is needed.

## ■ Box Breathing — All ages

- 1 Breathe IN slowly for 4 counts
- 2 HOLD for 4 counts
- 3 Breathe OUT slowly for 4 counts
- 4 HOLD for 4 counts
- 5 Repeat 3–4 times. Best with eyes gently closed.

■ *When to use: Before a test, after upsetting news, when feeling overwhelmed or panicky.*

## ■ Balloon Breath — Early Years – KS1

- 1 Place hands gently on your tummy
- 2 Breathe in slowly — feel your tummy rise like a balloon filling
- 3 Breathe out slowly — feel it gently deflate
- 4 Make a soft whooshing sound as you breathe out
- 5 Repeat 5 times. Draw your balloon afterwards if you like.

■ *When to use: Settling young children, after transitions, calming big feelings.*

## ■ 5-4-3-2-1 Grounding — KS2 – KS4

- 1 Name 5 things you can SEE around you right now
- 2 Name 4 things you could TOUCH — notice how they feel
- 3 Name 3 things you can HEAR right now
- 4 Name 2 things you can SMELL (or like the smell of)
- 5 Name 1 thing you can TASTE

■ *When to use: Anxiety, feeling disconnected, after frightening events or overwhelming news.*

## ■ Wave Breathing — KS1 – KS3

- 1 Hold one hand up with fingers spread wide
- 2 Use the finger of your other hand to trace slowly up each finger as you breathe in
- 3 Trace back down the other side as you breathe out
- 4 Continue across all five fingers
- 5 Can be done silently without drawing any attention to yourself.

■ *When to use: Classroom regulation, children who feel self-conscious about relaxation exercises.*

### Which technique works best for me?

<b>The technique I find most helpful is...</b> <i>Write the name</i>	_____
<b>I know I need to use it when...</b> <i>What are the signs in your body that you need to regulate?</i>	_____
<b>One word for how I feel after using it...</b> <i>e.g. calmer, more settled, grounded</i>	_____

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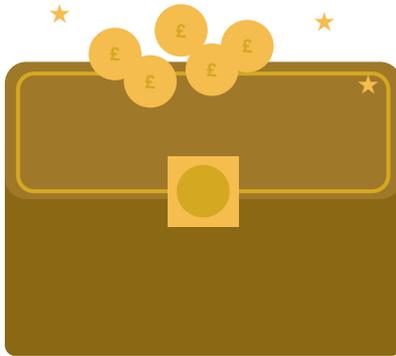
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# Finding the Hidden Treasure

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**Learning Objective:** Pupils can identify hidden strengths and positive qualities in themselves and others, including qualities that have grown during difficult times.



My Hidden Treasure

## Finding the Hidden Treasure

Sometimes our greatest strengths are hidden — even from ourselves. They are buried under worry, self-doubt or simply not being noticed. This activity is about **becoming a treasure hunter**: finding the gold that was always there inside you, and especially the strengths that have grown through hard times.

Difficult experiences do not only take things away. Sometimes they reveal qualities we did not know we had: courage, adaptability, empathy, creativity.

### Part 1 — Uncover Your Treasure

<p><b>A quality I have that I do not often talk about...</b> <i>A hidden strength — modest, quiet, rarely mentioned</i></p>	<hr/>
<p><b>Something I have managed to do recently despite finding it hard...</b> <i>What does that tell you about yourself?</i></p>	<hr/>
<p><b>A time I surprised myself by what I was capable of...</b> <i>Big or small — it counts</i></p>	<hr/>
<p><b>A quality someone who loves me would say I have...</b> <i>What do they see in you that you might miss?</i></p>	<hr/>
<p><b>Something this difficult time has shown me about myself...</b> <i>What strength has it uncovered?</i></p>	<hr/>

### Part 2 — Finding Treasure in Others

Think of someone in your life — a friend, family member or classmate. What hidden treasure do you see in them that they might not notice themselves?

<b>The person I am thinking of...</b> <i>You do not need to share their name</i>	_____
<b>A hidden strength I see in them...</b> <i>Something they might not notice about themselves</i>	_____
<b>How could I let them know I see this in them?</b> <i>A kind note, a kind word, a message...</i>	_____

**Part 3 — Your Treasure Map**

Now put it all together. Complete your personal treasure map below.

<b>■ My 3 greatest strengths are...</b>	_____
<b>■ A strength that has grown through this difficult time...</b>	_____
<b>■ One way I will use my strengths this week...</b>	_____
<b>■ My hidden treasure (something special about me I want to remember)...</b>	_____

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