

Unit Context



Emotional well-being plays an important part in the development of children's positive self-image and identity. Emotions are closely connected to what we think and how we behave. Being able to understand and manage feelings and emotions plays a key role in learning how to form satisfying relationships with others. Children who understand their emotions and how to manage them are more likely to lead healthy and safer lives *e.g. identifying feelings in risky situations helps us to keep safe; having positive feelings about our bodies helps us to value and look after our bodies*. Developing emotional wellbeing also makes an important contribution to positive mental health, and it is important that this work begins with children at a young age. Work in this unit will be supported by relevant school policies such as Equality, Inclusion, Behaviour Management, Anti Bullying and Safeguarding and Child Protection. This unit also complements and can be taught in conjunction with these SEAL themes: Relationships, Good to Be Me and Changes.

Unit Description

The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will explore what causes emotions in themselves and other people and how this can be different for different people. They will begin to develop an understanding of how our feelings affect the way we behave. They will examine the feelings associated with different types of loss and change, including situations such as losing something special, moving house, experiencing something new, missing a friend or family member and experiencing the death of a pet. The children will explore simple ways of making themselves feel better when they experience an uncomfortable feeling which will include identifying trusted people within their Safety Circle. They will also explore ways of helping other people feel better when they experience uncomfortable feelings.

Notes for Staff

The principles of emotional literacy should underpin all other learning and teachers should aim to identify opportunities for developing emotional literacy skills throughout the day. An example of this would be to provide a 'How do I feel today?' self-registration chart which enables the children to register their presence and dominant emotion upon arrival each day. This information can then be used to discuss, during Circle Time, feelings and what causes them. The SEAL Programme provides a number of whole school strategies for helping children to identify and manage feelings *e.g.* the Emotional Barometer, and where appropriate, these can be incorporated into the activities in this unit.

Some children in the class may need and benefit from extended work on managing emotions. This could be provided through social skills groups or small group work using the Silver SEAL materials (see **Sources of Information and Support**).

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 1.2 Use the children's responses to the sorting and/or Draw and Write activity to assess their understanding of how people show emotions through facial expression and body language.

Activity 2.3 Use Feelings Fans to assess children's understanding of how different personal experiences can affect our emotions.

Activity 4.4 Use the children's response to the Draw and Write activity to assess their understanding of strategies to make themselves feel better when they experience an uncomfortable feeling.

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Personal, Social and Emotional Development

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play/independent learning.

Observe children while they:

- Attach their name cards to relevant mood and feelings displays.
- Use designated areas within the setting designed for being quiet or calming down.
- Play with 'emotion' puppets.
- Listen and respond to 'mood' music.
- Engage in role play which provides them with opportunities to recognise and respond to their own and other people's feelings.
- Respond to an activity which reflects a theme introduced through the use of fiction e.g. *Activity 2.4 The Sand Tray – observe the children playing together in the classroom sand tray, set up with limited resources.*

Out of School Learning

Invite the children to find pictures and photographs of people expressing a range of emotions. Invite parents/carers to talk to their children about the feelings of characters on television including how the characters are expressing their feelings and what has happened to cause them to feel that way.

Sensitive Issues

Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.



It is important for children to understand that it is normal to experience different feelings and that people show and choose to manage their feelings in different ways. Factors such as family lifestyles and cultural and religious differences will often have an influence on how children express and manage feelings. Some children may feel uncomfortable when expressing feelings and emotions. During Circle Time, it should be made clear to children that it is fine to 'pass' if they do not want to talk about their feelings.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

A full list of resources is included at the end of this guide.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.



Linked Units

BB F Beginning and Belonging

FF F Family and Friends

ID F Identities and Diversity

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4. To recognise simple ways of making themselves feel better.
5. To recognise ways of helping other people to feel better.

Section A - Understanding Feelings


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To recognise and identify feelings in themselves and others.	<p>To be able to:</p> <ul style="list-style-type: none"> name a number of different ways of feeling (e.g. <i>happy, excited, sad or scared</i>) describe how I am feeling now and at different times throughout the day give examples of the ways in which I and others show emotions (e.g. <i>facial expressions, body language, behaviour</i>) give simple examples of how feelings affect how we behave 	<p>1.1 In small groups, do a Circle Time round using the question, <i>Hello X, how are you feeling today?</i> Make a list of the different emotions as they arise. At the end of the round, focus on each emotion and ask whether or not any of the children want to tell everyone why they are feeling this way. Read the story, Today I Feel Silly and Other Moods that Make My Day. As each emotion in the story is described, ask the children to say how the little girl's face and body, including what she is doing, tell us that she is feeling this way. Ask the children to identify some of the words that help to describe how she is feeling e.g. <i>'My face is all pinched and red ear to ear'</i> or <i>'My freckles are popping'</i>. Having read some of the story, reflect back on some of the emotions and ask the children if they have ever felt this way and why.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. Refer to strategies used in the SEAL Programme for identifying feelings and emotions and incorporate where appropriate  Be sensitive to the needs of children who may report experiencing uncomfortable feelings and ensure that they understand that they do not have to explain why they are feeling this way to the whole class if they do not want to. If you are concerned for their welfare, find a quiet opportunity during the day to allow them, if necessary, to share any of their concerns with you.  Ensure that the children understand that it is normal to experience a range of feelings and that while everyone experiences them, each person feels and expresses them differently. Words that name and describe emotions can be displayed in the classroom and a Feelings word bank can be started to which the children can contribute when they learn new words for feelings. Feelings can include <i>happy, sad, excited, bored, angry, proud, fed up, jealous, quiet, tired, glad, brave, scared, friendly, frustrated, nervous, miserable, silly, lazy, lonely, greedy, annoyed</i>.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>1.2 In small groups, ask the children to look at photographs and pictures of people whose feelings are obvious, such as <i>people laughing, crying, looking sad, worried, angry, lonely, frightened etc.</i> Invite the children to sort the pictures into groups, using their own criteria, and support the children in making labels for each group. Discuss with the children how these people may be feeling and how their facial expressions, body language and what they are doing helps us to guess how they are feeling. Invite the children to talk about times when they felt like the people in the pictures or experienced other strong emotions. Ask the children to choose an emotion and to draw a picture of themselves showing how they express this feeling. Encourage them to think about their facial expressions, their body language and what they may be doing. In Circle Time, ask the children to share their drawings and complete a sentence stem relating to their emotions <i>e.g. When I feel excited, I run around the house. A</i></p> <p>1.3 Play the game, Guess the Feeling. In this game a child is chosen to leave the room, while the teacher and other children agree an emotion that they can express and show in role play. The chosen child returns to the room and asks the class to perform an action for them <i>e.g. riding a bike, painting a picture</i>. The class must use mime and movement to express the agreed emotion. Encourage the children to think about their body language and facial expressions. By watching the role plays, the chosen child has to guess the feeling that the class is trying to convey.</p> <p>1.4 Use a story such as We're Going On a Bear Hunt and discuss the emotions that the family experience throughout the story as they undertake their adventure to find a bear such as <i>feeling happy, brave, scared, worried, relieved</i>. Involve the children in a role play and movement session to re-enact the story and explore how the characters in the story will have expressed their emotions through their facial expressions and body language. Explore feelings through dance and ask the children to think about the dynamics of different feelings <i>e.g. strong, sharp actions when you are cross; moving faster and slower depending on your feelings</i>.</p>	<ul style="list-style-type: none"> • Use photographs, pictures from magazines, paintings and illustrations from children's picture books. Encourage the children to add to the collection. • See SEAL Photocards which can be used as a resource to support this activity. • Reinforce learning within this activity by playing games such as 'Pass the Smile'. Ask each child in turn to smile at the person sitting next to them until the smile is passed around the whole circle. Repeat this activity for other emotions <i>e.g. pass the angry/excited face</i>. <ul style="list-style-type: none"> • Use digital cameras to take still photographs that can be displayed on the interactive white board. See use of cameras in the Teaching Guidance. • See Teaching Guidance for information on using drama strategies. <ul style="list-style-type: none"> • This story is available for purchase with an accompanying CD ROM of music. • SEAL Good to be Me (Foundation) See <i>Learning Opportunities</i> for further rounds and activities which explore feeling excited, happy, proud, calming down and feeling good about myself.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To recognise what causes different feelings in themselves and others.	To be able to: <ul style="list-style-type: none"> • talk about feelings I have had and why I felt like that • describe situations that make me feel good about myself • describe situations that cause me to experience uncomfortable feelings • listen to the experiences of others and suggest how these experiences may make them feel • know that it is O.K. to have any feeling but that it is not O.K. to behave in any way we like (<i>e.g. if it hurts other people</i>) 	2.1 Read the story, What Makes Me Happy? Stop the story at various points where different emotions are introduced and encourage the children to talk about times when they have felt this way and what caused this feeling in themselves. Draw the children's attention to similarities and differences between themselves and other children in the class.	<ul style="list-style-type: none"> • Ensure the children understand that it is normal to experience uncomfortable emotions and that there will always be times when things happen that make us feel this way <i>e.g. if a friend is ill or moves to another school.</i>
		2.2 Read the story, A Dark, Dark Tale. Stop the story at various points and make a Circle of Feelings to describe how the story is making the children feel <i>e.g. scared, frightened, worried.</i> Invite the children to look at the pictures and describe what is scary about them. Stop the story just before the end and ask the children what they are expecting to see. Finish the story and ask the children if the end of the story was as scary as they thought it was going to be. Discuss how being in the dark can often make situations appear scary when they really are not. Invite the children to describe a time when they were frightened in the dark like the little mouse in the story. Each time ask the children if they would have been scared if they had been in the same situation and there had been lots of light. Encourage the children to reflect on how being in the dark can sometimes make us imagine that things are scary when they are not. Extend the discussion by encouraging the children to compare real fears and hazards with pretend or imaginary ones <i>e.g. monsters.</i>	<ul style="list-style-type: none"> • For Circle of Feelings, see the Teaching Guidance. • This activity provides an opportunity to discuss simple things that children can do if they are ever in the dark and feeling scared <i>e.g. have a night time light, hold someone's hand, use a torch.</i>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.3 In small groups, read the story, Nothing but Trouble which describes Maisie's bad day. Stop the story after each unfortunate incident and ask the children to suggest how Maisie might be feeling. Provide the children with a Feelings Fan or a set of cards with faces expressing a range of different emotions. Explain to the children that you are going to describe a number of imaginary events that have happened in their day such as the following:</p> <ul style="list-style-type: none"> <i>It is your birthday and you run downstairs to see if the postman has arrived</i> <i>A friend has left their toys on the floor and you trip over them</i> <i>Your Auntie has bought you a new bike for your birthday</i> <i>At school, you cannot find your coat in the cloakroom</i> <i>Your best friend cannot come to your party because they are unwell and have to stay at home.</i> <p>Ask the children to listen to each of the scenarios and then hold up an appropriate face that shows how they would be feeling as a result of these situations. Encourage the children to talk about the feeling they have identified and what has caused them to feel this way. A</p> <p>2.4 Read the story, The Sand Tray. Stop the story at various points and ask the children to look at the pictures of the characters in the story and describe how their body language, facial expressions and behaviour are showing how they feel. Invite the children to discuss why the characters are feeling and behaving this way. Invite 4 children to take on the roles of the characters in the story. Divide the other children into small groups and invite them to use musical instruments to portray the emotions introduced throughout the story. Support the children through a role play activity which tells the story and is accompanied by mood music.</p>	<ul style="list-style-type: none"> SEAL Feelings Fans are available in Resource 1.  Be sensitive to the fact that children may respond differently to the scenarios. Ensure that children understand that we are all different and therefore the way we respond to different situations will reflect these differences. See Teaching Guidance for information on using drama strategies. <ul style="list-style-type: none"> This activity provides an opportunity to reinforce the message that it is O.K. to have any feeling but that it is not O.K. to behave in any way we like, for example if it hurts other people. SEAL resource Music List could be used here.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To recognise how change and losing something makes them and other people feel.	To be able to: <ul style="list-style-type: none"> describe a time when I experienced something new and how it made me feel talk about a time when I lost something and how it made me feel imagine how others may feel when they lose something or a situation changes give simple examples of how the feelings associated with loss and change affect how people behave talk about how it feels when someone leaves me talk about how if someone leaves me they still love me 	3.1 In Circle Time , introduce a puppet Sammy to the children. Explain that Sammy is going to go to the dentist for the very first time and she/he is not feeling very good about it. Explain that Sammy is not feeling good but does not know what the feelings are. Invite the children to make a Circle of Feelings for Sammy and as the teacher, provide some feedback from Sammy when each new emotion is introduced. Ask the children to recall a time when they had to do something new and felt uncomfortable about it e.g. <i>starting school, going to play at a new friend's house, going to the doctor or hospital</i> . Divide the children into small groups and ask them to choose one of the suggested situations and use role play to show the situation and explore how they may be feeling. Encourage the children to think about their facial expressions and body language.	<ul style="list-style-type: none"> See Teaching Guidance for information on using puppets. Other first time experiences which involve adapting to change and new circumstances include <i>visiting the doctor/ hospital, staying for after school club, having a hair cut, travelling by plane/train, visiting a new country etc.</i>
		3.2 In Circle Time, talk to the children about a time when you lost something or someone that was very special to you e.g. <i>a special present that someone may have given you, some photographs of a special holiday, a letter or card given to you by a special person, a friend that moved away</i> . Describe how you felt and how your feelings influenced your behaviour. Invite the children to share any experiences they may have of losing something special to them and make a list of the feelings and types of behaviour that they mention. Make a class book called <i>Losing Something Special</i> and ask the children to contribute to the book by doing a drawing of what they lost and writing a simple sentence to say how they felt.	<ul style="list-style-type: none"> You may prefer to use a puppet in this activity to introduce the theme of losing something special to you.


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		<p>3.3 Read the story, A New Room for William. Stop the story at the point where William says 'I want to go back to our old house' and ask the children to consider why William is feeling this way. Ask the children to recall how William felt when he sees his new room and his new neighbour and use a Circle of Feelings to reflect on feelings associated with loss and change. Continue with the story and stop at various points where William's behaviour is reflecting uncomfortable and comfortable feelings. Invite the children to consider why he may be behaving this way and draw the children's awareness to the link between how we feel and how we behave. Invite the children to talk about any experiences they have of moving to a new house, town or country and make comparisons between the way they felt and the words in William's Circle of Feelings.</p> <p>3.4 Read the story, Goodbye Mog and stop the story at various points to discuss how the family are feeling now that Mog has died. Invite the children to discuss how the characters' body language, facial expressions and behaviour are showing how they feel. Ask the children to describe how the family are feeling when they lose their new kitten. Invite the children to consider why they think there is a faint picture of Mog on every page of the story and encourage them to understand the importance of having good memories about a pet or person that we no longer see because this helps us to manage our uncomfortable feelings about losing them. Invite the children to share any stories or experiences they may have of losing a pet and reinforce how it is O.K. to feel sad when we lose a pet or someone close to us.</p>	<ul style="list-style-type: none"> Read Moving Molly for an alternative story which explores how it feels when we leave an old house behind and move to a new one. See Teaching Guidance for information on creating a Circle of Feelings. This activity also provides opportunities to explore how we can make ourselves feel better in situations where we encounter loss and change e.g. <i>having some of your possessions around in your new house, finding new friends, staying close to your special people while you are getting used to new things, having photographs to remind you of your old home or country, learning to speak a new language, making new friends</i>. Refer to activities 4.1. - 4.4. which explore different strategies children can use to help themselves feel better. <ul style="list-style-type: none"> Read the story Fred for an alternative story that focuses on losing a pet. This activity also provides opportunities to explore how we can make ourselves feel better in situations where we encounter bereavement e.g. <i>in the story the family bury Mog in the garden and decorate his grave with flowers. They discuss fond memories of Mog and buy a new kitten who would remind them of Mog</i>. Refer to activities 4.1 - 4.4 which explore different strategies children can use to help themselves feel better.  Children may talk about special people whom they miss because they have died. Reassure the children that it is O.K. to remember people and think about them after they have died. It is also O.K. to make cards/pictures for these people and put them in a special place such as a memory table. See the Cambridgeshire Bereavement Guidance for further information and support on managing bereavement in schools.

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		<p>3.5 Introduce two puppets, Holly and Ben, to the children. Explain that Holly and Ben have both had to say goodbye to special people. It is Holly's first day at school and she has had to say goodbye to her Mum. Ben has had a weekend with his Dad and has had to say goodbye to him because Ben lives with his Mum, and Ben's Dad does not live with Ben's Mum at the moment. Encourage the children to pose questions to the puppets to find out what happened when they said goodbye to their special person and how they felt about saying goodbye to their special people. Explain that Holly and Ben will see their special people again but at the moment they are missing them. Invite the children to think of someone they have not seen for a while and are maybe missing. Encourage them to close their eyes and imagine themselves doing something they always enjoy/enjoyed doing together with that person. Invite the children to make a <i>Thinking of You</i> card for their special person and while they are making their cards, encourage the children to talk about how they feel when they miss their special person and why making a card for them may help them to feel better.</p>	<ul style="list-style-type: none"> Acknowledge that sometimes people behave differently as a result of strong emotions involving loss. For example, they get very angry and/or want to be left alone; they may feel very sad and cry a lot. SEAL Relationships (Foundation) - this theme provides further activities which explore the loss of living things including the story, The Sunflower. <ul style="list-style-type: none"> See Teaching Guidance for information on using puppets.  Be sensitive to the diversity of family groupings/situations within the class and the needs of children who may be separated from their loved ones. This activity provides an opportunity to introduce family groupings where there may be lone or same sex parents/carers. This activity also provides opportunities to explore how we can make ourselves feel better in situations where we have to say goodbye to someone. Use the sentence stem, <i>Would it help if.....</i> and ask the children to volunteer some ideas of things that the puppets could do to help them feel better about missing their special person e.g. <i>draw a picture of their special person or send them a card; keep a photograph in your pocket; relax and remember some of the fun things you enjoy doing together.</i> SEAL Changes (Foundation) - this theme provides further activities under <i>Learning Opportunities</i> which explore situations where children may encounter change and how they may manage uncomfortable feelings associated with change.

Section B - Managing Feelings

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To recognise simple ways of making themselves feel better.	To be able to: <ul style="list-style-type: none"> name special people in my Safety Circle who I could talk to if I was feeling upset or worried describe simple ways of getting the attention of people in my Safety Circle when I need to speak to them and say what I need (e.g. <i>asking for help, waiting for a good time, putting my hand up, making eye contact</i>) talk about why it helps me to talk to someone in my Safety Circle describe simple ways of making myself feel better (e.g. <i>doing something different, spending some time on my own, having a cuddle with a special person, drawing a picture, holding a teddy, relaxing</i>) 	4.1 Introduce the children to a puppet, Sammy. Explain that Sammy is very sad and upset and invite the children to ask Sammy questions so that they can find out why she/he is feeling this way e.g. <i>she/he has fallen out with a friend, she/he has lost a special toy</i> . Invite the children to suggest to Sammy some things that she/he could do to help herself/himself to feel better. Listen to the children's suggestions and provide some time for Sammy to respond to each of the children's ideas. Introduce the idea that Sammy has a Safety Circle of trusted people at school and outside school e.g. <i>at home</i> . Explain that these special people are people who Sammy could talk to and turn to for help when she/he is unhappy, worried or scared. Using a flip chart or IWB, draw a picture of Sammy in the middle of a large circle. Ask the children who they think should be included in Sammy's Safety Circle and draw and label these people in the circle. Ensure that Sammy agrees with all the suggested named people in his/her Safety Circle. Invite the children to reflect on and draw their own Safety Circles on large circular pieces of paper.	<ul style="list-style-type: none"> The Safety Circle is also introduced in other relevant units such as BB F Beginning and Belonging and KS F Keeping Safe (including Drug Education). If the children have already developed a Safety Circle, revisit it here, and invite the children to consider whether they want to make any changes to it.
		4.2 Read the story, Worried Arthur – The Noisy Night . Each time Arthur feels scared, stop the story and ask the children to explain what Arthur does to stop himself from feeling scared. Ask the children to imagine how Arthur must feel after he has spoken to his Dad. At the end of the story where Arthur sees the ' <i>abominable snowman</i> ', ask the children to describe what Arthur does to help him feel less worried. Ask the children to recall how Arthur remembers his Dad's words and advice, ' <i>the strangest sights and sounds always have a perfectly logical explanation</i> '. Invite them to discuss what this means and how this helps him to feel much better. Invite the children to talk about a time when they have shared their worries or concerns with a special person including members of their family and how this has helped them to feel less worried about something.	<ul style="list-style-type: none"> This story provides an opportunity to discuss how our special people can help us manage uncomfortable feelings and that even if our special people are not always near us, we can still remember something they may have said or done which will help us to feel better at the time. Read the story, The Huge Bag of Worries for a story with a similar theme.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3 Read the story, Not Now Bernard. Ask the children to consider how Bernard must be feeling when he tries to talk to his parents and they will not listen. Ask the children if they have ever felt this way because their special people may not have listened to them when they wanted them to. Explain that it may sometimes be difficult to talk to our special people exactly when we need them to listen. Encourage the children to reflect on and discuss the best times to talk to their special people when they can be sure that they will get their full attention. Invite the children to discuss ways of getting attention from their special people, if the problem is very important and their special people are busy or not easily available <i>e.g. raise your hand, approach an adult and make eye contact with them, take hold of an adult's or friend's hand.</i></p> <p>4.4 Read stories such as I Feel Sad or It's Not Fair. Discuss how the children in the stories are feeling and help the children to identify each incident that has caused the children to experience these emotions and identify what they do to make themselves feel better <i>e.g. hiding in the playhouse, cuddling a teddy</i>. Ask the children to think of a time when they may have experienced these emotions and invite them to draw a picture showing what they did to make themselves feel better <i>e.g. had a cry, talked to a friend</i>. In Circle Time, sing the song 'If you're happy and you know it' and sing every other verse with a different emotion and one of the children's strategies for coping with that emotion <i>e.g. if you're sad and you know it, have a cry</i>. A</p>	<ul style="list-style-type: none"> • See SEAL Ways to Calm Down for strategies to manage uncomfortable feelings. • This activity could be reinforced by developing a matching cards game where children choose an emotions card <i>e.g. feeling angry</i>, and match it with a strategy card <i>e.g. sitting quietly on my own</i>. • These two books are part of a collection of stories by Brian Moses that focus on different emotions and how to manage uncomfortable feelings. • Children's strategies for making themselves feel better when they experience an uncomfortable emotion can include <i>talking to someone, spending some time on their own, having a cuddle with a special person, drawing a picture, holding a teddy, talking to a special person</i>.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To recognise ways of helping other people to feel better.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe a time when a friend or someone I know experienced uncomfortable feelings and did not feel good about themselves describe simple ways to make someone feel better (e.g. <i>talking to them, offering to play a game with them, putting an arm around them, drawing a picture for them, letting them share my toys</i>) 	<p>5.1 In Circle Time, invite the children to remember a time when a friend was unhappy or was experiencing a feeling that did not make them feel good about themselves. Ask the children to describe the situation and do a Circle of Feelings to explore the emotions experienced by their friend. Put the children in pairs which reflect friendships groups within the class. Encourage each child to describe a situation where they have experienced an uncomfortable feeling. Their partner/friend should then be encouraged to think of things that they could do to help their friend feel better. Ask the children to draw and label a picture of themselves doing something that will help their partner / friend feel better and good about themselves.</p> <p>5.2 In Circle Time, read the story Aldo. Encourage the children to reflect on the way the little boy is feeling in the story. Ask the children to imagine that the little boy has moved to a new house and is going to become a new member of their class. Use the sentence stem: <i>I would help the little boy by...</i>, to explore a range of strategies for helping others when they are lonely.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on creating a Circle of Feelings.  For the purpose of confidentiality, you may want to ask the children to say <i>my friend...</i> in this activity, rather than naming individuals. Children's strategies for making others feel better when they experience an uncomfortable emotion can include <i>talking to them, offering to play a game with them, putting an arm around them, drawing a picture for them, letting them share your toys</i>.

Resources to Support this Unit

The following resources are included in the ME F Resource Pack linked to this unit:

1. Feelings Fans

These resources are directly referenced within this unit:

Today I Feel Silly and Other Moods that Make My Day Jamie Lee Curtis

The Sand Tray Don Rowe and Tim Archbold

What Makes Me Happy Catherine and Laurence Anholt

Nothing But Trouble Gus Clarke

Worried Arthur – The Noisy Night Joan Stimson

We're Going on a Bear Hunt Michael Rosen

The Huge Bag of Worries Virginia Ironside

Aldo John Burningham

A Dark, Dark Tale Ruth Brown

I Feel Sad Brain Moses

It's Not Fair Brain Moses

Goodbye Mog Judith Kerr

Fred Posy Simmonds

A New Room for William Sally Grindley and Carol Thompson

Moving Molly Shirley Hughes

Not Now Bernard David McKee

Owl Babies Martin Waddell

Two Homes Claire Masurel

SEAL photocards

SEAL Music List

SEAL Relationships (Foundation)

SEAL Good to Be Me (Foundation)

SEAL Changes (Foundation)

BBC CBeebies Tikkabilla Emotion Theatre

www.bbc.co.uk/cbeebies/tikkabilla/games/emotiontheatre

Read through the story with Paul and watch all of the different feelings Tamba experiences

Sources of Information and Support

Jenny Mosley Quality Circle Time www.circle-time.co.uk

Resources to support schools in implementing a whole school approach to QCT.

Cambridgeshire PSHE Service

For Cambridgeshire guidance for schools on managing bereavement, contact the PSHE Service.

Young Minds www.youngminds.org.uk

Promotes the emotional wellbeing and mental health of children and young people. Includes guidance for professionals on mental health issues.

Cambridgeshire Children's Bereavement Support Service

www.talktostars.org.uk

Stars can offer advice, support and guidance to children, families and schools in Cambridgeshire. Similar voluntary organisations exist in many other areas of the country. See www.childhoodbereavementnetwork.org.uk for a directory

All the following sites offer support and guidance to families, professionals and bereaved children:

Child Bereavement Charity www.childbereavement.org.uk

Cruse www.crusebereavementcare.org.uk

Winston's Wish www.winstonswish.org.uk

Grief Encounter www.griefencounter.org.uk

Divorce Aid www.divorceaid.co.uk

Guidance and resources for families, professionals and children and young people.

Action for Children www.itsnotyourfault.org

Guidance for children and young people on coping with family break up.

Cambridge Family Mediation Service www.cambridgefms.co.uk (or your local family mediation service).

Meditation and counselling for couples and families and guidance for professionals.

Life Education Centres (LEC) www.lifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between unit ME F and the LEC programme;

The Reception LEC programme provides the opportunity to recognise emotions in others and consider ways to feel better.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service

Massage in Schools Programme (MISP) www.massageinschools.com

An international programme which provides training to all staff in schools on developing child to child massage (for 4-12 year olds). The aim is to enable children to experience positive and nurturing touch.

Social Skills Groups

For Cambridgeshire schools, contact your local Specialist Teaching Team in Support for Learning. The Silver SEAL small group work materials can be found under the SEAL themes in the Resources section of the PD programme planner.

Cambridgeshire Primary Personal Development Programme

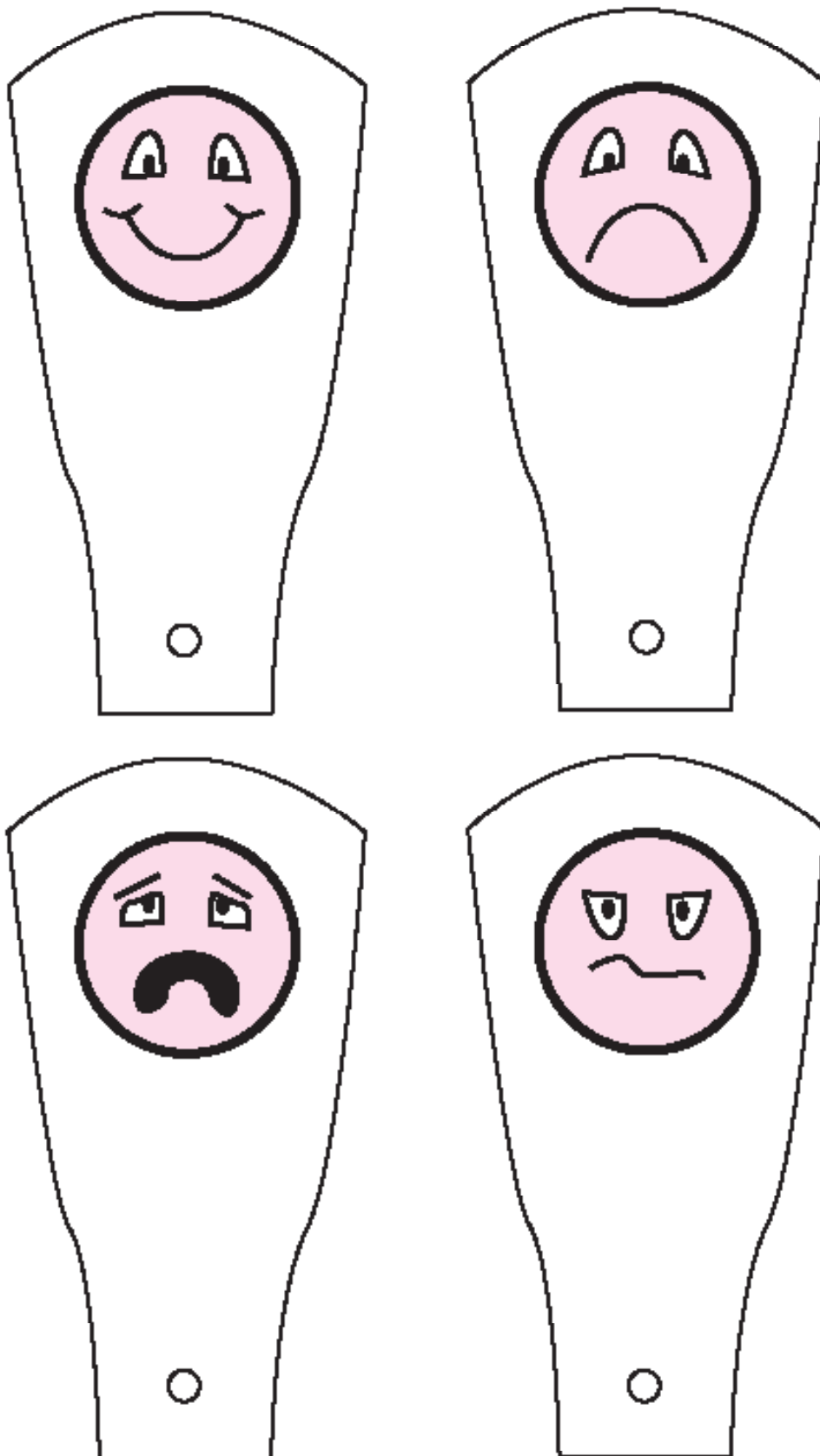
Myself and My Relationships 3 • ME F My Emotions

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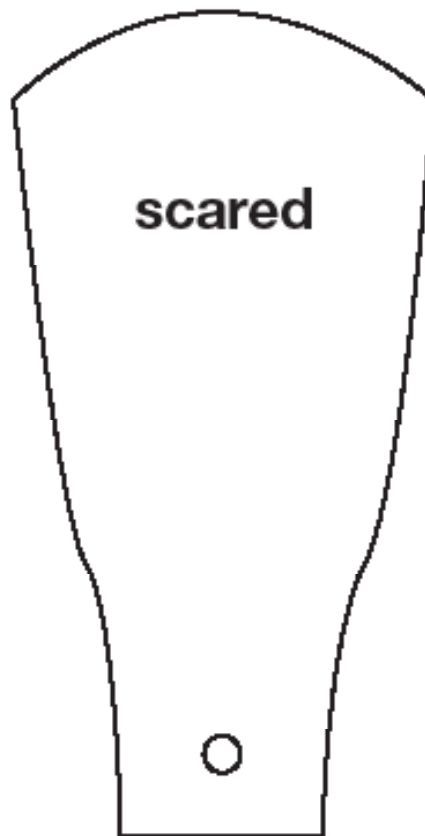
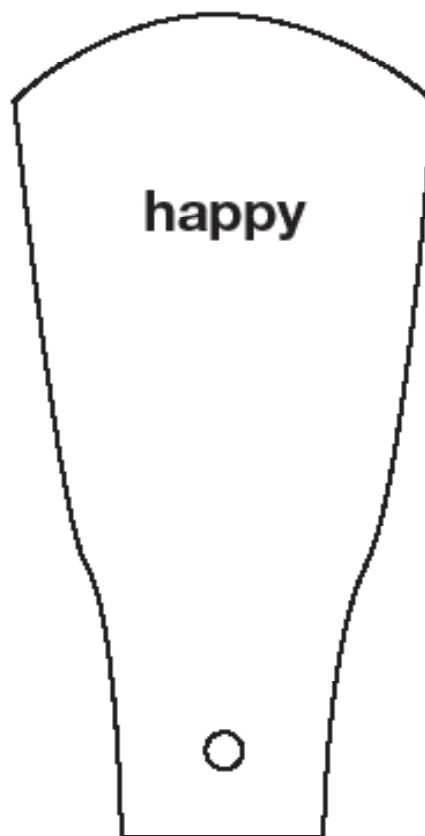
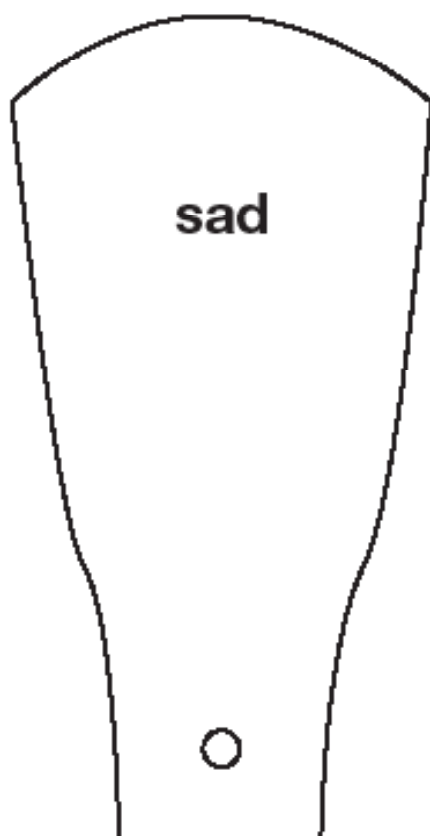
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Resource 1 - Feelings Fans



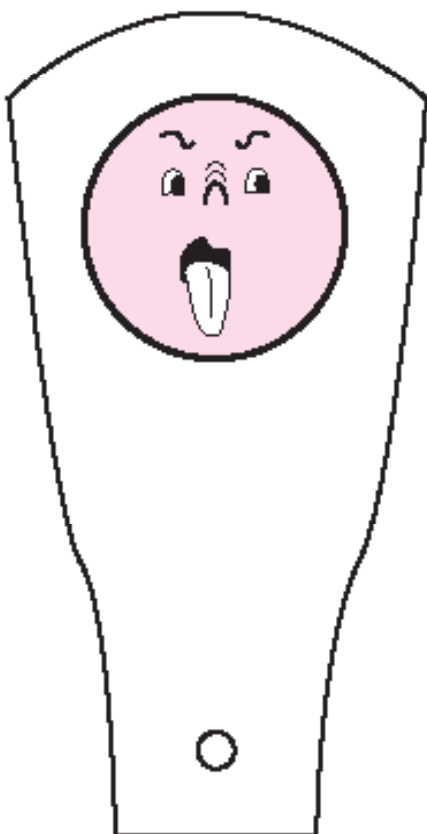
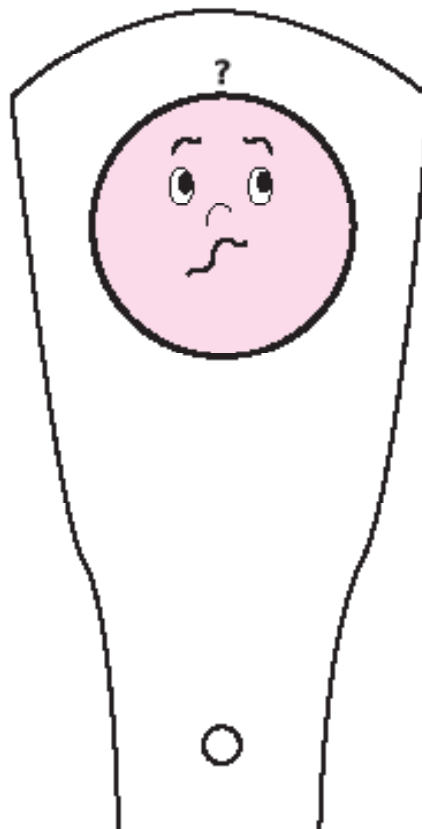
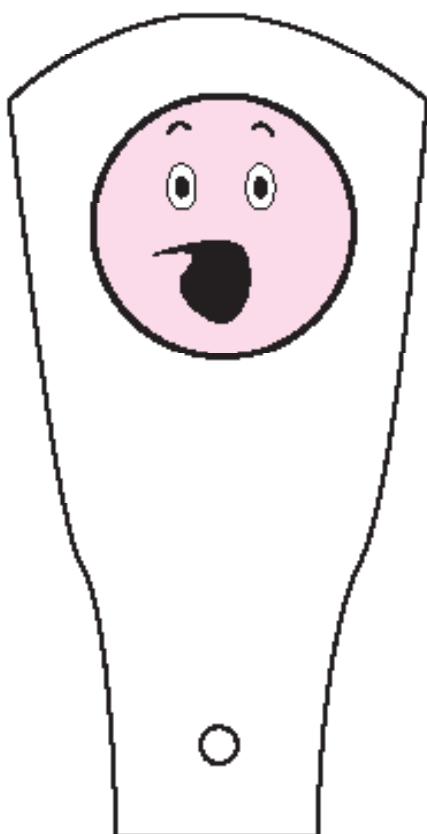
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Social and emotional aspects of learning: whole-school resources
Primary National Strategy



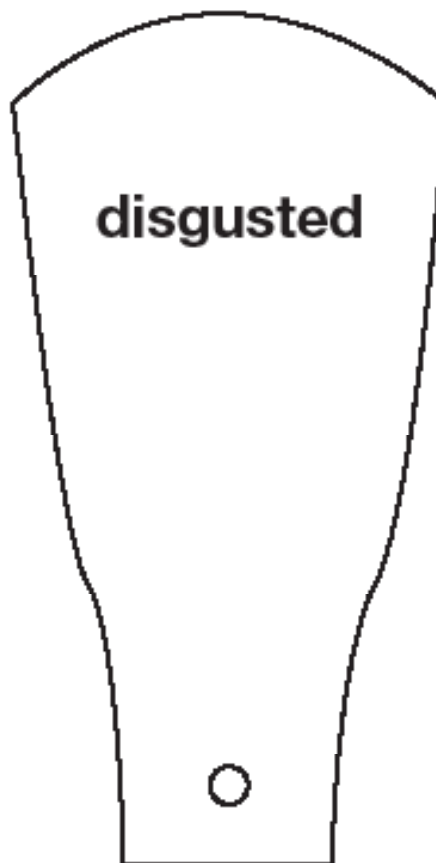
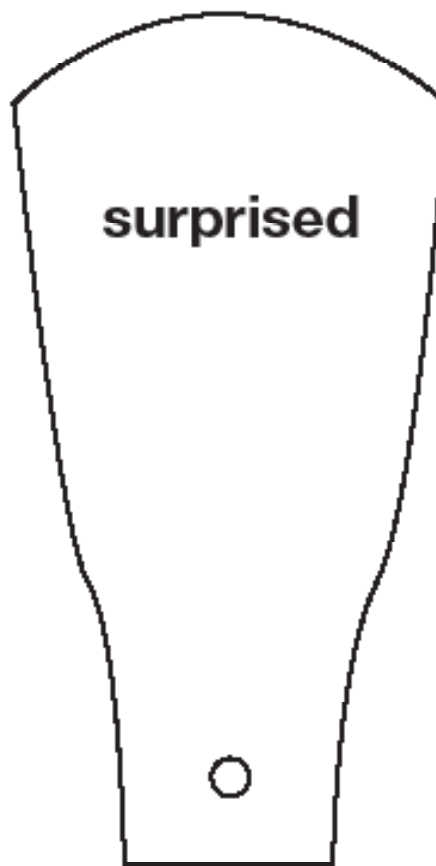
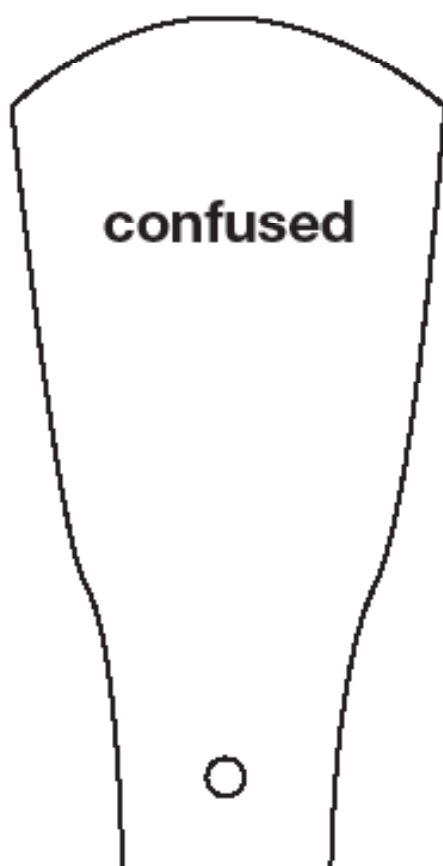
Social and emotional aspects of learning: whole-school resources
Primary National Strategy

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Social and emotional aspects of learning: whole-school resources
Primary National Strategy



Class: _____ Teacher: _____ Term: Autumn/Spring/Summer

Myself and My Relationships 3 ME F My Emotions				R	A	G	Notes
Section A - Understanding feelings							
1. To be able to identify a range of situations which involve loss and change.							
2. To recognise what causes different feelings in themselves and others.							
3. To recognise how change and losing something makes them and other people feel.							
Section B - Managing Feelings							
4. To recognise simple ways of making themselves feel better.							
5. To recognise ways of helping other people to feel better.							