

Unit Context



Understanding emotions, our own and those of other people, is important for emotional wellbeing. Emotions affect the way we feel, think and behave. We need to recognise emotions in ourselves and others and manage them, particularly when they are strong, if we are to build satisfying relationships. Emotional wellbeing contributes to the development of a positive self image and good self esteem. Children who understand their emotions, can manage them and are aware and respectful of the emotions of others, are more likely to lead happy and productive lives. Schools

have a significant impact on a child's emotional wellbeing, playing a crucial role in equipping children with the necessary skills to cope with varied situations and a range of feelings. This unit links with SEAL, in particular the theme 'Good to Be Me', and the SEAL strategies of the emotional barometer, Ways to Calm Down and problem solving can all be used in this context. There is a growing body of research into emotional literacy and resilience and their links to learning and development. There is also evidence that working on emotions with young children makes an important contribution to their mental health. Supporting resources are included in the resources section.

Unit Description

This unit will help develop children's understanding of their own emotions and those of others. The children will identify a basic range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including impulsive and thought through behaviours.

They will consider ways to deal with different emotions, with a focus on worry, including being assertive, and using strategies to calm and relax themselves. They will revisit their networks of special people, identifying those they can talk to about their feelings.

Notes for Staff

Some children find it very difficult to talk about their feelings and will need careful encouragement to do so. Creating a safe trusting environment is a key factor in this support and it is, therefore, important that there are Ground Rules in place so that children feel 'safe' in these activities. It may be useful to have covered the relevant activities in RR 1/2 Rights, Rules and Responsibilities. Alternatively or additionally you could help the children to develop a set of Ground Rules specifically for talking about feelings during this unit or when reflecting back on it. Time to think about what they could say, and opportunities to practise in small groups, may be a necessary start for some children. The structure of regular Circle Time can also be helpful. For children to practise what they are learning in 'real life' situations, they will need to 'meet' the strategies they are taught in many situations and be given support to use them over time. They will benefit from many opportunities in wide-ranging situations to practise, apply and reinforce their learning. Good staff modelling of strategies and skills will help children understand better the place they might have in their lives. SEAL Good to Be Me contains some learning objectives around identifying and managing emotions, in particular, how this links with learning. This unit is intended to address these objectives within a broader context, however it may be useful to refer to this SEAL theme for further ideas and activities. If your school takes part in the Health Related Behaviour Survey, the children's responses to the questions about worries and staying safe could give you an indication of how the older children in your school feel, particularly in relation to their worries and dealing with emotions. You might want to adapt the questions or carry out a similar survey for this age group.

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**).

Learning Expectations

At the end of this unit most pupils will:

- be able to describe how they are feeling, including how strong that feeling is.
- be able to recognise feelings in others.
- have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.
- know that there is a link between thoughts, feelings and behaviour.
- begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.
- have developed some understanding of the difference between behaviour which is impulsive and that which is thought through.
- be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.
- know what it feels and looks like to be assertive.

Some pupils will not have made so much progress and will:

- be able to give names to some of their feelings.
- be able to recognise some feelings in others.
- be able, with support, to use calming and relaxing strategies to help them manage strong feelings.
- know that how you feel affects what you do.
- have some understanding of what it means to behave impulsively and understand that thinking things through before acting can be helpful.

Some pupils will have progressed further and will:

- be able to communicate effectively how they are feeling to others, including reasons for that feeling.
- use some strategies for managing their feelings, including calming and relaxing themselves.
- understand the link between thoughts, feelings and behaviour and be able to relate this to their own and others' behaviour.
- understand that how they feel has an impact on how they tackle things and, with support, be able to regain a more positive outlook if necessary.
- understand why behaving impulsively may cause difficulties and have some strategies for stopping and thinking.
- be able to use a simple problem solving process, knowing when to ask for help.
- know what it feels and looks like to be assertive and, with support, be able to use this skill in problem solving.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.1 The children's illustrations will help you to assess their ability to describe a feeling and its cause.

Activity 6.2 The children's illustrations will help you to assess their understanding of strategies to help themselves feel better.

Activity 10.1 The children's Traffic Light sheets will help you to assess their understanding of the problem solving process.

Out Of School Learning

It is important for children to begin to transfer the skills they learn at school in this unit to their lives beyond school. There are many opportunities where conversations could be encouraged following up work done in class. It will be important for the teacher to be sensitive to home situations, choose topics carefully which match the children's needs and work with parents/carers so that they understand what their children are doing in this unit. It is also important that such conversations are not treated like standard homework with an end product which is to be given in and marked. The children might, for example, discuss with their parents/carers what their worries were when they were at school, and how they dealt with them. You could also ask the children to find examples (e.g. on TV, cinema, computer games) in their life outside the classroom of people behaving impulsively, without thinking, and also, acting after thinking things through. It would be beneficial for the problem solving process to be shared with parents/carers and for children to discuss it with them. **SEAL Good to Be Me Family Activities (Gold Set)** has some useful activities you may like to encourage the children to use at home such as: Feelings, Knowing our feelings, Feeling better, Relax and The Worry Worm. These activities are designed to encourage discussion at home and it is important for parents to understand how to use them and that they are not to be filled in and returned to school like homework.

Sensitive Issues



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

In particular in this unit it is important to be sensitive to children's and families' different approaches to discussing their emotions when teaching this unit. Cultural differences may also have an impact, for example, in some cultures it is not appropriate to discuss being proud or to look people directly in the eye.

Be aware also of family situations, particularly when looking at conflict. Some children may have troubling experiences of quarrels, family break-up or domestic violence. It is also important to be aware of those children with low self esteem who will find it difficult to identify their strengths and skills. Some children may display angry or aggressive behaviour and may find it difficult to deal with work which focuses directly on this. It is important that they do explore anger and assertiveness, however, but small group, or even individual, work may need to be their starting point.

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.

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.

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

Linked Units

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FF 1/2 Family and Friends

WT 1/2 Working Together

MC 1/2 Managing Change



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Section A - Understanding and managing feelings

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To know the names of a basic range of feelings and the strength of their feeling.	To be able to: <ul style="list-style-type: none"> give names to a number of different feelings say how I am feeling describe how strong my feeling is begin to recognise feelings in others 	<p>1.1 Using illustrations which show feelings e.g. SEAL photocards, or Feelings Blobs Cards or Feelings Faces ask the children to name the emotions portrayed. Encourage a range of vocabulary for each emotion. Write a Circle of Feelings for a selected illustration and display, either on an interactive whiteboard and save for use as a class resource, or on a display board in class.</p> <p>Select one or two illustrations and discuss with the class how we guess what the person is feeling , <i>e.g. by expression, body language, eyes</i>, and whether we can really know. Ask the children to try out some of the expressions, poses etc. Take photos, using a digital camera or video camera, as children work, to put on IWB for discussion. Does how they arrange their bodies and their faces affect how they are feeling? Can they identify the emotions in their photos? Pick one or two of the original illustrations and ask what might have happened to cause the feeling illustrated and then what might happen next. Ask the children to work individually or in pairs. They stick the picture in the centre of a piece of paper and write down words to describe the emotion shown and, if possible, indicate the strength of feeling using a 1-10 scale, Resource 2 Thermometer or, if you are using the SEAL programme, Emotional barometer. The children draw pictures either side of the illustration to show what happened before, to cause the feeling and after, as a result of the feeling. A</p>	<ul style="list-style-type: none"> It would be useful to recap the ground rules you developed with the children in Unit BB 1/2 Beginning and Belonging and Unit RR 1/2 Rights, Rules and Responsibilities. For further information see Ground Rules in the Teaching Guidance. See Resource 1 Feelings Faces. Details of Feelings Blobs Cards can be found in Resources to Support this Unit. Further information about the use of Circle of Feelings can be found in the Teaching Guidance. Further information about use of cameras can be found in the Teaching Guidance. If your school uses the SEAL programme you could use the Emotional barometer to support this work or use the Thermometer (Resource 2). The SEAL Feelings detective poster would also be a useful aid to discussion. See Resource 2 Thermometer. This work on emotions would link effectively with dance work on emotions, exploring how body movements make you feel, expressing emotions through shape and movement etc. and with art work on paintings, portraits and 3D work etc. Children could use modelling materials to make expressive faces, look at different paintings and discuss the emotions they evoke and why. Explore what happened before the work of art was fixed in time and what happened after; imagine what the people in paintings might say if they could speak. Similarly work with music and how it makes you feel would support this work. The SEAL programme includes a SEAL Music List.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • have some ideas for what might cause us to feel a particular way • begin to see links between feelings and actions in myself and others • recognise strong emotions and know some strategies to deal with them 	<p>2.1 In Circle Time play a game where a child mimes an emotion (using an illustration to help), while everyone else has to guess it. Encourage the children to think carefully about what their bodies will need to do <i>e.g. stand, sit, curl up in a ball etc.</i>, and what their faces will do. Allowing some time for practice, in pairs, can be helpful, with children supporting and guiding each other. Then watch the mimes. You might photograph good examples and show the class. Ask how each mime makes the audience feel. If you felt like the person miming how might you behave? How might it make you behave to see someone like this? How might that make you/ them feel? All responses are valid. Make explicit links between feelings and behaviour. If you are using the SEAL Programme you could use the Feelings, thoughts and behaviour handout to explore some situations. The Feelings, thoughts and behaviour circle is a simplified version. Different responses demonstrate that we all react differently because of our feelings and experiences. Ensure the children understand that how we feel and how we respond to our perceptions of others' feelings, affects how we act and think and that that in turn affects the feelings and actions of ourselves and others. So we need to be very aware of our own feelings and those of others and to be able to talk about them if it helps.</p>	<ul style="list-style-type: none"> •  Allowing the children to choose the emotion well before the game is played for the first time will give them preparation time and opportunities for staff to support the more reticent. As their understanding and vocabulary develops they will be able to choose the emotion during the game. • For more information on Circle Time see the Teaching Guidance. • For information about use of Cameras see the Teaching Guidance. • See Resource 3 Feelings, thoughts and behaviour circle. • Links with dance and movement or drama are particularly good here. For example, children could develop mimed sequences in pairs where one expresses an emotion and the other responds. Similarly call and response work in music would help reinforce the ideas. • If your school uses the SEAL programme use the Emotional barometer and Feelings fans to help children explore the feelings of each individual mime. The barometer can also support discussions about different degrees of feelings, if the children are ready for that. Alternatively use the Thermometer provided in Resource 2 for the above.
		<p>2.2 Tell the children that you are going to ask them about times when they have felt good. Tell the children that they are not going to mention any names but instead say <i>Someone at home/school/the park etc.....</i> Ask the children to think of times when someone did something for them that made them feel really good. Share with a partner. Next try to think of a time when someone did something to make them feel bad – <i>e.g. embarrassed, stupid, unhappy, scared</i>. Share with a partner. Ask each child to draw a picture to illustrate one or both of their examples and write words to describe feelings under or around the picture like a Circle of Feelings.</p>	<ul style="list-style-type: none"> • See the Teaching Guidance for more information about the Circle of Feelings.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.3 Using illustrations of feelings again, for example SEAL photocards or Feelings Blob Cards, ask the children to pick out those which show very strong emotions. Ask them how they know. Ask which of the illustrations shows someone they would like to have as a friend. Which do they think might show 'good' (positive/comfortable) feelings, which 'bad' (negative/uncomfortable)? Put the children into groups of 3-4 and give 5 or 6 photos/cards to each group. Ask each group to sort the pictures into negative and positive emotions. They might be able to rank them from most to least comfortable. Share some of their ideas. Discuss the use of terms like 'good' and 'bad' to describe feelings. Are they really good or bad or just comfortable and uncomfortable? Encourage the children to understand that all feelings are OK but it's what you do about them that matters. Use the Thermometer to help them think about the strength of emotions in the illustrations and words to describe the strength on a scale of 1-10.</p>	<ul style="list-style-type: none"> Managing strong emotions is explored further in SEAL Getting on and Falling out Year 1-2 (Blue) (which includes some anger management). See Resource 2 for Thermometer. Details of Feelings Blobs Cards can be found in Resources to Support this Unit. If you are using the SEAL programme you could use the Emotional barometer. SEAL Good to be Me Year 1-2 (Blue) includes activities to help children deal with worry, particularly as a barrier to learning. It also explores pride. Manfred the Baddie explores the impact of behaviour on others. Activities for putting children into groups can be found in Group mixing in the Teaching Guidance.
		<p>2.4 Focus on one particular uncomfortable feeling, such as 'worry'. Read Silly Billy to the class. Stop after 'Billy even worried about giant birds'. Ask the children for words to describe how Billy was feeling. Ask them to pretend to be Billy and sit how he might be sitting in bed when he worries. Discuss the story with the class. What did Billy worry about? What worries might they add? Are all the worries listed real? Can they sort the worries into real and imagined worries? This could be done on a pre-prepared IWB so worries can be dragged to a Venn diagram. Discuss with them whether an imagined worry is any less of a worry than a real one? (It may still have the same effect so it's not a 'silly' worry and needs to be dealt with too.) Do any overlap? Would they give Billy any advice now?</p>	<ul style="list-style-type: none"> The Huge Bag of Worries, No Worries and Darkness Slipped In are other useful books for this topic. Other strong emotions to consider might be anger using a book such as Angry Arthur and sadness using Dogger for example.  Some children may display angry or aggressive behaviour and need particular interventions to help them manage these very strong emotions. Small group or individual work may be a good starting point for them. More on anger and anger management can be found in the teachers' books A Volcano in My Tummy, Anger Management A Practical Guide, Helping Children Deal with Conflict and Helping Children Deal with Anger. See Venn diagram in the Teaching Guidance.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>Continue the story to 'The next night Billy slept well and the night after that.' What do the children think of Dad's, Mum's and Gran's responses? Why might Gran's be more helpful? (She is helping him develop a strategy he can use anywhere, any time, which also gives him something practical to do rather than just reassures him he is protected. What if his protector isn't there?)</p> <p>Continue to the end of the story. Discuss the outcome. Why did Billy feel better? Show the children some worry dolls if possible. When might it be better to talk to someone about their worries? Ask the children for good strategies for dealing with worries, e.g. <i>talk to someone; look at the worries and think about them are they real/unreal, likely/unlikely; use worry dolls; any others they have.</i> Put them in a class book or display in class on posters.</p>	<ul style="list-style-type: none"> Activities in SEAL Getting on and Falling out Year 1-2 (Blue) may also be useful Having discussed worries children might be more ready to open up about their own fears and worries. Having a Worry Box where they can drop in worries which can then be dealt with can be very supportive. A sentence stem written out for them on slips of paper can help e.g. <i>I feel worried when.....</i> see the Teaching Guidance for information on using a Worry Box. Some children may benefit from the offer of one to one time with a teacher or counsellor. To extend the work further children could make their own Worry dolls (Resource 13) which they keep in a small bag or box. At home they could ask how family members cope with worries. Health Related Behaviour Survey questions on worries show older children's worries but you could do a simplified investigation for your class or year group and help children address some of the particular worries they have through this work. For further information see Resources to support this unit.
		<p>3.1 Introduce two different animal puppets with differing personalities which illustrate the difference between impulsive action and action which is thought through e.g. <i>a rat (Ritzy) who rushes around everywhere not thinking much before he acts, and a tortoise (Trevor) who is very slow and deliberate and likes to think things through before he acts.</i> Build up the characters carefully, giving them names.</p> <p>Use Trevor needs Help, act it out or turn the script into a story about how the rat's impulsive behaviour affects the tortoise. Use the sort of language you might hear in your school as this makes it more immediate and relevant for the children. Explain that we are all a bit like both characters – it's as if we have two parts to our brains – a thinking brain (like Trevor) and an 'impulsive' brain (like Ritzy). We are lucky. We can use both bits and both are important for us. If we only use the Ritzy/impulsive bit we would do whatever comes into our head – just act on our feelings; when we stop and think like Trevor we can often find better ways of doing things so we don't hurt or upset ourselves and others.</p>	<ul style="list-style-type: none"> Guidance on use of Puppets can be found in the Teaching Guidance. In the SEAL programme thinking brain and impulsive brain work is covered in Daphne Dinosaur and Ollie Owl story in SEAL Good to be Me Year 1-2 (Blue). See Resource 4 Trevor needs Help. It is best to keep these characters 'pure' i.e. don't let the children play with them because they may change the puppets' natures. These puppets can then be used in character for a range of scenarios and activities to explore impulsive behaviour and thinking before you act. Allow the children to have other puppets to use during play.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>Make sure the children have understood the differences between the characters and why they behave differently – always make the puppets respond in character. Give children a photocopied photo of one of the puppets, a mix across the class, and ask them to write words to describe each one. Make sure they have understood the differences between them. In class display a large picture of each of the puppets with words to describe them, taking some from the children's work, and including 'impulsive' and 'thinks things through'. Use these last descriptions and the pictures often, <i>e.g. when discussing children's behaviour or stories they are reading</i>, so that they become part of class vocabulary.</p> <p>3.2 Put the puppets into different scenarios the children might experience, where thinking things through might be advantageous. You can devise these or, better still, use ideas from the children. Some suggestions are given in Impulsive and Thinking Brain Scenarios.</p> <p>Ask the children how they think each puppet might behave in these situations. What might they say? Do? Use the words <i>impulsive</i> and <i>thought through</i> to describe the puppets actions. Which puppet might get into more trouble or more risky situations? Why? Which one might not get what they want? How might it help if they worked together? You could ask how each would feel in a scenario – the Thermometer or Feelings fans if appropriate – and how strong the feelings are. Are they comfortable or uncomfortable? How might other people in the scenario be feeling? What impact would the rat's or the tortoise's reactions have on each other? The children then use puppets to act out the scenarios, or you could act one out for them, making up dialogue from the children's prompts. Children's puppet role plays might be recorded and shared or turned into comic strips.</p>	<ul style="list-style-type: none"> The same puppets can also be used when incidents occur or are discussed in class to explore impulsive reactions as opposed to thought through responses. The children can look at the merits of each and discuss when and why thinking things through might be helpful. Using puppets in this way can be an opportunity to explore some issues or incidents current in class at a safe distance. Always remind the children that no names are used except those of the puppets. <p>See Resource 5 Impulsive and Thinking Brain Scenarios.</p> <ul style="list-style-type: none"> Home learning: The children can find examples <i>e.g. on TV, cinema, computer games</i>, in their lives beyond the classroom of people behaving like Ritzy Rat and Trevor Tortoise. Plan a time to share and record their examples – you could have them on a Wiki – and discuss which behaviours helped the people concerned and which didn't. Make it clear that we need to use both parts of our brains. There are times, especially when there may be danger ahead, that our impulsive brains can help us keep safe. Things often work out better all round though if we use our thinking brains to make sense of what we are feeling and help us choose what to do. If you are using the SEAL programme, you could use the Emotional barometer or Feelings fans to explore feelings in the scenarios. More information on use of Cameras can be found in the Teaching Guidance. See the Teaching Guidance for more information about Role Play and Comic Strips.

Section B - Getting Support

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To know how to get support when they need it.	To be able to: <ul style="list-style-type: none"> know some people I can go to when I need help start to use simple strategies to begin to ask for help 	4.1 Talk with the children about the importance of talking and sharing with someone they trust when they feel worried, sad or upset about something. Revisit the work they have done previously on Safety Circles and special people. The children will have developed their own Safety Circle in a previous unit and this is a good opportunity to revisit it and discuss it in the context of needing to talk to someone about their worries. If they do not yet have their own Safety Circle, follow the instructions for developing one. Include in this work, discussion and role play about how to begin such conversations. This may mean revisiting role play work they have done previously in BB 1/2 Beginning and Belonging . You could recap on strategies the children demonstrated and filmed then, and review them in this context, adding new ideas from the class.	<ul style="list-style-type: none"> Units BB 1/2 Beginning and Belonging and FF 1/2 Family and Friends cover, in greater depth, knowing how to seek help and support, through the development of Safety Circles. Instructions for developing the Safety Circle can be found in the Teaching Guidance.  It is important here to ensure the children understand the concept of 'trust'. Be sensitive to those children who have fewer adults in their lives whom they feel they can trust. They may need more support to identify people who can help them.

Section C - Understanding and managing the impact of feelings

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To talk about personal gifts and talents; what they are good at and also what they find more difficult.	To be able to: <ul style="list-style-type: none"> recognise some positive qualities I have recognise positive qualities in others recognise things I might find more difficult 	<p>5.1 Have ready a list of things the children might be good at, see Strengths for examples, written on cards or use a commercial product like Strength Cards for Kids or Strength Cards. Make sure there is a range of broad qualities. The children choose one statement that they think is true for them, helped by their friends if necessary, or make up their own card. In Circle Time do a round where each child reads out their chosen quality. Praise the wide range of qualities they have as individuals and as a class. You may be able to add some specifically about the class, <i>e.g. good at listening, lining up for assembly</i>. Build up a class strengths display over time, revisiting it regularly and adding to the list. Encourage the children to add to the list by suggesting strengths others in the class may have.</p>	<ul style="list-style-type: none"> See Resource 6 Strengths, and Resource 7 Strength Cards. Details of Strength Cards for Kids can be found in Resources to Support this Unit. Children with low self esteem may find this more difficult and you might need to do some preparation work to improve children's self esteem. Books to support this include 101 Games for Self Esteem. Personal and strengths/skills work is also covered in Unit WT 1/2 Working Together. Jenny Mosley's Quality Circle Time Programme, among others, aims to raise children's self esteem.  Display anonymously as a collective list of qualities in class to avoid differentiating between individuals, some of whom may struggle to think of 'strengths'. Individuals could build up their own personal list in their IT workspace, in a book or on a personal poster. The aim is to build self esteem through an ever-increasing range of things they feel 'good at'.
		<p>5.2 Review the growing 'Strengths' display, exploring briefly some of the things the class is really good at. Discuss with the class the sorts of things they each might find difficult. Remind them that some people might be very good at some of the things others find difficult (refer to strengths display) and that that is OK – together we have much more. Remind them that we are all different and we all have good qualities or strengths as well as things we can improve, and that there are always people who can help us. Ask them how it makes them feel when things are difficult and what they do then. Let them explore the area and help them understand that it can make us uncomfortable if we find things difficult but that there may be things we can do to feel better.</p>	


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To understand that they can do things to help us change our mood and that this may be helpful.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • recognise and name some uncomfortable feelings • have some strategies for helping myself feel more positive 	<p>6.1 Read the children Augustus and his Smile. Ask the children what might have happened to Augustus to make him lose his smile. Ask them if they can think of how Augustus might be feeling if he'd lost his smile. You could collect a Circle of Feelings with 'I've lost my smile' in the centre. Encourage a wide range of feelings which might mean you could lose your smile <i>e.g. sad, frustrated, bored, lonely, lost, left out etc.</i> What did Augustus do to find his smile? Was this a good idea? Why? Help them to understand that Augustus was distracting himself. Encourage them to realise that while he was searching for his smile Augustus forgot why he was feeling sad for a while and remembered what made him happy, and that to get his smile back he had to feel happy. Ask what they do to 'find' their smiles when they have lost them. Encourage a range of activities. Collect these in a similar format to the Circle of Feelings with <i>To find my smile I might.....</i> Encourage a wide range of responses and make sure children include talking to someone they trust. Discuss with them whether all their suggestions would work for everyone; for different causes of sadness; in different places <i>e.g. school, home, the park etc.</i> Ask them to think about times when you might be really sad (<i>a well loved pet dies; someone they care about is ill or dies; they move house and leave friends behind; family breakdown – any major change or concern</i>). Explain that it can take a long time to really feel better if something really upsetting happens and that's all right. Encourage them to realise that even when you are really sad you might be able to find moments when you can feel a bit better, even though you may still be coping with whatever has made you sad, and that that's all right too. It isn't always true that you are either happy or sad, you might experience both. In a round ask children to complete the following sentence stem, <i>Next time I lose my smile I might.....</i> Remind them that they can have the same idea as someone else or add to someone's idea.</p>	<ul style="list-style-type: none"> • More information on Circle of Feelings can be found in the Teaching Guidance. • Staying Happy explores what makes us happy and how to stay happy. • Grizzly Dad and My Mum Turned into a Monster explore parental moods and anger. • Work on resilience and coping with change and the emotions it brings up can be found in Unit MC 1/2 Managing Change. • In doing this work, the aim is to begin to help the children begin to build a 'toolkit', with a range of strategies they can draw on to help them in a variety of situations. It is important to help them understand that we experience emotions differently and choose to manage that in different ways. They need to understand that, sometimes, when we feel uncomfortable, there are no 'quick fixes' but that we can still experience times when we can feel better. There isn't always an 'either/or'. • Billy's Sunflower is another story which explores dealing with uncomfortable feelings. • Why Can't I Be Happy All the Time? Is a non-fiction book which explores coping with a range of uncomfortable feelings. • Today I Feel Silly (and other moods that make my day) also explores a range of feelings. •  Be aware of individual children's situations when dealing with this difficult subject and be prepared to manage strong emotions when teaching this aspect.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.2 Remind children of their work using Augustus and his Smile, and how we can sometimes have uncomfortable feelings. Ask them to name some uncomfortable feelings then ask them what they think we can do about this? What did Augustus do? Make sure they understand that uncomfortable feelings are OK, and that sometimes we need to allow time to pass before we can feel better, for example in grief situations, but that we can also help ourselves. Give pairs of children two illustrations of feelings, e.g. SEAL photocards or Feelings Blob cards one that might accompany difficulties and one which might accompany success e.g. <i>fed up</i> and <i>pleased</i>. Ask the pairs to think about what might have caused the uncomfortable feeling and to explain how they think the person or Blob might change their mood from the first uncomfortable feeling to the second more comfortable one. In pairs, children stick the pair of cards on to paper, using a reusable mount. Ask them to draw an arrow from <i>uncomfortable</i> to <i>comfortable</i> and write or draw what happened to make the change. Share some ideas. What strategies could they use next time they were feeling 'down'? Display some good ideas in an area children can use to sit quietly when they need to improve their state of mind in this way. A</p>	<ul style="list-style-type: none"> • Make sure that the children understand that it is important to be able to return to a positive state of mind sometimes, to make things better or get on with things but that all feelings should be acknowledged and dealt with and that sometimes it takes time to 'feel better'. • For Feelings Blob cards, see Resources to Support this Unit.

Section D - Calming and Relaxing

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To know what 'relaxed' means and how it feels.	To be able to: <ul style="list-style-type: none"> know what it feels like to be calm or relaxed have some strategies for calming down and relaxing 	7.1 Play 'Keep Calm!' In a big space choose one child to be the 'scrambler' and one to be the 'calmer'. Give them different coloured bands for easy identification. All children walk round at a steady pace. The scrambler walks fast touching as many children as possible. As soon as they are touched their movements become very jerky and unsteady. The calmer can touch them gently to return them to normal walking. Play for two minutes and see how many of each type of walking there is and then play again with a new scrambler and calmer. At the end discuss with the children what it felt like to be 'scrambled' and what it felt like to be 'calmed'. Are there times when they might need someone else to help them calm down? What form might this help take and how could they go about getting it? How might they help themselves? Tell them these are their 'internal calmers' and try out one or two of their suggestions with the whole class. Share with them ways that you might calm down too, extending their suggestions.	<ul style="list-style-type: none"> Link this with 'cool down' sessions in PE, exploring how first the body and then the mind feels. If you are using the SEAL Programme you can refer to the Ways to calm down and the Problem-solving process here. There are a number of books which have calming activities including: The Big Book of Calmers, 50 Best Games for Relaxation and Concentration

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.2 Ask the children what 'relaxed' means. They could draw pictures or make themselves look 'relaxed'. Ask them what it feels like both in their bodies and their minds. Make a Circle of Feelings to be added to over time, or, if using the SEAL Programme use the Feelings Detective Poster to explore 'relaxed'. When do the children feel relaxed? What does it feel like? Try different ways of relaxing, e.g. guided fantasy where child goes to their favourite place (an example is My Favourite Place) or which enables them to experience deep relaxation (an example is Waterfall of Light Visualisation); music (children could bring or find examples); muscle tensing then relaxing from top of head to toes (an example is Muscle Tensing Relaxation); using paintings or photos (these can be displayed on IWB as children come into the classroom and their effectiveness discussed); deep breathing; reading etc.</p> <p>Revisit often and incorporate ideas from the children, until all children have experienced what it feels like to be relaxed. Some will find this harder than others. As a class collect as many strategies as possible that they can use to help them relax. Provide many opportunities throughout their time in school when they can practise relaxing and try out different strategies, daily if possible, just after lunch for 5 minutes is often a good time and at the end of PE sessions. Does it make a difference to how they are feeling? Does the strength of feeling make a difference to which strategies work? Are some strategies better at home than at school? Do you sometimes need to do two different things – one to get you in a frame of mind where you can be calm and then one to really relax <i>e.g. some exercise to help calm down a strong feeling, such as anger, and then music to really relax and calm down further.</i></p>	<ul style="list-style-type: none"> • See Resource 8 My Favourite Place, Resource 9 Waterfall of Light Visualisation and Resource 10 Muscle Tensing Relaxation. • See Circle of Feelings in the Teaching Guidance • SEAL Good to Be Me Year 1-2 (Blue) has pictures which illustrate relaxing. Children could use these as a stimulus to draw their own ideas. • The aim is for all children to have some strategies for relaxing which work for them in different situations. • To really internalise these ideas and to begin to use the strategies themselves in and out of school, without prompting, it is important to refer to them outside PSHE lessons, and encourage children to use them whenever they might be useful, as well as modelling using them yourself. Teacher modelling is an ideal way to help embed this learning and to help children to use and apply it in a widening range of situations. It can be useful to explain how you are feeling at certain times, how that makes you want to behave and to model what your thinking is or has been. <i>For example, if a child has made you angry, you can say 'I am feeling very angry at the moment and it makes me feel like I want to shout at someone but, thinking about that, I know it won't help so instead I am going to take a few deep breaths and count to myself before I say anything.'</i> • Mean Soup is a book which explores the idea of distraction as a means to helping children calm down and could be used very effectively to support work on calming strategies. • Relax is a non-fiction book which explores relaxing and calming. • The Wishing Star develops relaxation through stories. • Peer massage is another way to encourage children to help each other relax and to promote nurturing touch. Information can be found on the website: Massage in Schools Programme www.messageinschools.com

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.3 With the help of the children make an area of the class into a 'chill-out zone' where they can go when they need or want to calm down. Include prompts, <i>pictures, posters, ideas, suggestions</i>, which will help the children use the strategies they have explored. Make posters or a class reference book to go in quiet or chill-out areas explaining and listing possible strategies. Encourage children to use them when they feel a need to calm down or manage a difficult emotion. Model using them yourself. Once a week ask the children if they have used the areas and if they were helpful. How could they be improved? Add new ideas.</p> <p>7.4 Rewrite the words to 'If You're Happy and You Know It' to reflect other strong emotions and strategies you can use to help you manage them, e.g. <i>If you're angry and you know it count to ten; If you're sad and it's hurting tell a friend etc.</i> Sing the song regularly, display the words and add to it. Encourage the children to sing it to remind them of strategies.</p>	<ul style="list-style-type: none"> This could be extended to the playground, where one or more areas could be created. It is important that children begin to understand that calming down can be a way of helping us to feel better as well as a preparation for talking about our strong emotions, getting ready to deal with conflict or helping us to get ready for learning. Encourage them to use the areas created to calm themselves for a variety of reasons. The more they are encouraged to use them the more likely it is they will begin to use calming strategies without prompts. You could record the children singing the song as a video clip to show to another class or to remind them of strategies for dealing with different emotions. Some children may display angry or aggressive  behaviour and need particular interventions to help them manage these very strong emotions. Small group or individual work may be a good starting point for them. More on anger and anger management can be found in the teachers' books A Volcano in My Tummy and Anger Management A Practical Guide.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know what it means to 'stop and think' • begin to know when it is important to 'stop and think' • have some strategies to help me 'stop and think' 	<p>8.1 Remind the children of the work with puppets in 3.1, helping them to develop their understanding of impulsive and thought through behaviour. Ask if anyone has ever felt too excited to sleep or eat. Be ready with a real or made-up example as an illustration if the children are finding this difficult. How did it feel? How did it make their bodies feel? What helped them cope with this strong feeling? Build a Circle of Feelings for 'excited'. In pairs or groups and using magazines, newspapers, photos, copies of photocards etc. children make a collage showing people who are excited adding their own words and phrases.</p> <p>Finish by exploring children's memories of other times when they had strong feelings. Have they ever felt bullied, teased, upset? Was it something they or someone else did? Or were they just afraid that something might happen? What did they do to help themselves feel better? Did they tell someone? Refer to school anti-bullying policy. This would be a good opportunity to work on the children's 'Safety Circles' again, as in 2.5.</p>	<ul style="list-style-type: none"> • Guidance on using Puppets can be found in the Teaching Guidance • Guidance on building a Circle of Feelings can be found in the Teaching Guidance. •  If there is a good level of trust in the class children may offer very personal experiences which you will need to be ready to manage and deal with effectively. It will be very important to refer to work on Safety Circles and any relevant school policies such as Anti-bullying and Safeguarding and Child Protection

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.2 Either tell the story of a quarrel or use the puppets already introduced in 3.1 to act out an appropriate scenario. (see The Quarrel for an example script which you can adapt). Use the sorts of language that the children might hear at school.</p> <p>What makes us think it's a quarrel (<i>e.g. noise, shouting, body language, physical violence, words</i>)? Talk about how it feels to be in a quarrel with friends or grown-ups. What sort of things do people do when they quarrel? How might they feel afterwards? Explain that some words or actions can be like putting fuel on a fire and some can be like pouring water on to put the fire out. Which words and actions might have had that impact for the puppets (<i>stupid, your problem, shouting, pulling, pushing, body language, tone of voice etc. – fuelling the fire</i>)? What other words and actions that we use might make things worse? What words or actions, used by the puppets, act like pouring water on a fire? What others can they think of (<i>listening, quiet voice, sorry, please, I think....., etc.</i>)? Build up the two lists of words and actions. Display them, e.g. on posters or a display board, so that the children can refer to them for help them when sorting out difficulties. If using the SEAL Programme you could use the Fireworks resource. Explain how using strategies to calm down before acting or speaking can help to stop us pouring fuel on the fire. In Circle Time do a round, using the sentence stem <i>When someone at home/school does/says..... it makes me.....</i>. Have a rule that no names are mentioned. Remind the children they can choose things which make them feel better or worse, <i>e.g. When someone at home cuddles me I feel cared for or when someone at school shouts I feel worried</i>.</p> <p>Finish by exploring the calming down strategies they might use when they have strong feelings.</p>	<ul style="list-style-type: none"> See Resource 11 The Quarrel. Be aware of family situations, particularly when looking at conflict. Some children may have troubling experiences of quarrels, family break-up or domestic violence. It will be important to follow any appropriate school policies regarding children's safety such as Safeguarding and Child Protection. You can also use SEAL strategies, including Ways to Calm Down and Problem Solving process, and talk about how they might use these to help a friend. This can be an opportunity for children to talk about how they feel when quarrels happen around them, particularly in their network of friends and family. It is important for them to understand that quarrels do and will happen around them and that often they do not cause them. There are picture books and stories which you can use to enable children to share these sometimes difficult feelings and hear what others think. For example Lucy's Quarrel, Mum and Dad Glue, Was It the Chocolate Pudding? and The Shape Game. The poem 'The Quarrel' in Please Mrs Butler might also be useful. Ask them to think about how the characters react and how they deal with the situation. What might they themselves have done? Children could look for, and report back, examples in school of someone either 'pouring fuel' or 'pouring water' on a situation. I Am I explores what happens when two boys argue and how they resolve it. It opens up discussion of uncomfortable feelings which can lead to conflict, being left out, feeling of otherness etc. It can also help with discussing how realistic children's worries of what might happen if people argue might be.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.3 Discuss with the children how what they have learned about impulsive behaviour, and how to calm down or relax might help them when they find themselves in an argument or when they are affected by others' arguments? Encourage them to think about stopping before they react and act on impulse, because this might pour 'fuel on the fire' rather than calm things down, and then things might get worse? Also ask them to think about times when it might be important to calm down before speaking or doing something.</p> <p>Using the script of The Quarrel, which can be adapted, in pairs the children role-play the puppets' quarrel. They then repeat it but, this time, using strategies to help each puppet think first. How will they calm down? What will they say, to themselves and to the other puppet, and do differently? How might this change what happens?</p> <p>Watch some of the role-plays, or record them, using Cameras to play back to the class. Discuss how calming down and thinking things through changed what happened and how the puppets might be feeling. If necessary the teacher can re-enact the puppets' quarrel but with each puppet thinking first. Model what might be going on in each one's thoughts, using the children's ideas.</p> <p>Record the best role plays as a series of freeze frame photos or in a Comic strip to illustrate the points.</p>	<ul style="list-style-type: none"> • See Resource 11 The Quarrel. • Information about using Cameras or Comic strip templates can be found in the Teaching Guidance.

Section E - Being Assertive

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To be able to stand up for their own rights without being hurtful to others.	To be able to: <ul style="list-style-type: none"> begin to understand what 'being assertive' means explore what it looks, feels and sounds like to be assertive know some situations when it might be good to be assertive 	<p>9.1 Read I Want My Dummy with the children. Discuss the Little Princess's behaviour. Explain that she stands up for herself and tells people how she is feeling and what she wants. (In this book she is quite assertive, explaining what she wants and why, calmly and politely most of the time.) Explain that if we do this in a polite and calm way it is called being assertive. Ask the children to pick out scenes from the book where the Little Princess is being assertive. What does she say? What does she do? When they have identified a few, divide them into threes to role play the situations. Two children will role play the situations while the third watches, <i>e.g. observer, Little Princess and cook</i>. They can add and improvise the situations but must try to keep the Little Princess clear, polite and calm. Each child should have a turn at being the princess (boys can be a prince), another character and the watcher. The watcher's job is to notice anything the 'little prince/ princess' does when he/she is being assertive <i>e.g. voice, body, where they look</i> and tell the child. Ask them what it felt like to be the little prince/ princess. Did they do anything special or different when they were being assertive? What did the watchers notice (<i>e.g. standing up straight, looking the other person in the eyes, having a calm voice</i>)? How did the other characters feel when the prince/princess was being assertive? Ask them what being aggressive means, <i>e.g. threatening, scary, shouting, hitting, hurting</i>. Point out the difference between being aggressive and being assertive. When might be good times to be assertive? Use of a Camera to film and display individual role plays to the class, will help reinforce and consolidate the ideas.</p>	<ul style="list-style-type: none"> Unit AB 1/2 Anti Bullying includes more detailed work on assertiveness. More information on use of Cameras can be found in the Teaching Guidance.
		<p>9.2 Ask the children to stand up and pretend they are going to be assertive – what does the body do? How does it feel? Get them to stand up straight, shoulders back, head high, feet firmly planted. What does this feel like? Explain that getting your body right is important. Practise. What would you need to do first if you were upset or angry? Remind them of previous work on calming down and relaxing and encourage them to realise you need to stop, think and make yourself feel assertive first, because getting your thoughts in the right place is important too. If you are using the SEAL Programme the children could learn the calming down rhyme or your own version of it.</p> <p>When might it be good to be assertive? Ask the children for some examples of when being assertive could be useful. Talk about when someone is doing something you don't like – <i>e.g. calling names</i> and how you could deal with that (<i>e.g. stand up straight, look them in the eye, say confidently 'I don't like that please stop doing it'</i>). Discuss with the children when they should seek help and how they might do that in your school. Devise some class guidance on how and when to be assertive or, if using the SEAL Programme, introduce the SEAL Assertiveness poster and discuss it.</p>	<ul style="list-style-type: none"> Help the children use what they have learned about being assertive outside the classroom and to help manage issues in class. They will need lots of practice, including how to respond when someone is being assertive. How to calm down will begin to be important. See SEAL Ways To Calm Down for the calming down rhyme.

Section F - Problem Solving

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
10. To be able to use a 'problem-solving process' with help.	<p>To be able to:</p> <ul style="list-style-type: none"> understand how a problem solving process might help begin to use a simple problem solving process, with help if necessary 	<p>10.1 Play a game where children have to cooperate, e.g. 'Share-a-chair'. In pairs children devise as many ways as they can to share one chair with feet off ground. If time you could ask them to choose 2 or 3 of their most interesting inventions and work them into a sequence where they move smoothly from one to the other. Calm, gentle music can accompany the activity.</p> <p>Explain that this activity can only work and be fun if they cooperate with each other. Ask the children how they feel when they are getting on with each other (<i>e.g. good, warm, happy</i>). How is it different when they fall out with someone (<i>e.g. angry, sad, hurt</i>)? Explain that when we disagree with someone or fall out with them we sometimes call it 'conflict'. Ask them to give examples of conflict and make sure they understand the term. Then ask what unpleasant consequences can come from conflict, <i>e.g. breaking friends, fights, quarrels, ganging up, exclusion</i>. Ask 'Wouldn't it be better for us all if we could resolve our conflicts?' Explain that solving a problem can be difficult, and working together with a pattern to follow, which includes time to think about what you are going to do, can help. Revisit the advice they devised on being assertive and ask them how it might help (<i>e.g. need to be calm before you can deal with things; need to think what you want to say; get your head and body in the right state</i>). On the board have Traffic Lights, red (stop), amber (think) and green (do then review). Explain how it can help sort out conflicts. Give examples. Use a blank Traffic Lights sheet for them to record, individually or in pairs, their own version of how they would resolve a particular conflict, <i>e.g. two people want the same toy. A</i></p>	<ul style="list-style-type: none"> If you are using the SEAL Programme you can look at the Peaceful problem solving process, which is compatible with this model, and see how it might work and how the children might use it. Explain each part and link it to the work on being assertive and on the impulsive versus thinking brain. See Resource 12 Traffic Lights. It may be possible to train some children as Playground Buddies who can help others at playtimes. Some schools may also choose to run peer mediation schemes, where children, usually the older ones, are trained at mediation to resolve conflict. More on this can be found in Unit AB 5/6 Anti Bullying. Support staff can be trained to use the problem solving process with children which will help embed it as a process and encourage children to use it by themselves eventually. For children to internalise these ideas fully and begin to use the strategies themselves, in and out of school, without prompting, it is important to refer to them outside PSHE lessons, and encourage children to use them whenever they are needed. The more people in the school who can support children in this way the better. All staff can be encouraged to use the same process. This enables children to begin to take the big step from 'knowing what to do' to actually doing it as a routine, and later, when there are no adults. Raccoon Circle activities can also be used to develop problem solving skills. See Resources to Support this Unit.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>10.2 The class may be ready now to devise their own 'problem solving' process based on STOP, THINK, DO, REVIEW. See Traffic Lights. Each part will have thinking and actions attached to it, which the children can work on as a class or in groups, as follows:-</p> <p>STOP/RED – Are we ready to solve the problem? Are we calm enough? Do we know how we feel?</p> <p>THINK/AMBER – What do we want to happen? How can we make sure we don't 'fuel the fire'? Do we need some help? Make a plan.</p> <p>DO/GREEN – Try out the idea</p> <p>REVIEW – How are we feeling now? Did it work? Do we need to do anything else? Is everything OK? Do we need help?</p> <p>They should explain in their own words how they might carry out each part <i>e.g. reminders, good/bad words to use, questions etc.</i></p> <p>10.3 Children make posters of their problem solving process to put up in quiet areas and around the class to help remind them of it. The posters could be designed and made using a software programme or in an Art and Design or Design Technology lesson.</p>	<ul style="list-style-type: none"> • Small laminated cards showing the problem solving process can be provided for adults to keep in their pockets for use inside and outside the class. Posters up outside and in shared areas such as dining room, hall and corridors can be used by staff and children. Children will need adult help to continually reinforce this learning, and to meet it in a wide range of situations. It can be shared with parents/carers so that they know what is happening in school, and can use it at home should they wish to. • If you are using the SEAL Programme you could use the Peaceful Problem Solving process as prompts for this work. • See Resource 12 for Traffic Lights. • Give them many opportunities to use the posters and ideas when they experience difficulties. Ask regularly which children have used them? Were they helpful? Could they be improved? Which is the hardest bit? Encourage them to use the process on the playground too. At this age they will need support to remember to use the process and to work their way through it.

Section G - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
11. To understand what they have learned in this unit and be able to share it with others.	To be able to: <ul style="list-style-type: none"> recall and explain what I have learned 	11.1 In pairs or groups ask the children to discuss what they have learned about their emotions and managing them. Ask them to present one aspect of that to the class. They could write, draw, present on computer or role play, for example.	

Resources to Support this Unit

The following resources are included in the ME 1/2 Resource Pack linked to this unit:

1. Feelings Faces
2. Thermometer
3. Feelings, thoughts, behaviour circle
4. Trevor Needs Help
5. Impulsive and Thinking Brain Scenarios
6. Strengths
7. Strength Cards
8. My Favourite Place
9. Waterfall of Light Visualisation
10. Muscle tensing relaxation
11. The Quarrel
12. Traffic Lights
13. Worry Dolls

These resources are directly referenced within this unit:

Silly Billy Antony Browne

Augustus and his Smile Catherine Rayner

I Want My Dummy Tony Ross

Feelings Blob Cards Pip Wilson and Ian Long (Published by Speechmark)

Strength Cards for Kids published by Innovative Resources

SEAL **Good to Be Me Year 1-2 (Blue)**

Health Related Behaviour Survey, Schools Health Education Unit
This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools.

For information about the HRBQ in Cambridgeshire, contact the PSHE Service.

For information about the HRBQ nationally, go to www.sheu.org.uk

These may also support work on this unit:

Children's books:

The Huge Bag of Worries Virginia Ironside

Not a Worry in the World Marcia Williams

Angry Arthur Hiawyn Oram

Dogger Shirley Hughes

Mean Soup Betsy Everitt

Relax Catherine O'Neill

Why Can't I be Happy All the Time? Diane Melvin (Dorling Kindersley)

Billy's Sunflower Nicola Moon

The Wishing Star (Relax Kids) Marneta Viegas

I Am I Marie-Louise Fitzpatrick

Your Emotions and Your Feelings Series Brian Moses

The Way I Feel Series Janan Cain

Feelings Series Janine Amos

Making Faces: Happy, Sad, Angry, Excited Keith Faulkner

Mum and Dad Glue Kes Gray

Was It the Chocolate Pudding? Sandra Levins

The Shape Game Antony Browne

Please Mrs Butler Allan Ahlberg

Grizzly Dad Joanna Harrison

My Mum Turned into a Monster Joanna Harrison

Darkness Slipped In Ella Burfoot

Lucy's Quarrel Jennifer Northway

Manfred the Baddie John Fardell

Teachers' books:

101 Games for Self Esteem Jenny Mosley and Helen Sonnet

Anger Management A Practical Guide Adrian Faupel, Elizabeth Herrick and Peter Sharp

A Volcano in My Tummy Elaine Whitehouse and Warwick Pudney

Big Book of Calmers Jenny Mosley and Ross Grogan

The Power of Puppets Georgia Tharp

Value Added Puppet Scripts Jenny Mosley

More Quality Circle Time Jenny Mosley contains some scripts for puppets.

Helping Children Deal with Conflict Jenny Mosley and Helen Sonnet

Helping Children Deal with Anger Helen Sonnet

50 Best Games for Relaxation and Concentration Rosemarie Portman

Peer Mediation Hilary Stacey

Books on Emotional Literacy:

Self Theories Carol Dweck

Yes We Can - Raccoon Circles in the Primary School
Cambridgeshire PSHE Service

Sources of Information and Support

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 M/E 1/2 and the LEC Programme:

The Year 1 LEC programme addresses feelings related to name calling and its effect on others.

The Year 2 LEC programme considers a wide range of feelings and includes work on anger management and being left out.

The Year 1 and Year 2 programmes both include work on how to solve problems and who can help.

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

Resources to support a whole school approach to Quality Circle Time, aimed at enhancing self esteem and building positive relationships. It includes a lot of work on emotions and problem solving.

Antidote www.antidote.org.uk

Resources and support for developing emotional learning in schools

National Children's Bureau www.ncb.org.uk

A leading national charity which supports young people and families and those who work with them.

Message in Schools Programme www.messageinschools.com

A child-centred massage programme, which aims to provide high quality and professional training to all teachers and caring adults willing to bring nurturing touch into schools.

Incentive Plus www.incentiveplus.co.uk

Resources to support the development of social, emotional and behavioural skills.

Raccoon Circles www.teamworkandteamplay.com

For downloadable Raccoon Circle activities.

Message in Schools Programme (MISP) www.messageinschools.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 5 • ME 1/2 My Emotions

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Click on the title of the resource you require.

Resource 1 - Feelings Faces



Resource 3 - Feelings, thoughts and behaviour circle

What happened?

How do I feel?

What am I thinking?

What might I do?

Resource 4 - Trevor needs help

Characters:

Ritzzy Rat – a rat who rushes everywhere and acts without thinking about consequences. He therefore often ends up upsetting people unintentionally and getting into trouble. He doesn't mean any harm but just doesn't think.

Trevor Tortoise – a tortoise who is very slow and deliberate. He likes to think a lot and often thinks very carefully about what he's going to do. He isn't slow-witted just careful.

It is important that the children understand the differences between the characters and empathise with both. Neither should be made out to be either good or bad, but rather two sides to the way we behave. Impulsive behaviour – at the right time – is very important to animals and humans as it can get us out of danger, preparing our bodies to run away fast or stand our ground and fight if necessary. It isn't usually the most constructive way to carry out all our interactions though, so the children need to understand that, in our general dealings with others, thinking about how we could or should act can be very helpful and prevent situations becoming worse.

Introduce Trevor to the children, by saying that he has something to ask them. Explain that he likes to think and so moves slowly looking at the world and thinking a lot about everything. Make sure they understand his character. At first he can be shy and withdrawn into his shell and you can encourage the children to think about how to make him feel welcome and safe. They can think about the best way to behave to encourage him to come out – quiet voices, no sharp movements, hands or thumbs up to speak, saying 'Hello Trevor' etc. Allow them to do this and gradually get Trevor to come out of his shell.

Trevor: Hello children. My friend said you were very clever and good at helping people. Is that right? The children will say yes!

Trevor: Well I am a bit unhappy at the moment because someone at my school keeps upsetting me. Can I tell you about it?

Children will say yes!

Trevor: Well, when I go out to play I like to wander slowly round the playground thinking and saying hello to my friends. I like to look at their games and then decide which one I'd like to join. But – there's another animal who races around all over the place - and he scares me, because he doesn't look where he's going – and sometimes he runs into me – he's even kicked me. He never says sorry. I'm getting scared to go out to play. What do you think I should do?

You or Trevor can then listen to the children's ideas. Treat each one as valid and give a reasonable response. For example if someone says 'Hit him', Trevor can say 'Oh but hitting isn't right and that would make it worse – he might hit me back and I don't think it's good to fight'. You will need to improvise. The children are likely to have lots of positive ideas, including telling an adult, which Trevor can say are good ideas that he might/will use. They may suggest talking to Ritzzy, if not Trevor can introduce the idea.

Trevor: It sounds a good idea to talk to him but I'm a bit scared. Could you do it for me? Tell him how I feel?

The children will say Yes!

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Trevor disappears slowly and then Ritzy bounces out and races around. Children can be chosen to explain the situation to Ritzy before he appears.

Ritzy: Hello! Who are you? (He doesn't wait for the answer) I'm Ritzy Rat and I love to race around (he shows them) and jump up and down (he does) and play football (he scores a goal and dances around) and netball (he scores a goal and dances around). Someone said you wanted to see me?

Teacher: We've been talking to Trevor Tortoise and he wants us to talk to you.

Ritzy: Trevor! He's very slow (Ritzy does slow plodding) I've seen him on the playground. I'm not slow I like to run all over the place (he shows them again)

The children explain to Ritzy about Trevor. He listens to each comment and responds. Make it obvious that he knows nothing about Trevor and doesn't remember bumping into him. The conversation might go like the following but be prepared to improvise, adding to the discussion to draw out important points if the children don't pick up on them. Incorporating responses from the class encourages more empathy.

Child: Trevor said you bumped into him because you were rushing around not thinking.

Ritzy: Did I? I don't remember. Are you sure?

Child: Well Trevor said you did – and you didn't say sorry

Ritzy: (a bit upset) Well I don't remember! I didn't mean to knock him. He should move a bit faster!

Child/Teacher: He likes to go slowly.

Child: He says you kicked him.

Ritzy: (Horried) I wouldn't do that! (Beginning to realise that he wouldn't know if he had) Not on purpose anyway.

Child: You rush around without really looking or thinking and it's scaring Trevor.

Child: He doesn't want to come out for playtimes now.

Ritzy: (Genuinely sorry) Oh no that's awful! What can I do?

The children could then give Ritzy some ideas which he could take back to school to carry out or Trevor could return and both puppets could act out the ideas that the children have suggested.

It might go like this:

Trevor: (Nervous) Hello Ritzy. The children said you wanted to talk to me.

Ritzy: Yes Trevor. I want to say sorry for upsetting you. I didn't realise I had.

Trevor: Thank you Ritzy. Perhaps you just rush around too much, without thinking.

Ritzy: I think I might do that. I like rushing around though – I don't want to stop. Would you help me stop and think sometimes so I'm not so impulsive?

Both animals say thank you to the class and go off together.



Resource 5 - Impulsive and Thinking Brain Scenarios

Playtime

- they both want to join in a game – Ritzy will just barge in without asking and the other players may get cross and upset while Trevor will wait and ask if he can join in
- they bump into someone - Ritzy bumps into someone because he is not looking where he's going and he ignores the person he's knocked over, or doesn't even notice them, while Trevor bumps into someone who isn't aware he's there and says sorry quickly and checks to see if the other person is all right.

In class

- they have something to say – Ritzy may put up his hand but make lots of noise to attract attention or just blurt out what he wants to say without putting up his hand, while Trevor will put up his hand and wait patiently;
- they don't agree with someone – Ritzy will not listen well but butt in, begin to shout and just keep saying his point of view, while Trevor will listen and respond thoughtfully to the other person, explaining that he doesn't agree and saying why, in an assertive manner.

In the lunch queue

- someone pushes in - Ritzy will pull them back and push them towards the back of the queue, shouting 'I was here first' and an argument could follow because the 'pusher-in' has been given permission, while Trevor will ask them why they have pushed in and explain he was there first – if the person who pushed in has a good reason to be there Trevor will let him/her stay;
- someone drops their dinner – Ritzy laughs and points, while Trevor says 'Oh dear' and helps tidy up.

At a play area nearby

- they want to go on the only swing but it's in use – Ritzy may annoy the person on the swing until they leave, or try to push them off while Trevor will tell the person they would like a go and wait patiently or go off and play on something else till the swing is free;
- someone accuses them of something – Ritzy argues and gets very cross without really explaining himself, maybe ending up in a fight, while Trevor will say sorry and explain what happened and talk through the conflict, going to get help if it can't be resolved.

A whole range of scenarios out of school could be devised.

Resource 6 - Strengths

I like trying new things	I am good at sport
I keep going even when things get difficult	I have good manners
I look after things well	I am polite
I am good fun	I can do things by myself
I am caring	I care about others' feelings
I do interesting things	I can work well quickly
I am honest	I have good ideas
I take care of others	I am good at making things
I am careful	I can make people laugh
I can be trusted	I am fair
I am tidy	I think carefully before I do something
I am helpful	I have lots of energy
I am cheerful	I am patient
I am brave	I am strong
I am a good friend	I am sensible
I work well with others	I always do jobs well
I stick up for others	I stay calm
I stick up for myself sensibly	I am good at solving problems
I forgive people	I am easy to get on with
I work hard	I am helpful
I play fairly	I share
I can bounce back if I am upset	I smile to make people feel welcome
I am good at learning new things	I help the class
	I like cheering people up

Resource 7 - Strength Cards

I take care of others	I have good manners	I am good at sport	I am honest	I do interesting things
I am careful	I can be trusted	I am tidy	I am helpful	I am cheerful
I am brave	I am a good friend	I keep going even when things get difficult	I work hard	I stick up for others
I work well with others	I am good fun	I look after things well	I can bounce back if I'm upset	I stick up for myself sensibly
I am caring	I like trying new things	I play fairly	I am good at learning new things	I forgive people

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I am polite	I can do things by myself	I care about others' feelings	I am good at solving problems	I help the class
I am good at making things	I have good ideas	I can work well quickly	I stay calm	I smile to make people feel welcome
I can make people laugh	I am fair	I have lots of energy	I do jobs well	I share
I think before I do something	I am patient	I am strong	I am sensible	I am easy to get on with
		I like cheering people up		

Resource 8 - My Favourite Place

This gives children the opportunity to make up a place of their own and avoids the teacher describing a place which some of the children may not find safe or relaxing. Leave gaps for the children to imagine their place.

Make yourself as comfortable as possible. Move around until you feel comfortable and don't need to move.

Take a deep breath in through your nose and let it come out slowly. And another breath.....in.....and out slowly.....

I am going to count backwards and with each number you will notice yourself becoming more comfortable

12breathing softly

11.....10.....9.....8.....close your eyes when you are ready.....

In your head imagine a place that is special to you..... I don't know what that place might be... it could be on the beach.....by a river.....in a garden.....in a room.... anywhere that is special to you.....

7.....6.....What can you see in your favourite place?.....Are there other people or are you alone?.....

5.....What colours are there?.....

4.....3.....What sounds can you hear?.....

2.....What does it smell and feel like?.....

1.....You can enjoy this special place and know that your mind will remember it and you can go back when you need to.....

Just let yourself enjoy that special place.....it's yours.....

Pause for a while so that the children can enjoy the experience.

When you are ready to leave your special place behind you will notice my voice more and be more aware of the room.....and the light.....and the other people here with you.....

Open your eyes when you are ready.....Stretch and take a deep breath if you want to.

Discuss with the children whether they found it easy to sense their special place. Some may want to describe it but no one needs to. Ask them how you might adapt what you say and how you say it to help them. Ask them how it made them feel, did they like it etc.

Resource 9 - Waterfall of Light Visualisation



It is important to be very aware of the children you have in your class. This sort of activity may not suit all children; some may have particular fears of some things you try to help them to imagine so give alterna-

tives where possible or allow the children to use their own ideas. Initially allow children, who are wary of participating, to watch or opt out and read, for example, if they don't feel comfortable. Only attempt this sort of activity when children are able to relax fully and make sure you always begin by going through a relaxation activity which works for your class. Tell them that you are going to take them on a thought journey but that their brains are in control all the time, and they can stop if they should really want to. Remind them that if they do stop then they should stay still and relaxed until everyone has finished. Remind them that they don't have to see anything in particular but just concentrate on imagining and feeling.

The aim of this activity is to create a moment of peace for the children, some of whom may come from very chaotic backgrounds, in a busy school schedule, as well as offering them a strategy that they may want to use to relax and calm themselves, when necessary.

Ask the children to make themselves comfortable and gently close their eyes. Go through a relaxation activity or, if the children are very good at relaxing, let them take a few moments to relax and become aware of their breathing. When everyone is settled read the following. It is important to take your time – read much more slowly than you would normally – and use gentle expressiveness in your voice. Keep a close eye on the children and adapt your reading to suit them.

With each breath out let your body become more and more relaxed. As you breath out breath out any thoughts, just let your thoughts go. Don't try to push them out – let them come and go. Breathe in calm and quietness. (Repeat until all calm). Breathe out any stress. Now imagine above your head there is a beautiful ball of light, full of peace and calm..... Imagine the ball of light spinning gently above you.

Soon the light begins to fall gently from the ball like a beautiful waterfall of light.....slowly flowing towards you. It gently and slowly touches the top of your head and begins to flow gently into your head. It feels calm and gentle..... and flows softly to fill up every part of your head with clear,

soothing light.....Swirling and curlingtill it flows gently down through your neck.....calming and relaxing as it goes.....filling your shoulders and chest.....soothing and peaceful and wonderfully calm..... a wonderful feeling of peace and calm fills your body – down into your arms and right to the tip of your fingers – down through your back, feeling smooth and peaceful as it goes, down through your tummy and into your legs.....slowly filling your legs right down to the tips of every toe.....washing away any stress or tenseness as it flows through you.

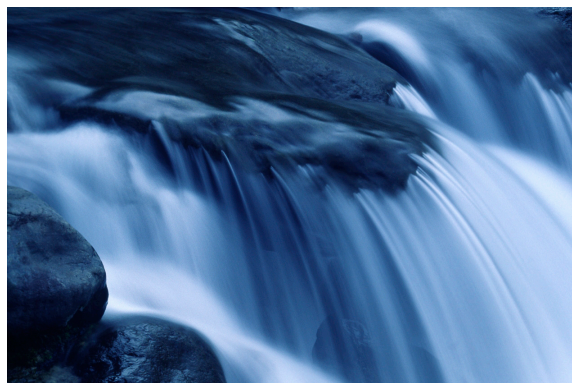
Now you are completely bathed in a wonderful waterfall of light.....enjoy the freshness and gentle calm it brings..... enjoy the peaceful relaxed feeling in your body and your mind.....I am going to stop talking for a moment so that you can just enjoy the feeling. (Stop for a few seconds – judge how long from the response of the children – start again before they become restless)

Very soon I am going to ask you to leave the waterfall of light and come back into the classroom, relaxed and refreshed.

Let the light stream out of your body through your fingertips and toes..... slowly.....until it has all disappeared.....

Wiggle your fingers and toes, begin to gently wake up your body, gently move your arms and legs and when you are ready open your eyes. Have a stretch if you need to and gently bring your mind back to the classroom....

The first time you do this, talk to the children about what they experienced and what they felt. Ask them what worked well for them and what was less good. You can adapt your reading when you repeat the activity. Some children may not want to talk about it and that's fine. Make sure they all know that everybody's experience will be different and that there is no right or wrong way to experience it or feelings to have about it. It's entirely for each individual.



Resource 10 - Muscle Tensing Relaxation

This is one way of teaching children how to relax. Ideally the activity needs space so might be best used in a PE/ Dance session in the hall. It can be adapted for use in the classroom or outside, e.g. on the grass in Summer. You will need to be very slow and deliberate. Keep an eye on the children so that you can adapt your voice and instructions to their pace. Don't be afraid to leave gaps for them to settle into things.

Lie flat on the floor on your back (or sit with head resting on the table) and make yourself feel as heavy as possible, as if you are an enormous heavy boulder, just resting on the floor, very still.....almost sinking into the ground. Close your eyes when you are ready.

Take a deep breath in through your nose and breathe it out slowly. Breathe in againand out .

Now concentrate on your hands. Make tight fists.....and hold it.....hold it.....now let them relax.....back on the floor.

Now concentrate on your arms.....push down your elbow.....hold it.....hold it..... and let it relax.

Imagine your arms and hands are made of something really heavy. Let them relax on the floor.

Let's begin to relax the muscles in our head and neck. Lift your eyebrows up as high as possible.....hold them tight.....and let them go.

Screw up your eyes and wrinkle your nose.....hold it.....hold the muscles tight.and let go.....relax them completely.....

Bite your teeth together and make a smile and hold those muscles tight.....hold onand let go.....let them relax. Pull your chin down to your chest and hold tight..... then let go. Feel how relaxed your head and neck is.

Take a deep breathhold it ...and pull your shoulders back now breathe out and let your shoulders go..... blow the breath out and let your shoulders sink into the floor.

Pull your stomach in and try to hold it.....hold it tight.....now relax and let go.

Let's think about your legs now. Lift one leg and hold it out straight, hold it.....and relax it.....let it flop gently to the floor. (Use your voice and language to emphasise the slowness and heaviness of the movements.) Now the other leg – lift it up..... stretch it out and now relax it..... let it flop down gently to the floor.

Point your toes to the ceiling, hold them tight.....keep pointing them up..... now relax, let them rest

Take another deep breath in..... and slowly let it out breathe out any tightness in your muscles.

Notice how relaxed your muscles feel. You feel floppy and loose like a scarecrow or puppet.

(You may want to go on to look at breathing as a way of relaxing. Be aware of those children who might have breathing problems, such as asthma or colds, make it safe for them to do the best and safest they can. You can do this sitting up or lying down).

Become aware of your breathing but try not to change it - just let yourself breathe normally and evenly. I am going to count slowly to help you but it doesn't matter if you don't keep with me as long as you are breathing slowly and calmly. 'in 1, 2, 3, 4, andout 1, 2, 3, 4. *(Explain that this can be a good way to manage your emotions if you feel tense or stressed, angry, worried or anxious. Counting slowly to 10 in your head while your breathing slows down can also help. Try it.)*

(Tell them you aren't going to say anything for half/one minute, just leave them to relax and enjoy the feeling. You can see which children are finding it hard to do and can give them a bit more guidance another time)

After a half a minute – you can lengthen the time as the children get better – tell them it is really important to come out of a relaxed state carefully and slowly. Tell them that you are going to ask them to do this now.

When you have been really relaxed it is important to 'wake up' slowly so that you don't surprise your body. I am going to ask you to do this now. Wiggle your fingers and toes gently. Take a deep breath in. Gently move arms and legs to wake them up. Open your eyes and blink. When you feel ready slowly roll over and sit up carefully.

Discuss how they felt when relaxed. How is it different from being tense? Tense = tight, coiled like a spring, muscles tight, shallow breathing, stiff, spiky, mind crowded. Relaxed = soft, floppy, easy, smooth, deep calm breath, mind empty.

To deepen the experience, when children are good at relaxing and can get to the slow breathing and still phase quickly and easily you can ask them to imagine they are in a special place or take them on a visualisation. See accompanying resources.

Resource 11 - The Quarrel

Trevor Tortoise and Ritzy Rat are lining up (for assembly, dinner etc). Trevor is looking up and thinking about things he sees – clouds, displays etc. (he could be muttering about them) and isn't really paying attention to the line. Ritzy comes along to line up and sees Trevor being left behind, so he jumps in front of him.

Tortoise: Hey. I'm there. That's my place. You've just pushed in

Rat: No it's not stupid – you went out of line. I'm here now.

Tortoise: (*Pulling the rat away*) That's not fair. I've been waiting ages. You've only just come up. (*Getting louder*) You pushed in.

Rat: (*Even louder*) That's your problem! (*pushes the tortoise*)

Tortoise: (*being assertive – pulling himself up and staring the rat in the eye*) Don't push me.

Rat: I didn't push you – you got in the way. Anyway you pulled my arm. (*Pushes him again*)

Tortoise: (*pushing hard back and shouting*) You pushed in! Go to the back!

They end up fighting.

Adapt the script to incorporate situations and language current in the class.



Resource 12 - Traffic Lights



Get ready



Steady



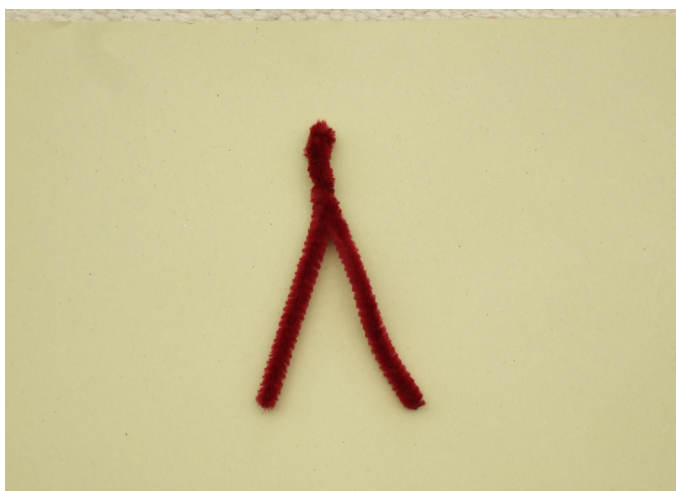
Do then review

Resource 13 - Worry Dolls

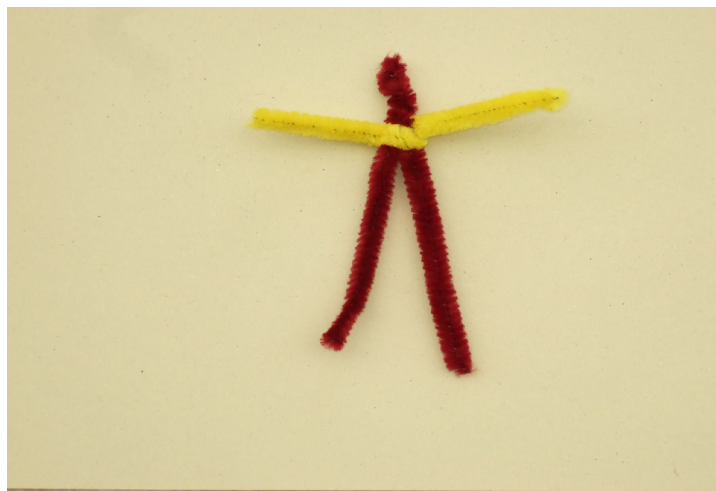
Children can make their own worry dolls. They should be as small as the children can manage so that they fit into a small box or bag. Each child usually needs 4 – 6 dolls but you could make them as a class so those that are more dextrous can make more and then share them out. They can be left without faces if you prefer.

The instructions given below will make larger dolls than are usual.

Materials: 3 twist ties per doll, Coloured wool, Paper or felt scraps for faces, Scissors, Glue, Felt pen for marking features



1. Twist 2 ties together about 2cm from the end. Leave the short ends together for the head and separate the long ends for the legs.



2. Twist the third tie around the join of the first to make the arms. Cut to the same length if necessary.



3. Tie a long piece of wool around the join and wind the wool around the body and then down one leg. Wind it back up the same leg. Then wind up and down the other leg. Tie off or stick with glue at the middle.



4. Wrap the chest and arms the same way the legs were wrapped and then wrap up and back down to make the head. Tie off the ends or stick with glue. Draw simple features on a scrap of felt or paper and attach it to the head if wanted.