Dealing with Feelings

The main theme of this unit is to raise children’s awareness of their own and others’ feelings and to develop strategies for dealing with difficult feelings. The ability to identify and express feelings appropriately is important for a sense of well-being. The development of strategies for dealing with difficult situations helps build confidence.
Teaching approaches

Freeze Frame

This is a useful tool for encouraging children to engage in discussion about a particular issue. Ask the children to pose as a still image representing a particular significant moment in a story. Alternatively, the children can act out a role play and on your command freeze the scene. The rest of the class can move around the frozen action talking about the body language, facial expression, emotions felt, etc. As an extension, ask groups to enact different developments in a particular issue and to take photographs to create a photo-story.

Art Spiral

Place a large piece of paper with a spiral drawn on it in the centre of an open space. The paper should be large enough to allow for easy movement and space for all of the children’s contributions. Ask everyone in the class to select a free space on the spiral and draw something that represents one, or more of the things being discussed. Encourage the children to include beside their drawings a few words that spring to mind.

When completed, allow time for the children to look at the whole spiral and view each other’s contributions.

Graffiti Board

Dedicate an area of the room as a graffiti board where children can record their thoughts, feelings, ideas and suggestions around a particular topic. Contribute to the board at different times using a KWL perspective - what they think they know about an issue, what they want to know and what they have learned at the end of the topic. The children should feel free to contribute to the graffiti board at any time during the course of the topic.

Quote of the Day

Use quotes from a variety of sources to inspire and motivate the class. Encourage the children to source their own quotes and to make a poster illustrating the quote. These will act as visual reminders in the class. Read and discuss the meaning of the quotes on a regular basis. Ask parents to get involved by sending in their favourite ones, too!
Building on Key Stage 1

Their own and others’ feelings and emotions and how their actions affect others:
- beginning to recognise, name and manage their own feelings and emotions;
- beginning to understand that feelings are a natural, important and healthy part of a human being; and
- beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss.

Working at Key Stage 2

Their management of a range of feelings and emotions and the feelings and emotions of others:
- examining and exploring their own and others’ feelings and emotions;
- knowing how to recognise, express and manage feelings in a positive and safe way; and
- recognising that feelings and emotions may change at times of change or loss.

Moving towards Key Stage 3

Personal Development Key Concept: Self-awareness

Personal Development Key Concept: Personal Health

Progress in learning

- I have an opportunity to talk about feelings that matter to me.
- I can safely share my feelings with others in class.
- I can name and identify a range of feelings I may have experienced.
- I can name the things that hurt my feelings.
- I can appropriately express feelings of happiness, disappointment, sadness, guilt, etc.
- I know what to do when I experience difficult feelings such as disappointment, sadness or guilt.
- I know and can use a way to calm down when I am feeling overwhelmed.
- I can contribute towards making a class decision.
- I can work towards a personal target.
- I can work in different roles in a group and take responsibility.
- I know some things that I can do when I feel negative.
- I know the people in school that I can go to if I need help.
Learning intention:
Recognise different feelings and emotions and understand why we need to manage them in a positive and safe way.

Learning together
Actively involving children in the learning process ensures that there are opportunities for them to take responsibility for and become more involved in their learning.

This process engages the children, develops their responsibility, boosts their confidence and enhances their self-esteem.

In the example shown here, the teacher asked four questions about the topic ‘Our feelings and emotions’:
- What do we know about this?
- What do we need to know?
- How will we find out/learn about this?
- How will we show what we have learned?

Alternatively, you could simply ask the class:
What questions or concerns do you have about your own and others’ feelings and emotions?

Consider following this with a PMI (Plus-Minus-Interesting) methodology, where the children note the plus points and drawbacks of suggested ideas and then add any interesting points. Through this exercise, children can come to understand that ideas they perceive to be unsuitable can also be interesting if they lead on to other ideas.
Thinking Skills and Personal Capabilities by the end of Key Stage 2

**Managing information**

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;
Begin to challenge conventions and assumptions;
Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;
Develop methods for collating and recording information and monitoring progress on a task; and
Have a sense of audience and purpose.

Understand more than one point of view;
Examine options and weigh up pros and cons;
Try alternative problem solving solutions and approaches; and
Use different types of questions systematically and with purpose.

**Thinking, problem solving and decision-making**

Show the ability to use memory strategies to deepen understanding;
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;
Make and test predictions, examine evidence and make links between possible causes and effects;
Discriminate between fact and opinion and question the reliability of evidence;

Working with others

Become more independent in social and interpersonal skills;
Show that they can work in different roles in a group and take responsibility for appropriate tasks;
Be willing to help others with learning;
Understand and learn to respond to feedback; and
Work with peers to reach agreements and begin to manage disagreements.

**Being creative**

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
Use all the senses to stimulate and contribute to ideas;
Experiment with different modes of thinking (for example visualisation);
See opportunities in mistakes and failures;
Learn from and build on own and others’ ideas and experiences;
Value other people’s ideas;
Experiment with objects and ideas in a playful way;
Make ideas real by experimenting with different ideas, actions and outcomes; and
Begin to develop value judgments about the merits of their work.

**Self-management**

Evaluate what has been learnt and compare approaches with others;
Make links between learning in different contexts;
Become more self-directed by working independently or with a group;
Learn ways to manage own time;
Seek help from a variety of sources;
Work towards personal targets identified individually or jointly with the teachers; and
Be more confident in the knowledge of personal strengths and weaknesses.
Across the Curriculum: Connecting the learning

**Literacy**

Using techniques such as storyboards to visually think through and sequence an incident helps to clarify the range of emotions experienced.

**The World Around Us**

Exploring and discussing a local issue of concern and listening to the opinions and feelings expressed by the people who live in and share the community.

**Outdoor Learning Environment**

Creating safe spaces in the playground. Maximising children’s potential to learn a range of social skills in different kinds of groups.

Words and phrases I will hear and use

- Distressed
- Relax
- Appropriate
- Optimistic
- Solution
- Well-being
- Expressing feelings
- Behaviour
- Perspective
- Embarrassed
- Tense
- Irritated
Learning activities

Activity 1
How do they feel?
A story is used to help the children identify with the feelings of different characters.

Activity 2
Expressing feelings
Children explore the appropriate expression of feelings through mime.

Activity 3
People shrink from put downs
A story is used to prompt discussion of the effects of criticism.

Activity 4
Dealing with difficult situations
Children explore ways of dealing with difficult situations.

Activity 5
Thinking it through
Children develop an understanding of how strong feelings can build up.
Learning activity 1: How do they feel?

CORE CONCEPT
Recognising and discussing feelings allows for the development of good communication skills and empathy with others.

SUGGESTED SUCCESS CRITERIA
We will identify the range of feelings experienced in a given situation.
We will understand and discuss how to show empathy and why we should.

POINTS TO NOTE
It is possible to complete this activity simultaneously - reading both stories and asking half the class to focus on Story A (The Present) and the other half to focus on Story B (The Accident). The groups could then alternate for the Gallery Walk Around. Alternatively, you could complete the activity in two sessions to allow all of the class to experience both stories and the associated activities. Make copies of Resource A and B character cards in advance.

WHAT YOU NEED
- The Present Story and Character Cards (Resource A)
- The Accident Story and Character Cards (Resource B)
- Emotional Vocabulary (Resource C)

WHAT TO DO
- Story
- Debrief
- Emotional Vocabulary

Read one of the stories (The Present or The Accident) with the children. Divide the children into groups. Distribute at least one character card (Resource A or B) to each group. Allow time for the children to discuss the card and to record any suggestions. Next, pair up the groups and ask them to Freeze Frame (pose as a still image of the character, representing a particular significant moment from the story). Allow time to talk about the character, the emotions expressed and the body language shown.

Suggested Success Criteria
- We will identify the range of feelings experienced in a given situation.
- We will understand and discuss how to show empathy and why we should.

What You Need
- The Present Story and Character Cards (Resource A)
- The Accident Story and Character Cards (Resource B)
- Emotional Vocabulary (Resource C)

What to Do
- Story
- Debrief
- Emotional Vocabulary

Story

Angry  Happy
Sad  Fear

Read one of the stories (The Present or The Accident) with the children. Divide the children into groups. Distribute at least one character card (Resource A or B) to each group. Allow time for the children to discuss the card and to record any suggestions. Next, pair up the groups and ask them to Freeze Frame (pose as a still image of the character, representing a particular significant moment from the story). Allow time to talk about the character, the emotions expressed and the body language shown.
Next, ask each pair of groups to create a large Art Spiral* (their Art Spiral should represent one of the character’s feelings and emotions). Place a large piece of paper with a spiral drawn on it in the centre of an open space. The paper should be large enough to allow for easy movement and provide space for each member of the paired group’s contributions. Ask everyone in the paired group to select a free space on their spiral and draw something that represents some of the character’s feelings that they discussed during the Freeze Frame activity. Encourage the children to include words/phrases that spring to mind beside their drawings.

When completed, allow time for the groups to view each other’s spirals. This could be in the form of a Gallery Walk Round. Ask them to evaluate the work by placing a dot beside the spiral that they think best represents the array of feelings of that character in the story.

Debrief

Debrief the stories and activities by asking the children to focus on the nature of the body language used in the Freeze Frame. Why did the children decide to depict the scene in the way they did? Also discuss their initial individual thoughts on the range of feelings expressed by the characters in the story/stories.

Extension

The children could write or tell a suitable ending to one of the two stories. Some children may wish to read and share their endings with the other children. Discuss the different endings. Dramatise other stories being read with the class, and explore the feelings of the different characters.

* For more information on Freeze Frame and Art Spiral read: Active Learning and Teaching Methods for Key Stage 1 and 2. See Resource section for further details.

Emotional Vocabulary

Ask the children to select words (and phrases) from the Art Spirals to contribute to a class/group emotional dictionary. (Use Resource C, or ask the children to create a book using folded A3 paper. In the book, have four different sections for the four basic emotions: anger, fear, sadness and happiness. Use colour and graphics, etc., to define the sections).

Divide the children into four groups and ask each group to contribute to a different section. Encourage the children to include words that are emotions related to the four basic emotions. Remember that these four emotions are broad and are a useful way to categorise the array of emotions. Over time, ask the children to add to the dictionary and ensure that a wide variety of feelings words, similes and well known phrases that represent a spectrum of each emotion are included. For example, the happiness section might include terms and phrases like glad, pleased, joyful, blissful, elated, ecstatic, I was pleased as punch, and I was as proud as a peacock. Include their drawings in the dictionary, or use pictures from magazines and newspapers to illustrate the emotion word. They could also use the dictionary to support their creative writing as they develop a character in a story.
Learning activity 2: Expressing feelings

Core Concept
Expressing feelings appropriately is important for a sense of well-being.

Suggested Success Criterion
We will discuss how to express feelings appropriately.

Points to Note
Actively build emotional strength within the classroom by identifying the emotion the children are feeling and convey understanding or empathy. Make sufficient copies of Resources D and E.

What You Need
- Mime Cards - one per group (Resource D)
- Actions (Resource E)

What To Do
- Mime
- Debrief
- When I’m Feeling...

Mime

Divide the children into small groups of two or three. Distribute at least one card from Resource D to each group. Ask a member of the group to read the situation to the rest of the group. Next, allow time for each group to decide how they will work together to show the mime. Emphasise the importance of working well together in the group, particularly HOW they work together as well as WHAT the final mime looks like. Remind the children to ensure everyone has a say, to listen to what everyone thinks and what they would like to do. Agree together what needs to be done in the mime. Allow time for each group to show their mime to the rest of the class. Invite the children to guess the mime. Record on the board all of the suggestions made by the class.
Debrief some of the mimes further by asking the following questions:
- Have you ever felt like that before? When?
- What did you do when you felt like that? (The behaviour). Talk about which, if any, of the actions are/were appropriate.

When all of the mimes are completed and the feelings have been named, talk about the array of feelings named on the board, the corresponding ways the body feels and the actions carried out. (See table above).

Invite their comments on the timing of expressing feelings. For example, when you’re hurt in a crowd, you might feel like crying right there and then. But how would you feel if you did? Explore with the children other ways of expressing the hurt, for example telling friends or their parents later.

## When I’m Feeling....

Distribute copies of Resource E and ask the children to complete it. Discuss general, not specific, answers. (Don’t look for right answers - a number of options may be very appropriate). Discuss any alternatives that they may use. Explain to the children that it is important to express feelings. It is also important to express them appropriately - that is, in the right way, at the right time and with the right people. Talk about how feelings can be expressed in a variety of ways:

- by talking;
- through body language - for example a smile or a shake of the head;
- through touch as in a hug; and
- by doing something unrelated to the source of the feeling - for example when you are angry you might walk away from the situation.

In groups, share ideas on how to appropriately express feelings of irritation or frustration. Ask each group to create a poster with useful calming down techniques. Some examples include:

- give yourself some time to think;
- walk away;
- count backwards from 10;
- tell someone else how you feel;
- breathe deeply a number of times;
- tense and relax your muscles; or
- picture yourself dealing with the situation calmly and confidently.

These posters could be displayed in class or around the school. If laminated, you could display them close to a ‘calming down circle’ that could be painted on the playground.
Learning activity 3: People shrink from put-downs

CORE CONCEPT
When children face challenges and difficult situations, it is important to develop resilience. Being able to deal with criticism - true or untrue - is a key skill for maintaining self-esteem.

SUGGESTED SUCCESS CRITERIA
We will recognise and discuss the effects of negative criticism.
We will identify and name coping strategies to use during difficult situations.

POINTS TO NOTE
Children often have a natural ability to bounce back. The resilient child recognises a stressful event, often responds emotionally; recoils temporarily and then bounces back. As a teacher, remember to validate the difficulty of the child’s situation (whatever it is) and convey confidence that he or she can figure out a way to manage the situation effectively. Do not approach the child as the “victim.”

WHAT YOU NEED
- Scott’s Story (Resource F)

WHAT TO DO
- Scott’s Story
- Bouncing Back

Scott’s Story

Read Scott’s Story (Resource F) with the children. Ask one or two of them to summarise the story. Then, ask the following questions to prompt discussion:

- What were the feelings in the story?
- Who felt what and why?
- What could each of them have done differently? (Leave Scott until last).
- What do people usually do when they are criticised or put-down?
- What can they do about it?
- Are all - or any - of these actions appropriate or helpful?

Alternatively, ‘Hot Seat’ a number of the characters from the story, for example Scott, and encourage the children to think up challenging questions such as: Why do you feel like this? What would you like to do? What or who could help you? This may help the children to feel empathy for the different characters in the story.
Bouncing Back

Explore resilience with the children. (Resilience is the ability to recover from setbacks and misfortunes). Find out about famous historical characters (Ann Frank, Martin Luther King) or people in the community who in the face of adversity struggled on. Contribute to a class ideas bank of strategies that might help others bounce back when things go wrong and when they are feeling inadequate, for example:

- **Nurture an optimistic view of life** - Talk about times when the children have successfully handled hardships in the past. Explain that these challenges will help them build strength to handle future challenges. Your modelling is most effective here. When problems arise, recognise them, but point out any ‘silver lining’ in the troubled cloud. If experiencing a difficult day/week with the class, ask the children to think back to a time when things were going well in school. Ask them what did the class sound, look, feel and even smell like? Such ‘lifting’ rituals can remind the children of the ups and downs of daily life.

- **Embrace problem-solving skills** - Once emotions subside and the child is ready to communicate, identify the situation and ask them what they can do to solve the problem. Encourage the children to trust themselves to solve problems and to make appropriate decisions by validating their ideas and offering a few suggestions. Do not dominate. Encourage them to use their own resources to manage the situation. Reflect from time to time on how their individual accomplishments have contributed to the well-being of the class as a whole.

- **Encourage the children to ask for support** - When difficulties do arise, tell the children not to be afraid, ashamed or embarrassed to ask for help. Asking a parent, family member, teacher, coach, clergy member, friend, community support person or expert for help shows a sign of strength and maturity. Make literature, contact numbers, and designated staff photographs highly visible within the school environment.

- **Keep things in perspective and maintain a hopeful outlook** - Even when individual children or the class are facing painful events, help them to look at the situation in a broader context and keep a long-term perspective. Help them see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook enables the children to see the good things in life and keep going even in the hardest times. Use historical events or individuals to show that life moves on after harrowing events.

- **Look for opportunities for self-discovery** - Encourage the children to recognise that tough times are often the times when children learn the most about themselves. Lead discussions of what each child has learned after facing a difficult situation.
Learning activity 4: Dealing with difficult situations

**CORE CONCEPT**
The ability to solve problems is a key aspect in raising self-esteem. Children can feel competent and confident if they know they can cope with and solve problems that they may have to face.

**SUGGESTED SUCCESS CRITERION**
We will develop a range of practical problem-solving skills.

**POINTS TO NOTE**
It is important to emphasise the ground rule that no one is named in a negative way. Encourage the children to use *I* statements to say: *I felt _____ when someone said _____ to me* when talking about their own problem. You can repeat this activity at different times during the year. Circle Time ideas are adapted from the Jenny Mosley Quality Circle Time Model (see Resources section for further details).

**WHAT YOU NEED**
- A speaking object

**WHAT TO DO**
- Circle Time
  - Welcome and introduction
  - Mixing-up activity
  - Information sharing
  - Role play
  - Problem solving
  - Closing activity

**Circle Time**
Ask the children to form a circle with their chairs and to check that everyone (including the adults) has a seat in the circle.

**Welcome and Introduction**
Welcome the children to Circle Time by telling them that this is a dedicated time to talk to each other about things that are important to the class and that this time is dedicated to think and talk about situations that anyone finds difficult to deal with.

**Mixing-Up Activity**
Ask the children to change places if they:
- have had their hair cut this month;  
- have ever been in hospital;  
- can speak more than one language;  
- have done something that made someone feel happy this week; or  
- have been annoyed this week by somebody or something.
Information Sharing

Ask the children if they have ever felt hurt or annoyed. What did they say or do? This need not be done as a round. Instead, take responses from those willing to talk. (Thumbs up as a sign they have something to contribute). This encourages participation, thinking, problem-solving, cooperation and managing information.

Role play

Divide the children into pairs. Give each pair a situation using some of the children’s experiences of when they felt hurt or annoyed. Alternatively, use some of the following:

<table>
<thead>
<tr>
<th>You walk into the classroom and a group of children starts whispering and giggling.</th>
<th>Someone in class laughs at the score you have got in your test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your brother tells you you’re stupid.</td>
<td>Someone pushes in front of you in the queue for the canteen.</td>
</tr>
<tr>
<td>A team member calls you clumsy when you’re playing with your friends.</td>
<td>A friend pinches your arm very hard and says (s) he is “only playing”.</td>
</tr>
</tbody>
</table>

Ask each pair to discuss their situation and to prepare a role play that would include a possible solution to the problem. Ask them to use the sentence stem: I feel _____ when _____ happens to me within their role plays. View a number of the role plays and discuss.

Problem-solving

Ask three or four children to suggest/share alternative ways of handling some of the situations. Ensure that any child who wishes to discuss their problem with you at a later stage gets an opportunity to do so. This part of the Circle Time session might run as follows:
- The child presents his/her problem.
- You and the others ask questions to clarify the problem if necessary.
- You invite suggestions or advice from three or four children to help the child cope with the problem. Use the stem: Would it help if _____?

In some instances, the child may need to take extra time to consider the options rather than make an immediate decision. Keep a record of the problems discussed and check back a week later. If the problem hasn’t been solved, consider it again.

Closing Activity: ‘Zoom...Eek’

Ask the children to sit in a circle and place their own hands together. Begin the ‘zoom’ by placing your palms together and tap fingertips with the person next to you. As you do this, say Zoom. Continue the passing in a clockwise direction until someone says Eek. This makes the fingertip passing change to an anti-clockwise direction. As an extension, add Kapow as a way of sending the direction of the passing across the circle to a person opposite! Encourage the children to be creative around the terms. Instead of Zoom, Eek and Kapow, they could take terms from what they are learning in The World Around Us or even a popular TV programme.

Evaluation

Ask the class to evaluate the session.
Learning activity 5: Thinking it through

CORE CONCEPT
Recognising early warning signs of feelings and the actions that accompany them can empower children to control their emotions and behaviour in difficult or stressful situations. Helping the child to develop an understanding that strong feelings can build up and overwhelm us is also important.

SUGGESTED SUCCESS CRITERIA
We will recognise and describe times when we are overwhelmed by emotions. We will discuss and list an effective and appropriate calming-down strategy.

POINTS TO NOTE
Provide access to the internet so the children can obtain more detailed information about the brain.

WHAT YOU NEED
- Cassie’s Story (Resource G)

WHAT TO DO
- Overwhelmed by Emotions
- Stop and Think

Overwhelmed by Emotions

As a class, brainstorm sayings that are connected with feelings, for example: Out of my mind with worry, All in a tizzy, and Scared out of my wits.
Talk about how these refer to the feeling side of our brain. For example, talk about how sometimes if we feel scared or threatened, the feeling bit of our brain helps us to get ready for action - we can hit back (fight) or run away (flight). This feeling part of the brain reacts quickly to help or save us when we are facing danger and we need to respond very quickly. Unfortunately, this can stop the thinking part of our brain from taking a good look and checking out what is going on. The feeling part of the brain is too quick to be careful and thoughtful and can sometimes get things wrong.

Read Cassie’s story (Resource G), with the children. It illustrates ways that the brain can be overwhelmed by feelings, which sometimes results in unclear thinking. Explore the story by talking about how the build-up of feelings explain why sometimes a little thing can make us explode with feelings when on other days we can easily remain calm. Sometimes it depends on what has happened earlier in the day or what is happening in our lives.

Ask the children to:
- recall any similar experiences that they may have had; and
- reflect on times that they have made a mistake and maybe became angry or scared and did something they later regretted.

Ask the children to recreate their experiences or Cassie’s story in a storyboard format, adding illustrations to support the text. Include icons to illustrate the different signals that were being given to the body (signs of anger for example), what the trigger was and the final explosion.

Talk about the actions that followed on from each of their experiences.

Stop and Think

Explain to the children that sometimes we need to stop and think before we act. Create a collective ‘Ideas Funnel’ by together generating all possible ideas and options about what we can do to stop the quick feeling part of our brain from taking over and stopping us from thinking straight. Follow this by prioritising all the suggestions until a top five emerges. Some of the suggestions might include:
- being more aware of how we are feeling - thus avoiding further trouble;
- noticing the warning signs of feeling stressed/angry/fearful (physical signs on the inside and outside of the body);
- realising we are feeling stressed/angry/fearful and dealing with it responsibly;
- the need to catch our anger signals early on (before the fuse burns and the firework explodes); or
- stepping back and observing feelings. By saying to ourselves: This is what is going on and as I am responsible for my own behaviour and feelings, I can make choices about them.

Reinforce with the children that these ideas can help stop people going into panic mode and can be very calming. In groups, design posters about calming down and display them in prominent positions around the classroom and school.
Lucy’s birthday was coming up. She was looking forward to the big day. She knew that she was not going to have a party like many of her friends because her parents could not afford it. But she was really looking forward to receiving her birthday presents. What she really wanted was a pair of the latest designer trainers. They were the absolute best - everybody in class was wearing them. The advertisements for them were really cool. They were very expensive, but she had told her mummy ages ago that that was what she wanted for her birthday. She had mentioned them to her mummy and dad lots of times since then. Surely they would get them for her. She had even told all of her friends that she was getting them for her birthday.

The big day arrived. Her mummy and dad and her three brothers woke her up by coming into the bedroom singing “Happy Birthday.” Lucy beamed a sleepy smile at them. Then, her family put their presents for her on the bed and on the floor. She scanned the lumpy shapes wrapped in brightly coloured paper. None of them were the right size. “Oh no, where are my trainers?” she thought. She dived on the biggest shape and tore off the wrapping. It was a big wooden box that was beautifully painted. “I made that especially for you; it’s a Memory Box to hold all your bits and pieces,” said her dad proudly.

Next, her brothers handed over their present. “Here Lucy, this is for you. We think you’ll like it. It’s for your shoes and stuff,” they said. “Shoes and stuff,” thought Lucy, “maybe they’ve got rid of the box.” Swiftly, she ripped the paper off the big present. It was a container for shoes, but not the shoes she wanted.

Lastly it was Mummy who handed over her present. “I know Mummy will have listened to all of my hints”, she thought and ripped the covering of the last present. It was a beautiful top and skirt. “I managed to get these for you when you were at school,” said her mummy with a grin. “Do you remember them? You pointed them out to me ages ago. You said they were the best clothes in the shop. Happy birthday love ... Lucy, is there something wrong...?”
Try to put yourself in her situation.

Describe the emotions she felt:
- before her birthday;
- during the morning of her birthday; and
- after her birthday.

Try to put yourself in his situation.

Describe the emotions he felt:
- before Lucy’s birthday;
- during the morning of her birthday; and
- after her birthday.

Try to put yourself in her situation.

Describe the emotions she felt:
- before Lucy’s birthday;
- during the morning of her birthday; and
- after her birthday.

Try to put yourself in their situation.

Describe the emotions they felt:
- before Lucy’s birthday;
- during the morning of her birthday; and
- after her birthday.
The Accident

It was the last week of Rashid’s holidays. His best friend, David, had just spent the night in his house. After they got up, they had a slow, easygoing breakfast. The morning was sunny, so they decided to go out and play football. They had to cross the road to get to the park. There were a lot of cars parked there that day. Rashid peeked around a parked truck to see if anything was coming. When the coast appeared clear, he turned to David and said, “It’s okay, let’s go,” and he began to cross the road. Rashid hadn’t noticed Vik Ferguson driving out of a side road in his new car. Vik didn’t see Rashid either, until it was too late. Bang!

The impact knocked Rashid out into the middle of the road. A car coming in the opposite direction screeched to a halt just in front of him. At first, David was rooted to the spot. After a moment, however, he ran back to Rashid’s house, buzzing again and again on the doorbell. Rashid’s mummy thought it was Rashid ringing impatiently at the doorbell and called out, “Take it easy, I’m coming.” The instant she saw David, she knew something was wrong. David stuttered out, “Rashid’s been knocked down.” She flung open the door and rushed out into the road. “Oh no,” she gasped when she saw Rashid lying on the ground. There was blood underneath his head and his arm was twisted into an odd shape. There was a man beside him, wrapping his jacket around him and telling him to stay still. When he saw Rashid’s mummy, he said, “Quickly, call an ambulance.” Rashid’s mummy raced back indoors and dialled 999 (the emergency services number).

At this stage, a crowd had gathered. The young driver of the car that hit Rashid was sitting on the footpath, his head in his hands. There was a woman sitting beside him saying what sounded like soothing words to him. A policeman arrived and shortly afterwards the ambulance came along ...
Character Cards

**Rashid**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Man**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**David**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Policeman**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**Rashid’s Mum**
Try to put yourself in her situation.

Describe the emotions she felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Other Driver**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Young Driver**
**Vik Ferguson**
Try to put yourself in his situation.

Describe the emotions he felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Paramedics**
Try to put yourself in their situation.

Describe the emotions they felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.

**The Crowd**
Try to put yourself in their situation.

Describe the emotions they felt:
- before the accident;
- at the time of the accident; and
- in the days after the accident.
Resource C
Personal Development and Mutual Understanding Orange Unit

Learning activity 1: How do they feel?

Emotional Vocabulary
<table>
<thead>
<tr>
<th></th>
<th>Anger</th>
<th>Fear</th>
<th>Sadness</th>
<th>Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words for related feelings</strong></td>
<td>Cross</td>
<td>Scared</td>
<td>Unhappy</td>
<td>Joyous</td>
</tr>
<tr>
<td><strong>Similes and well known phrases</strong></td>
<td>‘Fit to be tied’</td>
<td>‘As scared as a mouse’</td>
<td>‘In the depths of despair’</td>
<td>‘As proud as a peacock’</td>
</tr>
</tbody>
</table>
Resource D
Personal Development and Mutual Understanding Orange Unit
Learning activity 2: Expressing feelings

Mime Cards
You’re sitting in front of the T.V. - there is nothing on that interests you - you are **bored**.

You just sat down beside an ashtray full of cigarette butts and ashes. The smell is off-putting. You feel **disgusted**.

You get up in the morning and go outside to feed your pet. During the night your pet has died. You’re very **upset**.

Your teacher has just told you that you make great contributions to the class - you’re very pleased and feel **happy**.

You’re really good at maths - better than your friend, who is beside you. Yet the teacher always praises the socks off your friend and never praises you at all. Besides being **disappointed**, you’re also **jealous**.

It’s your birthday - you can’t wait to open your presents. You’re so **excited** you can’t stay still.

You’re at the seaside, the sun is shining, the sea is blue - no homework - you feel **good**.

One of your classmates has taken a lend of your new ruler without asking you - you’re really **annoyed** with her/him.

You arrive home from school and ring the doorbell - no answer. You try again - no answer. You begin to get **worried** in case something is wrong.

After waiting in vain for a long time for your friend to turn up at an agreed place, you leave. You’re **disappointed** at first and then **angry** that she/he didn’t come.

You are playing ball outside. You kick the ball as hard as you can and it crashes through your elderly neighbour’s window. You feel **anxious**.

You are in bed. It is the middle of the night. You hear a sound outside the window. You don’t know what it is. You are feeling **scared**.

Your friend in class doesn’t sit next to you. He/she sits with another person. You feel **disappointed**.

Your brother pretends he isn’t feeling well and doesn’t do his half of the chores in the house. Your mum lets him away with not doing the chores. You feel **frustrated**.

You want to go with your friends to the cinema. Your parents say that you are too young to go alone. You feel **let down**.
Actions

Tick the action or actions that would be appropriate or helpful. Or, you may write your own action in.
<table>
<thead>
<tr>
<th>Feeling</th>
<th>Action</th>
<th>Feeling</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excited</td>
<td>1. Jump up and down</td>
<td>Worried</td>
<td>1. Cry</td>
</tr>
<tr>
<td></td>
<td>2. Do nothing</td>
<td></td>
<td>2. Get information</td>
</tr>
<tr>
<td></td>
<td>3. Enjoy it</td>
<td></td>
<td>3. Panic</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Sad</td>
<td>1. Cry</td>
<td>Happy</td>
<td>1. Smile at everyone</td>
</tr>
<tr>
<td></td>
<td>2. Bottle it up</td>
<td></td>
<td>2. Bottle it up</td>
</tr>
<tr>
<td></td>
<td>3. Get a hug from someone close</td>
<td></td>
<td>3. Enjoy it</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Annoyed</td>
<td>1. Hit the other person</td>
<td>Disappointed</td>
<td>1. Get your own back on the other person</td>
</tr>
<tr>
<td></td>
<td>2. Talk about it</td>
<td></td>
<td>2. Talk with someone about it</td>
</tr>
<tr>
<td></td>
<td>3. Bottle it up</td>
<td></td>
<td>3. Get a hug from someone close</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Bored</td>
<td>1. Fall asleep</td>
<td>Peaceful</td>
<td>1. Remain very still</td>
</tr>
<tr>
<td></td>
<td>2. Complain</td>
<td></td>
<td>2. Enjoy it</td>
</tr>
<tr>
<td></td>
<td>3. Find something else to do</td>
<td></td>
<td>3. Daydream</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Outraged</td>
<td>1. Bang or shake my fists</td>
<td>Nervous</td>
<td>1. Begin to shake</td>
</tr>
<tr>
<td></td>
<td>2. Talk very loudly</td>
<td></td>
<td>2. Start to laugh uncontrollably</td>
</tr>
<tr>
<td></td>
<td>3. Bottle it up inside</td>
<td></td>
<td>3. Walk away</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
</tbody>
</table>
Scott is 10 years old. When he tells people how old he is they don’t believe him. They say, “You look a lot older.” That’s because Scott stands tall. But Scott wasn’t always so big. One wet day in December of last year, Scott left home for school. He didn’t feel great. His mum and dad had slept through the alarm and they were all late getting up. Everyone was stressed.
Scott couldn’t find his socks and his dad gave out to him about the state of his room.

School was a little better, at least until just before going home. They had library time in the morning, P.E. between the breaks and art after lunch. They seldom had art on the day they did P.E., but Mr. McGinley was in a good mood. When Scott had asked him, “Can we do art?” he said, “Why not? Let’s do that!” Scott got a lot of high fives and backslaps for asking.

They had to paint a winter scene. About twenty minutes before the bell was due to ring, Mr. McGinley announced, “Finish up what you are doing and tidy up.” Scott hurried to put the finishing touches to his painting. He was pleased with it. He got up out of his chair to bring the painting over to the windowsill to dry out. As he turned around, he bumped straight into his good friend Tony Bolger, who was carrying two large jars of murky water. Tony lost his balance. In an attempt to stop himself falling, he reached for the table behind him. Of course he let go of the jars to do this. Down they fell. Scott watched in horror as the two jars emptied their foul-coloured contents all over the floor. It almost seemed to happen in slow motion.

After a very short silence, there was uproar from the surrounding children. Tony was really angry and shouted at Scott, “You stupid thick - look what you did!” Mr. McGinley came on the scene. “Who did this?” he enquired in an angry tone. “He did!” shouted the other children pointing at both Scott and Tony. “Well, the two of you can clean up the mess and both of you are banned from the next art class.” With that, Mr. McGinley went back to writing the homework on the board. “I’m going to get you for this,” growled Tony, when the teacher was gone. Scott felt himself go hot, then cold again. He felt hollow inside. He looked at his friend’s face and saw the anger in his clenched jaw. “I’m sorry,” said Scott. “I’ll show you sorry,” Tony threw back at him. Scott felt cold again - and small. The bell rang as the two boys finished the clean up. They still had to take down their homework. Tony always took a long time to copy things down, so Scott was able to get home before him.

On the way home, Scott began to replay in his head what had happened - like a video. Feelings washed over him like waves, and he felt even smaller than before. A dog barked furiously at him. It could not get out through the bars of the gate but even so, Scott nearly jumped out of his skin with the fright. On wobbly legs, he walked away, throwing the odd backward glance - just in case. As he glanced over his shoulder for the last time, Scott walked straight into an elderly woman knocking her shopping bag to the ground. “Oh no! Not again,” thought Scott. “What’s wrong with me?” The woman muttered...
something that sounded like, “Why don’t you watch where you’re going?”

Scott felt his face hot and red and it took all his strength to hold back the river of tears that seemed to be massing just under his eyes. As he turned in home he reached up to open the gate - reaching UP - something strange was going on, the gate wasn’t that big! Everything seemed different - bigger or something. He looked at his bag which seemed to have grown too - no, wait a minute - he had shrunk. “Oh no!” he cried, “What will Mum and Dad say? I can’t let them see me like this.”

He was sick with worry now as he walked towards the door. With every step he seemed to grow smaller. The smaller he grew, the more worried he became. The more worried he became, the smaller he grew. By the time he reached the doorstep, he couldn’t carry his bag anymore because it was too big.

This made him more worried still. His Mummy or his Dad would find the bag but no sign of him - they would be worried. Even as he considered what his Mum and Dad would think, he was replaying the scene with Tony in his imagination. The tears welled up again but as before, none fell. At this stage, Scott was no bigger than a milk carton. This had some advantages. He was able to get under the gate to the back of his house and under the door of the shed. He decided he would stay there. He had to think - what would he do about the whole situation?

Meanwhile, Scott’s dad had come home. He found the school bag, but he could find no sign of Scott. As Scott had feared, both his mum and dad became worried. They knew that he hadn’t come into the house, but they checked all the rooms anyway. They looked in the garden as well, but there was no sign of him anywhere. They rang the school to see if he was there. Then they rang his friends - starting with Tony - to see if Scott had gone to any of their homes. Of course no one had seen him since leaving school. Scott’s dad had just put down the receiver when the phone rang. It was Tony. He wanted to explain about what had happened at school - about how he was angry with Scott. Scott’s Dad thanked him and put down the phone. His parents talked about what Scott might have done and guessed that he was hiding somewhere. They began a search of every cubby hole in the house. When they didn’t find a trace of him, they turned their attention outdoors - his mum to the front of the house and his dad to the back. As they went, they called out Scott’s name and said that everything was okay, that there was nothing to be worried about. His dad came to the shed. It was locked, but he decided to look inside anyway.
Scott heard the key in the shed door and then he heard his dad’s voice and the reassuring words. Scott’s tears could be held back no longer - they flowed onto his cheeks. His dad, not seeing anything in the shed, was just about to leave when he thought he heard something. “Mice,” he thought to himself and started to go out again. Scott shouted, “Dad!” His voice was very, very small and faint, but his dad stopped again and looked around. Scott began to jump up and down, shouting, “I’m here.” His Dad turned towards the sound, got down on his knees and gasped at what he saw. “Scott?” he said. He scooped his son up, torn between delight and bewilderment. Scott’s tears continued to flow until he was saturated. He felt his skin tingle. Even as his dad carried him away from the shed, Scott felt the change. He knew that he was beginning to grow again. When his mum rushed over to them, he seemed to almost inflate - he grew so quickly. “What happened?” his Mum and Dad asked together. He told them all about his day and as he spoke, everything began to feel a lot better. Tony rang later to see if Scott had been found. When he heard Scott’s voice he was glad and said that he was sorry about what had happened at school. Scott decided he was never going to bottle up his hurt again.

**Teacher’s Note:** While it is not the aim of these activities to elicit expressions of deep feelings, it is possible that a topic may touch a child in such a way that she or he may talk about some painful experience or cry. When dealing with this, accept how the child feels and give reassurance if the child is crying – for example indicate that it is a natural thing to cry when we feel sad. Give time for others to express support for her/him. Making eye contact with two or three others in the group before the focus is moved helps the child to feel okay about being seen to be sad or hurt and will make it easier for her/him to link with friends afterwards. Sometimes a child needs further support through one-to-one listening, support from home or referral to a health or voluntary agency (with parental permission).
Cassie was in bed. She was dreaming of a really fun time she was having with her friends. The next thing she knew, there was a horrible noise in her ear. She opened one eye and peered over her duvet. It was 8am and it was her alarm clock buzzing heavily into her ear. Cassie didn’t like to be woken up suddenly; she preferred to wake up herself and spend a little time in bed before she had to rise. Cassie’s brain started to feel a little bit stressed and angry. Cassie didn’t notice.
Mum entered her room, walked straight over to her blinds and opened them. The full light of morning swept into her room, “Humph” sighed Cassie, “I was having a lovely dream and now you have ruined it”. Cassie’s brain started to feel a little bit more stressed and angry. She didn’t even notice.

Cassie struggled up out of bed and found her uniform where she had left it the day before. “Ugh,” grumped Cassie. “It’s all crinkled; I hate it when this happens to me”. Cassie’s brain started to feel a little bit more stressed and angry. Again, she didn’t notice.

In the bathroom, Cassie went to wash her face and teeth. She lifted the tube of paste and tried to squeeze the last drop from it. “OHHH!” groaned Cassie. “I hate that. I bet you he got the last drop. Now my teeth will not feel right all day. It’s not fair! Mum, did you not buy any toothpaste?” Cassie’s brain was feeling quite stressed and angry. Still, she didn’t notice.

Cassie headed downstairs to the kitchen and took down the cereal packet and a bowl, but when she tried to pour some out she found it was all gone. Her sister must have eaten it all. Cassie’s brain was feeling more stressed and angry. But still she didn’t notice.

Mum said she was going to be in the car in five minutes and to be ready. Cassie suddenly remembered it was PE day. “Oh No!” she said, “My games gear isn’t ready. Where is it? Do you know Mum? Arghhhh!” shouted Cassie. “Why does it always happen to me? I don’t want to miss out on games. I hate that.”

At the school gates, mum wished Cassie a good day at school. “Huh” moaned Cassie. “There’s some chance of that!” Just then a little boy from Year 2 came running in through the school gates and trod on Cassie’s toe. “Yeow!” screamed Cassie. Then she swung out and hit the boy. She couldn’t understand why!

When she thought about it later, she knew it was an accident. Her toe didn’t even really hurt very much.
Suggested stories

Almond, D.
*Skellig* (Hodder: 2007) 0 34094495 1

Browne, A.
*The Tunnel* (Walker Books: 1997) 0 74455239 7

Gantos, J.
*Joey Pigza swallowed the key* (Corgi, 2000) 0 44086433 X

Hueloner, D.
*What to do when you worry too much* (Imagination Press: 2005) 1 59147314 4

Kelly, T.
*The Thing with Finn* (Macmillan: 2007) 1 40590921 9

Medina, S.
*Feelings: Jealous* (RainTree Publishers: 2002) 978-1406206371

Medina, S.

Wilson, J.
*The Worry Website* (Corgi: 2003) 0 44086480 1

Suggested resources

Active Learning and Teaching Methods for Key 1 and 2 (CCEA: 2007). Available at www.nicurriculum.org.uk

Ice Breaker Clever Catch - 24inch inflatable ball with questions to stimulate and open up discussion on a wide variety of topics, available from: www.nesarnold.co.uk

Ideas for Connecting the Learning (CCEA: 2007)
*Once Upon a Time*

Mosley, J.
*Quality Circle Time in the Primary Classroom* (LDA: 1997) 185503229 5

Weare, K.
*Developing the Emotionally Literate School* (Paul Chapman Publishing: 2004) 0 76194086 3

Whitehouse, E.
*A Volcano in My Tummy: Helping Children to Handle Anger* (New Society Publishers: 1997) 0 86571349 9

Useful websites

The National Emotional Literacy Interest Group
www.nelig.com

Teachernet
www.teachernet.gov.uk (PSHE section)
Set up for teachers of PSHE and Citizenship, the site supports all aspects of PD&MU including emotional well-being

Antidote
www.antidote.org.uk
A campaign for Emotional Literacy

www.pshe-association.org.uk

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