



**SECOND
EDITION**

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Dealing with Feeling

An Emotional Literacy Curriculum
For children aged 7-13

Tina Rae

Illustrated by Philippa Drakeford



A Lucky Duck Book



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SAGE Publications India Pvt Ltd,
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Singapore 048763

www.luckyduck.co.uk

Commissioning Editor: Barbara Maines
Editorial Team: Mel Maines, Sarah Lynch, Wendy Ogden
Designer: Nick Shearn
Illustrator: Philippa Drakeford

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The Structure of the Lessons

Each lesson is structured to a similar pattern as follows :

Activities objectives

1. Warm-up activity

- ▶ to help pupils develop empathy, turn-taking, tolerance and self-respect.

2. Circle Talk

- ▶ to introduce and identify the feeling
- ▶ to help the pupils define the feeling for themselves.

3. Story

- ▶ to help pupils recognise, understand and discuss the feeling as experienced by people in the story
- ▶ to encourage and further develop listening skills.

4. Question Time

- ▶ to encourage reflection and understanding of consequences
- ▶ to encourage listening and turn-taking skills
- ▶ to increase pupils understanding and recognition of how their feelings and behaviours can impact upon others, i.e. empathy.

5. Act it out!

- ▶ role-play to encourage pupils to recognise the emotions of others
- ▶ to encourage co-operation skills
- ▶ to generalise and reinforce the emotion in a safe way, i.e. they are 'acting' and therefore not being 'themselves'.

6. Activity Sheet

- ▶ to generalise and reinforce the feeling
- ▶ to promote co-operation and listening skills.

7. Self-reflection activity

- ▶ to reinforce skills and develop self-reflection strategies and problem-solving skills within a solution-focused framework
- ▶ to introduce specific methods in order to promote behavioural skills
- ▶ to encourage pupils to use an 'inner dialogue', i.e. self-talk
- ▶ to encourage pupils to make use of stepped approaches to problem-solving.

8. Take Home Task

- ▶ to generalise and reinforce the emotion
- ▶ to encourage joint problem-solving
- ▶ to promote parents and carers awareness and development of skills.

9. Ideas for reinforcement and development

- ▶ to encourage pupils to develop their own 'control' strategies and methods
- ▶ to encourage pupils to become more reflective
- ▶ to further develop knowledge, skills and positive strategies.

Notes for Teachers: How to Use the Programme

The 40 lessons in this programme can be delivered in sequence as they begin with a focus on the most commonly understood and experienced feelings prior to moving on to more sophisticated feelings. However, once the first 5 lessons have been delivered, it can be assumed that the majority of feelings subsequently covered can be defined as more sophisticated. The teacher can therefore adopt a flexible approach in terms of selecting and adapting lessons for use with individuals, groups or whole classes.

Warm-up activity

These activities are intended to initially break down barriers and set a positive and relaxed ethos for the lesson. Many of the activities and games make use of a Circle Time approach and specifically focus upon developing the pupil's social skills. It is important that the teacher sets group rules with the pupils at the outset and that these are consistently reinforced in each lesson. The lesson plan for Feeling Angry includes advice on formulating these rules as part of the Circle Time approach. However, it would also be advisable for the teacher to have some understanding and experience of using this approach and useful references can be found in the bibliography. What is vital is that the teacher understands and uses this democratic and therapeutic process to foster the development of children's social and emotional skills and ensure that their views, feelings and ideas are validated and respected throughout the course of the programme.

Circle Talk

The feeling is initially introduced via the Feelings poster which presents a definition of the feeling to the children. They are then asked to formulate their own definitions and the teacher can record these on the Definition format provided in the appendix. Once again, a Circle Time approach is used in order to ensure that all the children's feelings, views and ideas can be heard and validated. In this way, a list of definitions can be produced and owned by all involved.

It is important to encourage pupils to develop their own personal definitions for the feelings as this clearly aids understanding and clarifies meaning on a more personal and individual level. However, as with Circle Time approaches – all ideas need to be volunteered.

The Circle questions also engage the children in identifying how others experience and cope with the feeling and discussion of any relevant or appropriate coping and problem-solving strategies.

The story

A story which highlights and focuses upon the defined feeling then follows.

This aims to help the pupils recognise, understand and discuss the feeling as experienced by the characters in the story. A further aim here is to focus upon encouraging and developing pupils' listening skills.

The story should be read to the individual, group or class by the teacher and it is vital that it should be read with real expression and sincerity. You must be authentic in order to be convincing!

The teacher will initially read the whole story to the class in order to then allow for the children to answer the ensuing series of questions. However, prior to the role-play activities, when the children are required to formulate a better or more positive ending, the teacher may wish to re-read the story, stopping at the Stop Hand. This is the point in the story when things have usually gone wrong but it is still possible to find a solution or construct a more positive outcome for the pupils concerned.

It is felt important that the story should be read by the teacher. This allows for pupils to become really focused and to listen and understand the sequence of events. It is important that they should understand that this is their contribution to the process at this stage.

Question Time

At the end of the story there are a series of questions which test pupils' comprehension whilst also encouraging them to reflect, to think about consequences, to develop an understanding and recognition of how their feelings and behaviours can affect others and to highlight the differences between positive and negative relationships. The questions should be asked by the teacher, who also needs to ensure that contributions are made by all those who are willing – time permitting! Like the definition part of the lesson, this is once again an oral activity and I would therefore suggest that the pupils should remain seated in some kind of circle arrangement in order to facilitate this. It is also important that 'appropriate' and 'right' answers are reinforced by the class teacher sensitively, i.e. without highlighting any inappropriate responses in a negative way.

The central character in the majority of the stories tends to 'do the wrong thing' at some point in the narrative. Consequently, one of the questions for discussion usually highlights this fact and asks the pupils what the character 'should' have done in order to have achieved a more positive outcome or to rectify the situation. It is extremely important to allocate adequate time for responses to this kind of question as it is this kind of problem-solving activity that is generally central to the next part of the lesson.

Act it Out!

The role-play activity takes place after the questions for discussion. From personal experience of teaching the programme, this section of the lesson has proved to be the most enjoyable part for the majority of pupils.

On reflection, I feel that this is because it provides them with a 'safe' way to generalise and reinforce the feeling, i.e. the pupils are required to act the parts of the characters in the story and are not required to be themselves. These activities encourage the pupils to interpret others' feelings and views.

The teacher is required to read the story up to the Stop Hand indicated in the text or to read the whole story as indicated. Most of the ensuing role-play activities require the pupils to work in pairs or groups of five or six and to 'act out' a better ending to this story and to then perform their scene to the rest of the class. This is a fun and exciting part of the lesson for most pupils but it does require careful management by the teacher, e.g. pupils need to be placed into appropriate groups and these groups should be organised by the teacher in order to ensure, as far as possible, a sensible 'mix' of attainment, gender and friendship groups.

These groups or pairs can remain static or can change on a weekly basis – depending on the general make-up of the class and the discretion of the class teacher. It is also important to allocate sufficient time for the pupils to really negotiate and agree on the content of their scenes and practise these prior to performance! In order to help the pupils further develop their skills in co-operating and working well together, it may be helpful to encourage them to make use of the Good Group Work sheet found in the appendix. This solution-focused format can help them to identify strengths and areas for development.

The classroom will need to be arranged to allow for four or five groups to have a working space and then to provide an 'audience' and 'performance' space. This is not too difficult, i.e. move the furniture to the sides of the room or to one end of the room, but this probably needs to be done prior to the start of the lesson itself in order to minimise disruption.

The teacher needs to facilitate the groups via constant movement around the room. This will involve 'visiting' each group in turn and prompting or reinforcing the appropriate story lines and problem-solving approaches.

It is also helpful to reinforce some ground rules for this element of the lesson. These could include the following:

- ▶ We all need to listen to each other.
- ▶ We all need to take turns.
- ▶ We all need to respect each other's space and ideas.
- ▶ Everyone in the group needs to think of ideas and solutions.
- ▶ We all need to use our imagination.
- ▶ We must all be careful not to criticise others' ideas but to build upon them.
- ▶ We will all try to improve and build upon each other's ideas until all have agreed the structure and content of the scene.

It is important for the teacher to identify those pupils who may have more difficulty than others in taking part in such an activity. Such pupils will require sensitive and careful handling, and possibly additional support and modelling of appropriate behaviours and social and emotional responses.

Activity Sheet

The activity sheet activity generally aims to reinforce and generalise the feeling. There is a focus upon developing pupil's problem-solving skills and ability to work co-operatively in a pair or small group. Many of the activities highlight how people may experience the feeling and require the pupils to develop skills of empathy, tolerance and social awareness. The activity sheets need to be copied or printed out prior to the start of the session.

Self-reflection activity

The self-reflection activities aim to further support pupils in developing their own personal 'control' strategies. It is also intended to encourage them to become more self-aware and more reflective. This activity takes the form of a self-reflection activity sheet. The pupils are required to specifically focus upon how they have or do experience the feeling and ways in which they may be able to deal with this feeling more productively in the future. There is also a focus upon enlisting peer support to solve problems and develop personal self-help strategies.

A particular emphasis is placed upon enabling pupils to discriminate between 'comfortable' and 'uncomfortable' feelings. Throughout the Dealing with Feeling programme, feelings are not labelled as 'good' or 'bad' – after all, it is clearly 'good' to be angry if someone is making racist statements even though this feeling may not be particularly comfortable at the time. Also, it is important and 'good' to feel fear in certain situations – particularly when this emotion induces you to run from a dangerous or impossible situation. Such points, like many others, will arise out of discussions and activities in these lessons.

Take Home Task

The take home task aims to promote links with parents/carers and to promote a shared understanding of the concepts covered in the programme. This is important given the fact that emotional literacy develops from a combination of nurturing parents, teachers and interactions with peers and others in the social context. (Sharp 2001). Feedback from these tasks can be elicited at the start of each subsequent session. It is important, however, that the teacher is sensitive to individuals whose support structures are limited. Pupils should be asked to volunteer to feedback. This will ensure that those who need to can opt to 'pass'. However, it is hoped that positive links and support can be further fostered via these activities. A letter to parents/carers is provided in the Appendix. This aims to specifically introduce these activities whilst also giving a brief overview of the course aims and content.

Plenary

The Plenary provides the pupils and the teacher with an opportunity to further reflect and summarise the key learning points of the lesson. A Circle Time approach can again be utilized here. A similar format is adhered to in each lesson as follows:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about this feeling in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this session if it was repeated for others in the future?

This part of the lesson not only allows the pupils to articulate their learning achievements and future aspirations, but also encourages useful evaluative feedback for the teacher. This may help to ensure that future work on the *Dealing with Feeling* programme can be flexibly developed for the pupils in each educational context.

Ideas for Reinforcement and Development

After each Plenary session, ideas are given for follow-on activities, which aim to generalise and reinforce the feeling. Many of the suggested activities also aim to promote co-operative working practices and listening skills. They include a range of solution focused problem-solving tasks including Peaceful Problem Solver, The Emotions scale and Good group work formats. Formats for these (and other resources) can be found in the Appendix. The Traffic light method is presented as a reinforcement activity in each suggested list of activities. This is primarily because it has been found to be the most useful, practical and easily understood strategy by the pupils themselves.

This Traffic Light Method is aimed at promoting behavioural skills, encouraging pupils to conduct an inner dialogue and to make use of the stepped approach in order to solve problems and to attempt to control certain impulses. The method is developed from the one described by Daniel Goleman (1996) p.276.

When the lesson presents the pupils with a specific problem relating to a 'difficult' feeling (e.g. betrayal – a 'good' friend is cussing you or a member of your family behind your back), they are then presented with a problem-solving structure, which involves making use of the following steps:

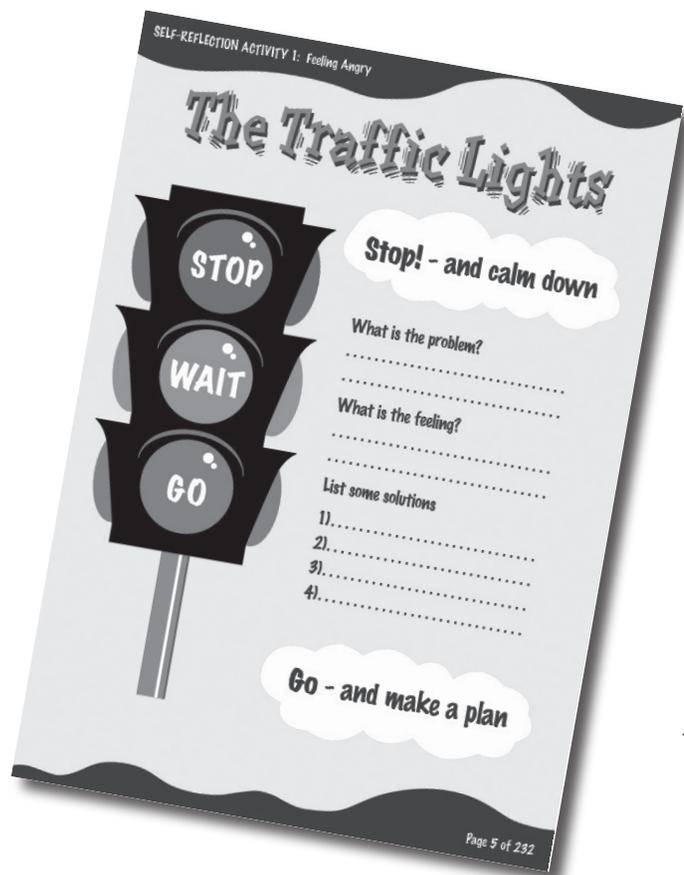
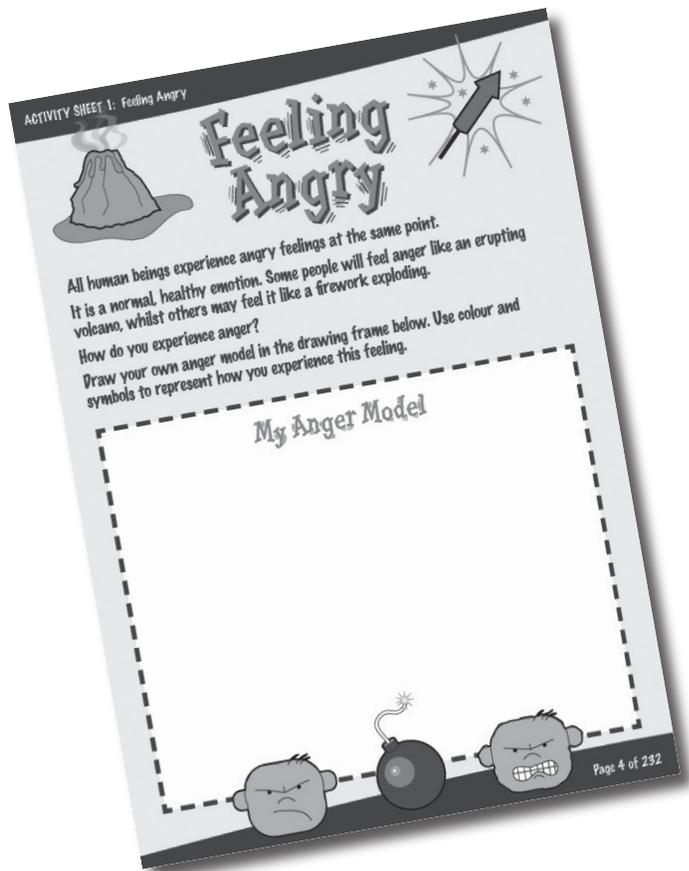
- ▶ Stop and calm down – recognise that this is the time to use the self-control strategy.
- ▶ Think before acting – define the problem and the feelings.
- ▶ Set a positive goal – think of as many solutions as you can.
- ▶ Take action – try out your best plan.

It is preferable for pupils to work on solving these feeling problems in small groups or perhaps even with a partner.

Pupils can then be presented with the problem and record their responses on each of the steps on the Traffic Light Method activity sheet provided. The photocopiable format is also provided in the appendix. Responses can be recorded in short notes in order to reduce any pressure in terms of writing at this stage of the lesson. A pupil's response to the 'betrayed' problem might then be recorded as on the example above. There will not be adequate time to complete all the suggested activities.

Feeling Angry

Feeling angry is not always comfortable and you feel like hitting out!



Resources to print from the CD ROM

- Poster Feeling Angry
- Story Angry
- Activity Sheet Feeling Angry
- Self-Reflection Activity Feeling Angry
- Take Home Task Feeling Angry

Lesson 1: Feeling Angry

Introduction

In this first session it will be helpful to briefly outline the main aims and objectives of the programme to the pupils. The series of lessons aim to provide the pupils with structured opportunities to develop their emotional literacy and emotional wellbeing. The teacher can provide an outline of the course and highlight some of the skills that the pupils will be working on. It is particularly important that this is done in a straightforward manner so as to reassure the pupils that this is not, in any sense, going to be a threatening experience. These lessons will be fun and the pupils will have the opportunity to develop their own skills within the context of a supportive and empathic group. The teacher can highlight the following:

- ▶ The pupils will be learning about feelings – both their own and others’ and ways to cope more effectively with feelings that are uncomfortable, such as anger and stress.
- ▶ The pupils will have opportunities to practice their skills and learn how to problem-solve both on their own and with others.
- ▶ The pupils will have opportunities to share their learning with parents and carers.
- ▶ The learning that they undertake in this programme will also help them to concentrate better in class; manage stress, anger and uncomfortable feelings more effectively; understand and respect others’ views and feelings and work better with others in groups.
- ▶ They will also have opportunities to develop social and emotional skills in different ways – working individually, with partners and in group and whole class contexts. Most importantly, they will engage in a range of fun activities and games which will also ensure that the programme will be an enjoyable experience.

Group Rules

In order to ensure that this positive, supportive and empathic climate can be set and maintained, it is vital for the teacher to agree group rules with the pupils. It is highly likely that they will have had some exposure to Circle Time methodology. This can now be reinforced and group rules formulated. These may include the following:

- ▶ We will wait our turn to talk.
- ▶ We will listen to each other’s views.
- ▶ We will build upon each other’s ideas.
- ▶ We will set realistic targets and help each other to meet these.
- ▶ We will respect each other’s feelings.
- ▶ We will try to find solutions, etc.

Warm up Activity

The Anger story

For this activity the facilitator will need several balloons and a balloon pump. Within the circle the pupils are required to tell a story about a boy called Alex who was unable to cope with his anger. The teacher can start the story, asking each pupil to contribute a sentence as the pump is passed around the circle. Each pupil is asked to describe one thing that would make Alex feel angrier and, simultaneously, put more air into the balloon. The pump can either be passed around the circle or, alternatively, one volunteer could be nominated to pump air into the balloon each time a pupil contributes to the story.

The idea here is to create a visual image of anger being stored, increased and finally exploding. The story can be started as follows:

There was once a boy called Alex. He spent most of his time feeling angry. It seemed that everything in the world made him angry; even things that other people thought were funny or nice. One morning he got out of bed and tripped over his duvet cover. He hit his head on the bedpost and it hurt and made him angry.

At this point, air can be pumped into the balloon. Pupils may continue the story with sentences such as then:

- ▶ he went to the bathroom and found that the water was cold
- ▶ he ran out of toothpaste
- ▶ the bus was late
- ▶ his best friend sat next to someone else on the bus
- ▶ he was late for school and his teacher was angry
- ▶ his first lesson was science, which is a subject he hated.

The pupils continue this story until the balloon bursts. The idea here is to reinforce the fact that anger is accumulative. It is sometimes just a small incident that can trigger the explosion. Sometimes it can be something more important. But pupils can, in turn, decide whether or not the event that ultimately made the balloon burst for Alex was significant or a smaller thing.

Circle talk

The Assault Cycle

This poster can be found in the Appendix and can be used by the teacher to initially introduce the process of becoming angry, being angry and recovering from anger. This acts as a visual resource for the teacher to explain the process as follows:

- A. The Trigger phase – when something annoys you and sets off your anger.
- B. The Escalation phase – when your anger builds and grows stronger.
- C. The Crisis phase – when you're likely to hit out or 'blow it'.
- D. The Plateau or Recovery phase – when you start to calm down but you can still get upset and 'flare-up' very quickly if someone upsets you.
- E. The Post-Crisis Depression phase – when your body begins to calm down, your pulse slows, your breathing and heartbeat slow and you really start to feel more balanced. You may, however, also feel a little down after your explosion in the Crisis phase. You will reach your 'normal' state at this point.

It is important to reinforce the fact that this is the normal process of feeling and being angry. What is vital is to highlight the fact that once we have become very angry, it can take up to 90 minutes before our bodies reach their 'normal' physiological state. This is why it is so important to take care of ourselves and learn how to take 'time out' during the recovery phase. It is also very important for us to learn how to identify our triggers so that we can use self-calming strategies in order to avoid the Escalation phase and Crisis phase.

The pupils need to be made aware that learning such self-control skills will be central to the programme and not simply the focus of this first session. Self-calming and solution-focused problem-solving skills will help them to cope more effectively with a wide range of uncomfortable feelings.

The Feeling Angry poster can also then be used to further generalise the feeling of anger to the pupils. The teacher can show the poster to the group and read out the definition as follows: Anger is not always comfortable and you feel like hitting out.

The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix. This reinforces the value and importance of the children's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does anger mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?
- ▶ Is it a comfortable feeling?
- ▶ Is it useful?
- ▶ How do other people show their angry feelings?
- ▶ Why are some people afraid of this feeling? Are they right to feel this way?
- ▶ What would you do and say to help someone who looked as if they were feeling angry?

Question Time

1. What made Caris so angry at first?
2. Was she right to be angry?
3. Why was John so angry?
4. Is it important to win? If so, why?
5. What do you think will happen next?
6. What would happen if someone hit out like this in your playground?
7. Have you ever felt angry like this? When? Why? What happened?
8. What advice would you give to John?
9. What advice would you give to Caris?
10. What things might help us all to manage our anger better in both the classroom and the playground?

Act it out!

The pupils can act out the story until they get to the STOP hand.

They can then try to make up a different ending which is more positive for all involved. The teacher can encourage them to:

Think carefully about what the characters might say to each other i.e. saying how they feel and what they want rather than hitting out.

Work out a script for each character in which they make use of assertive 'I' statements rather than being aggressive. What could Caris have said to herself to calm down? Who else could have helped her? What could she have said to John?

Activity Sheets – Feeling Angry

An Anger Model

This poster can be found in the Appendix and can be used by the teacher to introduce the notion of an 'anger model', i.e. a picture of our anger and how we experience it. The model presented here is Novaco's Firework Model. This visual tool identifies three aspects of the anger process as follows:

The Trigger – this is the match that ignites a person's fuse.

The Fuse – this is the mind reacting and the persons' thoughts and feelings producing a sense of fear or threat.

The Explosive Cylinder – this is the body responding physiologically and may lead to the anger being expressed.

The pupils can then use this model as a prompt to designing their own personal anger models. All of us experience angry feelings at some point in our lives or our daily experiences. To be angry is to encounter a normal healthy emotion. It may be useful to discuss the different ways in which we experience anger and how we see anger or feel anger. For example, some pupils may describe their anger as an erupting volcano or a firework exploding or hurricane brewing and blowing up etc. Pupils are required to draw their own anger models in the drawing frame provided and to use colours and symbols in order to represent how they experience this feeling.

Self reflection Activity – The Traffic Lights

This activity introduces the pupils to a stepped approach to solving problems. This makes reference to the traffic light motif in three stages:

STOP, standing for stop and calm down, what is the problem? i.e. identifying what the problem is, articulating this and stating the problem either verbally or in writing.

WAIT – what is the feeling? It may be that the problem engenders many feelings and these also can then be recorded. List some solutions - The pupils are then asked to identify a maximum of four different things that they could do in order to solve this particular problem and

GO, make a plan, choose which of the solutions you would try out first, if it doesn't work then return to your plan and have another go.

This traffic light method is made use of throughout the programme within the reinforcement activities. It can be used for a range of more difficult or more complex situations and also for more straightforward problems that the children experience on a daily basis. In this session it will be helpful for the children to identify the problem that they have which involves them feeling or getting angry with someone or something or a specific situation. They may have been unable to identify these individual problems during the circle talk aspect of the session.

Take Home Task – Anger Diary

The pupils are required to keep an Anger Diary for a one week period. They are asked to describe when and why they got angry, identifying specific triggers, how they felt, what they thought and what they did as a result of these triggers. They are then asked to think about the consequences of their behaviour and to reflect upon how they might make use of more helpful strategies next time. The chart is fairly straightforward to use and requires minimum amounts of recording. What is most important here is that the pupils take the opportunity to identify specific triggers and how these affect their feelings, thought processes and behaviours. The idea here is to identify the most common trigger or triggers and to consider how they can deal more effectively with the feelings engendered on future occasions.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about feeling angry in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can think of something that has made them feel angry recently. They can imagine that they are in this situation again and make use of the Emotions Scale found in the Appendix in order to visualize a better outcome for themselves.
- ▶ Pupils can write their own ending to the story from the stop hand. This can be illustrated and presented in the form of a mini book.
- ▶ Pupils can use a traffic light method, found in the Appendix, to solve an anger problem. If someone continually cusses their mother when they go into the playground, they can make use of the stepped approach in order to try and solve this particular problem.
- ▶ Pupils can listen to 'angry' music such as the closing orchestral end to Act 2 of the Walkure by Wagner or the Count's Third Act aria from the Marriage of Figaro. They can imagine what the characters may be feeling and thinking and thought-storm all the words that they would associate with this music in order to then complete anger poems.
- ▶ Pupils can design posters to illustrate how the body feels when they get angry very quickly. The illustration should include the following:

Muscles tightening up and fists clenching

The face going red or pale

The mouth going dry

The pupils dilating and the eyes appearing bigger

The nostrils flaring

The heart racing

Faster breathing

A churning stomach

Sweating

Very quick movements of the body.

- ▶ Pupils can thought-storm a series of problems that they would associate with this feeling. They can particularly focus on events in the playground and then make use of the problem-solving sheet or the feelings scale found in the Appendix in order to solve these particular problems.
- ▶ The pupils can design a series of Top Tip cards for anger management. These can include all the different strategies that they have learnt in the lesson and can be kept in an Anger Ideas Box within the classroom.

Feeling Sad

Feeling sad is when you feel unhappy and full of sorrow and want to cry.



ACTIVITY SHEET 2: Feeling Sad

Feeling Sad

Consider the people below. Why do you think these people feel sad? What is happening? Would you feel the same way in each of these situations? Record your thoughts and feelings on a separate piece of paper.

A little girl having her mobile phone stolen by a gang of older children	A woman standing next to the grave of her dead husband	A Muslim girl (covered) being jeered and spat at by two other children. She is crying
A little boy mourning the loss of his pet rabbit	A disabled boy sitting by the side of a football pitch, watching other children playing	A child not being picked to play in a game - standing at the side of the group looking sad and left out

Stop, think & reflect

Which situation would make people feel most sad and least sad? Can you cut out the squares above and place them in order, starting with the situation that would cause most sadness and ending with the one that would cause the least.

Which of these situations would cause long-term sadness and which would cause short-term sadness and why? Discuss your ideas in a group.

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SELF-REFLECTION ACTIVITY 2: Feeling Sad

You Feel Sad?

We all feel sad sometimes. We may need to take time-out to cope with these feelings or ask a friend to help us through.

Stop, think & reflect

A Sad Portrait

Draw a picture of yourself when you were feeling sad. How did you look? What happened to your body and your facial expression? Now answer the Self-reflection questions:

- 1) What triggered your sad feelings?
- 2) How did you behave?
- 3) Did anyone try to help you?
- 4) Did you ask for help?
- 5) Did anything help you?

Ideas Box

6) How could you cope more effectively if you felt like this in the future? Who could help? List your ideas in the IDEAS BOX.

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Resources to print from the CD ROM

Poster	Feeling Sad
Story	Sad
Activity Sheet	Feeling Sad
Self-Reflection Activity	Feeling Sad
Take Home Task	Feeling Sad

Lesson 2: Feeling Sad

Warm up Activity

The Chair Game

In this game, one chair is moved from the circle and a volunteer is asked to stand in the middle. This pupil should attempt to sit down whilst the others change places at the following commands. For example, swap places if you:

- ▶ have changed your hair this year.
- ▶ had cornflakes for breakfast.
- ▶ came to school by car.
- ▶ are wearing white socks.
- ▶ feel happy today, etc.

The pupils can be asked to contribute their own ideas for things that might cause them to move around the circle.

The idea here is for the volunteer to try to sit down whilst the other pupils change places.

Circle Talk

Prior to introducing the new feeling, the teacher can ask the pupils to feed back on the previous session's take home task focusing on the following points:

- ▶ Who did they work with?
- ▶ Did they learn anything new about themselves or the other person?
- ▶ Were they able to agree on any useful strategies?
- ▶ Do they now feel more able to identify anger triggers?
- ▶ Did the Anger Diary help them to think of more helpful ways of responding to triggers in the future?

The feeling Sad poster can be used to initially introduce the feeling of sadness to the pupils. The teacher can show the poster to the group and read out the definition as follows: Sad is when you feel unhappy and full of sorrow and want to cry. The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix. This reinforces the value and importance of the children's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does sadness mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?

- ▶ Is it a comfortable feeling?
- ▶ Is it useful?
- ▶ How do other people show their sad feelings?
- ▶ Do some sad feelings last longer than others?
- ▶ Why are some people afraid of this feeling? Are they right to feel this way?
- ▶ What would you do and say to help someone who looked as if they were feeling sad?
- ▶ How would you help yourself if you felt this way?
- ▶ Who could help you?

Question Time

1. Why had the last night been 'horrible' for Hal?
2. Why do you think he didn't laugh at the cartoons?
3. What do you think Hal wanted to say to his mum?
4. What do you think will happen next in this story?
5. Do you think Hal will be able to feel happy in the future?
6. Have you ever felt sad like this? When? Why? What happened?
7. Were you able to stop yourself feeling sad or did you have to wait for the feeling to gradually go away?
8. If you were Hal's friend how would you support him? What advice would you give to him?

Act it out!

The pupils can act the story in pairs until they get to the STOP hand. The teacher can then prompt them to try to work out how Hal can tell his mum how he is feeling and what she will say to him. The teacher may need to model the script for some pairs in order to overcome any initial embarrassment here.

This could be a sensitive task for some pupils who have experienced similar events or situations and the teacher will need to be aware of such individuals' needs. The endings may be sad or happy.

Activity Sheet – Feeling Sad

In this activity the pupils are presented with a series of pictures and asked to identify why they think the people concerned may be feeling sad. The pictures include a little girl having her mobile phone stolen, a picture of a woman standing next to the grave of her dead husband and a mother waving to her son as he goes on a school journey etc. The pupils are asked to identify what's happening in each of these pictures and to say whether or not they would feel the same way if they were themselves in the same situation. They also then have an opportunity to stop, think and reflect which of these situations : what do they think would make people feel the most and the least sad? They are asked to rank each situation in terms of sadness and to then also identify which situation would cause the most long term sadness to the individual's concerned. There needs to be some opportunity for the pupils to discuss both their ranking and their classification for sadness and sad situations. What is important here is to focus on the fact that many of the things that make us sad will be similar but that sadness can also be person specific. For example, if I lost a mobile phone I may not be particularly sad whereas if someone else lost a mobile phone and they were particularly proud of the object or it had a special meaning for them, then they might experience more sadness than I would.

Self reflection Activity – You feel sad?

In this activity the pupils are asked to stop, think and reflect about times when they felt sad. They are asked to draw a picture of themselves when they are feeling sad and to be very detailed and clear about how they look; what's actually happened to their body; what's happened to their facial expression; are their shoulders sloped; do their eyes look sad, etc? They are then asked to answer a series of self-reflection questions as follows:

- ▶ What triggered your sad feelings?
- ▶ How did you behave?
- ▶ Did anyone try to help you?
- ▶ Did you ask for help?
- ▶ Did anything help you?
- ▶ How could you cope more effectively if you felt like this in the future? Who could help?

They are asked to record their ideas in the ideas box. It is important in this activity to focus on the need to really analyse our feelings and think about them very carefully so that we can understand not only our motivation but also the ways in which we do and don't help ourselves when we are dealing with more difficult or uncomfortable feelings. The activity is solution-focused in that the children are asked to envisage themselves coping more effectively and to specifically outline ideas and strategies that they might use in order to cope better when they next encounter such feelings.

Take Home Task – Feeling Sad

This activity requires the pupils to consider some of the things that make them feel sad and to identify how a friend or someone else in their family might be able to help them in this particular situation. It is important to once again highlight the fact that we all do feel sad at times in our lives. Sometimes we can cope by taking time out for ourselves whilst at other times it is very good to talk to a friend or someone who is close to us in our family context. It should be possible for us to all help each other. The idea here is to encourage the pupils to discuss their feelings of sadness and times when they've felt sad with someone who is significant and close to them in their family context. They can identify ways in which they can also help this particular person when he or she is experiencing similar feelings.

The final part of the activity asks the two individuals concerned to identify things that make them both feel sad and to consider whether or not they could agree on things that do and don't help.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about feeling sad in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can listen to sad music such as Beethoven's Symphony No 3 in E Flat (Second Movement) or the Sondheim Song – Losing My Mind. These pieces of music can prompt them into producing pieces of writing or poetry on the theme of sadness.
- ▶ Pupils can investigate where people who have been bereaved or who are experiencing a loss may be able to access support and help. This could include Winston's Wish and the children may, as a result of these investigations, make up a display of these agencies and the work that they do to help those who are bereaved. This may help to ensure that other children in the school are made aware of the kind of support that is available to them.
- ▶ Pupils can use the traffic light format to solve a sadness problem. This problem is as follows: a child is very upset because he keeps seeing his mum and dad fighting. This is making him feel very sad that he feels unable to express this to either parent as he doesn't want to make things worse for them.
- ▶ Pupils can think about different kinds of sadness and how these often directly result from changes in our lives. For example, a friend leaving school, a parent becoming ill and dying, a pet being run over by a car, etc.
- ▶ Pupils can design posters on the theme of change and sadness and how to survive it. They can include in these posters ways of showing how change feels and some of the strategies for survival that they would suggest.

Feeling Afraid



Feeling afraid is when you feel alarmed and scared of someone and something. Your heart may beat fast and you may want to run away.

ACTIVITY SHEET 3: Feeling Afraid

Feeling Afraid

Why do these people feel afraid? What is happening? Record your thoughts under each box and then think about what each person might do in order to overcome their fear?

<p>1</p> <p>Imagine a boy hiding under the bedclothes as he is afraid of the dark</p> <p>He feels afraid because</p> <p>He could</p>	<p>2</p> <p>Imagine a group of children who have been doing some graffiti and are being chased from the scene by 2 Police officers</p> <p>They feel afraid because</p> <p>They could</p>	<p>3</p> <p>Imagine a man driving a car and trying to swerve to avoid a child's football which has come out into the road</p> <p>He feels afraid because</p> <p>He could</p>
<p>4</p> <p>Imagine a little girl who has lost her mother in the supermarket</p> <p>She feels afraid because</p> <p>She could</p>	<p>5</p> <p>Imagine an older man on his own at home who thinks he can hear burglars in the next room</p> <p>He feels afraid because</p> <p>He could</p>	<p>6</p> <p>Imagine a girl about to go into the dentist</p> <p>She feels afraid because</p> <p>She could</p>

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SELF-REFLECTION ACTIVITY 3: Feeling Afraid

Reinforcement Activity Sheet

When do I feel afraid?

How does it feel?

Is it a comfortable or uncomfortable feeling?

Do I need to help myself when I feel like this? If so, how can I?

If I need help, who else can help me?

This is me when I am afraid

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Resources to print from the CD ROM

- Poster Feeling Afraid
- Story Afraid
- Activity Sheet Feeling Afraid
- Self-Reflection Activity Feeling Afraid
- Take Home Task A Moment of Fear

Lesson 3: Feeling Afraid

Warm up Activity

All Change

This is similar to the previous circle game. However, in this game it is physical appearance that is used as a means of asking children to change places. For example: change places if you have black hair; change places if you have short hair; change places if you are wearing trousers; change places if you are wearing white socks, etc. In this game, a chair is not taken out of the circle.

The aim here is to encourage the pupils to mix and focus on having fun within a context of legitimate movement.

Circle Talk

Prior to introducing the new feeling, the teacher can ask the pupils to feed back on the previous session's take home task focusing on the following points:

- ▶ Who did they work with?
- ▶ Did they learn anything new about themselves or the other person?
- ▶ Were they able to agree on any useful strategies to help both themselves and each other?
- ▶ Do they now feel more able to identify things that trigger their sad feelings?
- ▶ Did the Activity help them to think of more helpful ways of responding to triggers in the future?

The Feeling Afraid poster can be used to initially introduce the feeling of fear to the pupils. The teacher can show the poster to the group and read out the definition as follows: Afraid is when you feel alarmed and scared of someone or something. Your heart may beat fast and you may want to run away. The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix. This reinforces the value and importance of the children's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does feeling afraid mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?
- ▶ Is it a comfortable feeling?
- ▶ Is it useful?
- ▶ How do other people show their feelings of fear?
- ▶ Do some feelings of fear last longer than others?
- ▶ Why are some people afraid of feeling this way? Are they right to feel this way?

- ▶ What would you do and say to help someone who looked as if they were feeling afraid?
- ▶ How would you help yourself if you felt this way?
- ▶ Who could help you and how?

Question Time

1. Why do you think Raff likes scary films so much?
2. Why did the boys think Jake's mum was 'good fun'?
3. Why would Jake's mum be angry if she knew that they'd stayed up so late?
4. Would she be angry because they'd watched the scary film?
5. Why did the boys become so scared?
6. What do you think will happen next?
7. Have you every felt really frightened or scared like this? When? Why? What happened?
8. How can we help ourselves to cope with these feelings and situations?

Act it out!

The pupils can act the whole story and then make up their own ending. There is no Stop hand in this story as there is no significant decision point for the characters. The idea here is for the pupils to convincingly portray the feelings of fear that the characters experience. The teacher can prompt them to consider who is going to be at the door? What will they do and say? How will the children react? What will be the outcome? How will they all feel? The pupils can make the ending scary, funny or sad.

Activity Sheet – Feeling Afraid

In this activity the pupils are presented with a series of pictures each of which shows an individual or a group feeling afraid. They are asked to identify what's happening and to record their thoughts under each of the pictures, clarifying why the individual(s) feel afraid and what they may be able to do in order to deal more effectively with that feeling or to overcome it. It will be important to encourage the pupils to discuss their ideas with each other and to see whether or not they can come to some agreement over the causes of these peoples' feelings and behaviours.

Self-reflection Activity – Feeling Afraid

In this activity the pupils are asked to identify a time when they feel or have felt afraid. They are asked how this feels and to distinguish whether or not it is a comfortable or uncomfortable feeling. They are also asked to consider what it makes them feel like doing, i.e. what the resulting behaviour may be. They are then asked the question: do I need to help myself when I feel like this – if so, how can I? And also, if I need help, who else can help me? The idea here is to reinforce the fact that even when we do experience uncomfortable feelings which may result in us behaving in an inappropriate way, we can, if we are more analytical, recognise our triggers and prevent ourselves from acting inappropriately. An important point to emphasise is the fact that if we have a plan which includes a range of strategies, then we are more likely to move forward positively. We are in a more powerful position as we are more able to manage our feelings.

Take Home Task – A Moment of Fear

In this activity the pupils are asked to identify a time when they felt very afraid and to discuss this with a friend or member of their family. They are then required to ask the other person when they experienced similar feelings. This discussion should enable both the pupil and friend or significant adult to complete the chart. This involves a sentence completion activity as follows:

I felt afraid because

- ▶ what I thought,
- ▶ what I did,
- ▶ who helped me,
- ▶ what might I do differently next time.

Finally, they are asked to engage in a reflection activity in order to identify similarities and differences in responses and to also consider what strategies may have helped both individuals and what might be useful to them in the future.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about feeling afraid in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can listen to music that may make them feel afraid, such as Act 1 of Mozart's *The Magic Flute*. In this opening scene, Tamino, is fighting a monster. Alternatively, Wagner's Opera, *Gotterdammerung*, has a wonderful part in Act 3 where Guttrune is all on her own. The pupils can consider why this music represents this feeling. What is it about the way it's constructed? What is it about the story that it's telling?
- ▶ Pupils can write horror stories in the style of a newspaper report, illustrating these and making use of the computer to desktop publish their work.
- ▶ Pupils can use the Traffic Light Method to solve the following problem: You are scared of the dark and hate going to bed at night.
- ▶ Pupils can conduct a fear survey making a list of all their fears and finding out how many pupils in their class share these fears. The information could be recorded in a picture chart or bar graph. This is a particularly useful activity, given the fact that some children initially find it quite difficult to own up to feeling afraid of anything. Being made aware that others share these fears can be helpful and empowering.
- ▶ Pupils can make illustrated lists or posters entitled: 'How to Overcome Your Fear or Phobia'.

Lesson 11: Feeling Lonely

Warm up Activity

Racing Whispers

In this game the pupils are organised into two groups. Each group is asked to stand in line with a clear space between each pupil. This is to ensure that only the pupils at the front of the line are able to hear the whispered message. The teacher is required to sit on a chair some distance from the two groups and to explain to them that they are going to whisper an action to the two pupils at the front of the line. These pupils then whisper this action to the second pupil in their line, who then whispers it on to the third and so on. Once the whisper has reached the last pupil in the line, they run up to the front and perform the action to the teacher. The teacher can award points for how accurate this action is and then a new command can be whispered to this pupil who then goes to the front of the line and the process is then repeated.

The idea here is to reinforce the importance of communicating slowly and clearly and to also listen carefully when receiving a message.

Circle Talk

Prior to introducing the new feeling, the teacher can ask the pupils to feed back on the previous session's take home task focusing on the following points:

- ▶ Who did they work with?
- ▶ Did they learn anything new about themselves or the other person?
- ▶ Were they able to agree on any useful strategies to help both themselves and each other?
Did they need to?
- ▶ Do they now feel more able to identify things that trigger feelings of shame?
- ▶ Did the activity prompt them to discuss or think of more helpful ways of responding to feelings of shame in the future?

The Feeling Lonely poster can be used to initially introduce the feeling of loneliness to the pupils. The teacher can show the poster to the group and read out the definition as follows: Feeling Lonely is when you feel left out, on your own and not included. It is usually not a comfortable feeling.

The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix acting as a scribe for the pupils.

This reinforces the value and importance of the children's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does feeling lonely mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?

- ▶ Is it a comfortable or uncomfortable feeling?
- ▶ Is it useful?
- ▶ How do other people show their feelings of loneliness?
- ▶ Do some feelings of loneliness last longer than others?
- ▶ Why are some people afraid of feeling this way? Are they right to feel this way?
- ▶ What would you do and say to help someone who looked as if they were feeling lonely?
How could you be sure that they were feeling this way?
- ▶ How would you help yourself if you felt this way?
- ▶ Who else could help you and how?

Question Time

1. Why do you think that Jon was looking forward to starting his new school?
2. Why didn't he feel quite the same way on this particular morning?
3. What do you think he was actually feeling and thinking as he got ready?
4. Do you think that everyone else at the school gates really felt happy and okay?
5. Why did Jon feel his stomach turn over?
6. What difference do you think that Michael will have made to Jon?
7. Have you ever felt lonely like this? When? Why? What happened? How did you cope with this feeling?
8. How would you help someone new to your school so that they did not have to feel lonely?

Act it out!

The story has a positive outcome and consequently there is no STOP hand to indicate an alternative ending. The pupils can act out the story and try to show the change in Jon - how lonely and worried he felt and how much better he felt once he'd met Michael. The teacher can prompt them to think about how people move around if they are feeling lonely or excluded and encourage them to show the difference between how Jon looks and sounds when he arrives and how he looks and sounds once he has met up with Michael.

Activity Sheet – Feeling Lonely

In this activity the pupils are asked to read through Lorna's problem. She has written to an Agony Aunt in her favourite magazine detailing why she is feeling so lonely and unhappy. This is due to the fact that she has just moved to a new area because her mum and dad have split up and her mum has now moved in with her new boyfriend. She has had to move to a new school and she feels really miserable, she doesn't have any friends in this new context. The pupils are asked to write back to Lorna taking on the role of the Agony Aunt in order to help her with this particular problem, what advice would they give to her, how would they suggest that she copes better with this quite difficult situation.

Self-reflection Activity

It is a fact that everyone can feel lonely sometimes. The pupils are asked to stop, think and reflect upon this, describing a time when they felt lonely and isolated. They are then asked to complete a series of future focus statements so that they can respond more positively if they feel this way again in the future. This second part of the activity is solution-focused in that it requires the pupils to identify three things they can do now in order to help themselves and also three ways that they may be able to cope better with lonely times in the future. Once again the focus is on being prepared for future events by

further understanding our feelings and behaviours and the ways in which we can cope most effectively. It may be helpful to allocate some time for the pupils to feedback their ideas to each other so as to identify similarities and differences and perhaps highlight what appear to be the most common or useful coping strategies.

Take Home Task – Combat Loneliness

In this activity the pupils are asked to work with a friend or family member in order to consider the ways in which they might be able to help people who feel lonely. They are asked to consider a series of different situations. These are illustrated on the activity sheet and include the following: a picture of a boy watching a football match standing on his own at the side of the pitch i.e. feeling left out, a picture of a lonely child in the playground feeling isolated with no one to play with, a picture of a teacher outside a room looking lonely and stressed after a bad lesson, a picture of a Muslim women sitting at a school meeting on her own unable to speak English or communicate with the other mothers. They are asked to discuss their thoughts and feelings and to identify ways in which they themselves might be able to help each individual, recording these on the chart provided.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about feeling lonely in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can imagine that they are starting a new school and write stories entitled: 'The First Day'. They can show how they felt lonely at the start of the day and how, by the end of the day, they'd managed to feel more like one of the crowd and been able to make new friends.
- ▶ Pupils can use the traffic light method to solve the following problem: Your little brother says that he's feeling lonely at school. He thinks that no-one wants to play with him. What would you suggest? What plan can you come up with which might help him to deal more effectively with this problem?
- ▶ Pupils can write 'Loneliness is ...' poems and discuss their ideas in pairs in order to prompt thinking and sharing of thoughts and feelings. Each sentence of the poem can start with 'Loneliness is...' and it may be useful to consider a few examples such as loneliness is a sad feeling, loneliness is when others don't want to play with you, loneliness is wishing that someone was there to watch your favourite cartoon and share a pizza, etc.
- ▶ Pupils can design 'wanted' posters entitled: 'Wanted – a Friend'. They can describe the sort of friend that they would want, identifying all the qualities of this person, e.g. able to laugh with me, able to share a joke, willing to play games I want to play, able to listen, able to recognise if I'm feeling lonely and need more help, etc.

- ▶ Pupils can conduct a whole school survey simply identifying how many people in the school have ever felt lonely and the places in which they have experienced this feeling. They can then formulate a series of suggestions as to how to combat such loneliness, particularly in the area of the playground. They may wish to consider setting up 'playground buddy' systems and mentoring of the younger pupils by the older ones in the school.
- ▶ Pupils can consider that sometimes people might be lonely because they have upset their friends and been engaged in some kind of conflict with them. They can read through the conflict-solving acrostic and consider how this might be useful to them. They can also make up their own versions.

Feeling Impatient

Feeling impatient is when you get irritable at any delay or difficulty. You may feel restless because you need to do something or get a result straight away.



ACTIVITY SHEET 99: Feeling Impatient

Feeling Impatient

Josee gets angry, upset and impatient with her mum but her mum feels the same way about Josee. Read their letters and discuss them with a partner. Try to write back helpful advice to both.

Dear friend,
I am so fed-up with my mum. She nags me all the time, to get up, go to school, do home work & look neat & tidy. I am fed-up with her. She is so impatient, she expects me to do everything straight away and gets mad if I don't.
I just wish she'd get off my back.
What can I do?

Yours Josee

Dear Josee,
I think you could...

Yours,

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TAKE HOME TASK 99: Who's Impatient?

Who's Impatient

Look at the post-its! Why are these people feeling impatient? Are they right to feel this way? Work with a friend or family member and see if you can agree.

- Emma is feeling impatient with her mum because her mum is always late in the morning & this makes Emma late for school.
- Mr Howard is feeling impatient with his son Adam because he can't remember his spellings.
- Michael is feeling impatient with his friend because he doesn't find the work as easy as his friends.
- Mr. Johnson is impatient with his next-door neighbours as they wake too much noise late at night.
- Jasmine is impatient with his dad because he keeps cancelling their outings at the last minute.
- Sarah is impatient with her son Matt because he always has to be asked at least 6 times to tidy his room.
- Karen is impatient with Frankie because he stutters & takes too long to get his words out.

Problem solve!

What advice would you give to each person to help them cope with these situations and feelings? Work together and formulate some solutions.

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Resources to print from the CD ROM

- Poster Feeling Impatient
- Story Feeling Impatient
- Activity Sheet Feeling Impatient
- Take Home Task Who's Impatient
- Self-Reflection Activity Put-Downs
- Activity Sheet An Impatient Moment

Lesson 33: Feeling Impatient

Warm up Activity

Copy the Leader

In this game the pupils are seated in a circle and the teacher identifies a leader. The leader then starts off a simple movement. The pupils are asked to copy the movement and once they've achieved this, the leader adds on another movement. This continues until the movements are far too complex for the pupils to remember. This task can be varied by sending one or two pupils out of the room when the leader is being selected. When these pupils re-enter, their task is then to identify which pupil is actually leading the group.

Circle Talk

Prior to introducing the new feeling, the teacher can ask the pupils to feed back on the previous session's take home task focusing on the following points:

- ▶ Who did they work with?
- ▶ Did they learn anything new about themselves or the other person?
- ▶ Were they able to agree on any useful strategies to help both themselves and each other?
Did they need to?
- ▶ Do they now feel more able to identify things that might trigger them to feel helpful?
- ▶ Do they now feel more able to identify things that trigger other people to experience this feeling?
- ▶ Did the activity prompt them to discuss or think of different ways of responding to such triggers in the future?

The Feeling Impatient poster can be used to initially introduce this feeling to the pupils. The teacher can show the poster to the group and read out the definition as follows: Feeling Impatient is when you get irritable at any delay or difficulty or when you feel restless because you know you need to do something straight away.

The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix acting as a scribe for the pupils. This reinforces the value and importance of the pupil's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does feeling impatient mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?
- ▶ Is it a comfortable or uncomfortable feeling?
- ▶ Is it useful?

- ▶ How do you think other people show they are feeling impatient?
- ▶ Do some of these feelings and experiences last longer than others? If so, why?
- ▶ Do you think that some people may be afraid of feeling this way? If so, are they right to feel this way?
- ▶ What would you do and say to help someone who looked as if they were feeling or being impatient? How could you be sure that they were feeling this way?
- ▶ How would you help yourself if you felt this way? Could you?
- ▶ Who else could help you and how?

Question Time

1. What was being planned for Year 6 and why?
2. What was the prize going to be for winning the quiz?
3. What did Germaine say he couldn't answer questions on?
4. What did Mrs Hammond mean when she suggested they needed to work together as a team?
5. Why did Clare know so much about music?
6. How did Daniel respond when she couldn't answer the first question?
7. How do you think Clare felt at this point?
8. Why did Daniel shake Clare and what do you think of his behaviour?
9. How do you think the rest of the class felt when Daniel behaved in this way?
10. What do you think will happen next? Do you think Daniel can sort this out now?

Act it out!

The teacher can remind the pupils of the story up to the Stop Hand. He/she can re-read the story to this point if necessary/time allows.

The pupils can then act the story until they get to the Stop Hand. They can then try to work out a better ending for Daniel and his team. What could Daniel have done in order to support Clare? Could he have remained calm and consequently prevented her from feeling so nervous? They can try to work out the conversation between the group of children so that they can sort out this problem and work together more as a team.

Activity Sheet – Feeling Impatient

In this activity the pupils are presented with two sides to a story. Josie gets angry, upset and impatient with her mum but her mum feels exactly the same way about her. They have both written letters which the pupils are asked to read and then discuss with a partner. They are then asked to write back and give helpful advice to both individuals. Josie's perspective is that her mother's nagging her permanently and that she is also very impatient with her expecting her to do everything straight away, whereas Josie's mum Marion gets impatient and upset with Josie because she has to ask her to do everything at least six times before she even thinks about doing it. The idea here is to encourage pupils to see that there usually are two sides to every story and that in order to create a win/win situation it is very often important that both people concerned to compromise to some extent.

Self-reflection Activity – An Impatient Moment

In this activity the pupils are asked to identify a time when they felt impatient with someone else, what happened and what did their feelings lead to? Was it anger and conflict or was it something more positive? They are asked to compile a brief description and to think about whether or not they

could have responded differently in this situation. Finally, they are presented with an acrostic poem entitled: 'Be Patient'. This poem provides them with a strategy for coping more effectively with impatient moments and feelings. They are asked to read through this and to try it out. Alternatively, they are also asked to make up their own poem or script in order to cope more effectively with this feeling. The poem is as follows:

Be calm and take a deep breath.
 Explain it to yourself what is happening.
 Plan what should you do.
 Apologise.
 Take time to say how you feel.
 Initiate a conversation.
 Expect and encourage the other person to talk.
 Notice and listen to what they say.
 Team up to find an okay solution that makes you both feel good.

Take Home Task – Who's impatient?

In this activity the pupils are asked to read through a series of post-it notes. They are required to identify why each person described is feeling impatient. They are then asked to consider whether or not they are right to feel this way. The children can work with a friend or family member in order to see if they can come to some agreement regarding each of the characters described. These include the following:

- ▶ Janet was feeling impatient with her friend Toni because Toni can't play the same games outside as she has got cerebral palsy.
- ▶ Mr Hamid is feeling impatient with his son, Amin, because he can't remember his spellings.
- ▶ Emma is feeling impatient with her mum because her mum is always late in the morning and this makes Emma late for school, etc.

The pupils are then asked to problem-solve with their friend or family member in order to identify what advice they would give to each person in order to help them cope with these situations and feelings more effectively. These ideas can be recorded on the back of the activity sheet. Alternatively, those involved may wish to simply discuss the solutions that they identify. What is important here is to emphasise the fact that although a situation can seem extremely negative, there is usually a way forward if people are prepared to talk to each other, compromise and make some changes in their own behaviours or contexts.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?
- ▶ What have we learnt about feeling impatient in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?

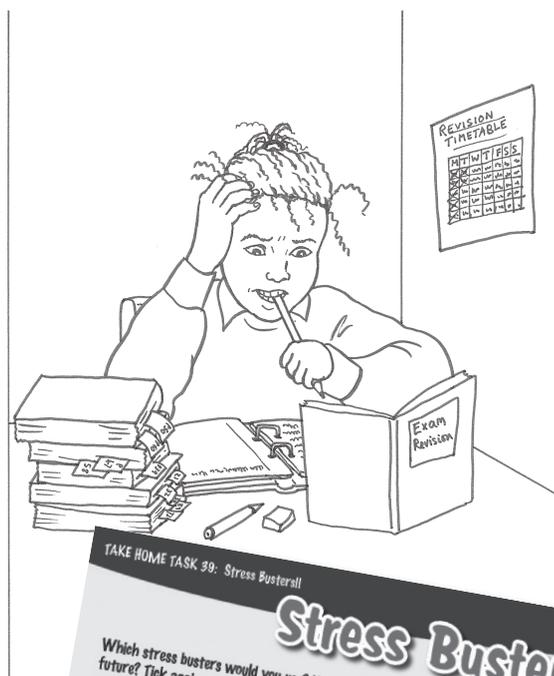
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can read the story *The Witch in the Cherry Tree* by Margaret Mahy (Picture Puffin 1987), which tells how the witch longs for fresh cakes. When she can't get her hands on one, she becomes absolutely furious and very impatient.
- ▶ Pupils can write their own stories about a character who becomes impatient and angry and consequently does not gain a good outcome for themselves or those around them.
- ▶ Pupils can devise lists entitled 'Things that make me feel impatient', then consider how they can avoid such triggers or how to cope more effectively with this feeling. It may be useful for pupils to have an opportunity to share their ideas and for the teacher to highlight the most positive and useful strategies.
- ▶ Pupils can design posters on the theme of 'patience is a virtue'.
- ▶ Pupils can use the Traffic Light method to solve the following problem – your friend finds number work extremely difficult. The problem is that he never understands anything straightaway and needs the teacher to explain it three or four times at least. Unfortunately, his teacher seems to get impatient when he asks and your friend has now become too frightened to say that he doesn't understand. Is there anything that you can do to help? What do you think you could do? Use the Traffic Light Method and try to work out a solution to this problem.
- ▶ Pupils can listen to the Schubert song 'Ungeduld'. The song's title literally translates as 'Impatience'. They can discuss why and how the composer has managed to capture this feeling so well in this song.

Feeling Stressed

Feeling stressed is when you feel tense and unable to cope with your life and the things that are happening to you.



SELF-REFLECTION ACTIVITY 99: I was Stressed

I was Stressed

Draw it out!
This is me when I am feeling STRESSED!

Now try to complete the following sentence starters:

I felt stressed because _____

I wanted to _____

It made me feel _____

It made me think _____

I acted like _____

I did/did not ask for help from _____

People may have noticed because _____

I tried to calm down by _____

If I feel this way again then I will try the following strategies: _____

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TAKE HOME TASK 99: Stress Busters!!

Stress Busters!!

Which stress busters would you use? Which would help now and perhaps help you in the future? Tick against each one and discuss with a friend or family member. Do you agree? Do you both find the same strategies useful or do you find different strategies helpful?

Taking time out in a quiet space You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Yoga You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Deep Breathing You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Relaxation exercises You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Stress Busters	Have a sleep or cat nap You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Listen to music You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Talk it through with a friend You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Do some exercise You <input type="checkbox"/> Other <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Stop, think & reflect
Do you have a personal strategy not recorded here that might be helpful to others? If so, discuss with your friend/family member.

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Resources to print from the CD ROM

- Poster Feeling Stressed
- Story Feeling Stressed
- Activity Sheet Feeling Stressed
- Self-Reflection Activity I was Stressed
- Take Home Task Stress Busters!!

Lesson 39: Feeling Stressed

Warm up Activity

In the Manner of the Word

In this activity one pupil can be asked to leave the room and can be presented with an adverb card, e.g. angrily, funnily, miserably, discontentedly, etc. They can then be asked to come back into the room whilst the other pupils observe them doing something in the manner of the word, e.g. cleaning their teeth angrily, brushing their hair sadly, eating their dinner madly, etc. The pupils in the group have to guess the word and the person who guesses correctly then has a turn at doing an action in the manner of the word.

Circle Talk

Prior to introducing the new feeling, the teacher can ask the pupils to feed back on the previous session's take home task focusing on the following points:

- ▶ Who did they work with?
- ▶ Did they learn anything new about themselves or the other person?
- ▶ Were they able to agree on any useful strategies to help both themselves and each other?
Did they need to?
- ▶ Do they now feel more able to identify things that might trigger them to feel sorry for themselves or others?
- ▶ Do they now feel more able to identify things that trigger other people to experience this feeling?
- ▶ Did the activity prompt them to discuss or think of different ways of responding to such triggers in the future?

The Feeling Stressed poster can be used to initially introduce this feeling to the pupils. The teacher can show the poster to the group and read out the definition as follows: Feeling Stressed is when you feel tense and unable to cope with your life and the things that are happening to you.

The pupils can then focus upon the following questions making use of a circle time approach as outlined in the introduction. It will be important to reinforce the group rules and particularly the need to provide anonymous examples when discussing times that they or others have experienced this feeling. This will help to ensure the safety of all involved and reinforce the need to respect others feelings. When asking the pupils to formulate their own definitions for this feeling, the teacher can make use of the definitions sheet provided in the appendix acting as a scribe for the pupils. This reinforces the value and importance of the pupil's views and experiences as all their responses can be recorded and it can also be displayed for future reference during the session.

The questions for this Circle talk are as follows:

- ▶ What does feeling stressed mean to you?
- ▶ Can you give your own definition?
- ▶ What does it feel like in your body?
- ▶ What does it make you think?
- ▶ How does it make you behave?
- ▶ Is it a comfortable or uncomfortable feeling?
- ▶ Is it useful?

- ▶ How do you think other people show they are feeling stressed?
- ▶ Do some of these feelings and experiences last longer than others? If so, why?
- ▶ Do you think that some people may be afraid of feeling this way? If so, are they right to feel this way?
- ▶ What would you do and say to help someone who looked as if they were feeling stressed? How could you be sure that they were feeling this way?
- ▶ How would you help yourself if you felt this way? Could you?
- ▶ Who else could help you and how?

Question Time

1. Why did Kevin feel so tired and stressed?
2. What had he overheard the night before?
3. Why do you think he didn't feel like eating any breakfast?
4. Why did no-one say anything over the breakfast table?
5. What did Kevin think about on his way to school?
6. What happened when he tried to concentrate on his work?
7. Why did Mr Thomas get so angry with him?
8. Do you think that Mr Thomas would have treated Kevin like this if he had known about his situation?
9. Why do you think that Kevin stormed off and why were the other children in the class so surprised at his behaviour?
10. What else could he have done in order to have gained a better outcome?

Act it out!

The teacher can remind the pupils of the story up to the Stop Hand. He/she can re-read the story to this point if necessary/time allows.

The pupils can then act the story until they get to the Stop Hand. They can try to show how stressed Kevin was feeling and how this affected his behaviour both at home and in school. Also, they can attempt to show how the other children in his class were amazed by his behaviour. They will need to share their ideas as to how he could have avoided the confrontation with Mr Thomas. What could he have said? How and when could he have talked to his teacher? The pupils can try to work out a conversation between them which would have led to a more positive outcome for Kevin.

Activity Sheet – Feeling Stressed

The pupils are here asked to consider the many different reasons that people can experience the feeling of stress. They are presented with a series of statements which describe a range of stressful situations. They are asked to consider which situation they would regard to be most stressful and which they would think of as least stressful. The statements can be cut out and then placed into rank order, the most stressful coming first and the least stressful coming last. This is an individual exercise, the idea here is for the children to then be allocated time to compare their rankings with a partner and to discuss any similarities and differences. What is important is to emphasise the fact that stress is person specific; some people actually like taking tests while for others this may be an awful experience. However there may be stresses which have a negative impact on the majority of us, for example when someone that we love is sick and dying or when we move house or experience a divorce in our family context. What

is also important is to emphasise the need to respect such differences and to also think about ways in which we can cope more effectively with such feelings.

Self-reflection Activity – I was Stressed

In this activity the pupils are asked to draw a picture of themselves when they were feeling stressed. They need to consider how they looked physically. What's happening to their body? What's happening to their eyes? Are their fists clenched? Is their face red? Do their eyes look wide and staring, etc? They are also asked to complete a series of sentences as follows:

- ▶ I felt stressed because ...
- ▶ I wanted to ...
- ▶ It made me feel ...
- ▶ It made me think ...
- ▶ I acted like ...
- ▶ I did or did not ask for help from ...
- ▶ People may have noticed because ...
- ▶ I try to calm down by ...

They are finally asked to identify six strategies that they might use in the future if they were to experience this particular feeling again. It may be useful to allocate time for feedback here so that the pupils can compare strategies and also explain why those that they have chosen seem to work for them.

Take Home Task - Stress busters

In this activity the pupils are asked to consider which stress busters they might use in order to alleviate feelings of stress and anxiety they might be experiencing. The activity sheet depicts a series of strategies including:

- ▶ Taking time out in a quiet space.
- ▶ Yoga.
- ▶ Deep breathing.
- ▶ Listening to music.
- ▶ Having a sleep or catnap.
- ▶ Doing some exercise.
- ▶ Talking it through with a friend.
- ▶ Relaxation exercises.

The pupils are asked to tick against each one and discuss with a friend or family member as to whether they would or would not use these strategies themselves. They are asked to see if they can agree on the most useful strategies and to identify whether or not there are different strategies that they also find helpful. What is important here is that this is another opportunity for the pupils to develop empathy and an awareness that others also experience stress. It is also an opportunity for adults to further understand the stresses that children experience and the fact that these should not be devalued or minimised. For example, taking a SATs test or answering a question in front of the whole class may be just as stressful for the child as starting a new job or moving house may be for the adult.

Plenary

A Circle time approach can again be used and the pupils can focus on the following questions:

- ▶ How did we feel at the start of this session?

- ▶ What have we learnt about feeling stressed in this session?
- ▶ Have we learnt anything new about ourselves?
- ▶ Have we learnt anything new about others?
- ▶ Will we change the way we deal with this feeling in the future?
- ▶ Have we learnt any new skills or strategies that may help us?
- ▶ On a scale of 1-10 (1=not at all, 5=quite, 10=a great deal) how useful do we now feel this lesson has been?
- ▶ What would we like to be different about this lesson if it was repeated for others in the future? What ideas do we have?

Ideas for reinforcement and development

- ▶ Pupils can brainstorm as a whole-class group and try to identify what stress is and what it means to different people. They can think of themselves, parents, teachers, doctors, shop keepers etc. It would be useful to once again highlight the fact that stress is person specific, i.e. what might be a stressor for one person would not be a stressor for another person and vice versa.
- ▶ Pupils can use the internet to investigate the kinds of jobs that people do and which are reported to be the most and least stressful and why? What can be done to help people in the most stressful jobs? What do they think? Will the information make a difference to their choice of job in the future?
- ▶ It will be useful to make a list of stress busting exercises. Pupils can record these in the form of posters or illustrated lists.
- ▶ Pupils can envisage and imagine a peaceful place where they can feel calm, happy and relaxed. They can draw/paint pictures of these places and make use of this strategy to alleviate stress in their everyday lives.
- ▶ Pupils can also consider a range of physical activities which may help to alleviate stress. For example, swimming, jogging, running on the spot, skipping, playing football or dancing to music etc. They could draw up a weekly timetable in order to include some form of healthy exercise on a daily basis.
- ▶ It may also be helpful to make use of a relaxation script to reduce stress levels. This could become a regular event at lunchtime (a stress buster club) or perhaps at other significant times during the day. Useful additional resources can be found in *Keep Your Cooool* (Lucky Duck Publishing 2002),
- ▶ Pupils can use the Traffic Light Method to solve the following problem – your little brother will be taking his SATs next term. He is starting to get very worried about these tests and has convinced himself that he's going to fail and that everyone will be very angry and upset with him. You can see that he is becoming anxious and a bit stressed. What can you do? How can you help him to cope with this stress more effectively? Use the Traffic Light Method and try to work out the best solution.