

Feeling Good, Feeling Sad

The main focus of this unit is to help children explore feelings and develop a core vocabulary to express their feelings. Through participating in the activities, and exploring issues around happiness, expressing anger and dealing with fear and loss the children begin to realise that feelings are normal and a part of us.



Key Stage 1

Year 3

Personal Development and Mutual Understanding: Key Stage 1, Year 3

Strand 1: Personal Understanding and Health

Unit 2: Feeling Good, Feeling Sad

Complementary Unit: Families! 

**living
learning
together**



Teaching approaches

Freeze Frame

Learning through play helps children become familiar with and understand the language of emotions. It also helps them develop social skills.

Set up a stimulating and appropriate environment, for example an airport kiosk. Provide practical, interactive and enjoyable play experiences. For example role-play how to deal with:

- an **angry** customer;
- a **happy** flight attendant;
- a passenger who is **afraid** of flying; and
- a **sad** person who is leaving their loved one behind.

Work with the children to identify a 'nice' way of talking to people compared to a 'naughty' way. Discuss their reasoning.

Face the Music

Set the children timed tasks to complete while listening to music. For example, ask them to change for PE while listening to a familiar theme tune. Invite the children to suggest their own favourite pieces of music and set alternative tasks.

Graffiti Board

Use visual cues to help the children recognise if their behaviour or attitude is unacceptable. For example, use three circles, each increasing in size. Place the child's name into the appropriate circle depending on their behaviour. For example, if they have one strike against them place their name into the first circle and if they have two strikes against them place their name into the second largest circle and so on.

Allow time for the child to reflect after having their name placed in a circle. If their name goes into the third and largest circle, the child must realise that they face consequences (agreed by the class).

Similarly, issue 'Well done for Keeping the Peace' signs when you recognise that a child has controlled their emotions when put to the test. Such signs of recognition will motivate them to stay on track.

Emotional Barometer

As a class, design an emotional barometer. Use it to signify the mood of the class at different points during the day.

Key Experiences

in developing their own and others' feelings and emotions and how actions can affect others

Building on Foundation Stage

Explore and discuss their own and others' feelings and emotions:

- beginning to recognise how they feel;
- developing ways of expressing how they feel;
- knowing what to do if they feel sad, lonely, afraid or angry about something and when it is important to tell others about their feelings;
- realising what makes their friends feel happy or sad; and
- recognising how other people feel when they are happy, sad, angry or lonely.

Working at 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 and that they 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.

Moving towards 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 and loss.

Progress in learning

- I can name more feelings than I could before.
- I can use a variety of words to express my feelings.
- I can tell you if I am beginning to feel anxious or scared.
- I can tell you some of the things that make me feel anxious.
- I can help another person feel proud.
- I know what it feels like to be relaxed.
- I am beginning to realise that I can change my behaviour if I stop and think about what I am doing.
- I feel safe and content within my class.
- I feel I can do well in my class.
- I feel good about myself in this class.
- I know some ways to calm myself when I feel tense or angry.
- I know some ways to solve a problem.
- I feel comfortable with anger and sadness.

Learning intention:

Recognise a range of feelings and emotions and begin to realise how their actions can sometimes affect others.



Learning together

When children are regularly given the opportunity to evaluate their work, and how they interact with others when working in groups, they will develop self confidence and increasing awareness of how their learning can be improved.

With increasing experience they will become more confident in talking about what they have

done and how it can be improved; developing persistence; regularly checking their work and seeking help when necessary. Their feelings about learning will be determined by what they enjoy and what they find difficult which will lead them to increasing awareness of their strengths and limitations.

Self-management

Thinking Skills and Personal Capabilities by the end of Key Stage 1

Managing information

Ask more focused questions about the task, clarify purpose and what needs to be done;

Recognise where similar tasks have been done in the past;

Use their own and others' ideas to identify, locate and select various sources of information;

Set goals for their work, break tasks into smaller parts and plan their next steps;

Record information in a variety of formats; and

Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;

Sequence, order and rank information along different dimensions;

Identify similarities and differences by making simple comparisons and connections;

Begin to test predictions and to look for evidence;

Make decisions and generate options;

Suggest possible solutions to problems;

Be systematic and work through the stages in a task;

Explain their methods and opinions, and the reasons for choices and actions; and

Recognise the differences between why, what, where, when and how questions.

Being creative

Show curiosity when approaching new tasks and challenges;

Have experiences with all the senses;

Listen to and share ideas and experiences;

Generate as many ideas as possible, building and combining ideas;

Take time to use the imagination;

Enjoy the unexpected, unusual and surprising; and

Experiment and investigate real life issues.

Working with others

Develop further habits of collaborative learning;

Become more adept at turn-taking, sharing and co-operating when working in a group or team;

Decide what needs to be done in a group and take responsibility for aspects of the work;

Show the ability to learn from shared and modelled activities;

Adapt behaviour and language to suit different situations;

Show fairness to others; and

Recognise and respect other people's feelings and ideas.

Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;

Check work routinely for accuracy and precision;

Persist with tasks until an appropriate endpoint, with teacher prompting;

Seek help from other people;

Work towards personal targets identified by the teacher; and

Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.

Across the Curriculum: Connecting the learning

Communication



Role-playing real life situations allows children to practise their skills in dealing with difficult situations.

Thinking Skills and Personal Capabilities



Gauging the emotional temperature in the room enables the teacher to be more responsive to incidents that arise.

Physical Education



Having cool downs as an integral part of the PE session allows the body time to relax.

Words and phrases I will hear and use

Relax

Nervous

Worried

Proud

Anxious

Calm

Comfortable/
uncomfortable

Sad

Tense

Problem-
solving

Happy

Learning activities

Activity 1

Feelings are ok

Recognising that feelings and emotions form an essential part of our lives and our well-being.

Activity 2

True feelings

Knowing how to express and regulate our emotions therefore enabling us to empathise with others.

Activity 3

It's ok to cry when I am sad

Managing change, coping with sadness and dealing with stressful circumstances effectively.

Activity 4

Letting off steam

Being aware of anger and knowing how to express it appropriately.

Activity 5

Ups and downs

Exploring the roller coaster of emotions experienced in a day.



Learning activity 1: Feelings are ok

CORE CONCEPT

Feelings and emotions form an essential part of our lives and our well-being. It is important that children develop a vocabulary for feelings so that they:

- can express themselves openly;
- are aware that feelings change; and
- understand that it is ok to feel different ways at the same time.

Listen, reflect on and validate the feelings that are expressed by the children without judgement. This will show them that feelings are an important part of their general well-being.

SUGGESTED SUCCESS CRITERIA

We will identify and name a range of emotions.
We will realise the various ways feelings can be expressed.

POINTS TO NOTE

Be aware that some children with Autistic Spectrum Disorder find it more difficult to recognise and interpret emotions that another person may be feeling.

WHAT YOU NEED

- Feeling Faces (Resource A)
- Feeling Words (Resource B)
- Magazines, newspapers, scissors, glue, paint, four large sheets of paper, fabrics and scrap materials

WHAT TO DO

- Naming Feelings
- Cooperative Collage
- Display and Discuss



Naming Feelings

Seat the children in a circle. Show them one of the **Feeling Faces** from Resource A and ask them to name the feeling that is being depicted. Repeat this step with the three other **Feeling Faces**. Introduce the words for each of the feelings shown. Talk about the variety of words that have a similar meaning, for example the word sad is similar to miserable, upset, hurt, down and unhappy. Resource B: **Feeling Words** will help you with this part of the task.

For one week, ask the children to concentrate on finding 'feeling' words. Encourage them to identify words associated with emotions in their story books, shared reading texts, the news or in newspapers. Record the additional words onto a 'Feelings Chart' and display it in the classroom. Encourage the children to use these words when expressing themselves.

Fear
Ecstatic

Cooperative Collage

Use a fair grouping method to form four groups. Give each group the following resources:

- one of the **Feeling Faces** from Resource A;
- a large sheet of paper;
- scissors;
- glue;
- a selection of magazines; and
- some fabrics and scrap materials.

Ask each group to create a collage to represent the emotion shown on their **Feeling Face**. Encourage them to search through the magazines for pictures, text, images and situations that they can use. Give each group a copy of Feelings Chart (completed in the previous task) so they can cut out and paste suitable words onto their collage. Remind the children to use colours and textures that also reflect the emotion, for example red and spiked textures for anger or green and smooth textures for calm. Tell the children that at the end of the allocated time they will have to describe their collage to the rest of the class and give reasons for their choices.

While the children are working on this task, circulate around the groups and make observations about how they are working together. Take note of any significant incidents or conversations that take place within each group. Ask each group the following questions:

- How many of the children in your group are working together?
- How willing is everyone to join in?
- How can you encourage someone to join in?
- Has anyone taken on a special job? (leader, searcher, reporter, sticker or tidier)
- Is everyone happy with the way the group is working?
- How do you know that your group is working together? (turn-taking, sharing, listening or learning from each other)

Finally, invite each group to tidy when they are happy with their work.

Cheerful

Display and Discuss

Ask each group to take it in turn to present their collage to the rest of the class. Encourage individual group members to talk about the pictures, text and colours selected. Affirm each group for how well they cooperated with each other during the task. It is a good idea to use the word cooperation as the children have hopefully just experienced it. Recall any notable observations about how different groups worked together.

Finally, ask the children the following questions:

- How did you know that the people in your pictures were showing that emotion?
- What sort of things are they doing? (eating, drinking, sharing, playing, singing, dancing)
- Can you think of any occasions or events that bring about particular emotions? (birthdays, celebrations, weddings, birth of a baby, funeral, holidays or exam results)
- Why do you think that?

Shocked

Learning activity 2: True feelings

CORE CONCEPT

Emotions are central to all human experiences. Our well-being depends upon our ability to understand, express and regulate our emotions and our ability to empathise with others. Being able to empathise comes with experience. Young children can begin to develop the ability to look beyond what appears on the outside and take on board the context in which the feelings are being expressed.

SUGGESTED SUCCESS CRITERIA

We will recognise, name and deal with different feelings in a positive way.
We will begin to develop empathy by considering the feelings of others.

POINTS TO NOTE

Initially, some children may find it difficult to mime feelings. Demonstrate what they have to do in this task. Reassure the children that it is normal to display these feelings.

An alternative activity is Unit 1.4: Different Faces from Interactive Sarah and the Whammi. This is available at www.nicurriculum.org.uk

WHAT YOU NEED

- Feeling Faces (Resource A)
- Ben's Story (Resource C)

WHAT TO DO

- Feeling Faces
- Story
- Facing Your Fears
- Developing Empathy

Feeling Faces

Seat the children in a circle. Show them the **Feeling Faces** from Resource A one at a time, or if Activity 1 has been completed, show them the collages made by each group.



Ask the children:

- How is the person in the picture feeling?
- How do you know?
- Can you always be sure that their facial expression shows how they are truly feeling?
- Can you think of a time when a person might try to hide their true feelings?

Give the children an example of a time when you tried to hide your true feelings. Explain that sometimes people put on a 'brave face' or put up a guard to disguise the fear or pain that they feel. For example, a person might want to hide their true feelings if someone has hurt them, if they are frightened or if they don't get picked to play a game. Tell the children that this is when they have to work really hard to try and find out what the person is really feeling.

Story

Read Resource C: **Ben's Story** to the children. As a class, discuss how Ben tried to mask his true feelings and why he might have done this. Talk about how Ben's mum found out about his true feelings and how she helped him to 'face his fear' and realise that it was unfounded. Invite the children to talk about a time when they felt afraid. Ask them if they tried to put on a brave face.

Facing Your Fears

Ask the children to sit in a circle. Invite a volunteer to curl up in the centre of the circle. Next, ask the children to imagine that the volunteer is Ben. Remind them that 'Ben' has a fear of dogs. Place a small blanket on top of 'Ben'. Tell the children that 'Ben' is so afraid, he cannot see past his fears and he cannot see out. Invite them to suggest how 'Ben' might overcome his fear by seeing it differently. As each child makes a suggestion, ask 'Ben' to slowly come out from under the blanket. When 'Ben' is totally uncovered and can 'see clearly' thank the children for their very useful suggestions. Tell 'Ben' how brave he was for facing his fear. Repeat this activity but this time invite the children to confess to other fears they might have.

Developing Empathy

Use 'teaching moments' throughout the school year to promote pro-social behaviour, for example sharing, helping, comforting and making amends. This will encourage the children to practise and develop empathy. It will also help individual children to see themselves as a responsible and caring person.

Encourage the children to empathise with characters in books. If you are reading a book with the text, 'The puppy cried when its owner left for work' ask the children how the puppy was feeling.

Encourage and praise correct identification of emotions. Praise empathy for example, **'I see you let her play with you because you saw that she was lonely. That was very kind of you.'** Affirm any positive traits that the children display.

As a class, find out about the lives of people who showed empathy for example, Mother Theresa or Ray Davey.

Use role-play to get the children to imagine themselves as different people in different situations (including those with physical disabilities). This will enable them to use their imagination and gain an insight into another person's point of view. Invite them to talk through issues or conflicts as if they were the other person. Ask them to imagine what the other person would say or do.

Learning activity 3: It's ok to cry when I am sad

CORE CONCEPT

Loss, transition and bereavement are a natural part of life. Children need emotional skills to effectively deal with change, sadness and stressful circumstances. They also need to have the freedom to express the emotions associated with loss. Children need to know that they are not bad or weak if they seek support. In fact, seeking support can be a sign of strength.

SUGGESTED SUCCESS CRITERIA

We will reflect on loss as a part of life.
We will identify people with whom we can discuss our feelings.

POINTS TO NOTE

Be sensitive to the experiences of individuals in the class. Adam's Story is about a pet dying. If any children in the class have recently lost a pet, consider reading Fred by Posy Simmons (part of the Primary Values resource) instead.

Make a copy of Resource B. Cut out individual words and place them in a container.

WHAT YOU NEED

- Feeling Words (Resource B)
- Adam's Story (Resource D)
- Sadness collage from Activity 1
- Crayons
- Speaking object
- Container for cards

WHAT TO DO

- The Feelings Game
- Introduction
- Circle Work

The Feelings Game

Ask two volunteers to stand outside the classroom door. While they are outside, ask another volunteer to take a feeling word from the container and read it aloud. Ask all the children to act as if they all feel that

way. Invite the two volunteers to return to the classroom and ask them to guess how the class is feeling. Repeat this game a number of times. This is an enjoyable way to help build the children's vocabulary around feelings.

Introduction

If you have completed Activity 1, show the class the sadness collage. Ask the children to suggest why the people in the collage are sad.

Read Resource D: **Adam's Story** to the class. Talk about the different feelings people in the story experienced. Invite the children to answer the following questions:

- What was Adam feeling?
- How did he show he was feeling sad?
- What did he do and not want to do?
- What do you think Adam was thinking to himself in the playground? (What might he have been saying in his head?)
- What do you think he was feeling in his body? (sick tummy, headache, shaky knees.)
- What happened when Adam cried?
- Do you think crying helps and if so, how?
- Which helps more – crying on your own or crying with someone you trust?

Reassure the children that most of the sadness in our everyday lives is caused by little things, for example someone saying hurtful words or being left out of a group. Explain that some sadness can take a long time to fade. Ask the children to consider if Adam will be 'right as rain' the day after his pet dies.

Emphasize to the children that talking about how you feel helps a lot. Inform them that it is a good idea to tell a safe adult how they are feeling.

Remind the children that it is also important for them to be responsible for spreading happiness when they see someone sad, lonely or down. Ask the children for practical things that they could do to spread a little happiness. Talk about 'Random Acts of Kindness'. Ask the children to practise these in class and in the playground.

Circle Work

Organise the children so they are sitting in a circle. Ask them to think about who they would go to if they needed to talk about something sad. Have the children pass the speaking object around and take it in turn to say, 'I can talk to...' Finally, ask them to have a round of 'When I am sad I like someone to...'



Learning activity 4: Letting off steam

CORE CONCEPT

Anger is an essential part of being human. Anger can be either useful and positive or harmful and negative. If children are aware of and accept anger they can make decisions about its appropriate expression. By modelling anger and its behaviours positively, you will enable the children to become more confident and more self-managing in dealing with this strong emotion.

SUGGESTED SUCCESS CRITERIA

We will explore the way anger can be expressed and dealt with.

We will choose which way of expressing anger is most appropriate.

We will recognise that individual actions can affect others' feelings.

POINTS TO NOTE

If children can talk about how they feel and recognise the feeling as anger they are empowered to tackle the issue. They can suggest possible solutions rather than the adult taking responsibility.

WHAT YOU NEED

- Jenny's Story (Resource E)
- A balloon

WHAT TO DO

- Story
- Letting It Go



Story

Read Resource E: **Jenny's Story** aloud to the class. Ask them to answer the following questions:

- How was Jenny feeling in the story?
- What happened to her when she felt angry?
- What happens in your body when you feel really angry?
- When you are angry do you have a little energy or a lot of energy?
- What did Jenny do with all her energy?

Blow up a balloon. Ask the children what would eventually happen if you kept on blowing up the balloon. Next, ask them for ways of letting the air out of the balloon (if no-one says bursting the balloon, mention it). Then burst the balloon. Ask the children if they think this was a good way to let the air out. Show the children the picture of Resource E: **Jenny's Story**. Discuss how the picture is like the blown up balloon. Invite the children to talk about how Jenny is feeling and what they think might be happening inside her body. Explain that sometimes when people are very angry they have so much angry energy that it feels a bit like they are going to explode.

Describe some things that people do when they are angry. Explain that people sometimes say things they don't mean when they are very angry. They sometimes hurt other people or break things when they are angry (uncontrolled and hurtful anger). We all need to learn how to recognise when we are angry and be more in control. Ask the children how the air could be let out of Jenny and the balloon.

Letting It Go

Talk about the different ways of getting rid of anger and how people can let the angry energy out in different ways. For example, some people run, kick a ball or bounce on the trampoline while others wash windows, scrub the floor or vacuum. People can think better when they let off a bit of excess energy and get rid of their anger. At this point remind the children that they have a responsibility to react when they feel angry by:

- (a) recognising (and accepting) how they are feeling;
- (b) trying to control the feeling; and
- (c) showing the feeling in an appropriate way.

Talk with the children about steps they can take to cope or control their anger, for example:

- Stop
- Take a deep breath
- Move away from the situation
- Say what is wrong
- Say what you would like to happen. (Use 'I' statements - 'I didn't like it when you left me to tidy up the mess. It would help me if you help me tidy up.')

Write this coping strategy on a series of balloons (each reducing in size) and display them in the classroom. Invite the children to suggest other ways to help manage anger. Return to **Jenny's Story** and ask for suggestions about what Jenny could do to help her manage and control her feelings. As a class, write an ending for the story. Have the children draw pictures to accompany the text in a balloon outline and make into a shared big book.

Extension Work

Ask the children to find words and phrases that show how people or characters from story books react when they are feeling angry. Sort the words and phrases into 'Angry doing words' (verbs) and 'Angry naming words' (nouns). Display these using bright red letters and have the children decorate them.

- A parcel with your name on it has just been delivered to your house.
- You arrive at school and a different teacher is taking your class today.
- You forget to bring your reading book to school.
- You hear a classmate telling lies and blaming someone else.
- You paint a fabulous picture. Someone spills water all over it.
- You are told you have to do a maths test.
- You have been picked to speak at the next open day at school.
- You are not allowed out to play until your room is tidy.
- You hear someone approaching you from behind.
- You and your gran bake scones together.
- You open a carton of milk and realise it is off.
- You trip and fall in the playground. You think someone tripped you on purpose.
- Your friend tells you that s/he is moving to another school.
- A person who you know bullies is walking towards you.
- Your friend doesn't play with you at break time.
- The teacher asks you to deliver a message. You forget where you have to deliver the message.
- At swimming lessons someone pushes you off the side and into the water.
- You look around your community and see nothing but litter and rubbish.
- You watch as two children begin to fight each other.
- You are alone in your bedroom when suddenly the lights go out. It is pitch dark.

Review

Ask the children to join up the points on their graph.

Demonstrate how this is done from left to right. Next, ask the children to form groups of four and to compare their graphs. Invite them to talk about any similarities and/or differences. Talk about the ups and downs of every day life and how important it is for us to know and be aware of the feelings we are experiencing and the situations or contexts we are in. Emphasise that our emotions and how we react to situations can vary depending on what has happened before or the amount of stress we are under.

As a class, explore what has happened in the class over the last few activities. Organise the class into groups and ask them to reflect on some of the following questions:

- Did you enjoy talking about feelings?
- Were you always comfortable talking about how you feel?
- Which activities worked best? Can you say why that is?
- Why do you think it is important to talk about feelings?
- Has completing these activities changed how we get on with each other?

Extension Work

Allow the children to create their own personal graph of their day. Have them plot how they feel in regular intervals from morning through to the evening. Ask the children to talk to a partner about the results and the different feelings that they have experienced. Ask them to describe particular situations (contexts), how they felt and what happened as a result.

Resource A

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1: Feelings are ok; Learning activity 2: True Feelings

Feeling Faces

Happy

Disgust

Sad

Ecstatic

Cheerful

Shocked

Scared

Surprise



Happy



Sad

Feeling Faces

Surprise

Scared

Happy

Disgust

Sad

Ecstatic

Cheerful

Shocked



Angry



Scared

Resource B

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1: Feelings are ok; Learning activity 3: It's ok to cry when I am sad

Feeling Words

Sad

Surprise

Fear

Happy

Disgust

Anger

Happy

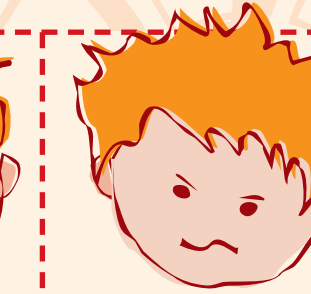
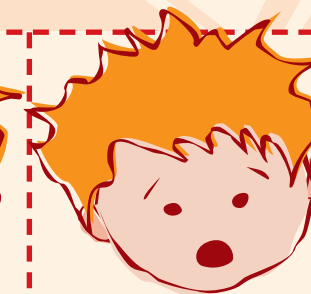
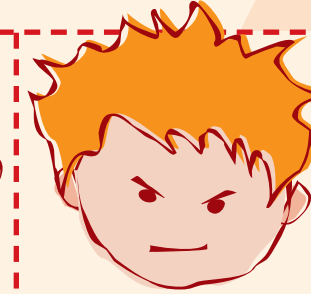
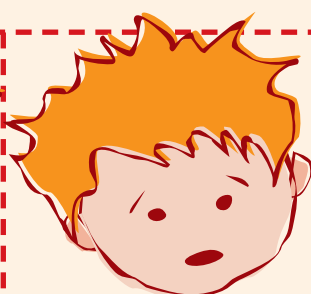
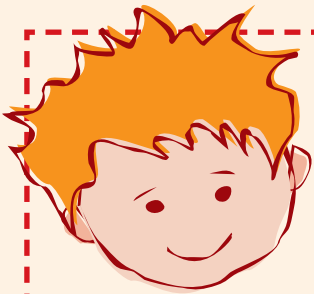
Sad

Fear

Anger

Surprise

Disgust



Pleased

Miserable

Anxious

Frustrated

Disbelieving

Revolting

Loved

Upset

Scared

Furious

Shocked

Gross

Ecstatic

Hurt

Cautious

Envious

Amazed

Wretched

Glad

Down

Frightened

Pressurised

Taken aback

Obnoxious

Accepted

Unhappy

Worried

Outraged

Fidgety

Gruesome

Cheerful

Invisible

Uneasy

Mad

Excited

Lousy

Nervous

Bothered

Astonished

Irritated

Resource C

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: True feelings

Ben's Story

Ben was six and lived around the corner from the shop. Ever since he was four and a half he had been able to do messages for his Mum. It was very safe because there were no roads to cross and the shopkeeper knew him well. One day on the way home from the shop he noticed men carrying chairs and boxes into the empty house on the corner. 'I hope children are moving into that house,' thought Ben, 'and I hope there is a boy who is six, who will play with me.'



A few days later Ben was coming home from the shop with milk. It was late in the afternoon and it was getting dark. As Ben passed the gate on the corner he jumped. Out of nowhere came a great black dog barking and running at the gate. He was bigger than Ben, and Ben was afraid he would jump over the gate and bite him. Ben dropped the milk. Luckily it didn't burst. Quickly he picked it up and moved away. He was afraid to run in case the dog chased after him. He walked really quickly and the barking stopped. Ben's heart was pounding and his knees were shaking. When Ben got home his Mum was upstairs putting his baby sister to sleep. He left the milk on the kitchen table and watched T.V. Ben said nothing about the dog. He didn't want to say he was scared. He put a brave face on because he didn't want his mum to laugh at him.

The next day Ben's mum asked him to go to the shop for tea-bags. 'Would love to Mum, but my favourite programme is on,' he said. Ben's mum waited until

she heard the music at the end of the programme and then said, 'Ok off you go now and get those tea-bags for me.' Ben had to think quickly of another excuse. 'Can't go Mum, I'm doing my homework,' he said. 'Why won't you go?' said his mum. She thought for a moment and said to herself, 'How strange, it's not like him at all.' She began to get a little cross with him. 'You know I can't leave the house because the baby is fast asleep. Ben, go now and get the tea-bags before the shop closes or no-one will have tea.' 'Oh Mum, why don't you just buy everything when you go to the supermarket?' asked Ben. 'Why do I always have to go to the shops?'

Stop here and ask the children what is happening in the story.

- **Why is Ben avoiding going to the shops?**
- **What is he doing with his real emotions?**
- **Why is he doing this? Why does he not tell his mum the truth?**
- **What is he afraid of?**
- **What is happening between his mother and himself?**

Remind the children of the fright Ben got when the dog jumped out and barked at him. Ask the children if they have ever had a bad fright! Allow the children to share. Then return to the story.

Ben's mum was really cross but she stopped to think for a minute. 'I'm surprised at you,' she said. 'I thought you liked doing messages for me.' Ben took a deep breath and spoke very quietly, 'I used to, but not anymore.'

'I knew something was wrong. What is it? Come on, tell your mum,' she said. 'It's those new people who moved into the corner house. They have a huge dog and he really scared me. I'm not going past that corner anymore.' Ben's mum listened carefully to what had happened. She thought for a while. 'Let's see what we can do about this big dog,' she said. She texted a friend and asked her to come to the house for five minutes to sit with the baby. Ben's mum took him by the hand and they walked on the far side of the road

so that they would not be near the dog. When they got to the corner, the dog started barking but Ben held his mum's hand tightly. She talked about the dog, his colour and how he was trying to protect his property. 'You know the dog could be afraid of you. Have you ever looked at it that way?' she said to Ben.

On the way home from the shop they stayed on the other side of the road. Over the next few days Ben's mum kept going with him to the shops. After a time he realised that although the dog was noisy he would not harm him. After about a week Ben was able to stay on the same side of the road if his mum was with him. After about a month he was no longer afraid, and could do the messages again. 'If anything ever frightens you,' said his Mum, 'tell me straight away. There is nothing so awful that I will not help you with. Everyone gets scared you know, but it's always better to talk to someone about it.'

Resource D

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 3: It's ok to cry when I am sad

Adam's Story

When Adam was four he got a surprise present of a puppy. Adam named him Ginger and he was Adam's best friend. Every day, Adam brought him for a walk after school. Adam fed him and made sure he had water to drink. Whenever his Dad took Ginger to the vet for an injection, Adam went too. Sometimes Adam's friend Philip came over to play with Ginger.



One day when Adam was seven he came down for breakfast. His Mum and little sister were very quiet. Adam knew something was wrong. Then his dad told him the terrible news. Ginger had been knocked down by a car the previous night. Adam's dad had taken him to the vet, but it was too late. Ginger was dead. Adam could not speak. He could not believe it. He went out to the back garden to look for Ginger but he wasn't there. Adam wanted to be alone. He didn't want to talk to anyone.

It was the worst day of Adam's life. He could not eat. He begged his Mum for a day off school. He wanted to be on his own and he didn't want to face everyone at school, but his mum felt it would be better if he went. On the way to school his little sister tried to talk to him but he wouldn't answer her. At school that morning the children were doing maths. Adam could not keep his mind on the sums. He kept staring out the window thinking about Ginger. The teacher was cross when his work was not finished. At break time the boys wanted to play ball but Adam would not play. He just walked around the playground on his own.

After a while, Adam's friend Philip came over to him. 'Can I come to your house today to play with Ginger?' he said. Adam burst into tears. Philip asked him what was wrong and Adam told him what had happened. When they went back into class, Philip told the teacher what had happened. She set the children a task to do and sat down beside Adam. 'I'm really sorry about Ginger,' she said. 'It's very sad to lose a pet. Losing something is very hard to deal with. Now I understand better why you couldn't do your maths this morning. I'm sorry I wasn't more understanding.' The teacher asked Philip to sit beside Adam for the rest of that day.

After school Philip came to Adam's house to check on how he was feeling. He had asked his mum if he could stay longer because he thought Adam might need a friend. Later that evening when Adam was ready his dad began to dig a hole at the back of the garden. His mum wrapped Ginger in a sheet and his sister gathered some flowers in a jam jar. Together they buried Ginger beside the cherry tree in the garden. Everyone shed a tear or two. Adam felt the lump in his throat would never go away. He tried hard not to cry out loud but when he looked up he saw that everyone's eyes were red. His mum reassured him that when the cherry tree blossomed in spring time it would act as a reminder of all the happy times he had spent with Ginger. As they walked back to the kitchen, Philip began to recall how Ginger used to run away with their things and how they would chase him around the garden. When they thought about this their tears turned to laughter. After dinner, Adam and Philip went outside to visit Ginger's grave. Philip put his arm around Adam's shoulder and told him that he missed him too. Adam was glad that Philip was his friend.

Resource E

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 4: Letting off steam

Jenny's Story

It was Saturday morning and it was raining outside. Jenny sat staring out the window. She wanted to play on her new rollerblades but it was no weather for skating. She got dressed, had her breakfast and tidied her room. There was a knock at the door. It was Louise from next door.



'Can I come in?' she asked. 'I wanted to play on the computer 'cos it's wet and we can't go rollerblading, but my Dad is using it and he'll be on it for ages.' 'I know,' said Jenny. 'I hate that rain, but we can play in my room.' Louise and Jenny started to play shop. They opened Jenny's wardrobe and pinned price tags on all her clothes. Then they modelled all the clothes. Jenny modelled first and Louise described what she was wearing. Then it was Louise's turn. Jenny's Mum put her head around the door. 'What are you doing?' she asked. 'Just playing fashion shop,' said Jenny. 'Ok,' said Mum 'but I want that room tidy when you are finished.' 'Don't worry mum! We'll tidy it,' said Jenny.

The girls played for hours. They had a lot of laughs. By the end of the morning there were clothes and hangers all over the room, and bits of paper everywhere. The girls were getting tired of the game. Suddenly, from outside came the sound of a car. Louise rushed to the window. 'It's my Dad,' she said. 'He's going out. Now I can have the computer. I have to go.' 'But what about my room?' called Jenny as Louise ran down the stairs. 'We were supposed to tidy it.' 'I can't stay,' said Louise 'If I don't hurry Darren will get the computer first.' She was gone. **Jenny was cross.**

Jenny watched Louise racing into her house. Then she looked around at her room. 'It's not fair,' she thought. 'Louise did the same thing last week when we played office. I'm not tidying this up myself.' She stormed out and slammed the door. 'What's wrong with you?' asked her brother Karl. 'I hate Louise,' she said. 'I'm never playing with her again. She's not my friend anymore.' **Jenny was angry.**

Later that day the rain cleared up Louise called for Jenny to see if she wanted to play on her rollerblades. 'No,' answered Jenny. 'I'm busy, and anyway I'm not your friend.' Jenny closed the door with a loud bang. She peeped through the blinds and saw Louise call for Sharon and soon they were out playing and having a great time together. **Jenny was furious.** They were out there having the time of their lives and she was stuck inside in a boring house with nothing to do. Just then she heard her Mum shout, 'Jenny, come up here at once and tidy this room! You promised you were going to tidy it.' Jenny stormed up the stairs stamping on every step. She banged the door loudly. She grabbed her pillows and smashed them onto the bed. Then she threw herself on top of her bed and kicked her legs in the air. She screamed loudly into her pillow.

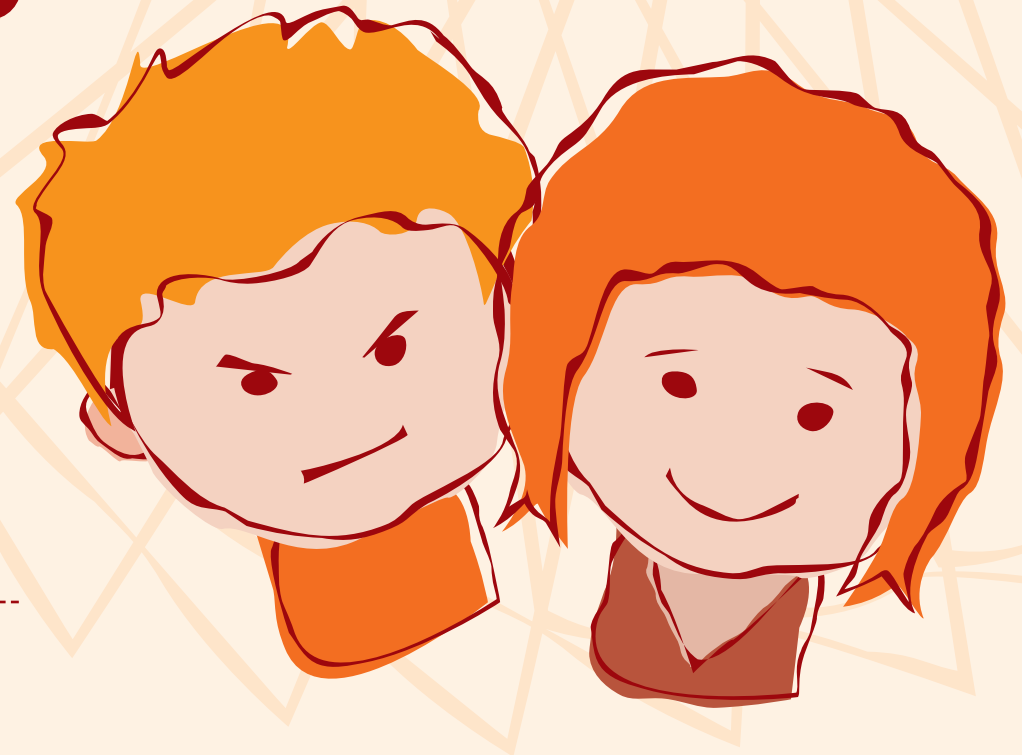
Resource F

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 5: Ups and downs

My Up and Down Day

A graph by





Ecstatic

Excited

Happy

Calm and
at rest

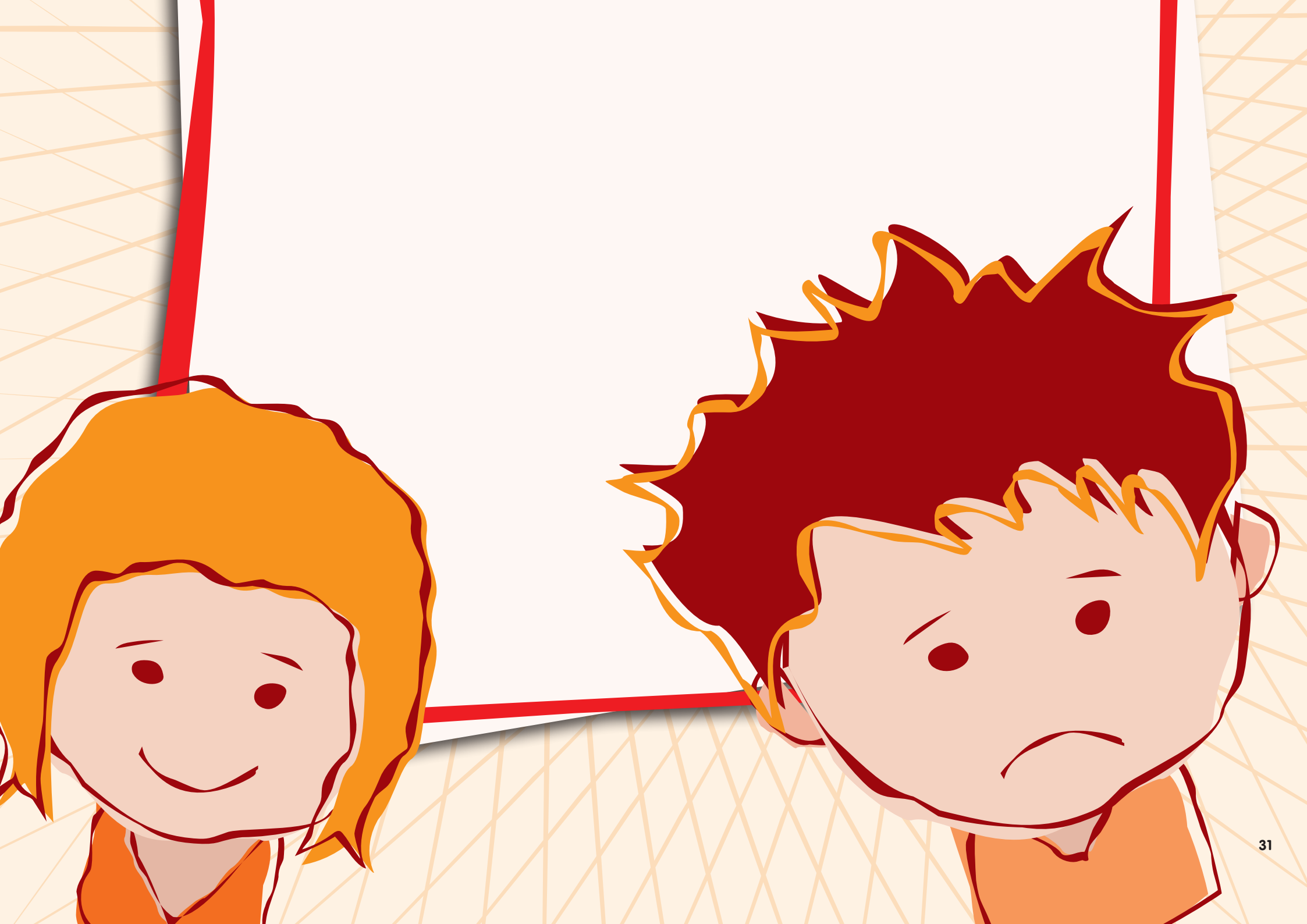
Uneasy or
agitated

Worried/
scared/
afraid

Angry/sad

A large grid for writing, consisting of 15 vertical dotted lines and a solid horizontal line that slopes slightly upwards from left to right. The grid is positioned to the right of the emotion labels.

Notes



Suggested stories

Burmingham, J.
The Shopping Basket
(1992 Red Fox) 00998999302

Durant, A.
Always and Forever
(2004 Corgi) 0552548774

Gravett, E.
Little Mouse's Big Book of Fears
(2007 Macmillan Children's Books)
1405089482

Grindley, S and Terry M.
The Sulky Vulture
(2003 Bloomsbury) 0747555737

Ironside, V.
The Huge Bag of Worries
(2004 Hodder Wayland)
1860390862

McKee, D. **Tusk, Tusk**
(2006 Red Fox) 0099306506

Nicholls, S.
Ways to Live Forever
(2008 Scholastic) 1407104993

Oram, H.
Badger's Bad Mood
(1997 Scholastic) 0590216937

Rosen, M.
Lovely Old Roly
(2002 Frances Lincoln) 0711214883

Rosen, M.
We're Going on a Bear Hunt
(2002 Walker Books) 0744581907

Sendak, M.
Where the Wild Things Are
(2000 Red Fox) 0099408392

Varley, S.
Badger's Parting Gifts
(1994 Picture Lions) 0006643175

Suggested further reading

Day, C & Leitch, R.
Teachers' and Teacher Educators' Lives: The Role of Emotion
(Teaching and Teacher Education
17, 403-415)

Sharp, P.
Nurturing Emotional Literacy: A Practical Guide for Teachers, Parents and Those in the Caring Professions
(2001 David Fulton Publishers Ltd)
1853466786

Webster-Stratton, C.
How to Promote Children's Social and Emotional Competence
(1999 Paul Chapman Publishing)
9780761965015

Suggested resources

Montgomery, A and Birthwistle, U.
Primary Values
(2001 CCEA) 1 85885337 0

Richardson, N. **People Who Need People**
(2005 Stranmillis University College and
The Churches Peace Education Programme)

Weir, L. **Helping Nova**
(2007 Wise Up and Th!nk, CCEA)

Interactive Sarah and the Whammi
(2008 CCEA)
www.nicurriculum.org.uk
(follow links from Personal Development
and Mutual Understanding section)

Useful websites

The PSHE Subject Association
www.pshe-association.org.uk

Cruse-Bereavement Care
(Provides support to people who have
bereaved by the death of someone close)
northernireland@cruse.org.uk

Winston's Wish
www.winstonswish.org.uk

