



Northern Ireland  
Curriculum

# How do I feel?

This unit creates opportunities for children to explore their feelings and to develop the language required to express them in a safe environment. The learning activities will assist children in beginning to understand their emotions, how they express them, and how to communicate them. Through gradual regulation of these emotions, children will develop greater social competence leading to long-term emotional health.

Foundation Stage  
**year 2**

Personal Development and Mutual Understanding: Foundation Stage Year 2

**Strand 1: Personal Understanding and Health**

**Unit 2: How Do I Feel ?**

Complementary Unit: 'Wonderful Me!' 

**living  
learning  
together**



# Teaching approaches

## Warm-up Activities

### Find your match

Collect pairs of objects (pencil and rubber, connecting construction pieces) or half-pictures from used children's comics. Distribute one half to each child. Invite the children to find the matching object or picture.

### Mirror games

Fair Pair children and ask them to take turns to mirror each other's facial expressions. They should make faces representing different feelings. The child doing the mirroring could guess the feeling.

### Small Groups

Make copies of the faces from Resource G. Distribute a face to each child. Then ask the children to organise themselves into either:

- Groups with only one emotion or;
- Groups with each of the core emotions, happy, sad, anger and fear.

## Music and Emotions

Play an instrument in different ways to depict different emotions. Listen to the recordings of different musical pieces available on Learning N.I. (Audio Network plc). Allow the children to recreate their own emotional music and/or link an instrument to an emotion, for example Guiro/ cymbal = angry or triangle = happiness.

## Routine Strategies

- Provide a secure and predictable classroom environment.
- Be supportive and exhibit fairness
- Praise positive, appropriate behaviour.
- Remember to teach social problem-solving skills.
- Ensure that everybody feels that he/she is a valuable member of the classroom community.

## Corners

With the children arrange a corner of the classroom around a single emotion. For example, in an 'angry' corner you could use the following objects: photographs, pictures, drawings, colours and textures, a post box for 'angry' letters, story books that discuss or have angry characters, an angry notice board to allow the children to pin up drawings and photographs, and a listening centre with representative music and songs.

# Key Experiences in exploring their own and others' feelings and emotions

## Building on Pre-school

Where children:

- are encouraged to express their emotions appropriately;
- feel supported and cared for; and
- identify and explore their emotions through play and stories.

## Working at 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.

## Moving towards 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 recognise 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.

# Progress in Learning

- I am becoming more confident in using the language of feelings.
- I know when I am starting to feel angry.
- I know what happens inside and outside of my body when I start to feel angry, scared, sad or happy.
- I know some ways to calm myself when I feel angry, scared or upset.
- I can let you know when I feel happy, excited, sad or scared.
- I can let you know if I feel not so good, afraid, worried or angry.
- I can talk to a safe adult if I had a worry.
- I use my looking and listening skills to tell how others are feeling.
- I know that it is OK to have any feeling but that it is not OK to behave in any way I like (if it hurts other people).
- I know that everybody in the world has feelings.
- I know how to be kind to people who are new or visiting the classroom.

Learning intention

## Recognise and manage a variety of feelings

### Planning together

Actively involving children in the **planning process** provides a starting point and gives a sense of the current thinking in the class. It provides an understanding of the children's interests, needs and experiences. In the Foundations Stage, you will naturally find that they are revisiting learning from Year 1, so it is important to ensure that you plan learning activities with continuity and progression in mind.

This planning is a **working document** owned by both you and the children. Remember, information should be added and removed as the topic progresses and learning develops.

What do we know already?

What do we want to find out?

Who can help us to learn more about ourselves?

How will we begin?

Who can come to visit our class?

What can we bring from home/our community?

What do we have in our school that will help us?

Where can we go to find out more?

Who are we going to tell?

How will we show our learning?





# Thinking Skills and Personal Capabilities by the end of Foundation Stage

## Managing information

Start with a focus, ask and respond to questions to clarify a task;

Select (with help) information from materials and resources provided and suggest ways to obtain information;

Follow directions in relation to a task. Begin to plan; and

Identify and use simple methods to record information.

## Thinking, problem solving and decision-making

Show their ability to memorise by recalling and structuring experiences and stories;

Make close observations and provide descriptions of what they notice;

Show the ability to sequence and order events and information and to see whole/parts. Identify and name objects and events as same/different, put objects into groups; and

Make simple predictions and see possibilities.

## Being creative

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;

Talk about their memories and experiences;

Play for pleasure and as a form of creative expression. Be willing to take on challenges; and

Experiment with ideas through a performance.

## Working with others

Be willing to join in. Learn to work and play co-operatively;

Develop the routines of listening, turn-taking, sharing, co-operating;

Be able to learn from demonstration and modelling;

Be aware of how their actions can affect others;

Use words to suit different people and situations; and

Develop confidence with being with adults and other children in a variety of contexts.

## Self-management

Talk about what they are doing and what they have learned;

Develop the ability to focus, sustain attention and persist with tasks;

Develop awareness of their emotions about learning, their likes and dislikes;

Be able to make choices and decisions; and

Ask an adult or friend for help.



# Across the Curriculum: Connecting the Learning

## Art and Design



Experimenting with colours to express how they feel when listening to different pieces of music

## Drama



Performing 'in role' one or both sides of a telephone conversation between two characters

## Music and ICT

Making a visual representation of different emotions using music and ICT



Words and phrases I will hear and use

**Feelings**

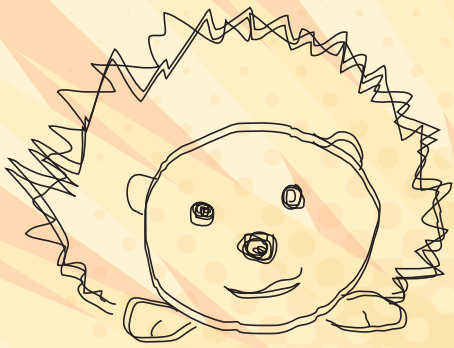
Happy

Scared

Upset

Worried

**Cross**



Comfortable

Calm

Uncomfortable

Safe Adult

## Learning activities

### Activity 1 **Happy Hannah**

A story and the classroom environment are used to explore experiences and feelings related to happiness.

### Activity 2 **Angry Arthur**

A story and personal portraits are used to explore experiences and feelings related to anger.

### Activity 3 **Sad Sarah**

A story is used to explore experiences and feelings related to sadness.

### Activity 4 **Frightened Fred**

A story is used to explore experiences and feelings related to fear.

### Activity 5 **Dealing with feelings**

The children explore instances of happiness through circle work, and develop the social skills needed to express feelings.



# Learning activity 1: Happy Hannah

## CORE CONCEPT

Feeling happy and feeling good about ourselves is an essential part of our well-being. Becoming more caring and thoughtful of others helps people to get along better and creates happiness. Show understanding towards the child who finds it difficult to talk about themselves and what they are good at. Encourage other children to suggest things that they are good at in class.

## SUGGESTED SUCCESS CRITERIA

We will be able to identify the emotion happiness in ourselves and others.

We will identify things we are good at and make us feel happy.

## POINTS TO NOTE

**Happy Hannah** is one of a series of stories written by Elaine Hall as part of the Little Pathways Series.

Change the name of the character to Happy Harry if more appropriate. Allow sufficient time to thoroughly explore each of the four emotions separately. Capture incidental learning experiences throughout the school day/year to reinforce understanding about the emotions. This activity links with the Red Unit's activities.

Also, inform the children's parent/carers about the learning taking place about feelings and emotions by sending them a copy of the letter provided in Resource J.

## WHAT YOU NEED

- Happy Figure (Resource A)
- Happy Hannah Story (Resource B)
- Parent's/Carer's Letter (Resource J)
- Collage materials to make/decorate wands
- Batons
- Paper
- Drawing/Colouring materials

## WHAT TO DO

- Circle Work
- Story
- Class Treasures Book

## Circle Work

Seat the children in a circle and ask the children to name big events in their lives that make them happy, for example a birthday or Christmas. Then focus on ordinary, everyday things that can make them feel happy. Look at classroom experiences by completing a round of **I feel happy in this class when ...** and asking the children if they can think of times when a person in the class did something that made them feel happy inside.





Divide the children into four groups and give each group a large sheet of paper with the words **In our class we are happy when ...** written in the centre of a circle. Ask the children to think about the times they've just discussed and then draw pictures to illustrate. Encourage the children to have a go at writing about these times by adding a simple caption associated with these happy experiences. You should add your own examples to each group's work, too. Then, allow sufficient time for each group to share their sheet with the rest of the class. At a later stage, take digital photographs of the children during the times they have indicated and add these to their large, illustrated sheets. Display in a prominent position and talk regularly about happy times they share together.

## Story

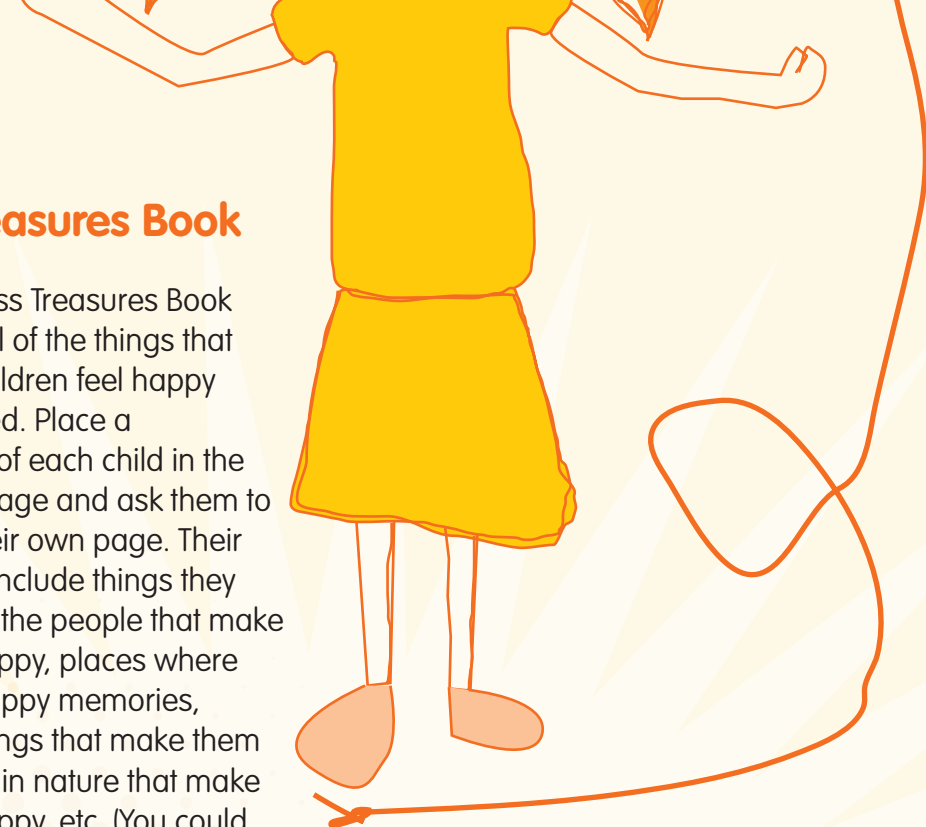
Show the class the picture of the Happy Figure and talk about why she might be happy (Resource A). Then, read Happy Hannah (Resource B) with the children. Discuss the things that made Hannah feel happy at the beginning and end of the story. Pair the children and allow them time to talk with their partner about the story. Ask the children to talk about the things that started to make Hannah feel not so good. Talk about things that other people can do to make us feel happy again. Allow time for the children to share with each other those experiences. Provide prompts for the children, for example **When someone gives me praise I feel happy inside** or When David told me not to worry that he would help me look for the pencil, I felt happier. Finally, write the children's suggestions onto star shapes, cover the other side with glitter or metallic foil, and attach each to a baton. Use these happy wands to sprinkle happiness throughout the day if and when required.

## Class Treasures Book

Create a Class Treasures Book illustrating all of the things that make the children feel happy and treasured. Place a photograph of each child in the centre of a page and ask them to complete their own page. Their page could include things they are good at, the people that make them feel happy, places where they have happy memories, names of songs that make them smile, sights in nature that make them feel happy, etc. (You could use A3 size paper to allow a double page spread for each child, and 'antique' the page by rubbing it with a moist teabag!)

Encourage creativity in how they complete the page to remind the children of the diversity within the class. Encourage parental involvement by having the children complete aspects of it as part of their Home Learning. When completed and assembled together, review a different page of the 'Class Treasures Book'

each morning. Spend a little time talking about the chosen child. Remind them and the class of the different things they are good at, the things that make them feel happy and good about themselves. (You could also place a different child in charge of this activity each morning). To enrich this, have adults in the classroom give 'Happy Wand Awards' to children who have made someone else feel happy, and note this on their page in their Class Treasures Book.



# Learning activity 2: Angry Arthur

## CORE CONCEPT

Helping children to acquire and develop a vocabulary of 'feeling words' enables them to recognise emotions in others. Anger is one of the four core emotions (happiness, sadness and fear being the remaining three) and is a difficult emotion to control. Simple classroom strategies (see teaching approaches) integrated into the daily routine can help prevent uncontrolled anger. Reinforce consistently that even when we feel uncomfortable, miserable or angry, it is not OK to behave in ways that hurt other people.

## SUGGESTED SUCCESS CRITERIA

We will be able to identify and recognise anger in ourselves and others.

We will know how to express and control our anger without causing hurt to others.

## POINTS TO NOTE

**Angry Arthur** is one of a series of stories written by Elaine Hall as part of the Little Pathways Series.

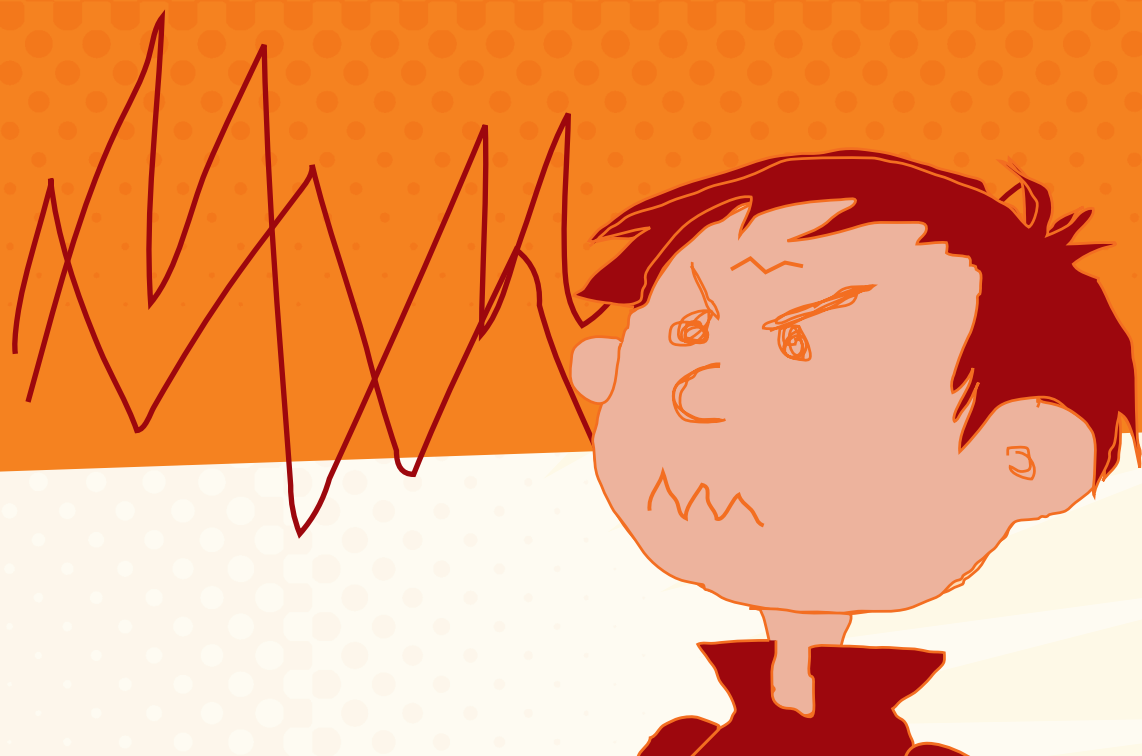
Use this story or similar to explore the emotion. Change the name of the character to Angry Ann if more appropriate. Another accessible book on a similar theme is **When Sophie Gets Angry--Really, Really Angry ...** by Molly Bang (Scholastic).

## WHAT YOU NEED

- Angry Figure (Resource C)
- Angry Arthur Story (Resource D)
- Hand-held mirrors (one per child)
- 'Angry' music from LNI site (see resources section for details)
- Paper and drawing equipment

## WHAT TO DO

- Introductions
- Story
- What Does It Look Like, Sound Like?
- Talking About Anger
- Calming Down



## Introductions

Show the children the angry figure (Resource C). Get the children to talk about the figure by asking the following questions: How does he feel? How do you know? Look at the expression on the figure's face; can you pull a face similar to that? What is the figure doing? Can you do that? Look closely at the figure's fists. Why are they like this?

## Story

Read the story Angry Arthur (Resource D) with the children. Discuss **what made Arthur angry, what happened to Arthur when he got angry, was it ok for Arthur to be angry and why/why not?** Fair pair the children and allow time for the children to talk with their partner about the story. Ask the children to then think of an occasion when they, too, felt like Arthur, and allow them time to share with each other those experiences. Provide prompts for the children, for example Why did you feel angry? What did you do? Follow the discussion with a round of **I feel angry when ...**

## What Does It Look Like, Sound Like?

Recall the discussion around Resource C and ask the children to look closely at the body language and facial expression of the figure. Next, pair up children and distribute a hand-held mirror to each pair. Ask the children to imitate the figure and then to look closely at their own expression in the mirror. Ask them to act out other ways that they would express their anger. Next, ask each pair to face each other and to show one another their angry expressions. On small pieces of paper, have the children recreate their partner's expression on the page. Remind them to look closely and to draw in all the lines they see. Allow the children to draw the expression a number of times. You could play 'angry' music while they are drawing. (As they draw, circulate around the room and capture what they are saying. Then place their comments alongside their drawings or on sticky labels and attach at a later stage).





# Learning activity 2: Angry Arthur (continued)

## Talking About Anger

Invite the children to a 'Gallery Session'. First, place all of the children's drawings side by side on a large space. Then, invite the children to sit in a circle around the drawings and to look closely at the work. Ask them to talk about selected pieces and encourage them to ask each other questions about their drawings.

Focus on the language used during the story of Angry Arthur, for example angry, mad, and furious. Ask the children to think about other words that describe the feeling of anger and record these on a larger blank piece of paper (wallpaper would be ideal). Attach the paper to Resource C, display this in a prominent position, and encourage the children to use these words as part of their vocabulary to describe their own experiences. As an on going exercise, ask the children to contribute to the paper by attaching:

- their line drawings of their partner's angry expressions;
- pictures from newspapers and magazines that depict this emotion in others;
- their own drawings of situations or things that have made them feel angry;
- their personal notes describing situations where they have experienced anger (these could be inserted into envelopes and sealed);
- further words or phrases they may come across in stories or situations; and
- names of stories or characters that have talked about anger.

This will help the children recognise that anger is a natural, healthy emotion expressed by the masses in so many different ways. It will also help remind them that, like Arthur, **it is ok to get angry, it is ok to talk about feeling angry, but it is not ok to hurt someone.** (Consider using the same activity to explore the remaining three emotions).



angry

# mad

## Calming Down

Refer back to the story of Angry Arthur and discuss how Arthur worked with his teacher to find a way to control his anger. Ask the children about what other methods they use to calm down when feeling angry. Have them demonstrate these to the class.

Take digital photographs of the children demonstrating these strategies and display these with a commentary. Refer to the examples at appropriate times during the school year. Throughout the year, use incidental occasions to draw the children's attention to the learning that has taken place and to remind them of alternative ways of calming down. Devise a rhyme to help the children control their anger.

Scribble  
on a spare  
piece of  
paper

Count to 10  
1... 2 ...  
3 ...  
take a deep breath

Walk  
away  
from the  
situation

# furious

# Learning activity 3: Sad Sarah

## CORE CONCEPT

It is important to keep a balance of comfortable and uncomfortable emotions at all times so that children begin to realise that it is acceptable and OK to show their emotions to people, whatever they are. Tell the children that all feelings are OK to have, even if some do not feel very comfortable inside.

## SUGGESTED SUCCESS CRITERIA

We will be able to identify and recognise sadness in ourselves and others.

We will know some things we can do when we feel sad to make ourselves feel better.

## POINTS TO NOTE

Sad Sarah is one of a series of stories written by Elaine Hall as part of the Little Pathways Series.

Change the name of the character to Sad Sam if more appropriate. Another accessible book on a similar theme is **Dogger** by Shirley Hughes (Red Fox Picture Books).

While it is not the aim of the activity to elicit expressions of deep feelings, it is possible that an activity may touch a child in such a way that s/he may talk about some painful experience or cry. When dealing with this accept how the child feels and give reassurance. Give time for others to express support. Making eye contact with two or three others in the group before the focus is moved helps the child to feel okay about being seen to be sad or hurt.

## WHAT YOU NEED

- Sadness Figure (Resource E)
- Sad Sarah Story (Resource F)
- Feelings Words (Resource G)
- Soft toy
- Craft pom poms
- Copies of Resources A, C and E figures

## WHAT TO DO

- Group Work
- Story
- Feelings Circles
- Fuzzies

## Group Work

Fair pair the children into small groups (see 'Teaching Approaches' for idea). Make copies of Resource E and attach to the centre of a number of large pieces of paper. Distribute one of these pages to each group, and ask each group to think about and share situations where they have experienced sadness.

Next, invite each member of the group to illustrate this on a section of the large page and to have a go at adding a comment about the experience. When completed, allow each group to rotate the page and look at each other's drawings and comments. Encourage the children to ask questions about the situation. Finally, allow each group to present the rest of the class and to talk about their drawings. Ask the class what they have found out about each other. Gather all of the words used to describe how they were feeling and add to Resource G.



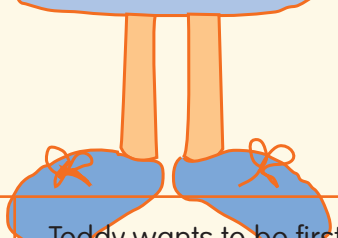


## Story

Read the story Sad Sarah (Resource F) with the children. Discuss what made Sarah sad: **What did Sarah do when she felt sad? What else could Sarah have done? What did Hannah do?** Fair pair the children and allow them time to talk with their partner about the story. Ask the children to then think of an occasion when they, too, felt like Sarah and to share with each other those experiences. Provide prompts for the children, for example: **What was the reason you felt sad? How did you know you felt sad? What did you do?** Follow the discussion with a round of **When I'm sad I like someone to ...** Answers might include: put their arm around me, tell me a joke or listen to me.

## Feelings Circles

Draw three large circles on the floor and label each of them with a different feeling word: **happy, angry** and **sad**. Attach copies of Resources A, C and E (Emotional Figures) beside the words. Using a soft toy that the children are already familiar with, read out the scenarios opposite and invite a child to place the soft toy in a circle to show how they think it feels. Allow the children some thinking time before giving them the soft toy to place. When the child has placed the soft toy, ask the children why they think they have chosen that circle: Do they agree/disagree? Why/why not? Next, ask the children how they could make the toy feel better (if appropriate). You might like to try out their idea and, if possible, to take a photograph of this. For example, photograph a child giving the soft toy a hug when it felt sad or showing it how to scribble on a spare piece of paper when it feels angry.



Teddy's mum says she is proud of him.	Teddy falls over and cuts his knee.	Teddy wants to be first on the slide but there is a long queue.
Teddy is playing with his friends.	Teddy's friends run away from him in the playground.	Teddy wants a sweet, but teddy's mum won't let him have one.
Teddy's granny has made some of his favourite buns.	Teddy is playing. He is building a tall castle. Two teddies arrive and destroy his castle completely.	Teddy's friend is moving away to another town.
Teddy's dad has said they're going to the swimming pool.	Teddy's mum has just given birth to a new baby. Teddy can hold the baby for the first time.	It is raining. Teddy wants to play outside, but his dad won't allow him.

## Fuzzies

Seat the children in a circle and pass around a craft pom pom. As each child receives it, ask them to say a word that tells us something about it, for example **soft, warm** or **furry**. Ask the children for suggestions as to how they make them feel inside. Explain to the children that this is a Fuzzy. Fuzzies are friendly and warm. Fuzzies have an important job to do. They work hard trying to make people feel happier when they are not feeling so good. Fuzzies like to live in pockets, up sleeves, in the pockets of coats (almost anywhere!) and make people smile when they are least expecting it. Allow the children to take a Fuzzy home to talk to their family about it. (It is a good idea to keep a bag of Fuzzies to use as and when needed. Remember to show the children that you are using your Fuzzy, too).

# Learning activity 4: Frightened Fred

## CORE CONCEPT

It is important to help children recognise that some feelings are 'comfortable' and some are 'uncomfortable', while not giving the message that some feelings are 'bad' to have. All feelings are acceptable (although not all behaviours are). It is, therefore, best not to use the words 'bad' and 'good' feelings.

## SUGGESTED SUCCESS CRITERIA

We will discuss some of the things that make us scared.

We will know some things we can do when we are scared to make ourselves feel better.

## POINTS TO NOTE

Frightened Fred is one of a series of stories written by Elaine Hall as part of the Little Pathways Series.

Change the name of the character to Frightened Freda if more appropriate. Another accessible book on a similar theme is **Owl Babies** by Martin Waddell (Walker Books) or **This is the Bear and the Scary Night** by Sarah Hayes (Walker Books).

Circle Time ideas adapted from the Jenny Mosley Quality Circle Time Model.

## WHAT YOU NEED

- Fear Figure (Resource H)
- Frightened Fred Story (Resource I)
- Toy or class puppet

## WHAT TO DO

- Story
- Circle Time
  - Welcome and Instruction
  - Mixing Up
  - Sentence Completion
  - Information Sharing
  - Closing Activity
  - Evaluation

## Story

Read the story **Frightened Fred** with the children. Then, discuss what made Fred feel frightened. What did he do when he felt frightened? Next, fair pair the children and allow them time to talk with their partner about the story. Ask the children to then think of an occasion when they, too, felt like Fred and allow time for them to share with each other those experiences. Provide prompts for the children, for example: What was the reason you felt frightened? How did you know you felt frightened? What did your body do? What can you do when you feel scared? If possible, ask the children to demonstrate (for example, doing something

they like doing or breathing deeply through their nose and exhaling through their mouth to calm themselves). Finally, make a **When I have uncomfortable feelings, I can...** display by photographing the children demonstrating their favoured strategies. Rehearse, and encourage the children to use the calm breathing technique (mentioned above) for calming down. Reinforce the calming-down strategies whenever possible in real-life situations.



## Circle Time

### Welcome and Introduction

Welcome the children to the circle and remind them that Circle Time is a time when everyone can talk to each other about things that are important to them. Tell them that today they are going to be concentrating on uncomfortable feelings.

### Mixing Up

Mix up the seating arrangement in the circle.

Have the children change places if they:

- enjoy playing with the Lego;
- have travelled on a bus before;
- enjoy playing outside in the playground; and
- have ever had an uncomfortable feeling.

### Sentence Completion

Using a soft toy that the children are familiar with (a class puppet would be ideal), describe how the toy is feeling without using the word scared or frightened. For example, take the toy from a safe hiding place visible to the children and tell them that the toy is feeling a little uncomfortable, he has butterflies in his tummy, his heart is beating fast, and he has goose bumps all over his arms. Ask the children what way he might be feeling. Ask the children to think what his face might be showing, what colour it might be, and what

might he feel like doing. Ask the children to make suggestions as to why the toy is feeling this way.

Begin the sentence completion round by saying: **I think (toy's name) is feeling scared because ...** Then finish your turn by saying he has just heard a loud noise coming from outside and he doesn't know what it is. Then, pass the toy around the circle and encourage each child to think of a reason why the toy is feeling scared.

### Information Sharing

When the toy returns back to you, ask the toy why he was scared and choose one of the children's responses. Then, ask the children to think about the toy's reason for being scared and what would help the toy if he were in that situation or experienced that feeling again. Encourage the children to recall some of the strategies that they talked about previously. Ask for 'thumbs up' for suggestions.

Encourage the children to begin their suggestion with **Would it help if ...?\*** Have the toy thank each child in turn for their suggestion and choose one of the children's ideas to try out. If possible, ask the child to demonstrate (for example breathing deeply three times, 'stop and think' or 'stop and tell').

\* The 'Would It Help If...' process is inspired by ideas in the **Jenny Mosley's Quality Circle Time Model**.

### Closing Activity

Have a game of 'beat the teacher'. Stand in the middle of the circle and have the child who was sitting to your left start the movement by moving quickly to your unoccupied seat. Each child must then quickly take up the empty seat before you can get to it. If you succeed, the child left standing takes his/ her place and the game begins again.

Finish the Circle Time with a feel-good round to ensure all children are feeling good. For example, play **Pass the squeeze** by having everyone face the circle and join hands together. Then turn to the child on your left, look into their eyes and gently squeeze their hand for either one or two gentle squeezes (this usually results in a smile erupting on their face). Be sensitive to cultural differences in how comfortable children are with this kind of contact.

### Evaluation

Ask the class to evaluate the session.



# Learning activity 5: Dealing with feelings

## CORE CONCEPT

For children in an unrewarding environment, positive experiences at school can make quite a difference. Adults in the Foundation classroom should demonstrate consistently their personal warmth, express a wide vocabulary of feelings, and show sensitivity to others' emotional needs. It is important to recognise that this learning continues throughout the school year and is reinforced and referred to during incidental opportunities.

## SUGGESTED SUCCESS CRITERION

We will talk about and deal with a range of feelings.

## POINTS TO NOTE

Acknowledge children's feelings at all times, even if you need to work on the way they handle them. Use everyday incidental experiences to reinforce that every feeling is valid. The story **My Many Coloured Days** by Dr Suess (Red Fox) is an ideal starting point for this activity.

## WHAT YOU NEED

- Paints
- Cardboard boxes
- Coloured card: four or more sheets cut into small shapes (leaves, stars, etc.)
- Small bag
- Magazines
- Coloured paper (Resources A, C, E and H)

## WHAT TO DO

- Emotional Colours 1
- Emotional Colours 2
- Happy Box, Sad Box
- Keep It Going

## Emotional Colours 1

During Art and Design sessions, use paints of similar colours to create colour ranges. Talk about the different colours and how they can reflect different feelings. For example, cool colours that are calming include Blue, Green, Turquoise, and Silver; warm colours that are exciting include Red, Pink, Yellow, Gold and Orange. Ask the children to suggest how the colours make them feel. Tell them some well known expressions like 'feeling blue' and 'green with envy'. Encourage the children to paint pictures using the same or similar colours of paints.

Use home magazines or paint brochures to show examples of how different moods can be created using different colours of paints.

Next, use similar sized cardboard boxes to create an 'Emotional Sky Scraper' with the opening of each facing forward. Paint the interior of each 'floor' (box) a different colour and attach magazine pictures of different expressions in each of the boxes. Add well known expressions like 'green with envy', 'white with fear', 'tickled pink' etc. to each of the levels.

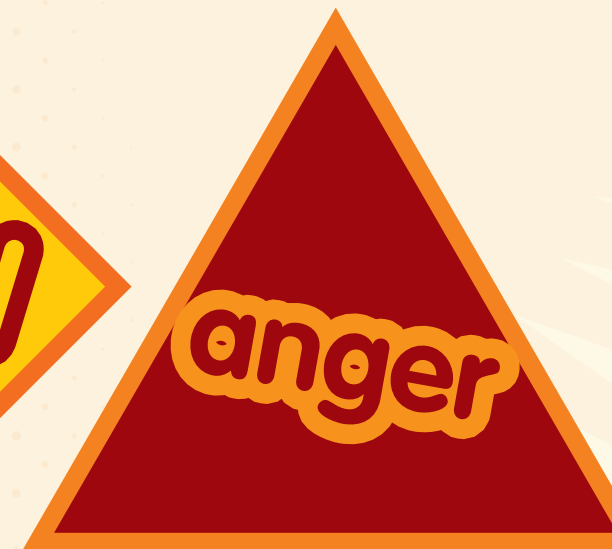
## Emotional Colours 2

Match an emotion with a colour of card, for example red = anger, white = fear, yellow = happiness and blue = sadness. Together, assign as many colours to the variations of these feelings that the children suggest as long as the four core emotions are included, for example excited = pink, bored = grey, jealous = green. Write the agreed feeling word on a few pieces of appropriately coloured card and repeat for the other feeling words. Place all of the cards in a bag.

Next, ask the children to sit in a circle and invite them to select a card from the bag. Explain that all those who have picked a same coloured card are to group

together. Then in their groups, ask the children to think about a time when they experienced the feeling on the card. For example, if they selected a pink card, they need to think of a time when they felt excited. When they have had sufficient time to think, ask them to share their experiences with their group. When the groups have shared, amongst themselves, ask the children to rejoin the circle and place their card into the bag and repeat with another choice of colour.

As an extension, you could leave the bag somewhere in the classroom so children can select from it if they wish to talk to you about a feeling they are having.



## Happy Box, Sad Box

Ask the children to bring in a small sized box from home. Instruct them that they are going to make a happy box. First have them cover the lid or top of the box with a coloured piece of plain paper. Then have each child paint or draw a self-portrait (with a happy smile, etc.) on the top of this paper. Next, ask them to paint the remaining sides of the box in their favourite colours and to decorate. Then have them line their box with shiny paper or bright coloured lining. Invite the children to place drawings, photographs or any other items that reminds them of happy times. Have a show and tell where the children can share some of the items and the significance these have to them, and why they make them feel happy. Encourage the children to add to the box at regular intervals throughout the year.

As an extension, make a large sad box for the class. On one side of the box create a sad face. Make a slot in the sad mouth where the children can write or draw on pieces of paper when they are feeling sad. You should check the box regularly and talk about any of the issues they have raised.

# Learning activity 5: Dealing with Feelings (continued)

## Keep It Going

As an ongoing routine and to help children to identify how they are feeling, paste a long strip of card to each of the emotional figures in Resources A, C, E and H and encourage the children to peg a photograph of themselves (or their name) onto the strip of card beneath the face that best reflects how they are feeling. Begin initially with the four core emotions (happiness, sadness, fear and anger) and gradually add other pictures and feelings words from magazines or photographs. Take a minute during the busy day to acknowledge how some of the children are feeling. Also, do not forget to acknowledge those children who have indicated that they are happy by recognising the expression on their face, their body language, etc.

Sing the song **If you're happy and you know it ...** Ask the children for suggestions about what they could do when they feel a certain way by recalling each of the different stories and/or activities. Add these to the different verses of the song. Don't forget to add in some actions and ask the children to suggest suitable percussion instruments that would reflect the mood of the verse.



## Verse 1

If you're **scared** and you know it **tell a friend**. *whisper*  
If you're scared and you know it tell a friend. *louder*  
If you're scared and you know it and you really want to show it. *louder*  
If you're scared and you know it tell a friend. *loudest!*

Suggested instrument: rainstick (traditional multi-cultural instrument)

## Verse 2

If you're **angry** and you know it **scribble on a page**. *scribble on palm*  
If you're angry and you know it scribble on a page.  
If you're angry and you know it and you really want to show it.  
If you're angry and you know it scribble on a page.

Suggested instrument: cymbals/guiro

## Verse 3

If you're **sad** and you know it **reach for a fuzzy**. *hand in pocket, change expression*  
If you're sad and you know it reach for a fuzzy.  
If you're sad and you know it and you really want to show it.  
If you're sad and you know it reach for a fuzzy.

Suggested instrument: low notes of xylophone or woodblock

## Verse 4

If you're **happy** and you know it **share a smile**. *turn to partner and smile broadly*  
If you're happy and you know it share a smile.  
If you're happy and you know it and you really want to show it.  
If you're happy and you know it share a smile.

Suggested instrument: tambourine/triangle

**tell a friend**  
**scribble**  
**reach for a fuzzy**  
**share a smile**



# Resources A and B

Personal Development and Mutual Understanding **Orange Unit**

## Learning activity 1 : Happy Hannah

You may like to enlarge this image and use with the children to record words or pictures describing/depicting how different parts of the body are feeling when expressing this emotion, e.g. face beaming, mouth smiling, etc.

Change the name of the character to suit the children, for example Happy Harry.

Happy Hannah is one of the stories from the **Little Pathways series** written by Elaine Hall as part of the Churches Peace Education Programme. This story and accompanying illustrations are available to download as a Powerpoint in the PD&MU section of [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

# Happy Hannah



Hannah was always very cheerful. She smiled when people said hello. She laughed when dad wore pants on his head. She giggled when her baby brother rubbed custard all over his face.

Hannah's favourite colour was yellow because the sun is yellow and the sun always makes people feel happy. It was Monday morning. As Hannah lay in bed she could feel the sun on her face. She opened her eyes to see the warm yellow lighting up her room and she smiled. It was going to be a great day. Hannah jumped out of bed.

Soon she was on her way to school, swinging her schoolbag as she went. She could see the sunlight peeping through the trees. She could hear the birds singing and children chatting as she got to the school gate.

In the classroom, Johnny Boyle pushed passed Hannah. He didn't even say sorry or excuse me. He just laughed and walked on. That made Hannah feel cross. At break time, Hannah skipped out to the playground as usual. Today her friend Katie said, **"You can't play. There are too many in the game already and you don't run very fast."**

That made Hannah feel sad. At maths time, Daniel copied all of Hannah's answers. The teacher noticed that they were exactly the same. **"Who is copying?"** she asked.

Daniel blamed Hannah. Hannah wasn't having such a good day after all. In fact, she was having a terrible day. Now it was writing time and Hannah couldn't find her pencil. She was beginning to feel a little upset. Just then Maeve looked over and whispered, **"You can have my spare one."** She gave Hannah a pretty purple pencil. It had silver stars on it that sparkled. Hannah smiled and said, **"Thank you."**

At play time, Hannah painted a picture of a castle. Laura leaned over to look. **"That's brilliant,"** she said. **"You're very good at painting."** Hannah smiled. At home time the teacher said, **"You've all worked very hard today. Well done."** Hannah smiled again. As she skipped home Hannah swung her schoolbag and thought, **"That was a great day!"**



## Resource A: Happy Figure

# Resources C and D

Personal Development and Mutual Understanding **Orange Unit**

## Learning activity 2 : Angry Arthur

You may like to enlarge this image and use with the children to record words or pictures describing/depicting how different parts of the body are feeling when expressing this emotion, e.g fists clenching, feet stomping, etc.

Change the name of the character to suit the children, for example Angry Anna.

Angry Arthur is one of the stories from the **Little Pathways Series** written by Elaine Hall as part of the Churches Peace Education Programme. This story and accompanying illustrations are available to download as a Powerpoint in the PD&MU section of [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

# Angry Arthur



Arthur came bounding through the door as usual. Thomas was waiting for him. He put his foot out and watched Arthur as he stumbled to the floor. His lunch went everywhere. Thomas smiled. Arthur was cross. He could feel himself getting hotter and hotter, redder and redder, madder and madder. He could feel the blood racing around his veins like cars on a race track. He could hear his heart going Boom, Boom, BOOM, BOOM! Without thinking, Arthur thumped Thomas hard and made him cry. **"ARTHUR!"** called the teacher.

It was break time. Arthur was playing football with the boys. Thomas took the ball and told Arthur that he couldn't play. Arthur was mad. He could feel himself getting hotter and hotter, redder and redder, madder and madder. Arthur kicked Thomas really hard and made him cry. **"ARTHUR!"** called the teacher.

After lunch it was painting time. Arthur painted a wonderful rocket ship with fire blasting out of it. Everyone loved it except Thomas. Thomas said it was stupid and splashed some black paint on it. Arthur was furious. He could feel himself getting hotter and hotter, redder and redder, madder and madder. Arthur pushed Thomas really hard. Thomas fell off his chair and started to cry. **"ARTHUR"** called the teacher. **Come up here. At once!**

**"But ... but ... look what he did!"** cried Arthur, and tears started to roll down his face. The teacher took a deep breath and let it out really slowly. **"Take some time out. Go and sit in the story corner until you cool down Arthur. Then we'll have a chat,"** she said.

Arthur felt a little calmer now. He felt like himself again, so he told the teacher why he was so mad. **"Hmmm..."** she said, **"That would make me mad too. Next time tell Thomas you don't like that, then get mad at something else so nobody gets hurt."**

The next day at play time, Thomas leaned across the table and pulled a face at Arthur. Arthur could feel himself getting hotter and hotter, redder and redder, madder and madder. He looked at the teacher who



## Resource C: Angry Figure

was looking back at him. He took a deep breath, let it out really slowly then he turned to Thomas and said, **"I DON'T LIKE THAT!"**

Thomas looked very surprised. Next, Arthur took a piece of paper and scribbled his anger all over it. As he calmed down, he gave his scribble some eyes, some arms, some little legs and shoes and finally a big smile. Arthur showed the finished drawing to his teacher and told her how Thomas had made him mad. **"THOMAS!"** called the teacher.



# Resources E and F

Personal Development and Mutual Understanding **Orange Unit**

## Learning activity 3 : Sad Sarah

You may like to enlarge this image and use with the children to record words or pictures describing/depicting how different parts of the body are feeling when expressing this emotion, e.g. eyes drooping, lips pouting, etc.

Change the name of the character to suit the children, for example Sad Sam.

Sad Sarah is one of the stories from the **Little Pathways Series**, written by Elaine Hall as part of the Churches Peace Education programme. This story and accompanying illustrations are available to download as a Powerpoint in the PD&MU section of [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)



# Sad Sarah

It was break time. Happy Hannah was playing 'stick in the mud' with some friends. The sun was shining. Over in the shade of a tree, Hannah thought for a moment that she saw something move. She looked again and decided to investigate. As she got closer she could see it was a little girl about her own age. She was dressed all in blue. She had long straight brown hair. She sat with her shoulders hunched over and her mouth turned down at the corners. Her eyes looked at the ground and Hannah could tell that she wasn't very happy.

**"Hello. My name's Hannah. What's yours?"**

**"Sarah,"** said the little girl.

**"That's a pretty name,"** said Hannah, but Sarah didn't answer. She just looked down at the ground.

**"Are you feeling a bit sad?"** asked Hannah.

**"No,"** replied Sarah. **"I'm feeling miserable."**

**"What made you miserable?"**

Sarah explained that she was new at the school and that no one had asked her to play. **"So I'm just going to sit here and keep being miserable,"** said Sarah. **"Please don't do that,"** said Hannah.

**"If you stay miserable, then I'll just be miserable too."**

Hannah turned her mouth down at the corners. Sarah smiled a little smile. Then the smile got bigger . . . and bigger . . . and bigger . . . and eventually Sarah laughed out loud. That made Hannah laugh . . . and that made some boys and girls who were standing close by laugh . . . and that made the teacher laugh . . . and that made the caretaker laugh.

Very soon, everyone was laughing so hard that their sides hurt and little laughter tears trickled down their faces. When they stopped laughing, the boys and girls asked Hannah and Sarah to join their game. They played tag, stick in the mud and hop scotch until the bell rang.

At home time, Sarah's mum came to collect her. **"Well,"** she said, **"How was your first day?"** **"Great,"** replied Sarah, and she smiled when she said, **"This is my new friend Hannah".**



## Resource E: Sadness Figure

# Resource G

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 3 : Sad Sarah

## Feelings Words

			
<b>Anger</b>	<b>Happiness</b>	<b>Fear</b>	<b>Sadness</b>
<b>Mad</b> <b>Cross</b> <b>Furious</b>	<b>Glad</b> <b>Pleased</b> <b>Cheerful</b>	<b>Frightened</b> <b>Worried</b> <b>Scared</b>	<b>Miserable</b> <b>Unhappy</b> <b>Down</b>

**Outraged**

**Enraged**

**Aggressive**

**Hostile**

**Irritated**

**Annoyed**

**Frustrated**

**Joyful**

**Blissful**

**Satisfied**

**Excited**

**Ecstatic**

**Delighted**

**Accepted**

**Nervous**

**Petrified**

**Uneasy**

**Apprehensive**

**Anxious**

**Terrified**

**Panicky**

**Hurt**

**Upset**

**Devastated**

**Anguished**

**Overwhelmed**

**Despairing**

**Grief Stricken**



# Resource H and I

Personal Development and Mutual Understanding **Orange Unit**

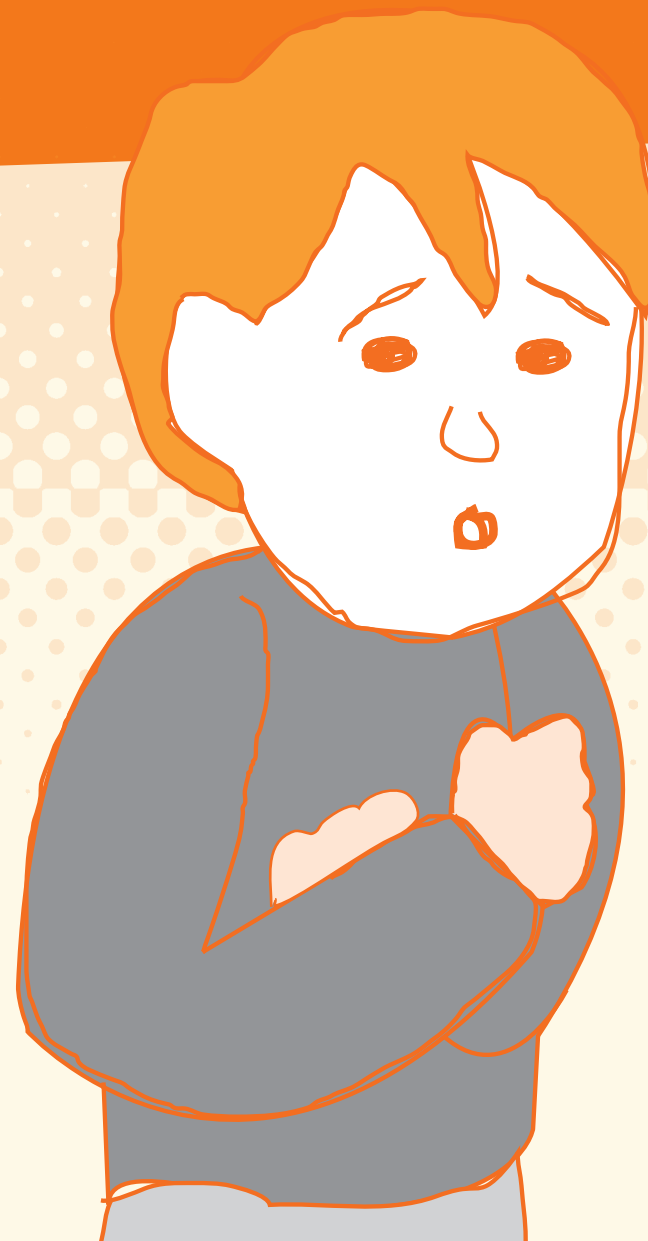
## Learning activity 4 : Frightened Fred

You may like to enlarge this image and use with the children to record words or pictures describing/depicting how different parts of the body are feeling when expressing this emotion, e.g. throat dry, knees quivering, etc.

Change the name of the character to suit the children, for example Frightened Freda.

Frightened Fred is one of the stories from the **Little Pathways Series**, written by Elaine Hall as part of the Churches Peace Education Programme. This story and the accompanying illustrations are available to download as a Powerpoint in the PD&MU section of [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

# Frightened Fred



At eight o'clock, Fred climbed the stairs just like he did every night. He went to the bathroom, washed his face and hands and brushed his teeth. Then he got into bed with a good book. He could hear the rain outside tapping on his window. He could hear the wind begin to howl, and he thought how good it was to be inside tucked up tight in a warm bed.

A flash of lightning streaked across the sky. Fred began to count: 1, 2, 3, 4 .... When he got to 5 he heard the thunder begin to rumble. It got louder, then all of a sudden the lights went out.

Fred was left in the dark.

He couldn't see a thing.

All was quiet ..... scratch, scratch, scratch. Something was at the door. Scratch, scratch, scratch. Fred hid his head under the covers. His knees were knocking, his teeth were chattering ... scratch, SCRATCH, SCRATCH. Fred slowly peeped his head out over the covers.

**"It's a monster with gigantic green eyes,"** he thought.

Fred felt uneasy.

**"It has enormous white teeth and a gigantic nose,"** he thought.

Fred felt very scared.

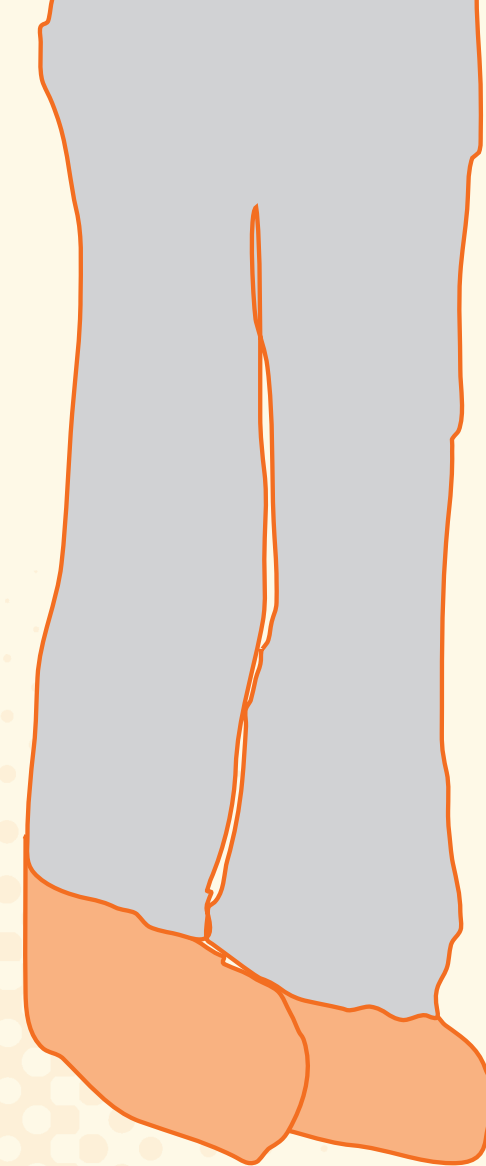
**"It has a massive face and strange hair,"** he thought.

Fred felt frightened.

**"It's angry and it's going to eat me!"** he cried.

Fred felt petrified.

Very slowly the bedroom floor creaked. The light came back on. Fred peeped further over the covers and .... there was Tibs, the cat, smiling up at him.



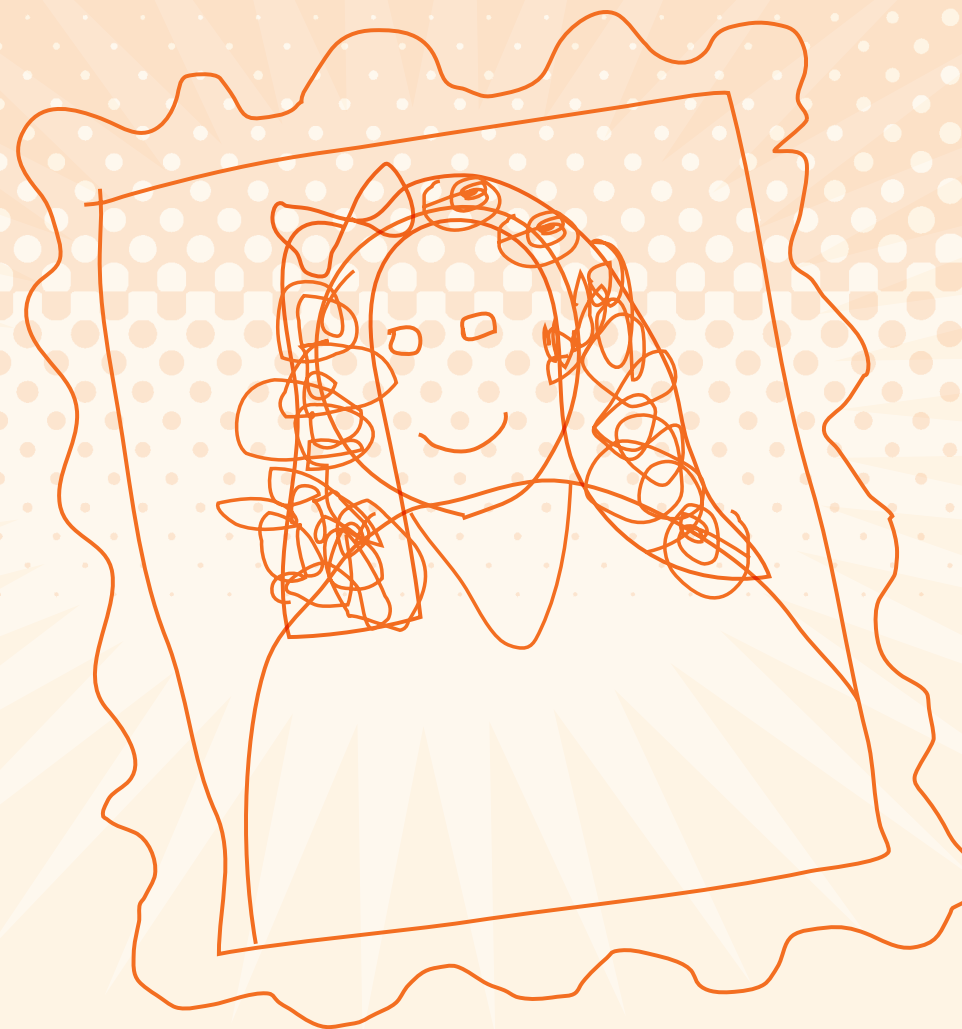
## Resource H: Fear Figure

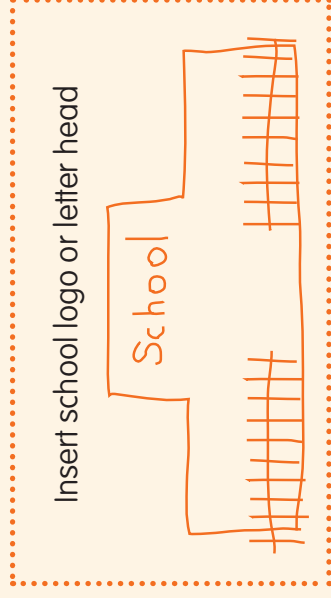
# Resource J

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1 : Happy Hannah

## Parent(s) / Carer(s) Letter





Date .....

### **Dear Parent(s)/Carer(s),**

As part of our Personal Development and Mutual Understanding programme, the children will be learning about their feelings and emotions. They will be finding out about what happens to them when they feel angry, happy, sad and frightened. They will be involved in lots of different activities, for example listening to stories, Art, Circle Time and Music to mention but a few.

Through this learning, the children will come to:

- realise that all emotions are an acceptable and important part of who they are;
- recognise and talk about a variety of emotions;
- experience a range of strategies to help them control uncomfortable feelings; and
- realise **how** to express their emotions safely and recognise that it is important to do so.

We would be grateful if you would talk with your child about the learning that is going on and reinforce some of the learning points that we will be discussing in class during this process (some key learning points are given below). A good way to do this is through incidental experiences that arise at home or during a story being told.

Remember:

- It is ok to feel angry/sad/scared.
- It is important to tell an adult that we feel angry/sad/scared.
- It is not ok to hurt someone when we feel angry/sad/scared.

Many thanks for your continued co-operation.

.....  
**Class Teacher**



## Suggested stories

Anholt, C and L. **Billy and the Big New School**  
(2004) Orchard Books 1 86039524 4

Burningham, R. **The Shopping Basket**  
(1992) Red Fox 0 0998 9930 2

Bright, P Cort, B. **Under the Bed**  
(2004) Little Tiger Press 1 85430864 5

Carle, E. **The Bad Tempered Ladybird**  
(2000) Puffin Books 0 14050398 6

Cooper, H. **The Bear Under the Stairs**  
(1994) Corgi Childrens 0 55252706 8

Donaldson J. **The Gruffalo**  
(2000) Macmillan Books 0 33371093 2

Hayes, S. **This is the Bear and the Scary Night**  
(2003) Walker Books 0 74459482 0

Hughes, S. **Dogger**  
(1993) Red Fox 0 09992790 X

Ironside, V. **The Huge Bag of Worries**  
(2004) Hodder 0 34090317 1

Kitamura, S. and Hiawyn, O. **Angry Arthur**  
(1993) Red Fox 0 09919661 1

Moses, B. **I Feel Angry**  
(1994) Hodder 0 75021403 1

McKee, D. **Not Now Bernard**  
(1982) Red Fox 0 09924050 5

Rosen, M. **We're Going on a Bear Hunt**  
(1993) Walker Books 0 74452323 0

Sendak, M. **Where the Wild Things Are**  
(2000) Red Fox 0 09940839 2

Thomas, P. **Is It Right to Fight? A First Look at Anger** (2003) Barons 0 76412458 7

Tomlinson, J. **The Owl Who Was Afraid of the Dark** (2002) Egmont Books Ltd 1 4052 0177 0

Waddell, M. **Can't You Sleep Little Bear?**  
(2001) Walker Books 0 93997909 8

Waddell, M. **Owl Babies**  
(1994) Walker Books 0 74453167 5

## Suggested music and songs

Nicholls, S. **The Handy Band**

- First Day
  - Safe and Sound; and
  - Who's Afraid? (2004)
- A&C Black 0 71366897 0

Music excerpts from the LNI website, for example:

Anger/Aggression:  
Terry Devine King. **Combat**  
Terry Devine King. **Robot Wars**

Happy/Sprightly/Jolly:  
Tim Devine. **El Presidente**  
Paul Mottram. **Ode to Spring**

Sad  
Patrick Hawes. **Skylark**  
Michael Palmer. **The Return**

Ghostly/Supernatural/Spooky  
Christopher Slaski. **Enemy Within**  
Christopher Slaski. **Pouncer**

## Suggested additional resources

**The Moppy Series**

positivepress@jennymosley.co.uk

Story Sacks by Story Sack Ltd, including:

**Badger's Parting Gifts**

**Owl Babies**

**Can't You Sleep Little Bear?**

www.storysack.com

Schonveld, A. and Myko, V.

**Take Care! Self-awareness and Personal Safety Issues in the Primary Curriculum (NSPCC: 2001)**

www.nspcc.org.uk



Rewarding Learning

COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

☎ +44 (0)28 9026 1200

☎ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

✉ info@ccea.org.uk

🌐 www.ccea.org.uk