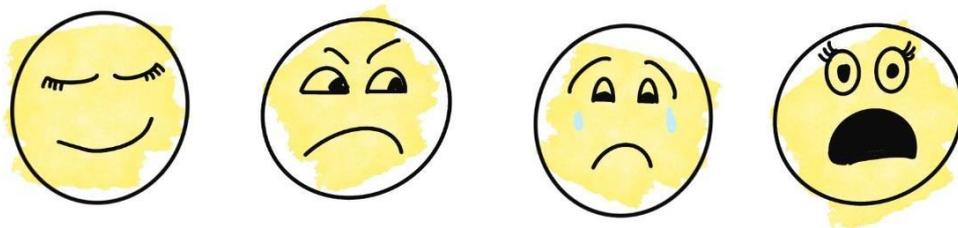


Feelings are Funny Things: Developing emotional literacy with storytelling

Six session group programme for primary school staff to use to support the development of children's emotional literacy



Developed by the Resilience Project; adapted from the 'Feelings are Funny

Things: A storytelling toolkit'

ACKNOWLEDGEMENTS

The current manual was developed by the Resilience Project from 'Feelings are Funny Things: A Storytelling Toolkit' authored by Dr Steve Killick (Clinical Psychologist and Storyteller) and Phil Okwedy (Storyteller and Teacher).

This 6 session, primary school age, programme was developed by Danielle Sharpe (Resilience Worker) and Elin Davies (Resilience Worker) under supervision of Dr Gwen O'Connor (Clinical Psychologist, Resilience Project).

Other versions of this programme:

A secondary school version of the programme is also available, as well as Welsh versions for both primary and secondary age groups. To access these, please contact the Resilience Project; Resilienceproject.Cav@wales.nhs.uk.



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INTRODUCTION

Feelings are Funny Things

Using Storytelling to Explore Feelings and Emotions

Understanding our emotions and how to manage them is a crucial skill that children and young people need to develop to help them cope with the demands of day to day life. Children's emotional understanding varies greatly even across those in the same year group or class. Furthermore, during times of uncertainty, children and young people may find it more difficult to understand and process their emotions. There are also some groups of children and young people who may have had less opportunity to master these skills, such as those who are exposed to Adverse Childhood Experiences (ACE's) or developmental trauma. These sessions can promote children and young people's emotional health through developing understanding about emotions, their impact on our thoughts and choices.

These session plans were designed for children in Primary School, years 3-6, however session plans may be need to be adapted depending on the individual child's emotional and developmental age.

What is 'Feelings are Funny Things'?

Feelings are Funny Things is a group based intervention which uses storytelling and a PACE (Playfulness, Acceptance, Curiosity, Empathy) (D. Hughes, 2017) approach to deliver a variety of exercises to develop children and young people's emotional literacy and wellbeing.

The current manual of six session plans were developed by the Resilience Project from the storytelling toolkit authored by [Dr Steve Killick](#) (Clinical Psychologist and Storyteller) and Phil Okwedy (Storyteller and Teacher). The programme draws on a variety of research and psychological theory into children and young people's development. See '*Feelings are Funny Things: A Storytelling Toolkit*' (S. Killick and P. Okwedy, 2020) for further information on the origins and development of the approach.

Why use storytelling to develop emotional literacy?

There are many benefits to using storytelling to develop emotional literacy. For many people, stories are enjoyable, making learning seem fun. Stories allow for a range of skills to develop such as listening, promoting imagination and developing empathy. Stories also allow the child or young person to consider emotions and feelings of people and characters they may not know. As such, using a story allows some distance, which may help to enhance their ability to reflect on the characters within and emotions in a safe and playful way.

What do each of the sessions include and how long are they?

Each of the six sessions includes a warm up activity, at least one story or tale and a variety of exercises based around that story or tale. All exercises and stories are aimed at understanding emotions. The sessions plans aim to provide a starting point to discuss emotions and ideas but can be adapted to meet different group's needs. Session length can be adapted but are designed to run for between 45 and 60 minutes.

How many children or young people can be in a group?

You can do these sessions in small groups or with a whole class depending on your needs, however the session plans work best with groups between 6 and 30 children or young people. The main aim of the sessions are to encourage talking about feelings and emotions. Some children or young people may need more encouragement than others and therefore having children with a range of abilities in groups is helpful.

Do I need any resources to do this?

The 6 programme overview on page 7 contains all the information for resources you will need at a quick glance.

All 6 session plans include a detailed session plan with more in depth details of how to complete each exercise.

You may have the opportunity/time to run more than 6 sessions. The Feelings are funny Things: A Storytelling Toolkit has some additional activities you can use, which can be found via the website <https://feelingsarefunnythings.org/>

Do I need any training to run these sessions?

You can run these sessions by following the plans attached to this document. There is also a 'Key Things to Remember' section attached to this document.

Further information on training and advice can be given by the Resilience Project, by emailing Resilienceproject.Cav@wales.nhs.uk

Top Tips for delivering the 'Feelings are Funny Things' Programme

- ✚ Use a PACE approach – This means adopting a Playful, Accepting, Curious and Empathetic approach when working with children and young people.
 - **Playful** = '*This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy*' (DDP Network, 2020). For example, using games and humour such as "*I bet I can pull the silliest angry face*"
 - **Accepting** = '*Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behavior [whilst you may not accept the behavior itself]. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply is; it is not right or wrong*' (DDP Network, 2020). For example, if they are angry about something, accept that they are angry, do not try to change their minds but rather address it: "*I can see that you are really angry right now*" or "*Wow, you are really cross*"
 - **Curious** = '*...Adults are conveying their intention to simply understand why and to help the child with understanding. The adult's intentions are to truly understand and help the child. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?"*' (DDP Network, 2020). For example wondering aloud with reasons with the child rather than assuming "*I wonder if the reason you are so cross is because you wanted to finish drawing and I asked you to get ready for assembly*"
 - **Empathetic** = '*Lets the child feel the adult's compassion for her/him. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times*' (DDP Network, 2020). For example: "*I can see how hard it is when I ask you to stop drawing, we're going to do this together*'.
- ✚ Telling stories is more than just reading pages from a book. How you deliver the story impacts children's engagement. Whenever possible try to relay the story from memory rather than reading the story from a book. This will allow you to consider your hand movements, eye contact and address the audience directly and allow them to use their imagination.
- ✚ Think about the tone of voice you are using. You want to use a 'storyteller voice' e.g. whispering when the characters are in a quiet place, different voices for characters, loud voice for specific words 'bang'.
- ✚ Introduce stories in light ways for example: '*I heard this really odd/weird story the other day about...*', '*I got told this funny old story once, see what you make of it*'.

SESSION FORMAT

Each session follows the same format;

1. Aims

What is the purpose of the session?

What do we want the children / young people to know?

2. Equipment and materials

What do we need to run the session? Paper, pens, props etc...

3. Introduction to session

A brief suggestion on how to introduce the session.

4. Warm up exercise

Games are an important way of helping young people regulate themselves ready to learn and engage in storytelling activities. They can be fun and help children relax and feel safe in the group environment. Warm ups included use physical, interpersonal and non-verbal communication skills such as eye-contact.

5. Story

Each session will be based around a different story. The story will include themes about the emotions that we are aiming to explore.

6. Exploration of story

Following the story, there will be an activity with a different theme to explore each week, relating to the emotions in the story. The activities aim to promote and enhance emotional literacy.

7. Regulating exercise

In the same way that it is important for children to feel regulated when starting a group it is also important that they finish and leave feeling calm and regulated, hence the importance of a cool down activity. These activities also help children learn skills they can use in future to deal with strong emotions and find a calm and peaceful state ready for learning.

SIX SESSION PROGRAMME OVERVIEW

Session number	Session topic	Aims	Activities	Resources
Session one	<p>'The Talking Tortoise'</p> <p>Establishing children's level of emotional understanding</p>	<ul style="list-style-type: none"> • Understand children's level of emotional literacy • Introduction to the programme (what you will be doing) • Introduction to primary emotions and explain family of feelings (happy, sad, angry, fear/anxiety, other) • Engage children in storytelling. 	<ul style="list-style-type: none"> • "My name is... and my favourite colour is..." • 1,2,3 Clap • Story – The Talking Tortoise • Family of Feelings activities • Mindfulness breathing 	<ul style="list-style-type: none"> • Paper and pens (To record group rules) • Story (The talking tortoise) • Emotion cards with emoji faces • Family of Feelings A4 sheets • Calming music (use your own or access through youtube)
Session two	<p>'Eyes, Ears, Hands and Feet'</p> <p>'Feelings are Funny'</p>	<ul style="list-style-type: none"> • To create a culture where it's ok to talk about feelings. • To develop emotional literacy by encouraging children to talk more openly about feelings and emotions. • Develop understanding of that emotions vary in intensity 	<ul style="list-style-type: none"> • <i>My name is... and my favourite food is...</i> • Eye contact clap • Story – Eyes, Ears, Hands and Feet • Feelings are funny • Finger breathing 	<ul style="list-style-type: none"> • Paper and pens (To write list of 'feelings' and 'funny') • Story – Eyes, Ears, Hands and Feet • Emotion cards with emoji faces

Feelings are funny things: Primary

<p>Session three</p>	<p>'Tongue Meat' Exploring the importance of talking</p>	<ul style="list-style-type: none"> • Explore happiness • Exploring what happiness looks like for different people • Emphasise the power of talking 	<ul style="list-style-type: none"> • <i>My name is... and my favourite chocolate bar is...</i> • Human guess who • Story – Tongue Meat • Communicating without talking • On Tiptoe – Breathing Exercise 	<ul style="list-style-type: none"> • Story (Tongue Meat) • Emotion cards • Group rules • Emotion and situation cards • A3 paper and coloured pens • Calming music (use your own or access through youtube)
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Feelings are funny things: Primary

Session four	<p>'The Black Cloud of Wally the Dragon'</p> <p>Exploring sadness and anger</p>	<ul style="list-style-type: none"> • Linking thoughts and feelings • Exploring the emotion sadness • Exploring positive thinking • Ways to help others 	<ul style="list-style-type: none"> • <i>My name is... and my favourite sport is...</i> • 1,2,3 Clap • Story – The Black Cloud of Wally the Dragon • Alternative Thinking • High intensity activity • Belly breathing 	<ul style="list-style-type: none"> • Story (Black Cloud of Wally the Dragon) • Group Rules • Emotion Cards • White Board and Pen • Alternative Thinking Worksheet • Funny Feelings Poem
Session five	<p>'The Fearsome Giant'</p> <p>Exploring fear and anxiety</p>	<ul style="list-style-type: none"> • To use the metaphorical message in this story to explore the concept that our fears grow larger when we run away from them. • To develop emotional literacy by encouraging children to name the physical sensations that accompany anxiety and fear. • To look at ways of managing anxiety and building useful skills which will help with this. 	<ul style="list-style-type: none"> • <i>My name is... and my favourite day of the week is...</i> • What's in the bag? • Story – The Fearsome Giant • What anxiety/fear does to our bodies • Belly Breathing 	<ul style="list-style-type: none"> • Flipboard paper and pens • Emotion Cards • Group Rules • Bag or box • Story (The Fearsome Giant) • YouTube Video https://www.youtube.com/watch?v=FfSbWc3O_5M Fight Flight Freeze explained (Anxiety Canada) • Beanbag and/or a scrunched ball of paper
Session six	<p>'The Lost Axe'</p> <p>Exploring families of feelings</p>	<ul style="list-style-type: none"> • Explore 'Anger' • Explore links between emotions, thoughts and actions (behaviours) • Can we always tell what people are feeling or thinking just by looking at them? 	<ul style="list-style-type: none"> • <i>My name is... and my favourite animal is...</i> • Wizard, Wink, Sleep • Story – The Lost Axe • Act it Out • Map out what we have learnt • Mindfulness breathing 	<ul style="list-style-type: none"> • Story – The Lost Axe • Group Rules • Emotion Cards • Families of Feelings A4 sheets • Pens

SESSION ONE - THE TALKING TORTOISE

Aims

- Understand children's level of emotional literacy
- Introduction to the programme (what you will be doing)
- Introduction to primary emotions and family of feelings (happy, sad, angry, fear/anxiety)
- Engage children in storytelling

Equipment and materials

- Paper and pens (To record group rules)
- Story (The talking tortoise)
- Emotion cards with emoji faces
- Family of Feelings A4 sheets
- Calming music (use your own or access through youtube).

Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you?</p> <p>Aim: Get to know group and practice listening to each other</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite colour to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>"My name is.... And my favourite colour is..."</i> then child turns to person on their left and says <i>"My name is.. and my favourite colour is.."</i> etc. until everyone has gone. 5. Now ask individual children <i>"who said they liked the colour...?"</i> <p>The idea here is to encourage children to get to know each other and listen to others as they won't know which person they may be asked about.</p>
<p>1,2,3 clap</p> <p>Aim: to encourage concentration, connection and eye contact whilst building relationships</p>	<p>It is useful to model this exercise with another child first.</p> <ol style="list-style-type: none"> 1. Put students into pairs 2. One student says '1', the second says, '2' and the first says, '3'. The second student starts the sequence again by saying '1' and so it continues for a few moments 3. Then instead of saying '3' the student replaces the number with a clap. 4. Then '1' can also be replaced with a foot stamp.

Development	This game can be further developed if needed by changing more than one number to an action e.g. '1' is foot stamp, '2' is clap, '3' is jump.
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Introduction to session (5 minutes)

Activity	Instructions
Explain the aims of the programme	<i>'We are going to explore and hopefully understand more about our emotions by telling and listening to stories. We will talk about feelings and how they are funny things.'</i>
Introduction to sessions	Explain what is going to happen in the sessions (Listen to story, activity around story and then regulating exercise at the end).
Set boundaries	<p>Using a pen and paper: Ask children to give ideas about what the group rules could be and the importance of them. Record them with the children and place these on display at the start of each session as a reminder to everyone. Suggestions:</p> <ul style="list-style-type: none"> • Good sitting • Good listening • One person talking at a time • Be kind <p>Be prepared to explain what each of these rules mean in more detail e.g. what does good sitting look like <i>'good sitting is sitting in a chair with back straight or sitting on the carpet with legs crossed'</i>. If possible use visuals to help show this and display these with group rules.</p>

Introduction to emotions

1. Briefly talk about emotions and what they are (This will develop each session to go into more depth)

“Our emotions help us to understand what’s happening in the world around us and motivate us to behave in certain ways”

2. Introduce primary emotion cards (family of feelings) and display them (Happy, sad, angry, fear/anxiety).

“There are lots of different emotions that we can experience but these are our primary emotions or family of feelings. What do you think that means?”

We are going to be talking about what this means today”

Story (10 minutes)

Activity	Instructions
<p>Story</p>	<p>Tell 'The Talking Tortoise' story.</p> <p>Introduce the story <i>"This story is about a tortoise, who is a little bit like me and he LOVED to talk"</i>.</p> <p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage better with children through eye contact and pausing, hand gestures etc.</p> <p>Key themes in the story:</p> <ul style="list-style-type: none"> • loneliness - the tortoise doesn't have any friends • anger - when the geese were given credit for tortoise's idea • sadness - when the tortoise fell and broke his shell/when no one wanted to talk to the tortoise • jealousy - when the geese have credit for the tortoise's idea • fear - when the tortoise was falling <p>You can use these to be curious and wonder aloud if children struggle to answer questions in the exploration of story activity. <i>'I bet the tortoise was really annoyed and maybe jealous because the geese got the credit for his idea! I wonder if I'd feel the same?'</i></p>

Exploration of story (20 minutes)

Activity	Instructions
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Explore the story with the group

Aims: To develop a shared emotional vocabulary for the group

Explore the emotions in the story and children's response to the story. To elicit children's ideas and views ask questions such as:

- *'What do you think the tortoise in the story felt at the beginning when no one wanted to talk to him?'*
- *'How do you think the other animals felt when the tortoise kept talking?'*
- *'Why do you think the tortoise opened his mouth when the Geese were carrying him?'*
- *'What do you think the tortoise could have done differently?'*
- *'How did the story make you feel?'*

	<p>You may want to support the identification of emotions in the story with emotion cards. Show the children the primary emotion cards you introduced earlier; ask them to tell you if any of the characters in story felt any of those emotions (they may give you some more emotions or feelings that aren't on the cards, write these down on the spare cards and include them).</p>
<p>Introduce Families of Feelings Activity</p>	<ol style="list-style-type: none"> 1. Ask the children to identify as many emotions that they can think of that they heard in the story by using the emotion cards 2. Record any new emotions on the blank cards 3. Using the A4 sheets of primary emotions (Sad, Happy, Angry, Fear/Anxiety) place them and a few pens on the table for all the children to see. 4. Link emotions to 'family of feelings' <ul style="list-style-type: none"> - <i>"At the beginning of the session, I asked what you thought 'family of feelings' meant. You all gave some really good ideas, some of you thought...." "Family of feelings is a way of us understanding how all those different emotions fit together in one family"</i> - <i>"Our 'family of feelings' are Sad, Happy, Angry and Fear. All those emotions we just listed we can put into a family. For example, if I am 'Cross', I can put that on the 'Angry' family sheet. That means that they are a family of feelings"</i> 5. Then as a group, discuss the emotions found in the story and using the emotion cards, place them on the A4 family sheets. If the group decides that the emotion doesn't fit into any of the family of feelings, put them in the 'other' section. For example, surprise or disgust may not fit into any of the family of feelings. 6. If there is time, you can add any other emotions from outside the story and sort them into the primary 'family' emotions

Development

Some emotions may not fit directly into one category e.g. jealous may fit into angry and sad. Encourage children to discuss this within the group.

Regulating exercise (5 minutes)

Activity	Instructions
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Feelings are funny things: Primary

Mindfulness breathing

Use calming music

Here we want to help regulate the children after talking about possibly a difficult subject (e.g. new emotions) and possibly getting excited following the activities.

	<ol style="list-style-type: none">1. Ask the children to close their eyes and sit up straight in their chair or on the carpet and listen to the sound of the calming music and what instruments/sounds they can hear2. Then ask the children to listen to their breathing and breathe in through the nose for 3 seconds and out through the mouth for 5 seconds3. Ask them to do this 10 times and then ask them to listen to the sound of the music again (Approximately 1 minute)4. After this, ask them to open their eyes when they are ready
Ending Questions	How did they feel after that session? Did they enjoy it? What part did they enjoy most? Is there anything they didn't like?

SESSION TWO – ‘FEELINGS ARE FUNNY’

Aims

- To create a culture where it’s ok to talk about feelings.
- To develop emotional literacy by encouraging children to talk more openly about feelings and emotions.

Equipment and materials

- Paper and pens (to write a list of ‘feelings’ (emotions) and ‘funny’ (phrases that aren’t feelings but are often used to describe feelings))
- Emotion cards with emoji faces
- Calming music (use your own or access through youtube)

Key Information on feelings are funny things

- Feelings/emotions are a part of being human, and they come and go
- Learning to manage them is a lifelong process
- Feelings are neither right nor wrong, our experience of them is subjective
- Thoughts are the words that run through our head
- Actions are the things we do, or the way we behave
- Feelings, Thoughts and Actions can all influence each other

Introduction to session (5 minutes)

Activity	Instructions
<p>Recap & aims of the session</p>	<ol style="list-style-type: none"> 1. Display group rules and emotion cards from previous week This is important to help encourage and remind the children of what is expected in the group and what emotions we have talked about previously. 2. Ask students what they remember from last week and recap If needed give prompts. <i>‘Last week we started to explore what are some of the different emotions by listening to a story. Can you remember any of the characters and some of the emotions they might have been experiencing?’</i> 3. Explain that today is about exploring the different feelings <i>‘Today we are going to be looking at what is the difference between feelings or emotions and the phrases we sometimes use to describe them’</i>

Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you?</p> <p>Aim: Get to know the group and practice listening to each other</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite food to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>“My name is.... And my favourite food is...”</i> then child turns to person on their left and says <i>“My name is.. and my favourite food is..”</i> etc. until everyone has gone. 5. Now ask individual children <i>“who said their favourite food is...?”</i> <p>The idea here is to encourage children to listen to others as they won't know which person they may be asked about.</p>
<p>Eye Contact Clap</p> <p>Aim: To encourage connection through eye-contact and focus. It can help to settle the group.</p>	<ol style="list-style-type: none"> 1. Arrange students in a standing circle. 2. The objective is to send a 'clap' around the circle. 3. The leader starts by turning to the right, making eye contact with the student next to them, and then claps. The student then turns to the student on their right and repeats the stages of making eye contact and clapping. 4. The clap should pass round the circle until it returns to the leader. <p>Note – You may find some students will clap in front of another students faces. This is an opportunity to ask students to be more considerate and talk about what it feels like to receiving end of such a clap.)</p>

Story (10 minutes)

Activity	Instructions
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Story	<p>Tell the 'Eyes, Ears, Hands and Feet' story. Remember to try and tell the story rather than reading from the page.</p> <p>Introduce the story <i>"This story is about how our eyes, ears, hands and feet were once separate!"</i></p> <p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage better with children through eye contact and pausing, hand gestures etc.</p>
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	<p>Key Themes in the story:</p> <ul style="list-style-type: none"> • Excited / Nervous – exploring the world • Annoyed / Angry – arguing with each other • Embarrassed – for being ‘foolish’ • Angry / disappointed / jealous – the deer is eaten by the Discombobulator even though they caught it • Joy – to be connected with each other • Peaceful / Calm – no longer arguing <p>You can use these to be curious and wonder aloud if children struggle to answer questions in the exploration of story activity. <i>‘I wonder if the eyes, ears, hands and feet felt calmer, maybe relaxed that they were no longer arguing? Or would they be annoyed because they’ve all been put together! What do you think?’</i></p>
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Exploration of story (20 minutes)

Activity	Instructions
<p>Explore the story with the group</p>	<p>Explore the emotions in the story and children’s response to the story. To elicit children’s ideas and views ask questions such as:</p> <ul style="list-style-type: none"> - <i>‘How did the story make you feel?’</i> - <i>‘What feelings did you notice in the story?’</i> - <i>‘How do you think the ears, eyes, hands, feet felt when they were exploring the world?’</i> - <i>‘Do you think their feelings changed in the story? Why?’</i> - <i>‘How did you feel when the great Discombobulator ate the deer?’</i> - <i>‘How might the body parts have felt at the end of the story, when they are all put together?’</i>

Activity – Feelings are Funny

Aim: To develop a shared emotional vocabulary for the group.

This exercise helps assess and develop student's level of emotional recognition and vocabulary. The list can be developed over further exercises as new feelings are identified. If possible it should stay available for students to see and read and help develop their awareness of feelings.

1. On flipchart paper, put two columns one labelled FEELINGS, the other FUNNY.
2. As emotions or feelings are given by the students, write them down on the paper.
3. Everything that is clearly a feeling or emotion goes in the 'feelings' column.
4. If answers are given that are figures of speech, or more complex attitudes they are put in the funny column for further investigation. For example, '*angry*' would go in the FEELINGS column but '*flip my lid*' would go in the FUNNY column.

This exercise helps to discriminate between metaphors and idioms like 'over the moon' or 'fuming' (often used to communicate feelings), attitudes or actions such as determined. It can also discriminate between feeling and emotion; for instance we can 'feel hungry' but that is a physical sensation not an emotion. The purpose here is not to identify student responses as right or wrong but that what constitutes a feeling or emotion is not always straight forward.

Development

In discussing feelings in this and subsequent activities it is useful to emphasise features of emotions such as their physical components, that they can be felt in the body and can feel pleasant or uncomfortable, that they can vary in strength and that they give an impulse to act or behave in a certain way. Feelings also can prioritise our thinking. For instance, if we are worrying about something a lot it can be hard to concentrate on other things.

It is important to stress that feelings are neither right nor wrong but that our experience of them is subjective. They are not in our control and yet can guide our actions. If we can recognise and think about them we increase our capacity to choose our response.

Regulating exercise (5 minutes)

<u>Activity</u>	<u>Instructions</u>
<p>Finger Breathing - Use calming music</p> 	<ol style="list-style-type: none">1. Notice how you are breathing in and breathing out2. Hold your hand in front of you with your fingers spread apart (see picture).3. Run your first finger along the thumb and fingers of your outstretched hand4. Breathe in as you go up the finger and thumb, breathe out as you come down. Maintain a slow unhurried pace.5. When you have done all the digits return to the first and start again6. Repeat for 5 minutes

SESSION THREE – TONGUE MEAT

Aims

- Explore happiness
- Emphasise the power of talking
- Drawing together what we have learnt over past sessions

Equipment and materials

- Story – Tongue Meat
- Emotion cards
- Emotion and situation cards
- Group rules
- A3 paper and coloured pens
- Mindfulness calm music

Key information on happiness

- Refers to many different positive emotions like 'joy' 'hope' 'excitement'
- These feelings can positively motivate us towards what we value and find important
- It can be a state of satisfaction and pleasure
- Can also be a problem if we are excessively happy all the time as it is not realistic to be happy all the time. Part of being resilient is to be able to recognise and manage difficult emotions.

Introduction to session (5 minutes)

Activity	Instructions
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**Recap & Aims
of the session**

1. Recap from last session
Ask students if they remember the main emotions from last week and the differences between feelings and funny list (key themes: annoyed, angry – sometimes we use phrases that are funny to describe what we are feeling ‘happy can be over on the moon’.
2. Display group rules and emotion cards
This is important to help encourage and remind the children of what is expected in the group and what emotions we have talked about previously.
3. Introduction to session
Explain that this session we are going to put everything together that we’ve learnt so far

Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you?</p> <p>Aim: Get to know group and prepare them for 'good listening' skills</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite chocolate bar to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>"My name is.... And my favourite chocolate bar is..."</i> then child turns to person on their left and says <i>"My name is.. and my favourite chocolate bar is.."</i> etc. until everyone has gone. 5. Now ask individual children <i>"Who said their favourite chocolate bar was...?"</i> <p>The idea here is to encourage children to listen to others as they won't know which person they may be asked about.</p>
<p>Human Guess Who</p>	<ol style="list-style-type: none"> 1. Get all the children to stand up and say you are going to play a game of guess who (check to see if children have played the game before) 2. Explain that you are going to choose someone in the room and they have to try and guess who it is but that there are certain rules (They can only ask questions that have a yes or no answer, they can't ask whether it's a certain person, if answers don't apply to them they sit down, they have to eliminate everyone else in the room so that there is only one person left) 3. Give the children examples e.g. if the question is "is a boy?" and the answer is "no" they all the boys in the room would sit down. If the next question is "Are they wearing glasses?" and the answer is "yes" then all the children wearing glasses will stay standing and the rest will sit down. 4. You play this until there is only 1 child left standing and only then can they ask "is it 'Sophie?'"
<p>Development</p> <p>You can make this more difficult by limiting the amount of questions they can ask e.g. a smaller group you could limit the amount of questions to 5. You can also allow the children to become the leader and choose which person they are guessing.</p> <p>This game allows children to focus on various aspects of others and what makes us similar and different and also gives the opportunity to think about others feelings and emotions.</p>	

Story - (10 minutes)

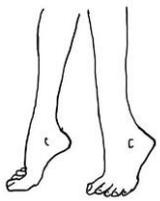
Activity	Instructions
<p>Story</p>	<p>Read the ‘Tongue Meat’ story</p> <p>Introduce the story <i>“This story is about a very powerful man whose wife was very sad”</i>.</p> <p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage better with children through eye contact and pausing, hand gestures etc.</p> <p>Key Themes in the story:</p> <ul style="list-style-type: none"> • Happiness – <i>‘radiant and full of life’</i> • Jealousy – When the Sultan saw then market’s man wife laughing and smiling • Angry – <i>‘The Sultan was quite enraged’</i> • Sadness – The sultans wife - <i>‘Gaunt’ ‘Hardly ate anything, she never smiled, let alone laughed’</i> <p>You can use these to be curious and wonder aloud, if students struggle to answer your questions in the exploration of story activity. <i>‘I wonder if the Sultan was jealous when he saw the market man’s wife laughing and smiling. Jealousy isn’t a nice feeling to have. What do you think?’</i></p>

Exploration of story (20 minutes)

Activity	Instructions
<p>Explore the story with the group</p>	<p>Explore the emotions in the story and children’s response to the story. To elicit children’s ideas and views ask questions such as:</p> <ul style="list-style-type: none"> - <i>‘What emotions or feelings did you notice in the story?’</i> - <i>‘How do you think the Sultan felt when he saw the market man’s wife looking happy?’</i> - <i>‘How did you feel when you listened to the story?’</i> - <i>‘Would you be happy if you had to eat tongues?’</i> - <i>‘What really made the wives happy in the story?’</i> - <i>Can there be different sorts of happy? What other words are there for happy? (Record these and use them in the next activity)</i> - <i>‘Why do you think talking is important?’</i>

<p>Communicate without talking – Charades</p>	<ol style="list-style-type: none"> 1. Spilt the children up into pairs and give one child a card with an emotion and situation explaining this e.g. ‘<i>You are happy because your best friend is home from holiday!</i>’ ‘<i>You are joyful because you won star of the week</i>’ 2. The child with the card can’t show the other child in the pair but has to try and explain what’s written on the card by only using actions 3. After 5 minutes or once they have completed the card, swap over and give the other child a different card and they become the actor 4. Once both children have had a go at the activity, reflect on what they learnt. <p>You are trying to promote the difficulties in communicating without speaking and talking to others helps us to let others know how we are feeling</p>
<p>Development</p> <p>Some children will find this easier than others. If some groups manage this easily, you can make the activity more challenging by including some cards with extended sentences or complex emotions for outside the story e.g. ‘You are jealous of your brother because he won a football competition’</p>	

Regulating exercise (5 minutes)

Activity	Instructions
<p>On Tiptoe – Breathing Exercise</p> 	<ol style="list-style-type: none"> 1. With the group standing either individually or in a circle with closed eyes if you wish, ask students to become aware of their breathing. 2. As they breathe in they rise up to stand on tiptoe. As they breathe out they return to having the soles of their feet on the ground. 3. Encourage a slow pace to establish a calm breathing pattern with the group rising and falling as they breathe together.
<p>Ending Questions</p>	<p>How did they feel after that session? Did they enjoy it? What part did they enjoy most? Is there anything they didn’t like?</p>

SESSION FOUR - THE BLACK CLOUD OF WALLY THE DRAGON

Aims

- Linking thoughts and feelings
- Exploring the emotion sadness
- Exploring positive thinking
- Ways to help others

Equipment and materials

- Story (Black Cloud of Wally the Dragon)
- Group Rules
- Emotion Cards
- White Board and Pen
- Alternative Thinking Worksheet
- Funny Feelings Poem

Key information on Sadness

- Relates to feelings like 'low', 'miserable' or 'lonely'
- Sadness is often a response to loss or change
- It communicates to others we need support
- It connects us to those we love with compassion

Introduction to session (5 minutes)

Activity	Instructions
<p>Recap & aims of the session</p> <p><u>Resources</u></p> <p>Group Rules</p>	<ol style="list-style-type: none"> 1. Recap from last session Ask students if they remember what we talked about in the last session and what was the main family of feelings we talked about was. (Happiness and why it is important to communicate feelings to others). 2. Display group rules and emotion cards This is important to help encourage and remind the children of what is expected in the group and what emotions we have talked about previously. 3. Explain that we are going to be talking about one of the feelings of families that we were introduced to last week. "We are going to be reading a story that talks about one of the family of feelings. Listen carefully to the story, can you guess which feeling we are talking about?"

Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you?</p> <p>Aim: Get to know group and practice listening to each other</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite sport to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>“My name is.... And my favourite sport is...”</i> then child turns to person on their left and says <i>“My name is.. and my favourite sport is..”</i> etc. until everyone has gone. 5. Now ask individual children <i>“who said their favourite sport is...?”</i> <p>The idea here is to encourage children to listen to others as they won't know which person they may be asked about.</p>
<p>1,2,3 clap</p> <p>Aim: To encourage connection through eye contact, concentration and co-operation.</p>	<p>It is useful to model this with another child first.</p> <ol style="list-style-type: none"> 1. Put students into pairs 2. One student says '1', the second says, '2' and the first says, '3'. The second student starts the sequence again by saying '1' and so it continues for a few moments 3. Then instead of saying '3' the student replaces the number with a clap. 4. Then '1' can also be replaced with a foot stamp.
<p>Development</p> <p>This game can be further developed if needed by changing more than one number to an action e.g. '1' is foot stamp, '2' is clap, '3' is jump.</p>	

Story - (10 minutes)

Activity	Instructions
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Story	Tell the 'Black Cloud of Wally the Dragon' story. Introduce the story <i>"This story is about a dragon called Wally and he's been having a hard time at the moment. When you listen to the story, have a think about what emotions Wally might be feeling"</i>
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	<p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage better with children through eye contact and pausing, hand gestures etc</p> <p>Key themes in the story:</p> <ul style="list-style-type: none"> • Lonely – ‘<i>alone in his room</i>’ ‘<i>nobody knew how he felt</i>’ • Embarrassed – ‘<i>laughed at him</i>’ • Annoyed/Angry/Frustrated – arguing with family / ‘<i>mum doesn’t care</i>’ • Stupid / Ugly • ‘<i>Bad mood</i>’ having a ‘<i>bad day</i>’ – can be explored further, what does that actually mean? • Nervous ‘<i>Sick in his stomach</i>’ • Depressed – ‘<i>wish I’d never been born</i>’ • Parents were angry and worried • Helpless – ‘<i>I have no control over it</i>’ • Hope – when he practices positive thoughts <p>You can use these to be curious and wonder aloud, if students struggle to answer your questions in the exploration of story activity. ‘<i>I wonder what Wally meant by being in a bad mood or having a bad day? I wonder if Wally’s bad day is different to my bad day?</i>’</p>
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Exploration of story (20 minutes)

Activity	Instructions
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Explore Key Emotions

Explore the emotions in the story and children's response to the story. To elicit children's ideas and views ask questions such as:

- *'What emotions did you notice Wally feel in the story?'*
- *'Did Wally always feel the same emotions?'*
- *'How do you think Wally's mum is feeling?'*
- *'What do you think the black cloud was?'*
- *'Can we control the cloud?'*
- *'What made Wally's cloud lighten?'*

Emotion cards can be used to show what emotions they noticed and then encourage children to relate the emotion back to something (for example an action or thought) in the story. *E.g. "I think Wally felt sad because he said that he thinks no one likes him".*

Bring out the family of feelings from the first session and ask the children to identify what family of feelings you think Wally might be in the most during the story and why (Sad and angry.)

<p>Introduce alternate thinking</p>	<p>Once we have explored the different feelings throughout the story, we want draw the children’s attention to the end of the story. We want to encourage children to think about ways we can manage our feelings of sadness.</p> <p>In order to do this we need to first link in how thoughts can affect our feelings</p> <p><i>“In the story, Wally had a black cloud that followed him everywhere and made him feel really sad! What things made the black cloud darker for Wally?”</i></p> <p>We are looking for answers that suggest that his thoughts and views of himself were what made the cloud darker. <i>“No one likes me” “I’m stupid and I’m ugly” “My life is so frustrating and I just have terrible luck”</i>. Children may need lots of support to help with this initially.</p> <p>Now we want to ask the children how the cloud began to get lighter.</p> <p><i>“Can you remember what made Wally’s cloud get lighter?”</i></p> <p>We are looking answers that include support from friends/adults, thinking positively and doing other activities.</p>
<p>Alternative Thinking</p>	<ol style="list-style-type: none"> 1. Put the children into pairs and ask them think about some of the negative thoughts that Wally had. 2. Get the children to think about how we could make Wally’s cloud lighter by changing his thoughts like they did at the end of the story. Give them some examples to help scaffold. 3. e.g. ‘I can’t do anything right, it’s been a terrible week’ to ‘I may not be able to do everything but I’m good at being a friend and I can always keep trying’ 4. Use the worksheets provided to help scaffold and illustrate the original thought and the alternative thought 5. End the exercise by explaining that sometimes we can have a dark cloud that makes us feel sad and not very good but sharing how we’re feeling with our family, teachers and friends can help us to lighten it.

Regulating exercise (5 minutes)

Activity	Instructions
<p>High intensity exercise</p>	<p>Following talking about a difficult subject, children may feel ‘low’ and need an up regulating activity before using a calming activity to prepare them for going back to class. Here we have used the game ‘Simon Says’ as a way of introducing the physical exercise.</p> <ol style="list-style-type: none"> 1. Get all the children to stand in a circle facing inwards. 2. Explain we are going to be playing ‘Simon Says’ but all the actions will involve moving our bodies. Explain the rules of ‘Simon Says’ to the group if needed ‘<i>You only follow the command if I say ‘Simon Says.</i> 3. The staff member will call out different physical exercises as commands ‘<i>Simon says do star jumps</i>’ ‘<i>Simon says jog on the spot</i>’ ‘<i>sit down</i>’. 4. If the child completes the activity without the ‘Simon says’ command, they sit down. 5. If time, you can let children take it in turns to give out commands.
<p>Belly Breathing</p>	<p>After a high intensity exercise, we need to help regulate the children so that they are ready for class.</p> <ol style="list-style-type: none"> 1. Ask children to sit on a chair, with their feet flat to the floor. 2. Ask students to close their eyes or fix their eyes on a point on the floor and keep the arms by their side. 3. Read the following aloud; ‘<i>Place one hand on your belly, right under your ribs. This will allow you to feel your diaphragm moving in and out as you breathe. Place your other one hand on your chest, this will allow you to check that your chest does not rise. Breathe in slowly through your nose. Hold your breath for 3 seconds. Breathe out slowly through your mouth to the count of 5. Repeat this while I read something to you.</i>’ 4. While students are relaxed practicing belly breathing, slowly read them the feelings are funny things poem (see resources) 5. Once the poem has finished, ask them to open their eyes.

Ending Questions:

How did they feel after that session? Did they enjoy it? What part did they enjoy most? Is there anything they didn't like?

SESSION FIVE – THE FEARSOME GIANT

Aims

- To use the metaphorical message in this story to explore the concept that our fears grow larger when we try to avoid them.
- To develop emotional literacy by encouraging children to name the physical sensations that accompany anxiety and fear.
- To look at ways of managing anxiety.

Equipment and materials

- Flipboard paper (with the outline of a body) and pens (to write / draw some of the physical sensations they might experience in their body if they were feeling anxious/ fearful).
- Group rules
- Emotion cards
- Bag or box
- Story – The Fearsome Giant
- YouTube Video
https://www.youtube.com/watch?v=FfSbWc3O_5M Fight Flight Freeze explained (Anxiety Canada)
- Beanbag and/or a scrunched ball of paper for the regulating exercise – ‘Belly Breathing’

Key notes around anxiety and fear

- Anxiety can vary from worry through to terror.
- Anxiety is a protective emotion that keeps us safe, but in excess can stop us doing things
- Anxiety is an emotional response to perceived danger (for example physical threat or not being accepted by others)
- Anxiety can restrict our confidence and limit the things we do
- Anxiety can interfere with enjoying the present/pleasant activities as much as we could.
- Our anxieties can make us want to avoid, be over-controlling or even over-think many situations.
- We must often face our fears to gain experience and emotions like courage can only really exist in the presence of anxiety.

Introduction to session (5 minutes)

Activity	Instructions
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Recap & aims of the session

1. Recap / reminder of last week's session

'Can you remember which family of feelings we talked about last week?' (Sadness and Anger) 'How were they similar or different?' (Sometimes we

	<p>can feel sad about something but this is shown by being angry – Wally was really sad but sometimes he was angry towards his mum and dad)</p> <ol style="list-style-type: none"> 2. Reminder that we are here to explore feelings, thoughts and actions Discuss and remind re boundaries, group rules. 3. Introduction to what is going to happen <p><i>‘Today we are going to be talking about another one of the family of feelings and how sometimes our emotions or feelings can affect our bodies’.</i></p>
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Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you? Aim: Get to know group and practice listening to each other</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite day of the week to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>“My name is.... And my favourite day of the week is...”</i> then child turns to person on their left and says <i>“My name is.. and my favourite day of the week is is..”</i> etc. until everyone has gone. 5. Now ask individual children <i>“who said they their favourite day of the week is...?”</i> <p>The idea here is to encourage children to listen to others as they won’t know which person they may be asked about.</p>
<p>What’s in the bag? Aim: Encourage imagination and non-verbal communication</p>	<ol style="list-style-type: none"> 1. In a circle the leader produces a large paper bag or box (it can be mime). They put their hand in and pull out an imaginary object that they found in the box such as a bell, an animal or indeed anything they can imagine. 2. The bag is passed round the circle and each student puts their hand in and says what they found.
<p>Development As students understand the rules then they have to mime the object rather than telling it</p>	

Story - (10 minutes)

Activity	Instructions
<p>Story</p>	<p>Tell 'The Fearsome Giant' story</p> <p>Introduce the story <i>"This story is about a young man who has been on a long journey. Think about the emotions and feelings in the story and see if you might be able to name some of them"</i>.</p> <p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage children to a greater extent through eye contact and pausing, hand gestures etc.</p> <p>Key Themes in the story:</p> <ul style="list-style-type: none"> • Anxious / Anxiety / Fear – recurring theme throughout • Worry – <i>'worry gives a small thing a long shadow'</i> • Scared – <i>'a woman comes running down the road'</i> • Brave or Courageous - man carries on going despite the fear and becomes friends with the 'giant'

Exploration of story (20 minutes)

Activity	Instructions
<p>Explore the story with the group</p>	<p>Explore the emotions in the story and children's response to the story. To elicit children's ideas and views ask questions such as:</p> <ul style="list-style-type: none"> - <i>'What emotions or feelings did you notice in the story?'</i> - <i>Can you think of other words to describe fear or anxiety? (scared, afraid, worried, nervous)</i> - <i>Why do you think we feel those emotions sometimes (i.e. to keep us safe/prepare us to do something)?</i> - <i>How do they feel in our body?</i> - <i>What do they do to our bodies? (Sick, knots in tummy, need to go to the toilet etc.)</i>

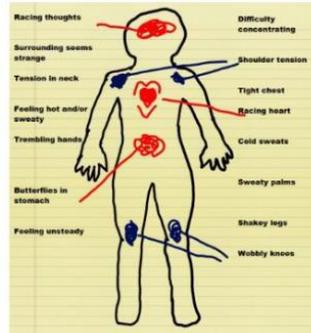
'Worry gives a small thing a big shadow' / Fight or Flight

1. Ask learners to think of the boy approaching the giant in the story..
2. Ask learners what might be some of the physical sensations the person would experience. Draw out the sensations that might be experienced showing where in the body they would be felt.

Note: It may be easier to draw an outline of a body (see picture below) to help the children to visualise the parts of the body. A fun way to do this is to use a large piece of paper and draw round the outline of the child.

If appropriate this could be the opportunity to talk about the 'Fight-Flight-Freeze' response mechanism of the human body;
YouTube Video 'Anxiety Canada' explains *Fight Flight Freeze in a child friendly manner*

https://www.youtube.com/watch?v=FfSbWc3O_5M



Taken from 'Feelings are Funny Things: A Storytelling Toolkit'

Development

If there is time, you could explore this with other family of emotions e.g. map out bodily responses to anger, sadness and happiness. Compare and contrast them, what are the differences in what these emotions can do to your body?

Regulating exercise (5 minutes)

Activity	Instructions
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Belly Breathing

This exercise aims to help learners become aware of diaphragmatic breathing. This is a deeper, slower breathing which can help the mind and body feel calm and relaxed. As the lungs fill with air it pushes the diaphragm into the belly causing it to rise.

1. Have students lie on floor (this may best be done in a hall or large room where students are not too close together)
2. Ask students to close their eyes or fix their eyes on a point on the ceiling and keep the arms by their side. Put their legs together and let their feet fall outwards.
3. The aim is to be aware of their breathing passing it and out. Remind learners that it is normal for their minds to wander but see if they can notice that and bring their attention back to their breath.
4. Then, after a few moments, ask learners to become aware of their tummy rising and falling as their lungs fill with breath. They can put their hand on their tummy to see and feel it going up and down.

Development

Use a beanbag, a scrunched ball of paper or any small object to place on their tummy to see the rise and fall in time with their breathing.

Further variations include helping students become aware of the particular physical sensations associated with a feeling or emotion in order that they are better able to name it.

It is helpful for students to know these feelings often have physical manifestations, which is normal, that they do not have to be controlled and that they will pass. They should also explore the idea that you can be aware of them without judging them as good or bad or reacting to them.

Ending Questions:

How did they feel after that session? Did they enjoy it? What part did they enjoy most? Is there anything they didn't like?

SESSION SIX – THE LOST AXE

Aims

- Explore ‘Families of Feelings’
- Explore links between emotions, thoughts and actions (behaviours)
- Can we always tell what people are feeling or thinking just by looking at them?

Equipment and materials

- Story – The Lost Axe
- Group Rules
- Emotion Cards
- Families of Feelings A4 sheets
- Pens

Key information on Anger

- Can range from frustration to rage
- Helps us to stand up for ourselves and fight for fairness and justice
- Can lead to aggression so knowing how manage it is important
- It is often what we see on the surface, but underneath may be anxiety
- Activities that discharge energy are helpful when regulating anger

Introduction to session (5 minutes)

Activity	Instructions
<p>Recap & aims of the session</p>	<ol style="list-style-type: none"> 1. Recap from last session Ask the children what feelings they can remember from the story last week and what we learnt about (The fearsome giant – what is fear and anxiety ‘keeps us safe’ and how does it affect our bodies ‘sweaty’ ‘knot in stomach’) 2. Display group rules and emotion cards This is important to help encourage and remind the children of what is expected in the group and what emotions we have talked about previously. 3. Explain that we are going to be looking at families of feelings today. Ask children what they think we mean by families of feelings. Don’t give the answer just yet but just pose the question to explore what they think it might be

Warm up exercise (10 minutes)

Activity	Instructions
<p>Who are you?</p> <p>Aim: Get to know group and practice listening to each other</p>	<ol style="list-style-type: none"> 1. Get the group to stand or sit in a circle 2. One at a time each child will say their name and their favourite animal to the person on the left 3. Encourage the children to make good eye contact and listen to what each person says 4. Staff member goes first and turns to the child on the left <i>“My name is.... And my favourite animal is...”</i> then child turns to person on their left and says <i>“My name is.. and my favourite animal is..”</i> etc. until everyone has gone. 5. Now ask individual children <i>“who said their favourite animal was...?”</i> <p>The idea here is to encourage children to listen to others as they won't know which person they may be asked about.</p>
<p>Wizard Wink Sleep</p>	<ol style="list-style-type: none"> 1. Children sit in a circle facing one another and the adult chooses someone to be the wizard and is sent out of the room 2. Whilst the wizard is out of the room, the rest of the group choose someone to be the evil sorcerer who is going to put people to sleep by winking at them 3. Once the sorcerer has been decided, the wizard is called back in to try and guess who the sorcerer is 4. The sorcerer tries to put as many people to sleep as possible, by winking at them without getting caught by the wizard
<p>Development</p> <p>You can have a few goes at this game depending on the size of the group as it will take less time the smaller the group. You may want to limit the amount of guesses the wizard has.</p>	

Story - (10 minutes)

Activity	Instructions
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Feelings are funny things: Primary

Story	<p>Tell 'The Lost Axe' story</p> <p>Introduce the story <i>"This story is about a man who lost his axe and what he learned"</i></p> <p>Remember to try and relay the story from memory rather than reading from the sheet as this helps to engage better with children through eye contact and pausing, hand gestures etc.</p>
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	<p>Key themes in the story:</p> <ul style="list-style-type: none"> • Anger – Explores thoughts of anger and how they impact our actions - <i>‘axe had been stolen’ - ‘About what he would like to do to that boy’</i> • Sad – After the farmer had realised that he had wrongly accused the boy or how the boy might have felt if he had known he was being accused. • Suspicious – <i>“Looks like a criminal”</i> • Guilt – <i>“He looked guilty”</i>
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Exploration of story (20 minutes)

Activity	Instructions
Explore the story with the group	<p>Explore the emotions in the story and children’s response to the story. To elicit children’s ideas and views ask questions such as:</p> <ul style="list-style-type: none"> - <i>‘What happened in the story?’</i> - <i>‘What emotions or feelings do you think the farmer felt?’</i> - <i>‘What do you think the young boy would have felt if he had found out the man thought he took his axe?’</i> - <i>‘Can you think of a time where you thought someone had done something they hadn’t?’</i> - <i>‘Can we always tell the way someone is feeling by looking at them?’</i> (Not all the time, but sometimes we can tell if someone is angry or sad)
Act it out	<p>Assign each child or group a character from the story. Ask them to go in their groups (if assigned) or pairs and freeze frame (physically imitate) their favourite part of the story, thinking about what their characters face, body language might look like when they were feeling that emotion e.g. if they were the farmer at the beginning of the story, they might be angry and be looking around for the lost axe. If they were the boy, they might be smiling because they aren’t aware the farmer thinks the he took the axe.</p> <p>Each group relays a frozen character and the rest of the groups have to guess at what the emotion the face and body language is showing. Write the different emotions children come up with on a flip cart/board.</p> <p>Finish by saying our bodies and faces respond to our emotions so and can help give us clues about how we are feeling and communicate how we are feeling to others</p>

<p>What have we learnt?</p>	<p>We want to map out all the things we have learnt over the six sessions using A3 paper. You can design this however you want e.g. mind map, storyboard, using just words, just pictures etc.</p> <p>Get the children to think back over the past sessions to everything they have learnt, found out and discussed. Some ideas you can include are;</p> <ul style="list-style-type: none"> - Stories they listened to - Activities they did - Emotions they learnt about (happy, sad, anxious, angry) - Family of feelings - How emotions effect our bodies - Link between thoughts, feelings and actions) - Breathing exercises - Things they enjoyed - Things they didn't enjoy <p>Children may remember various different aspects. The idea here is to map out areas that the children remember but also to identify if there are any gaps that could be developed in the future.</p> <p>You may have the opportunity/time to run more than 6 sessions. The Feelings are funny Things: A Storytelling Toolkit has some additional activities you can use, which can be found via the website https://feelingsarefunnythings.org/</p>
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Regulating exercise (5 minutes)

Activity	Instructions
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Mindfulness breathing - Use calming music

Following on from the first session where we did this, now we have learnt lots of techniques, you want to encourage the children to think about how they are breathing.

- Is it slow, deep, belly breathing or fast and shallow?
 - Why might fast breathing not calm us down? (fight, flight, freeze – See last session for examples of this)
1. Ask the children to close their eyes and sit up straight in their chair or on the carpet and listen to the sound of the calming music and what instruments/sounds they can hear
 2. Then ask the children to listen to their breathing and breathe in through the nose for 3 seconds and out through the mouth for 3 seconds

	<ol style="list-style-type: none">3. Ask them to do this 10 times and then ask them to listen to the sound of the music again (Approximately 1 minute)4. After this, ask them to open their eyes when they are ready
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RESOURCES

- Stories
- Emotion (Emoji) Starter Cards (Developed by Danielle Sharpe)
- Emotion and Situation Cards (Developed by Amy Turner)
- Feelings are Funny - Poem
- Alternative Thinking Worksheet – 2 sided (Developed by Chloe Viney)
 - Blank template
 - Completed example
- A4 Family of Feelings Cards

STORIES

Story 1 - The Talking Tortoise

There was once a tortoise who talked and talked and talked. At the water hole, where he and all the other animals used to meet, he would often find that he had no-one to talk to because the other animals avoided him because he never stopped talking. He spoke so much that he never listened to the others. This tortoise just talked too much.

One day two beautiful geese came to the water hole. They were flying south for the winter and the Tortoise started chatting to them. He told them how beautiful they were. He was very polite.

'Oh, you do look so beautiful! And the way you fly is so graceful!' He was very charming and the geese were flattered but they noticed that he did go on (and on) quite a lot.

After a little while he asked if they were going to stay at the water hole?

'No! We will be leaving shortly to fly south'.

'Take me with you, take me with you' said the Tortoise

The geese explained that they were flying and certainly couldn't take the Tortoise with them. The tortoise said, 'Nothing is impossible. Let me think of how it could be done. Yes, I know what to do. If you to put a stick between you and you bite each end of it with your beaks and then I bite hold on to it in the middle you will be able to carry me.'

'Well,' said one of the geese, 'It's true, that you have you talked quite a bit which means your mouth must be very strong. But we're not sure you can keep your mouth shut that long to make the whole journey.' 'Give me a chance to prove it,' said the Tortoise.

Eventually the geese decided that they would give him a chance but they insisted that he would have to take responsibility if it went wrong.

And so the Tortoise found a stick. The geese got hold of either end of the stick and the tortoise bit on to the middle and they set off.

After a long run up they actually managed to leave the ground and fly up in to the air. They couldn't fly very high because the Tortoise was quite heavy. As they flew over towns and villages people would look up and say, 'That is a marvellous thing' and, 'Isn't it amazing!. What a sight. 'Or, 'I've never seen such a thing!'

As they flew over one village some children looked up and said, 'Look at those clever geese! They've managed to find a way to carry that tortoise. Aren't they clever?'

The Tortoise heard this and couldn't bear to think of the geese getting all the credit for his idea. So, he shouted back to the children 'It was not their idea it was miiine.' And that is the story about how the tortoise got his patterned shell.

Story 2 - Hands, Eyes, Ears and Feet

Bones of the story (This is the bones of the story, meaning that it is in bullet point form and allows the storyteller to 'fill in' the parts within).

- Our eyes, ears, hands and feet are all connected but it hasn't always been so. Once they used to go about in their own tribes.
- A pair of eyes went to see the world and a pair of ears went to explore it as they had heard so much about it. They met up and decided to hang out together.
- At the same time a pair of hands were feeling their way whilst a pair of feet went walkabout. They met and decided to hang out together.
- Then the eyes and the ears met the hands and the feet. They decided to go hunting together and went into the forest.
- Ears heard a sound. Eyes saw a deer. Feet walked them closer. Hands threw a spear.
- They killed the deer but started to argue about who deserved it the most. They were about to fight. A passing owl heard them argue. The body parts asked the owl to decide but the owl suggested they saw the Great Discombobulator. The Great Discombobulator listened to them argue, told them to be quiet and said she would give her judgement after she had eaten the deer.
- The Great Discombobulator said she ate the deer to teach them a lesson. They had all played a necessary part. To stop them being so foolish again she gave them a body with arms, legs and a head so they would always go around with each other. She would also give them a mind and only one mouth so no one could hear them argue.

Story 3 - Meat Tongue

There was once a Sultan and one day, whilst he was walking amongst his people in the local bazaar disguised in ordinary dress, he saw a man and a woman, clearly husband and wife and clearly quite poor, talking together. He saw them chatting and laughing with each other and the woman well she was so radiant and full of life, so voluptuous and shapely too. He was especially interested to see this as his own wife who stayed in the palace all day, although she had once been beautiful was now thin gaunt. She would hardly eat anything and she never smiled, let alone laughed.

The husband and wife separated to go to different stalls in the market. The Sultan went up to the man.

‘Your wife, she is so happy but you look so poor. Tell me how this is so. My own wife, even though I give her all the riches you can imagine, is always sad.’

‘It is simple,’ replied the man. ‘I feed her meat of the tongue. It keeps her very happy is what a woman needs.’

‘Tongue meat. It is that simple? Thank you, I know what to do.’ And the Sultan left the man and returned to his palace. He instructed his chef to prepare a dish of tongue meat.

The chef found a good piece of lion tongue, fried it up with garlic and spices. He tasted a little himself.

‘Exquisite,’ he declared, ‘Par excellence. At least for tongue meat it is.’ And the dish was served to the Sultan’s wife. It did not seem to make much difference so the Sultan declared it should be a diet of tongue meat until his wife improved. So, the woman was served a diet of a different tongue every day. Over the next few weeks she had tongue of giraffe, buffalo and tiger, elephant, squirrel and rat, zebra, crocodile and antelope.

But it didn’t make any difference. In fact, it seemed to make things worse. The poor woman now seemed even more fed-up and had not enjoyed her food.

The Sultan went and looked for the man whose advice he had taken. Eventually he found him.

‘You told me that all it needs to make a woman happy is tongue meat. I have fed my wife on it and isn’t hasn’t helped. In fact, it has made thing worse. So, as I am the Sultan and you are not, I will tell you what we are going to do. I am going to take your wife back to the palace with me and you can have my wife. That is the way that you will get to keep your head!’

And so it was the two wives were exchanged. The Sultan’s wife went to live with the man and his wife went to the place.

And so things continued, the poor man’s wife was at the palace and fed on the tongue meat and the sultan’s wife went to live with the poor man. But within a few months it was the Sultan’s wife who was now full of laughter. She had put on weight and looked so healthy. The poor man’s wife

Feelings are funny things: Primary

was now looking thin and gaunt, she hardly smiled let alone laughed even though she had all the luxuries of the palace.

The Sultan was now quite enraged. He went back to the poor man and said, 'I have now fed my wife and yours on tongue meat and it has not done them any good. Now tell me, what is your secret what are you not telling me?'

The poor man had to stop himself from laughing. 'Your Excellency, what I meant by the meat of the tongue was that every day I talk to my wife, I tell her the funny things that have happened to me during the day, I tell jokes and stories too, full of wonder and delight. I sing and she talks right back to me. Two tongues wagging. That is the meat of the tongue.'

And so the Sultan came to realise what it was he must do to keep his wife happy. It could not be bought but it could be given.

Story 4 - The Black Cloud of Wally the Dragon

Wally the Dragon was alone in his room. He had had a terrible week. He had burnt someone with his fire breath, broken his mother's best chair, had an argument with his friend and the other dragons had all laughed at him. To top it all his father had lost his job. He was feeling very low and thought to himself, *'Oh, I can't do anything right. It's been such a terrible week.'*

When Monday came Wally did not want to go school but his mother made him. On his way to school he thought, *'My mother is mean to me.'* The next day he was sick and didn't go to school for three days. He was better on Friday but still didn't want to go school but his mother his made him. Under his breath, he said *'I hate my mother. She doesn't care. She's mean,'* and a little puff of black smoke came out.

His Mum heard what he said and replied, *'Maybe I am but you're going to school whether you like it or not.'* So Wally went to school that day and when he came home that night, his mother asked about his day. *'No one likes me,'* said Wally, *'I'm stupid and I'm ugly.'*

'No, you're not,' said his mum. *'You're fine just the way you are. Now go to bed.'* As he lay in his bed Wally felt that nobody knew how he felt at all.

On Saturday, Wally's dad was in a bad mood and Wally didn't think things were going to get better any time soon. So he spent the whole day in his room. Outside, it was cloudy and it was raining and it was another bad day. And because it was such a bad day he started chewing and biting anything he could find which made his mother cross with him. And Sunday was even worse!

When Wally woke up on Monday morning he was feeling sick in his stomach but his mother made him go to school. As he walked he thought to himself, *'My life is so frustrating and I just have terrible luck'*. And as he thought that, a small grey cloud showed up just above his head. It was just like all the other clouds in the dark overcast day. Wally thought to himself, *'Nobody likes me and nothing I do is going to make it any better'*. And as he thought that, the small cloud grew darker. He thought to himself, *'I wish I'd never been born. Everybody would be better off without me,'* and with these thoughts the cloud turned black. Everywhere that Wally went that little black cloud went. Even if it was a sunny day there would still be a black cloud casting a shadow over Wally's head.

Everything he ever did he had to do it with that black cloud over his head. Wally decided that he would stay in his room and he wouldn't come out however much his brothers or his parents asked him to. Wally's parents were angry at first, then they got worried that they couldn't get him to go to school. He forgot what the sunshine was like.

One day his old friend Cai, the Blue Dragon, who lived down the road came over to play and said to Wally, *'I've missed you at Dragon School. Sorry for being nosy but why don't you get rid of that black cloud?'* Wally looked at him and said, *'I couldn't get rid of it even if I wanted to. I have no control over it.'*

Cai the Blue Dragon said, *'I used to have a cloud like that but I learnt how to get rid of mine. If you*

Feelings are funny things: Primary

smile and say something positive the cloud will get lighter. If you say something grouchy or negative it will get darker. If you change what you think the cloud might even go away altogether.'



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Wally did not believe his friend but he decided to try it out so he could at least prove Cai wrong. He said out loud, *'I wish I'd never been born,'* and he saw that the cloud turned even blacker. Then he said, *'Cai is a good friend,'* and he saw that the cloud became a little bit lighter. He then thought to himself, *'Maybe Cai is right, I might be able to make this a bit better.'* As he thought this the cloud turned even lighter still.

'See,' said Cai, *'Look what's happening!'*

'I guess I do have some control over the cloud' said Wally and he started practising saying things in a more positive way. He changed thoughts like, *'No one likes me,'* to *'Some kids like me and some kids don't and I'm going to spend my time with the ones that do'.* He changed, *'Things will never get better,'* to *'I'll do what I can and see what happens?'*

Story 5 - The Fearsome Giant

A young man is travelling home. He doesn't have far to go but he must cross the mountains and there is only one road.

He sees a man running down the road. The man tells him that there is a giant, at least 10 feet tall, who is blocking the road through the mountains and that he shouldn't travel further.

'I must', says the young man. Aren't you worried about the Giant?' asked the man. 'Well, worry gives a small thing a long shadow,' says the young man and continues on his journey.

A little while later, a woman comes running down the road and tells him there's a giant, at least 20 feet tall, and that he shouldn't go further.

'I must' says the young man, 'That's where my home is'. The woman says 'Aren't you anxious about the giant?' The young man replied, 'Anxiety is like a ball. However high you throw it up, it always comes back down,' and he continued on his journey.

He sees another man running towards him. This man shouts breathlessly and says 'There is a giant, at least 30 feet tall, who is blocking the road. Turn around and run away.'

'I always thought you should make friends with the thing that scares you,' said the young man and he carried on towards the mountain.

When he came to the mountain the giant appeared. He was 40 feet tall. The young man felt scared but he knew he had to make friends with this giant if he wanted get home. He decided to keep walking towards him.

He felt his heart racing, his knees tremble and there were butterflies in his stomach. He tried to take a step but his leg just went backwards. Every time he tried to walk towards the giant he went backwards. He noticed that with every step backwards the giant got that much bigger.

He summoned his courage and took a step towards the giant. The giant got smaller. He took another step, and another. The giant got smaller and smaller with every step. Soon the young man was in front of the giant and the giant was now only one foot high.

'What is your name?' said the young man.

'My name is Fear' said the Giant. And the young man did make friends and he took him home and always gave him a place at the table.

Story 6 - The Lost Axe

Bones of the story (This is the bones of the story, meaning that it is in bullet point form and allows the storyteller to 'fill in' the parts within.

- Once, in Ancient China, there was a farmer. He went to his shed to look for his axe. But he just couldn't find it anywhere.
- He went outside and saw his neighbour's son. The farmer suddenly realised that it must have been him who had stolen the axe.
- The more he looked at the boy the more he could see that he was criminal. He looked guilty. He could tell by the way the young man looked away from him.
- One day the young man said, 'Hello', but the farmer thought he was just laughing at him. The farmer kept on thinking about what he would like to do to that boy. He played out what would happen in his mind if he accused the young man and knew the young man would deny it even though he had taken it.
- However, the farmer had to go back to his shed to get a saw. While he was looking for it, he found his axe. He realised it had been there all the time.
- Whenever he saw the boy he realised he looked exactly the same as before but now he knew that he had not stolen his axe. What had changed was not the young man's appearance or behaviour but the facts.



Angry



Furious



Disgusted



Happy



Raging



Joyful



Grateful



Cheerful



Hopeful



Peaceful



Proud



Content



Glad



Thrilled



Pleased



Unhappy



Sad



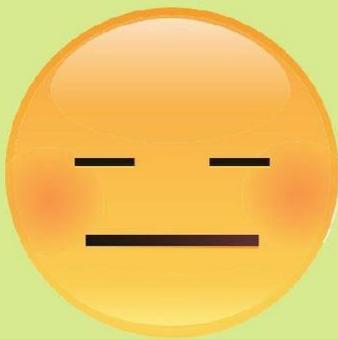
Annoyed



Disappointed



Frustrated



Irritated



Ashamed



Miserable



Devastated



Guilty



Embarrassed



Jealous



Regretful



Scared



Anxious



Nervous



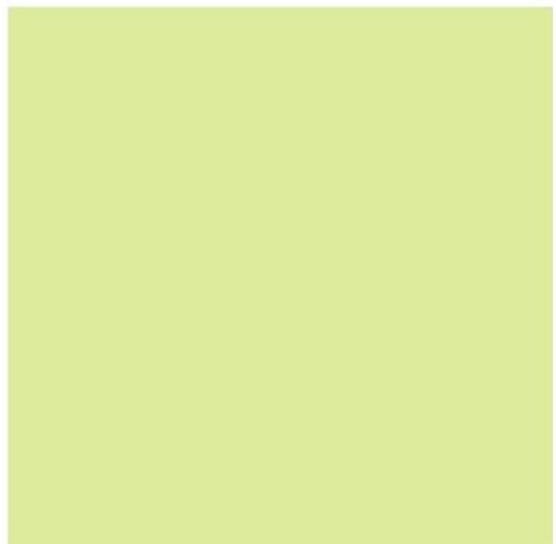
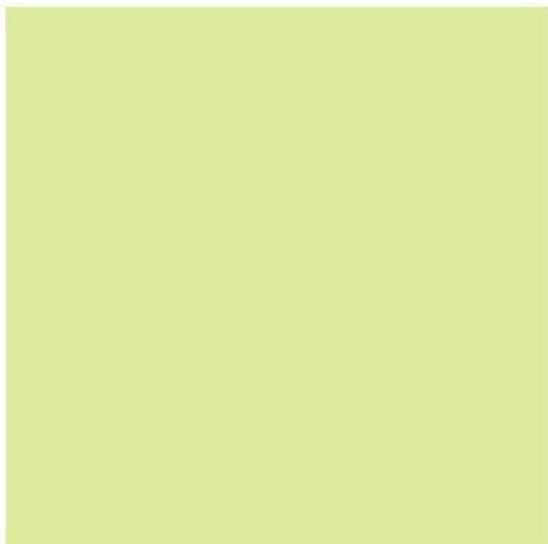
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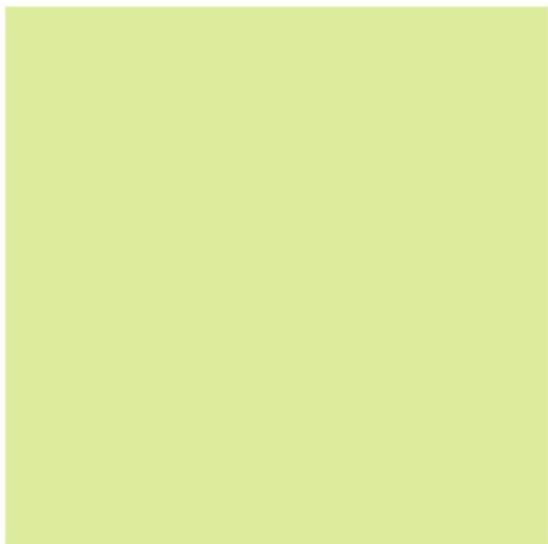
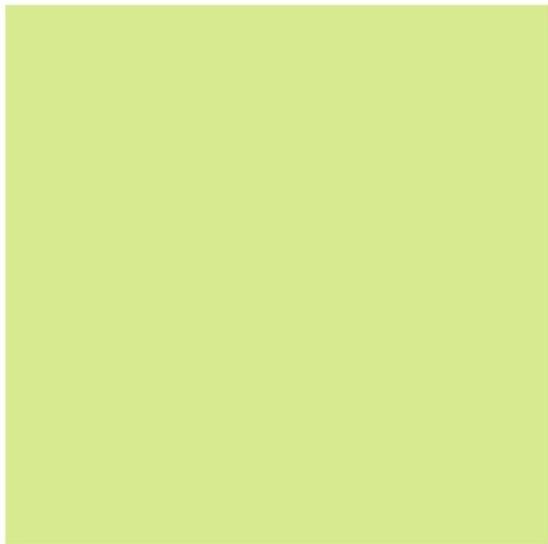
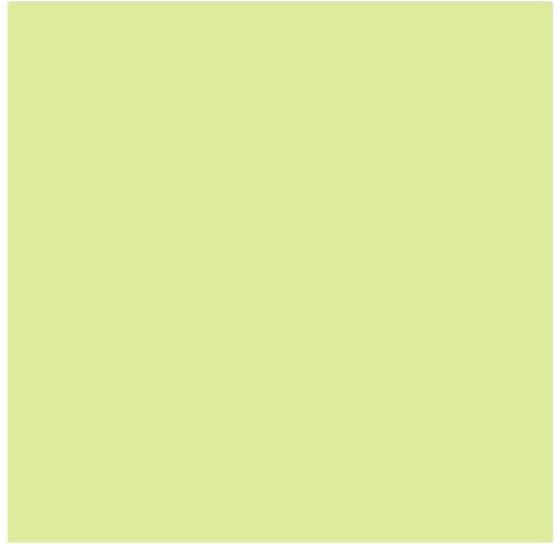


Fearful



Shocked





Emotion and Situation Cards

 _____ 

I am

because.....

.....

.....

_____  

 _____ 

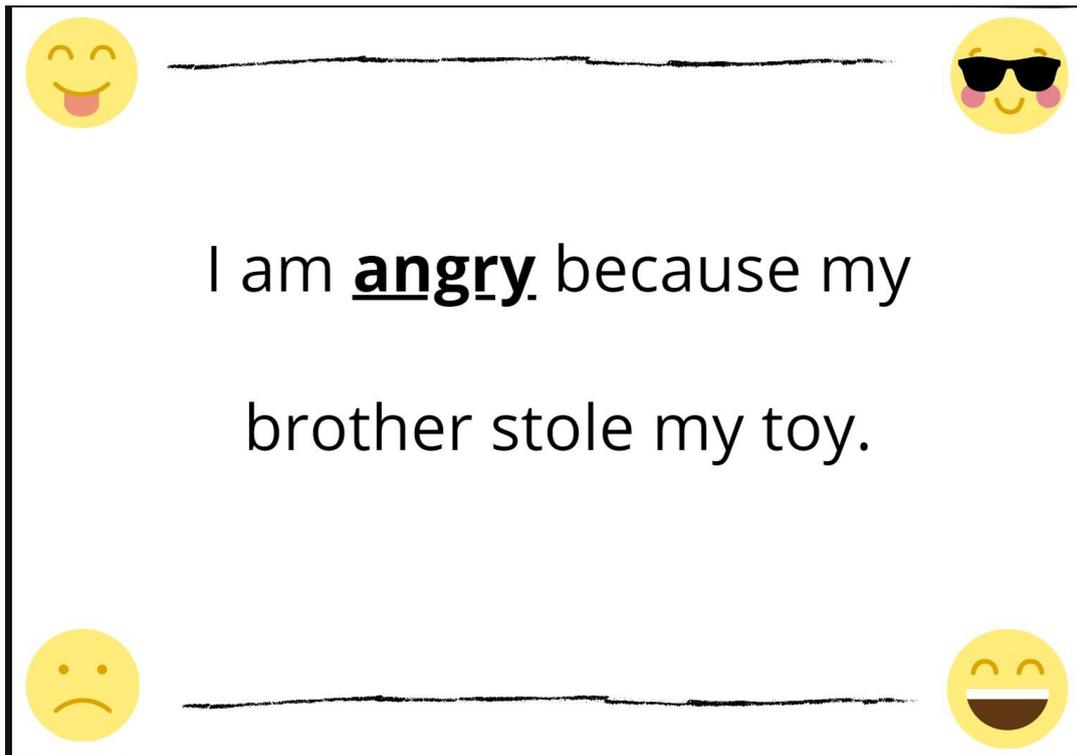
I am

because.....

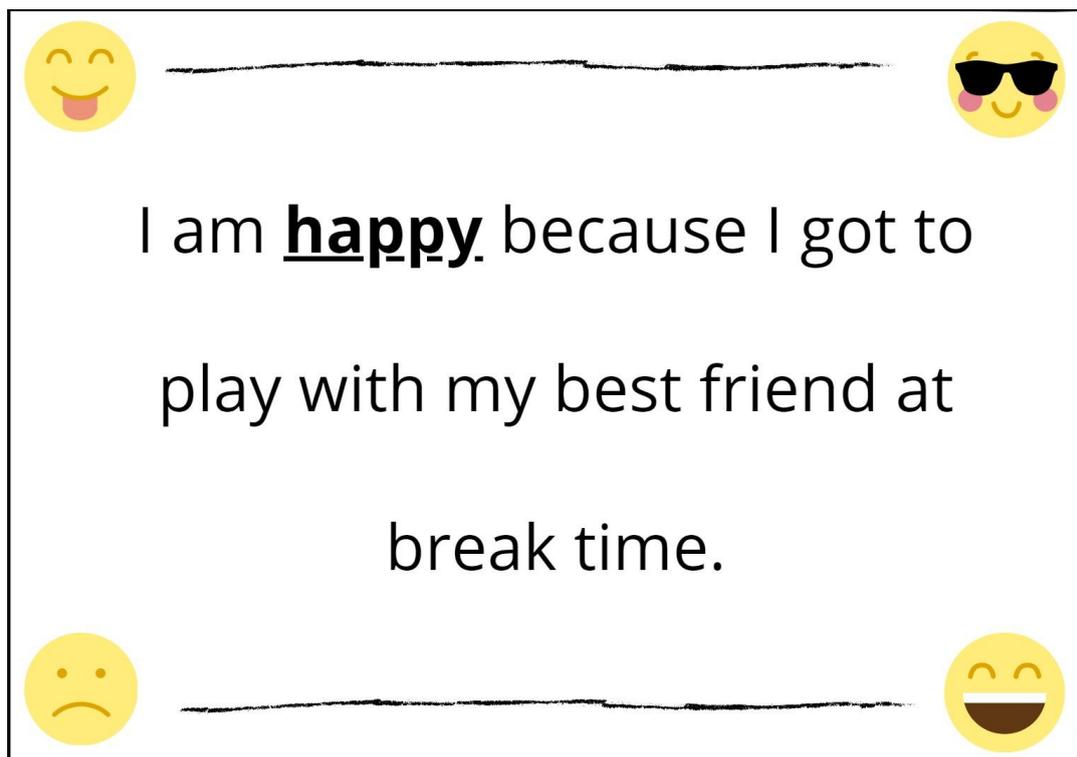
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_____  



I am **angry** because my
brother stole my toy.



I am **happy** because I got to
play with my best friend at
break time.



I am **jealous** because I didn't
get star of the week.



I am **sad** because I broke my
favourite toy.





I am **scared** because I have to
sing in front of a lot of
people.



I am **worried** because I have
a maths test today.





I am **proud** because I scored
the winning goal at football.



I am **excited** because I am
going horse riding.





I am **embarrassed** because I
fell over in front of the class.



I am **frustrated** because I
don't understand my class
work.



Feelings are Funny Things

Feeling that you're not as good as someone doesn't mean you are not as good as them.

Feeling stupid doesn't mean you are stupid.

Feeling not good enough doesn't mean you are not good enough.

A feeling is not a fact – it comes from what you've thought – a thought can make you feel and a feeling might give you something to think about.

It's what you decide to do that matters. Make your actions based on what's important to you – the things you value.

Notice your feelings – Let them be and let them go.

'Just keep going – No feeling is final.'

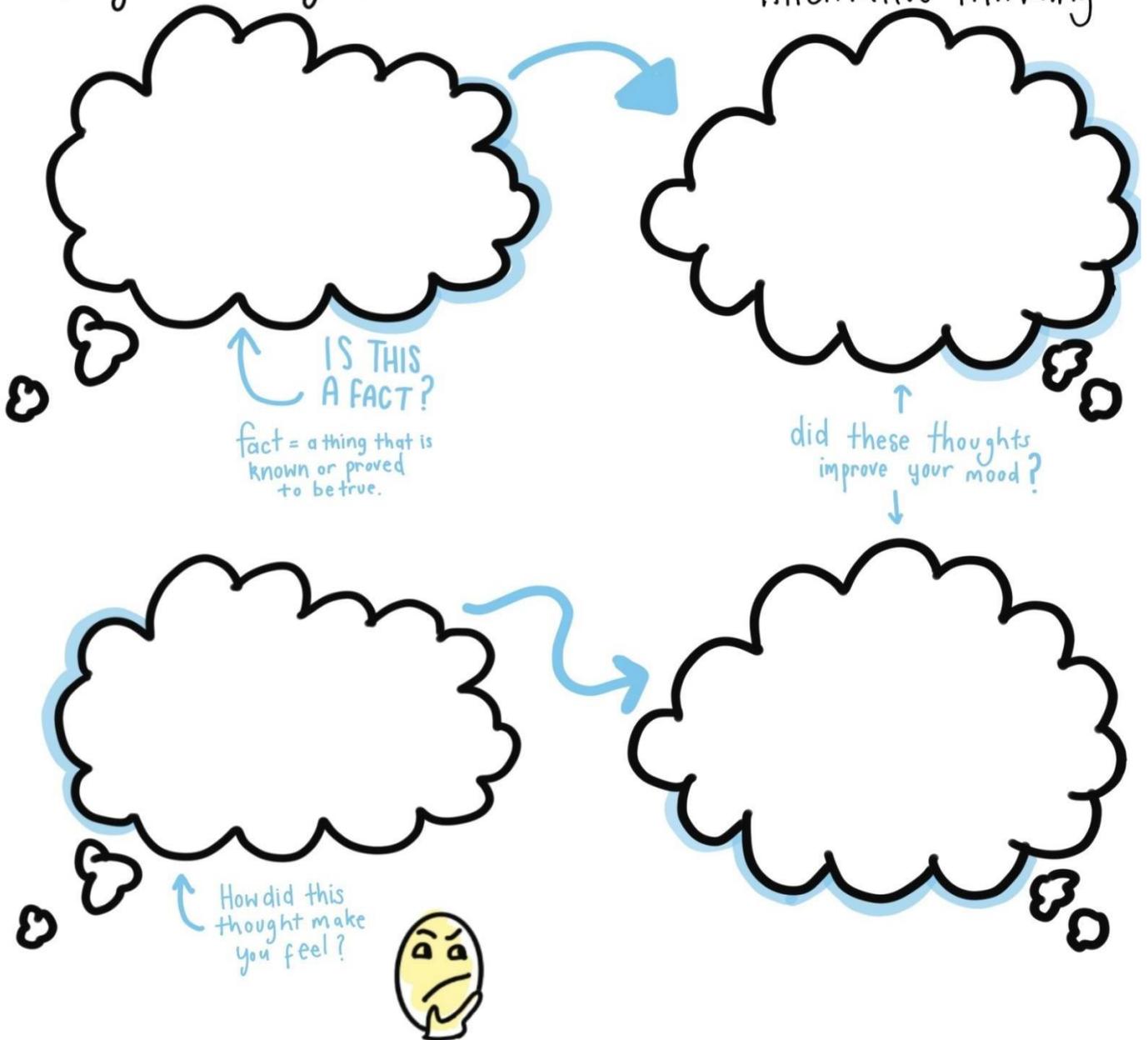


Alternative Thinking

Over the next week, try to notice what thoughts come into your head at times when you are feeling low or upset. Are any of these thoughts negative? In the thought bubbles on the left, record any negative thoughts you have. In the bubbles on the right, try to change that thought into something more positive. There are also some questions for you consider whilst completing the activity.

Negative thoughts

Alternative thinking



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& SOCIAL CARE PARTNERSHIP**
**PARTHNERIAETH IECHYD
& SŴFAL CYMDEITHASOL INTEGRIG**
Coedwiged by the Allgwnnwg

Alternative Thinking

Negative thoughts

Alternative thinking

do these thoughts make you act or behave in a certain way?

Now see if you can change your negative thoughts to more positive ones... without using the worksheet!

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Coalledol o Weithgareddau
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& SOCIAL CARE PARTNERSHIP**
**PARTHNERIAETH Iechyd
& GOFAL CYMRUETHASOL INTEGRIG**
Coedwiged i'r Wngwngwng

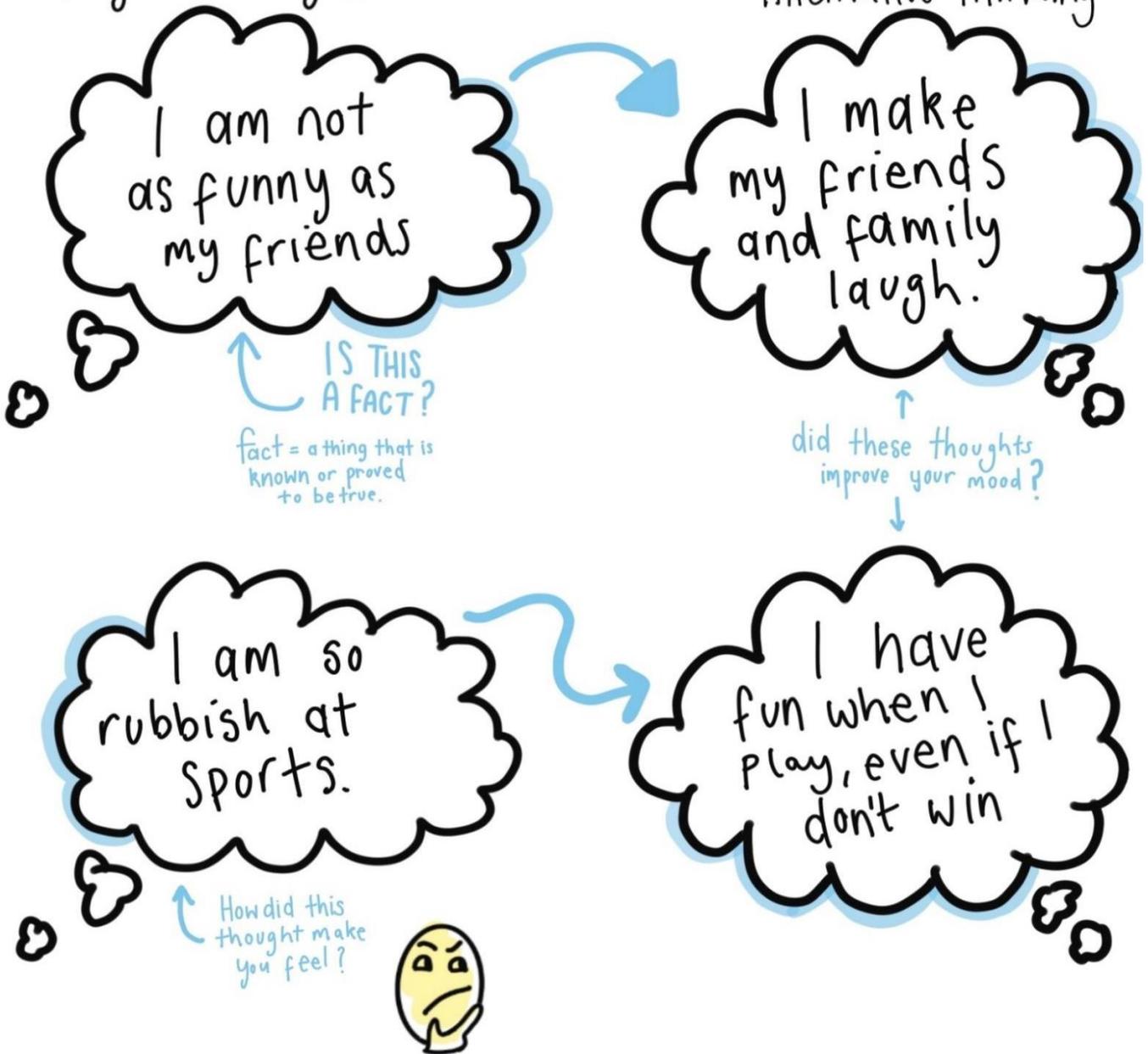
EXAMPLE

Alternative Thinking

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Negative thoughts

Alternative thinking



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Example

Alternative Thinking

Negative thoughts

Alternative thinking

I can't do this task. I give up.

This task is difficult. I am going to ask — for help.

— is in a mood with me

— doesn't seem themselves today. I wonder if something's wrong?

do these thoughts make you act or behave in a certain way?

I can't be bothered to go to the gym today.

I always feel better after exercise, I'll just go for a walk instead.

Now see if you can change your negative thoughts to more positive ones... without using the worksheet!

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HAPPINESS

SADNESS

ANGER

ANXIETY /
FEAR

OTHER

REFERENCES

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Killick, S. and Okwedy, P. (2020) *Feelings are Funny Things: A Storytelling Toolkit*.

Feelings are Funny Thing: A Storytelling Toolkit is available to download in English and Welsh be going to the website <https://feelingsarefunnythings.org/>