



Northern Ireland
Curriculum

Difficult Feelings

The main themes of this unit are:

- acknowledging and managing difficult feelings is an important part of our wellbeing;
- recognising feelings of jealousy, exclusion, resentment, shame and guilt;
- everyone needs to recognise the feelings associated with the victim, bystander and bully in bullying situations and know how to react;
- we should see ourselves as equals in friendly relationships; and
- the difficulties involved in talking about guilt and shame.

Key Stage 1

Year 4

Personal Development and Mutual Understanding: Key Stage 1, Year 4

Strand 1: Personal Understanding and Health

Unit 2: Difficult Feelings

Complementary Units: The Real Me  Friendships  Who Influences Me? 

**living
learning
together**



Teaching approaches

Class Information Book

Consider using your children's computer skills to create an information book for new pupils and substitute teachers to the class. Inform parent(s)/carer(s) of what you intend to do and ask their permission. Invite the children to take digital photographs of each other to be uploaded and included in the booklet and ask them to write an accompanying paragraph about themselves.

What if...

Encourage the children to use their imagination and thinking skills by asking what if questions, for example:

- What if everybody was always happy?
- What if break was 30 minutes and lunch was one hour?
- What if the Principal was a child and the teachers were the class?
- What if children had to clean their own classrooms?
- What if there were 45 children in the class?
- What if that piece of carpet could take you wherever you wanted to go?
- What if you won £1 000?
- What if you had a magic wand?
- What if you could be the best at something?
What would it be?

The Model Teacher

Teachers are important role models in the lives of the children they teach. Help your children recognise and talk about their feelings and emotions by giving them glimpses into your own feelings.

If you have a headache, explain why you're not your usual self and need the children to be quiet. Tell them when you're feeling better and thank them. If something really good has happened to you, share brief details with your class. Little snippets of personal information suggest that you trust them.

Give regular opportunities for everyone to show how they feel without having to give reasons. Use colours or shapes to represent what you and your class consider are your main feelings. Place these on a tree, barometer, designated corner, desk or jumper. Use collective and individual ways of showing the feelings.

Encourage use of a wide feelings vocabulary by changing the words associated with the colours. You can also introduce similar feelings using different words.

The Anti-bullying Classroom

Even if you think that bullying is not happening in your classroom, regularly use activities such as a circle time to ensure that children are constantly reminded that bullying is not permitted.

Reinforce that you consider behaviours such as teasing, name calling or put downs to be bullying. Be quick to enforce your school's procedures for dealing with any infringements. Ensure that those who witness bullying or are bullied know what to do, so that opportunities for learning are not lost through feeling frightened, worried or scared.

Key Experiences

in exploring their own and others' feelings and emotions and how their actions affect others

Building on Foundation Stage

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

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

Working at Key Stage 1

Explore and discuss their own and others' feelings and emotions, and how their actions affect others:

- beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being; and
- beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss.

Moving towards Key Stage 2

Explore and discuss a range of feelings and emotions and the feelings and emotions of others:

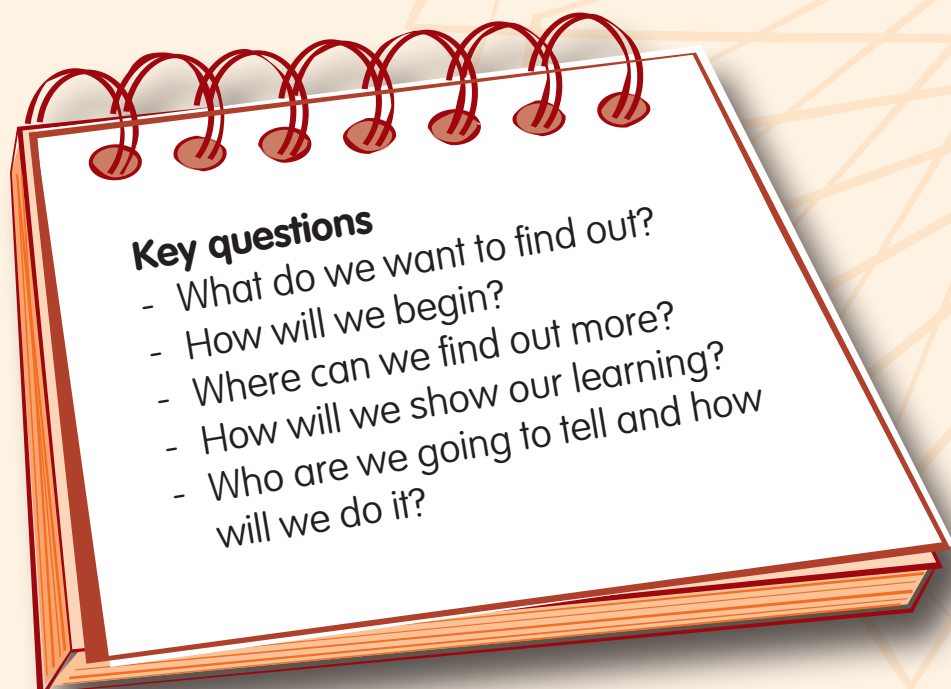
- examining and exploring their own and others' feelings and emotions;
- knowing how to recognise, express and manage feelings in a positive and safe way; and
- recognising that feelings and emotions may change at times of change and loss.

Progress in learning

- I am beginning to recognise when I feel excluded, jealous or resentful.
- I can try to explain why I feel excluded, jealous or resentful.
- I am beginning to recognise when I feel guilty or ashamed.
- I can try to explain why I feel guilty or ashamed.
- I know the difference between feeling guilty and being guilty.
- I know some of the things I can do if I feel excluded, jealous or resentful.
- I know some things I can do if I feel guilty or ashamed.
- I know it is ok to be sad.
- I know some things I can do when I feel sad and when someone who meant a lot to me has died or gone away.
- I am developing an awareness of and respect for how other people feel.
- I can describe how I feel.
- I know it is better to talk to someone when I am trying to manage difficult feelings.
- I can name people who can help me when I have difficult feelings.
- I am getting better at taking responsibility if I have done something wrong.
- I can tell you what I need to do when I have done something wrong.
- I can do what I need to do pleasantly when I have done something wrong.

Learning intention:

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



Learning together

Plan

When the children are actively involved in the planning process of a topic they have opportunities to feel included, involved, enthused, positive, confident, successful and good within themselves. The range of key questions will give everyone a chance to contribute. As the topic progresses, ask more questions to extend the learning.

Do

Interactive activities that allow for a range of abilities will continue to develop the children's feelings of inclusion. This unit is about managing difficult feelings so it is important that children are given opportunities to explore, discuss and reflect on these feelings and realise that, at times, everyone feels like they do. Where everyone's efforts are valued, the children will feel secure.

Review

Review topics like difficult feelings by asking the children to complete the following sentence stems:

- What I/we learned about [name the success criteria] was...
- What I/we found difficult was...
- What I/we found interesting was...

You can also ask: How would you change the activity for another group/class?

Further suggestions can be found in Learning Through Play at Key Stage 1 (see resources section of this unit).

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

Managing information

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

Recognise where similar tasks have been done in the past;

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

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

Record information in a variety of formats; and

Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;

Sequence, order and rank information along different dimensions;

Identify similarities and differences by making simple comparisons and connections;

Begin to test predictions and to look for evidence;

Make decisions and generate options;

Suggest possible solutions to problems;

Be systematic and work through the stages in a task;

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

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

Being creative

Show curiosity when approaching new tasks and challenges;

Have experiences with all the senses;

Listen to and share ideas and experiences;

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

Take time to use the imagination;

Enjoy the unexpected, unusual and surprising; and

Experiment and investigate real life issues.

Working with others

Develop further habits of collaborative learning;

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

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

Show the ability to learn from shared and modelled activities;

Adapt behaviour and language to suit different situations;

Show fairness to others; and

Recognise and respect other people's feelings and ideas.

Self-management

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

Check work routinely for accuracy and precision;

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

Seek help from other people;

Work towards personal targets identified by the teacher; and

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

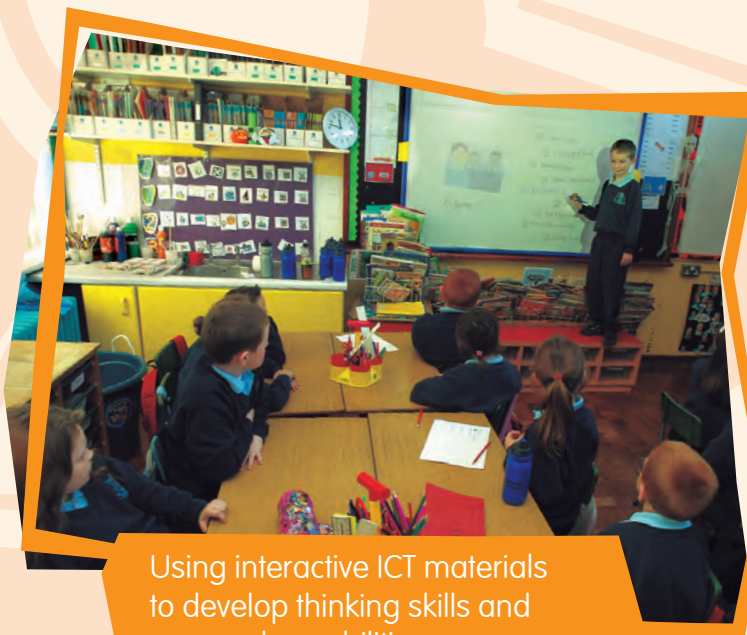
Across the Curriculum: Connecting the learning

Personal Capabilities



Developing a sense of empathy is the basis of good relationships when working with others. These children are practising the 'magic eye' trick from Learning activity 1.

Using ICT



Using interactive ICT materials to develop thinking skills and personal capabilities

Language and Literacy



Using active strategies to voice opinions

Words and phrases I will hear and use

Guilty

Victims

Bystanders

Excluded

Conscience

Jealous

Difficult feelings

Ashamed

Facial expression

Jealous

Responsibility

Bullies

Inclusive

Empathy

Body language

Learning activities

Activity 1

Feeling jealous

Understanding that acknowledging and managing difficult feelings is part of our wellbeing.

Activity 2

Feeling excluded

Focusing on feeling excluded in relation to bullying.

Activity 3

Feeling resentful

Recognising that we start out as equals in any friendship.

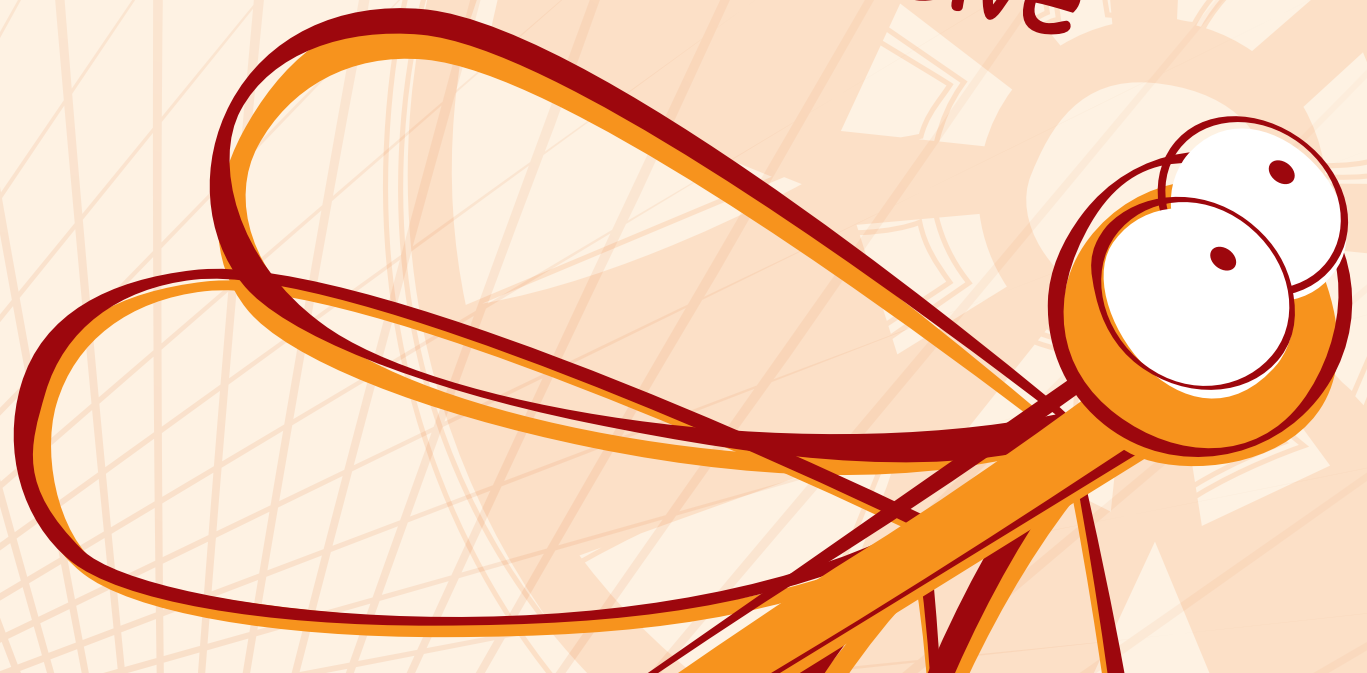
Activity 4

Feeling surprised

Talking about the difficult feelings of shame and guilt.

Resentful

Exclusive



Learning activity 1: Feeling Jealous

CORE CONCEPT

Acknowledging and managing difficult feelings is an important part of our wellbeing. Sibling rivalry can bring to the surface difficult feelings of jealousy and resentment. For example a new baby may usurp the exclusive rights we enjoyed as the only child.

All children will have to contend with change. Change brings with it increased independence and responsibility, and in the case of older or younger siblings, shared space and resources, time and attention.

SUGGESTED SUCCESS CRITERIA

We will identify difficult feelings in ourselves and in others.

We will continue to develop our empathy skills.

We will become more sensitive to our own and others' emotions as the first step in managing difficult feelings.

POINTS TO NOTE

Before beginning this unit send home the Letter to Parent(s)/Carer(s) so that they are aware of the topics being covered.

In this unit we use some media clips from Interactive Sarah and the Whammi. You can access this from www.nicurriculum.org.uk Follow the links from Personal Development and Mutual Understanding.

You may wish to extend the learning activities in this unit by using other activities from Interactive Sarah and the Whammi.

You can access the full Sarah and the Whammi series on the LNI website <https://learningni.net/> Follow the 'video' links.

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Feelings List (Resource B)
- Feelings Faces 1 (Resource C)
- Interactive Sarah and the Whammi
- Active Learning and Teaching Methods for Key Stages 1 and 2

WHAT TO DO

- Media Clip
- The Magic Eye Trick
- How Are We Feeling?
- Feelings Faces 1

Media Clip

Organise the children to watch Interactive Sarah and the Whammi, Media Clip 1:1 (Unit 1: Family Matters). The children meet Sarah Boyd and they find out more about her and her family. The magic eye trick is also explained in the media clip.

If you have already watched this media clip, ask the children what they remember about the magic eye trick. Hopefully they will remember the instructions outlined below:

- first pick someone;
- close one eye;
- look hard at that person with the other eye; and
- whisper the magic words em-path-y three times.

If the magic works, you can see inside the other person's head and see what they see. Even though this game deals with the purely physical world, it is the beginning of empathy. It is a relatively short step to begin to understand what a person might be thinking or feeling.

The Magic Eye Trick

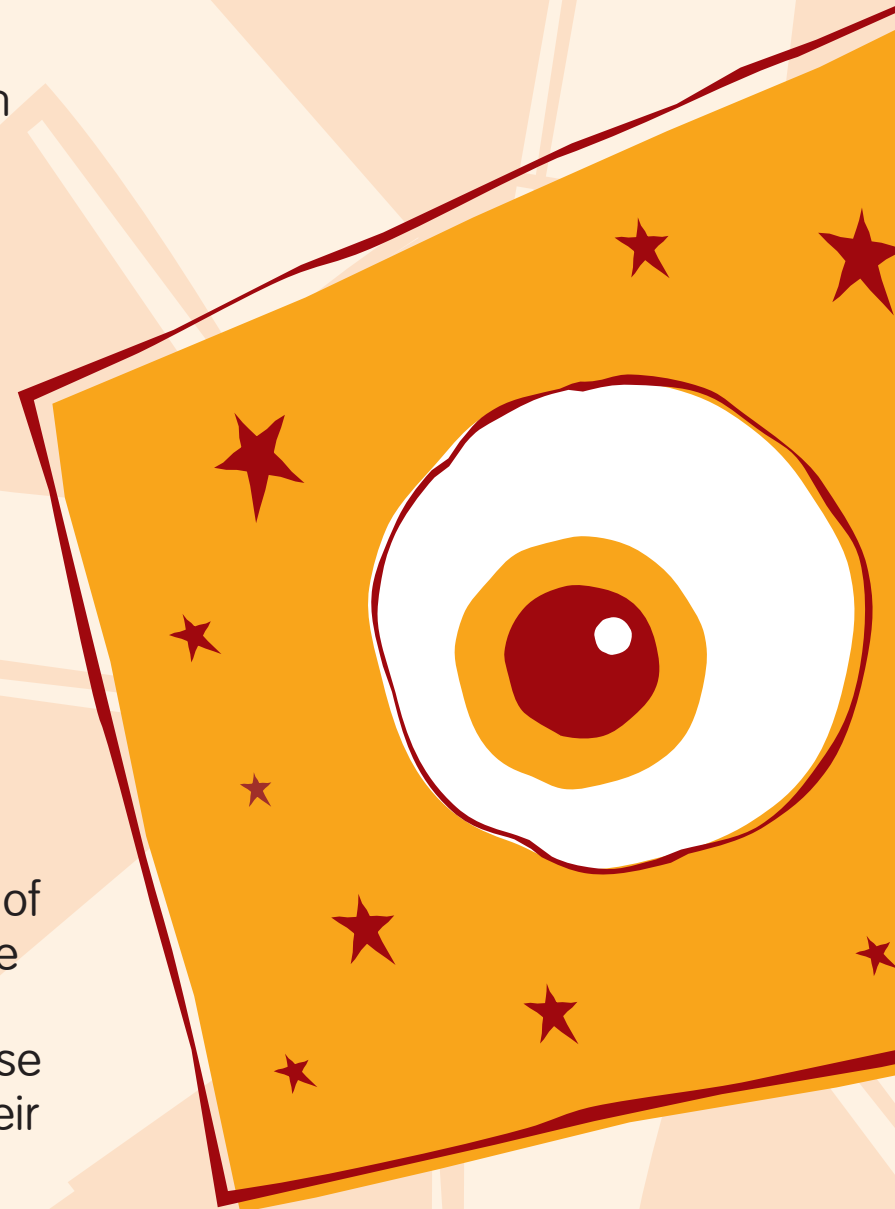
Organise the children into pairs, sitting opposite each other. Have them practise the *magic eye trick* on each other. Ask each child to think about what their partner can see. You can ask questions to prompt their thinking, for example:

- Can Sarah see the window?
- Can John see the clock?

Then, have them ask themselves questions such as:

- Might s/he be thinking of birds/break time/playing outside?
- How might s/he be feeling?

Invite the children to draw a picture of what they think their partner can see and how they feel. Ask each pair to swap pictures and discuss how these compare with what was really in their heads and how they were feeling.



Learning activity 1: Feeling jealous (continued)

How Are We Feeling?

Use the following questions to initiate a class discussion:

- Do our faces always show our true feelings?
- Do we sometimes hide how we really feel?
- What did you find out by practising the *magic eye trick* and drawing/ writing about each other?

Pair-group the children and distribute a set of the Resource B: Feelings List to each table/group. Tell the children that these words refer to Sarah in the Interactive Sarah and the Whammi resource. Encourage the children to think of other feelings words not on the list. Explain the task of diamond ranking (Active Learning and Teaching Methods for KS 1 and KS 2 p22). Ask them to come up with their top four words for **Feelings Sarah Shows** and **Feelings Sarah Hides** and to record these in the table on Resource B. Read out each group's top four words and discuss any similarities or differences. Ask the children for evidence to support their choice of words.

Alternatively, use a mind map (see Active Learning and Teaching Methods for KS 1 and KS2 pp 48-49) to write up their own ideas about Sarah's feelings including:

- those she shows and why; and
- those she hides and why.



Feelings Faces 1

Cut out the faces from Resource C: Feelings Faces 1. Show the children the faces one at a time. Do not show them the name of the feeling. Invite volunteers to suggest the name of the feeling being illustrated. Introduce the words for each of the feelings shown and talk about the facial expressions shown on each of the feeling faces. Use the following questions to develop discussion and encourage the children to give reasons for their answers:

- Do faces always show a person's true feelings?
- Do the faces reflect some of the feelings that Sarah showed and those she hid?
- Do people who say they 'don't care' really not care? (Highlight that if people protest that they 'don't care', that often means that they do!)
- Does anyone recognise Sarah's feelings or have a similar story about sibling rivalry?

Over a period of a week, ask the children to be alert for other words that describe how Sarah was feeling about the new baby. They may be able to find feeling words in their storybooks, in shared reading texts, by listening to the news, or in the newspapers. List the additional words on a chart and display them in the classroom. Encourage the children to use this class collection of words when expressing themselves.

storybooks

feeling words

newspapers

listening

Learning activity 2: Feeling excluded

CORE CONCEPT

This unit considers feelings of exclusion in relation to bullying. Whilst it is tempting to classify children into three different groups: bullies, victims and bystanders, it is important that we don't apply fixed labels to individuals and even more important that children do not adopt the roles such labels imply.

Behaviour can change. The bully can change his/her behaviour and the victim can become stronger with help.

SUGGESTED SUCCESS CRITERIA

We will learn more about exclusion and the feelings associated with it.
We will learn more about bullying and the feelings associated with it.

POINTS TO NOTE

One definition of bullying is, 'the wilful mistreatment of people perceived to be vulnerable, weak or defenceless.'

Mistreatment can take many forms. It can be silent, sly or merely attitudinal, for example ignoring someone can be wilful mistreatment. When children are bullied or hurt in some way they will often try to disguise the fear or pain they feel, thus fuelling the fiction that it doesn't matter and has no effect on them. Stoicism in the face of cruelty or mistreatment may be admirable, but it can allow bullies to deny they have done any harm.

You can access the full Sarah and the Whammi series on the LNI website <https://learningni.net/> Follow the 'video' links.

WHAT YOU NEED

- Feelings Faces 2 (Resource D)
- Interactive Sarah and the Whammi

WHAT TO DO

- Clumps
- Media Clip 1
- Four Corners
- Feelings Faces 2
- Media Clip 2

Clumps

Explain to the class that they are going to take part in some group activities to find out more about themselves and their behaviour towards others.

Invite the members of the class to walk around the room. Tell them that you are going to shout out a number. When you call out the number, the children have to get into 'clumps' of that number. For example, if you call out the number four, the children must get into 'clumps' of four. Repeat this several times, but using a different number each time.

This game allows members of the class to get into their own groups. Observe the groups and individuals as they get into their clumps. Do they merge with those nearest to them or look for their friends? Reflect on this with the class by asking the following questions:

- How inclusive/exclusive were you?
- How did those who didn't find a place in a clump feel?

Share your experiences of being in and out of groups.

- When have you experienced being excluded? When have you been the excluders?
- Did you intend to exclude or did it just happen?
- Sometimes our good intention to include one person (for example, a friend who didn't manage to get into a group) excludes someone else (for example, someone who feels on the fringe of that group). Did this happen?

You can also use this game to reinforce any number facts you may be learning.

Media Clip 1

As a class, watch Interactive Sarah and the Whammi, Media Clip 2.2 (Unit 2 Bullying). In the clip, Sarah is using the magic eye trick to learn about exclusion and bullying and the feelings associated with them. Use the following questions to initiate a class discussion:

- What has Sarah learned about David?
- What has she learned about bullying?
- What has she learned about feelings of exclusion?



Learning activity 2: Feeling excluded (continued)

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Four Corners

This exercise is a walking debate in which the children respond to statements, express/listen to different points of view and change their minds. It will enable you to gather stories of the different ways people can bully/be bullied and the feelings associated with the victim, bully and bystander. Label the four corners of the classroom:

- happy;
- sad;
- angry; and
- afraid.

Happy

Sad

Afraid

Angry

Ask a number of questions (choose from those below or add your own). Ask the children to listen to the question, pick one of the feelings and go and stand in the appropriate corner of the room.

- How do you feel when you are called a name you did not choose by a very popular member of the class and a gang leader?
- How do you feel when you are always leaving someone out because everyone else does and you don't want to be associated with them?
- How do you feel when your best friend laughs at someone being made fun of?
- How do you feel when your friend walks on when they see and hear you being called hurtful names?
- How do you feel when you tell hurtful stories/jokes to your friends about someone you don't like to feel big/put them down?

After each question, invite children in each corner to complete the sentence stem, **'I feel...'** Encourage them to say more about what they feel and why. After hearing the various responses, invite any children that wish to change corners to do so and to say why they have changed.

Discuss what you have learned about bullying/exclusion and the associated feelings. Ask the children if there is anything they will do differently in the future.

Feelings Faces 2

Cut out the faces from Resource D:

- Feelings Faces 2.** Show the children the faces one at a time. Do not show them the name of the feeling. Invite volunteers to suggest the name of the feeling being illustrated. Introduce the words for each of the feelings shown and talk about the facial expressions shown on each of the feeling faces. Use the following questions to develop discussion and encourage the children to give reasons for their answers:
- Do faces always show a person's true feelings?
 - Does anyone recognise Sarah's/ David's feelings or have a similar story about feelings of exclusion?
 - In the four corners exercise, did people go into different 'feelings' corners in response to the same scenario?
 - Do people respond in different ways to exclusion or do people feel the same way and just hide their feelings better?

Media Clip 2

As a class, watch Interactive Sarah and the Whammi, Media Clip 2.3 (Unit 2 Bullying). In this clip Sarah does not need the magic eye trick to learn how David is feeling. After watching the clip, use the following questions to encourage a class discussion:

- Why does Sarah not need to use the *magic eye trick* to learn how David is feeling?
- Why does Mr Gill deliberately misunderstand who 'freaky' is?
- Do you think this might help Mark to have more empathy with David?
- List some of the feelings you see on the children's faces.
- Do you think any of them might change the way they feel about 'backing their mates' or 'picking on people who have no friends' after Mr Gill had talked to them?

I feel... expression

Learning activity 3: Feeling resentful

CORE CONCEPT

Feelings of resentment. One of the ways of counteracting peer-group pressure is for all children to understand that they are entitled to their own thoughts, emotions and opinions, and they start out as equals in friendly relationships. The danger of close, exclusive friendships is that one person can become emotionally dependent on the other, overly protective of the relationship and resentful of outsiders. Thus the child's ability to relate to a wide range of other people becomes stunted and their potential for growth limited.

SUGGESTED SUCCESS CRITERIA

We will learn more about resentment.
We will continue to develop the skills of empathy.

POINTS TO NOTE

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

This learning activity uses puppets. If you do not have access to puppets, instructions for making a knitted puppet are included on Resource E. You may like to invite any family members who are knitters to help you make puppets prior to the lesson.

You can access the full Sarah and the Whammi series on the LNI website <https://learningni.net/>. Follow the 'video' links.

WHAT YOU NEED

- The Knitted Puppet Pattern (Resource E)
- The Ten Oks (Resource F)
- Interactive Sarah and the Whammi Resource

WHAT TO DO

- Media Clip
- Friendships Discussion
- Walking Debate
- Puppets
- The Ten Oks

Media Clip

As a class, watch Interactive Sarah and the Whammi Media Clip 3.2 (Unit 3 Friendships). In this clip, Sarah is using the magic eye trick to learn about being 'new' and the associated feelings.

Friendships Discussion

Use stills from the clip to talk about body language, for example folded arms and serious, unsmiling faces. Ask the following questions to encourage a class discussion:

- What does Angela's body language communicate?
- Has Sarah interpreted or responded correctly?
- What does Laura's body language communicate?
- What do you think are the consequences of Sarah's invitation for Angela/Sarah/Laura?
- Can we interpret body language wrongly? If so, what are the consequences?
- Are we aware of our own body language?



Use the following questions to encourage the children to share their views about friendship:

- Why do we have friends?
- Why might Angela or Laura want to keep Sarah to themselves? Is this a good idea?
- How can we keep our old friends when we make new ones?
- What are the dangers of exclusive friendships? What are the feelings associated with them?
- What happens when best friends 'fall out'?

Walking Debate

Label three corners of the classroom:

- agree;
- disagree; and
- don't know.

Ask the children, to listen to the statements you read aloud and decide if they agree, disagree or don't know. They must go and stand in the appropriate corner of the classroom. Use the statements below or add some of your own:

- I like my friends to be honest if they disagree with me.
- I am only friendly to people I like.
- You can only have one best friend – two is company and three is a crowd.
- I prefer to have lots of different friends.
- If you are a friend to someone who is unpopular you will be unpopular too.

De-brief or summarise by asking the children:

- When you make new friends should you leave your old ones?
- Is it better to have one friend than two or more?
- Should your best friend have any other friends?

Puppets

Use two puppets and introduce them to the class. Give the first puppet:

- an English/other accent;
- a 'different' appearance (skin colour, hearing aid/glasses, clothing, turban or hijab).

Tell the children that it is the puppet's first day at school.

The second puppet can tell the children how s/he feels about this 'new' pupil. Perhaps s/he has the same thoughts and responds in a similar way to Sarah. Invite the children to ask the puppets questions about:

- how they feel; and
- what they are going to do.

Next, invite the children to talk about:

- what they would do in this situation; and
- what the consequences might be for one puppet befriending/not befriending the other.

If you want to make your own puppets, a pattern is included in Resource E: **The Knitted Puppet Pattern**.

The Ten Oks

Give the children a copy of Resource F: **The Ten Oks**. Use this to affirm with the children that they are all entitled to their own thoughts, emotions and opinions, and that they are equals in friendly relationships.

Learning activity 4: Feeling surprised

CORE CONCEPT

Feeling ashamed. It is very difficult to talk about shame and guilt feelings. Being guilty is very different from having guilt feelings.

It is good to encourage children to talk about the things they are ashamed of and, where appropriate, to say sorry rather than keep their guilt inside.

Sometimes we have guilt feelings when we have absolutely nothing to be guilty about. Children are particularly vulnerable to threats, bullying and manipulation when they are carrying feelings of guilt and shame.

SUGGESTED SUCCESS CRITERIA

We will talk about the surprise we feel when angry feelings come out.

We will talk about shame and feeling sorry.

We will examine the difference between guilt and guilt feelings.

We will talk about loss.

POINTS TO NOTE

In the Sorry! Story, the character's behaviour is affected by his conscience.

You may have to explain the meaning of conscience (the moral sense of right and wrong) to the children.

Talk about good and bad consciences. Generally when we talk about having a good conscience, it's about how we feel after doing the right thing in our estimation. When we have a 'bad' conscience, it's about how we feel after doing the 'wrong' thing in our estimation.

You may also need to explain what a stroke is. There is some useful background information from the Stroke Association website <http://www.stroke.org.uk>

WHAT YOU NEED

- Sorry! Part 1, 2 and 3 (Resource G)
- Feelings Faces 3 (Resource H)
- Active Learning and Teaching Methods for Key Stages 1 and 2
- Art materials, magazines, scissors and glue
- Photos

WHAT TO DO

- Sorry! Part 1
- Reflection Alley
- Pair Share
- Feelings Faces 3
- Sorry! Part 2
- Spirals
- Sorry! Part 3
- Dealing With Loss
- Group Collage
- Closure

Sorry! Part 1

Read Sorry! Part 1 (Resource G) aloud to the children. Talk about 'good' and 'bad' consciences. Then, ask the children the following questions:

- What do you think makes Johnny popular?
- Would you like him for a friend?
- What feelings does Johnny have when he discovers that his Granny has forgotten to get his comic? Why?
- At what point do these feelings change?
- Why does he not tell his Mum what happened?

Reflection Alley - What would you advise?

(This is a variation of Conscience Alley in Active Learning and Teaching Methods for KS1 and KS2, p16). Explain to the class that Johnny needs to make a decision about what he will do regarding his relationship with his Granny.

Divide the class into two groups. Explain that one group will represent Johnny's 'good' conscience and the other group will represent his 'bad' conscience. Have the two groups form two lines, facing each other. Take on the role of Johnny or ask a volunteer from the class to pretend to be him. Invite Johnny to walk down the space between the two groups (reflection alley) and ask for advice from various members of the groups on either side. When Johnny has reached the end of the alley, ask him to say what he might do from all the advice he has been given.

Questions for discussion:

- Have you ever felt like this?
- What do you think will happen next?

Pair Share

Invite the children to make a list of some of the words or actions that they have been sorry for/felt ashamed of using and are willing to talk about. Organise them into pairs and ask them to talk to their partner about their list. Ask the children:

- Were there any instances when you and your partner chose the same things?
- Think about why you say/do these things. What would help you not to do/say them?
- Are you ever surprised, as Johnny was, by feelings that suddenly spring up inside you?



Learning activity 4: Feeling surprised (continued)

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Feelings Faces 3

Use Feelings Faces 3 (Resource H). Show the children one face at a time, and ask:

- Can anyone name the feelings illustrated? Introduce the words for each of the feelings shown and talk about the expressions.
- Does anyone recognise Johnny's feelings or have a similar story about feelings of surprise or shame?



Sorry! Part 2

Read Sorry! Part 2 (Resource G) aloud to the children and talk about Johnny's feelings. Then, ask the children:

- What feelings does Johnny have when he hears that his Granny has had a stroke?
- Do you think it would have been a good idea for Johnny to visit his Granny with his Mum?
- Johnny feels guilty but is he? Talk about the difference between being guilty and having guilt feelings. Explain that children/people are very vulnerable to threats, bullying and manipulation when they are carrying guilt feelings.
- Is Johnny responsible for his Granny's stroke? How do we know?
- What are the consequences for Johnny of his guilt feelings?
- What does Johnny need to do?
- Is it easy to let go of guilt feelings?
- Is it easy to say sorry? Do we always have to say it? Are there other things we can do to show that we are ashamed/sorry?
- Talk about the different ways in which we can say or indicate that we are sorry.

Spirals

Place A4 or larger sheets of art paper in a large spiral in the centre of an open space. Make sure there is plenty of room for the children to move around. You might want to stick or staple the pages together at a corner. (See Active Learning and Teaching Methods for KS1 and KS2, p7). Place plenty of crayons and pencils/pens around the pieces of paper. Invite the children to select a free space on the spiral and draw and write about something they are or were ashamed of/ sorry about and are willing to write down. After five minutes, invite them to move onto another free area of the spiral and draw and/or write about some ways of saying sorry.

After they have completed the activity, allow time for the children to look at the whole spiral and view the other contributions. Encourage them to develop or add to other contributions.

De-brief by encouraging the children to talk about their thoughts on the subject of saying sorry. Use the following questions to develop a class discussion:

- Could Johnny use any of our suggestions?
- How do we feel about saying or indicating that we are ashamed or sorry?
- How did you feel when others developed your contribution on the spiral?

Sorry! Part 3

Read Sorry! Part 3 (Resource G) aloud to the class and talk about Johnny's feelings. Use the following questions to generate a class discussion:

- How do you think Johnny feels once he has talked to his Mum about what he said to his Granny?
- What does Johnny's Mum say to help him feel better?
- What does Johnny do to help him say the words he wanted to say to his Granny?
- Drawing the picture helps Johnny to remember the good memories of times spent with his Granny. How does this make him feel?
- Have you ever felt like Johnny?
- Try doing something similar.

Learning activity 4: Feeling surprised (continued)

20

Dealing With Loss

There are a number of cross-curricular activities you can use to address the issue of loss. For example:

Music and songs Drama and mime Poems and stories Raps Rhymes Dance Painting and drawing Collage Sculpture Sand sculptures Origami Clay and dough Nature rubbings display Masks Puppets	Games Group activities Circle time discussions News time Imaginative play (funerals) Visualisation Outdoor play Visits and maps Adventure learning Journals and diaries Mathematical symbols, diagrams and charts Repairing toys Dream catchers	Life cycles and aging Changes of seasons Planting seeds Religious beliefs Different kinds of funeral and burial customs Worship services/assemblies Visits to churches and other places of worship Religious landmarks/graves Hymns and stories from religious books Lighting a candle Memorials Body awareness and illness (strokes) Body awareness and relaxation
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Group Collage

Invite the children to work in four groups around a set of desks (see Active Learning and Teaching Methods for KS1 and KS2, pp 14-15). Tell the children they are going to create a group collage. Give each group art materials, magazines, scissors and glue. Then, allocate a topic to each group, for example:

- memories of an activity with a person who has died;
- a lost pet, toy or object;
- different feelings connected with loss (draw feeling faces);
- activities that help us talk about loss (for example drawing, writing, poems, clay, music, lighting a candle); and/or
- memorials to something that was lost (for example graves and markers, planting a tree,

plaques, candles, photos, framing a dog collar or mourning jewellery. Queen Victoria wore Whitby Jet jewellery after her husband Albert died and made it very fashionable.)

Encourage the groups to include pictures and words in their collage. Set a time deadline. When groups have completed the activity, invite them to walk around the room and look at the collages created by the other groups. Alternatively, ask a volunteer from each group to present their collage to the rest of the class. Children could peer assess using the two stars and a wish method (see Active Learning and Teaching Methods for KS1 and KS2, p73).

Affirmation chairs

Ask the children to form a circle with their chairs. Leave one chair empty. The person sitting to the right of the empty chair names someone in the circle and invites him/her to sit in it, so affirming that person. The person sitting to the right of the newly vacated chair is next to invite someone different to sit beside them. The game continues until everyone has moved and been named/affirmed. Remind the group that once someone had been named and moved they don't move again. Everyone moves just once.

Pass the clap

Invite the children to stand in a circle. Nominate a leader. Ask them to begin by facing the person on their right and to clap hands once at the same time. The person to the right of the leader turns to the person on their right and repeats the action. The clap is passed on to the next and so on around the circle. With practice the action will get faster until there is a continuous clap with little or no time in between each one!

Closure

Use a closure activity such as Affirmation chairs or Pass the clap.

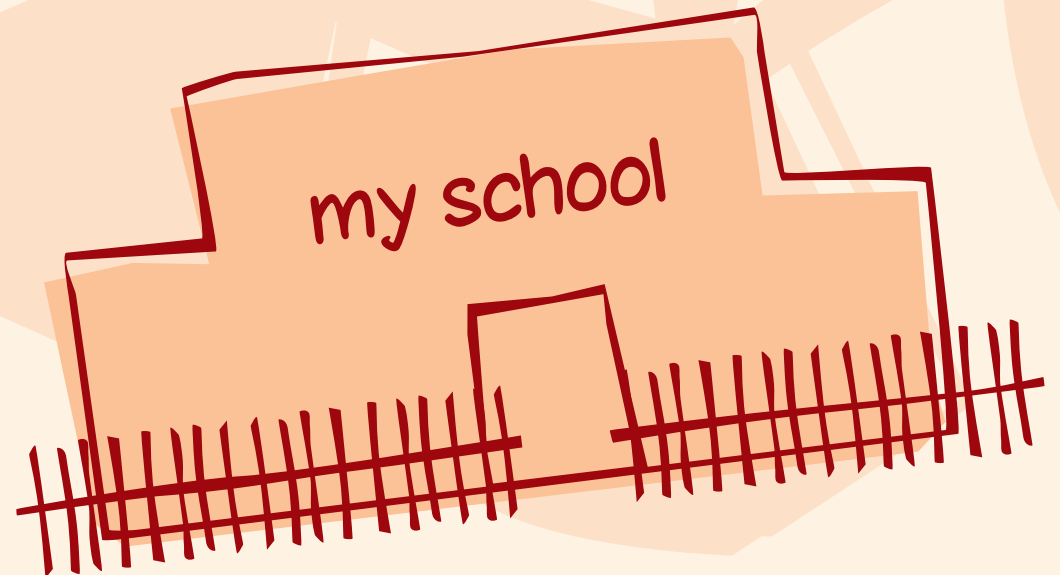


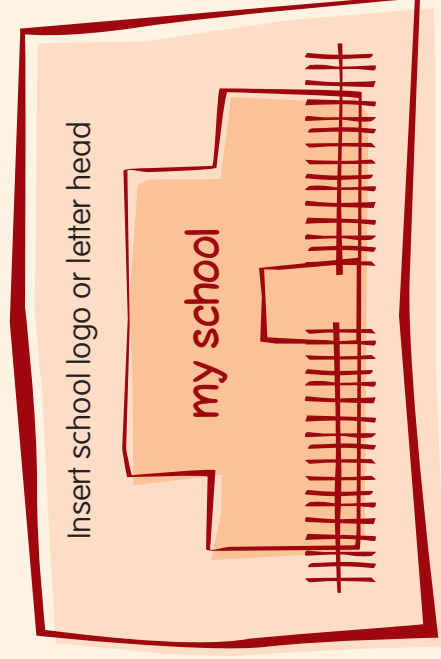
Resource A

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1: Feeling Jealous

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s)/Carer(s)

As part of our Personal Development and Mutual Understanding programme, the children will be learning more about their feelings and emotions. They will be finding out about why they experience difficult emotions such as jealousy, resentment, exclusion, rivalry, surprise and shame, and what happens to them when they experience these emotions. They will also learn ways of managing these difficult feelings and develop the skill of empathy to help them understand their own and others' emotions.

The children will take part in a number of different activities, for example art and design, circle time, drama/puppetry, listening to stories and watching media clips from Interactive Sarah and the Whammi, a CCEA resource based on the Channel 4 television drama series of the same name.

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 number of difficult emotions (building on work they have done earlier in this area);
- experience a range of strategies to help them control uncomfortable and difficult feelings; and
- realise how to express their emotions safely and recognise that it is important to do so.

Please talk with your child about this learning that is happening in the classroom and discuss with him/her the activities they have been doing in class. A good way to do this is through incidental experiences that arise at home or during a story being told. Your positive participation and interest will help your child grow in confidence and be able to deal with the difficult feelings and emotions they may face in the future. It will also give you an opportunity to talk about any questions or uncertainties they may have.

A copy of the materials being used is available for viewing if you wish. If you have any questions, please do not hesitate to contact me.

Many thanks for your continued cooperation,

.....
Class Teacher

Resource B

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1: Feeling Jealous

Feelings List



List of Feelings	Feelings Sarah Communicates	Feelings Sarah Hides
Sad Jealous Lonely Rejected Accepted Resentful Grown-up Hurt Ashamed Surprised Disappointed Excluded Included Indifferent/ Don't Care Loved Invisible Disgusted Loss Pleased Angry Irritated Guilty		

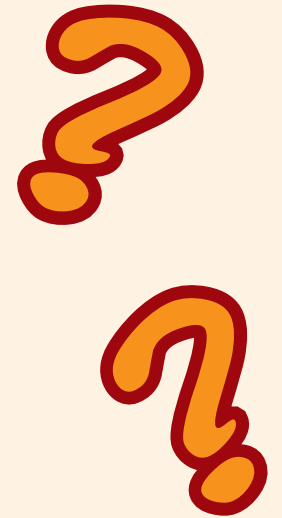
Resource C

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1: Feeling Jealous

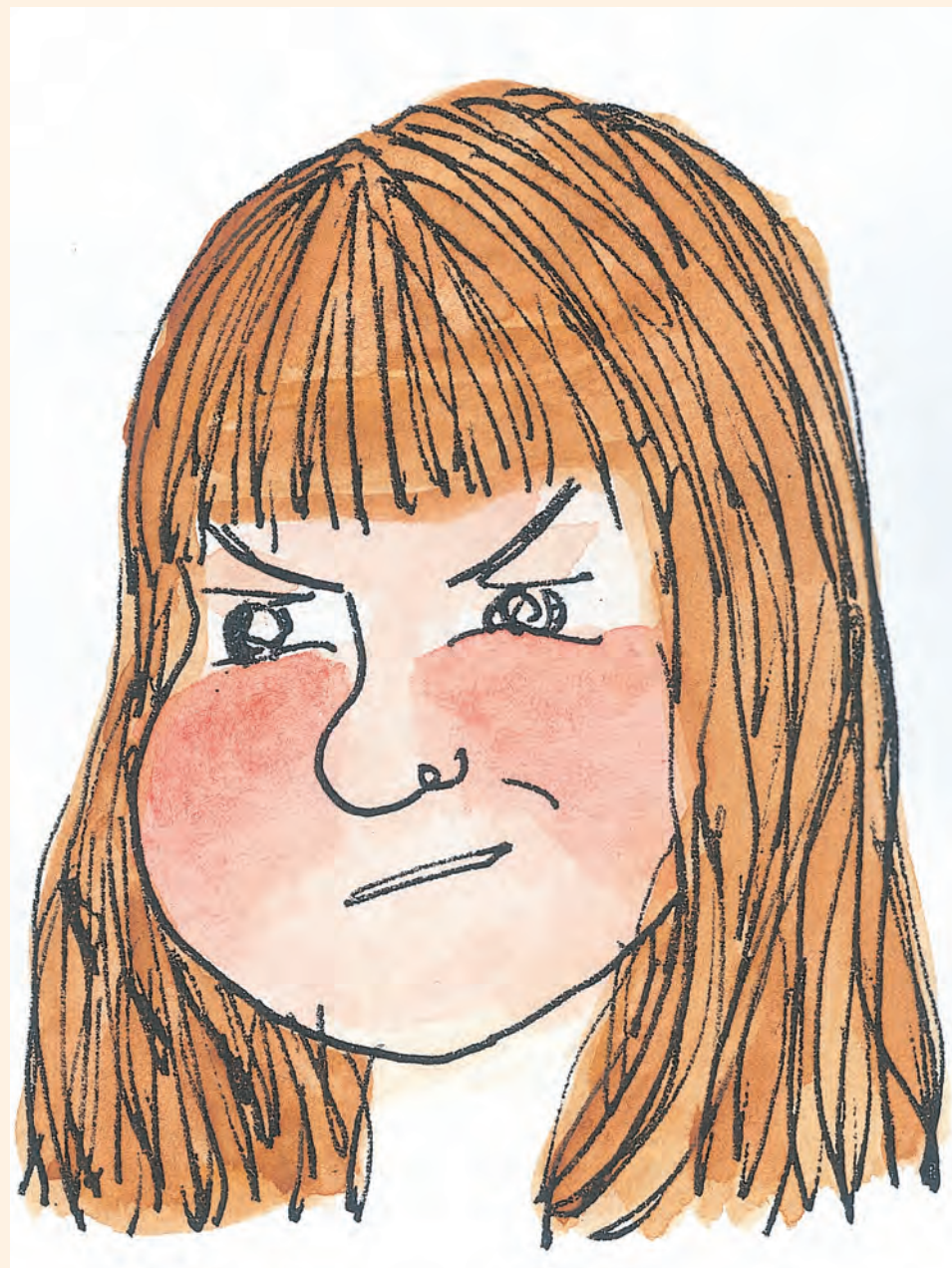
26

Feelings Faces 1



Indifferent
and Don't Care

Jealous and
Resentful



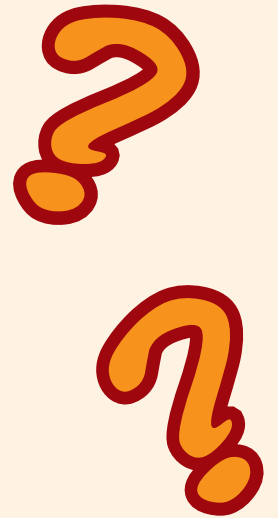
Resource D

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Feeling excluded

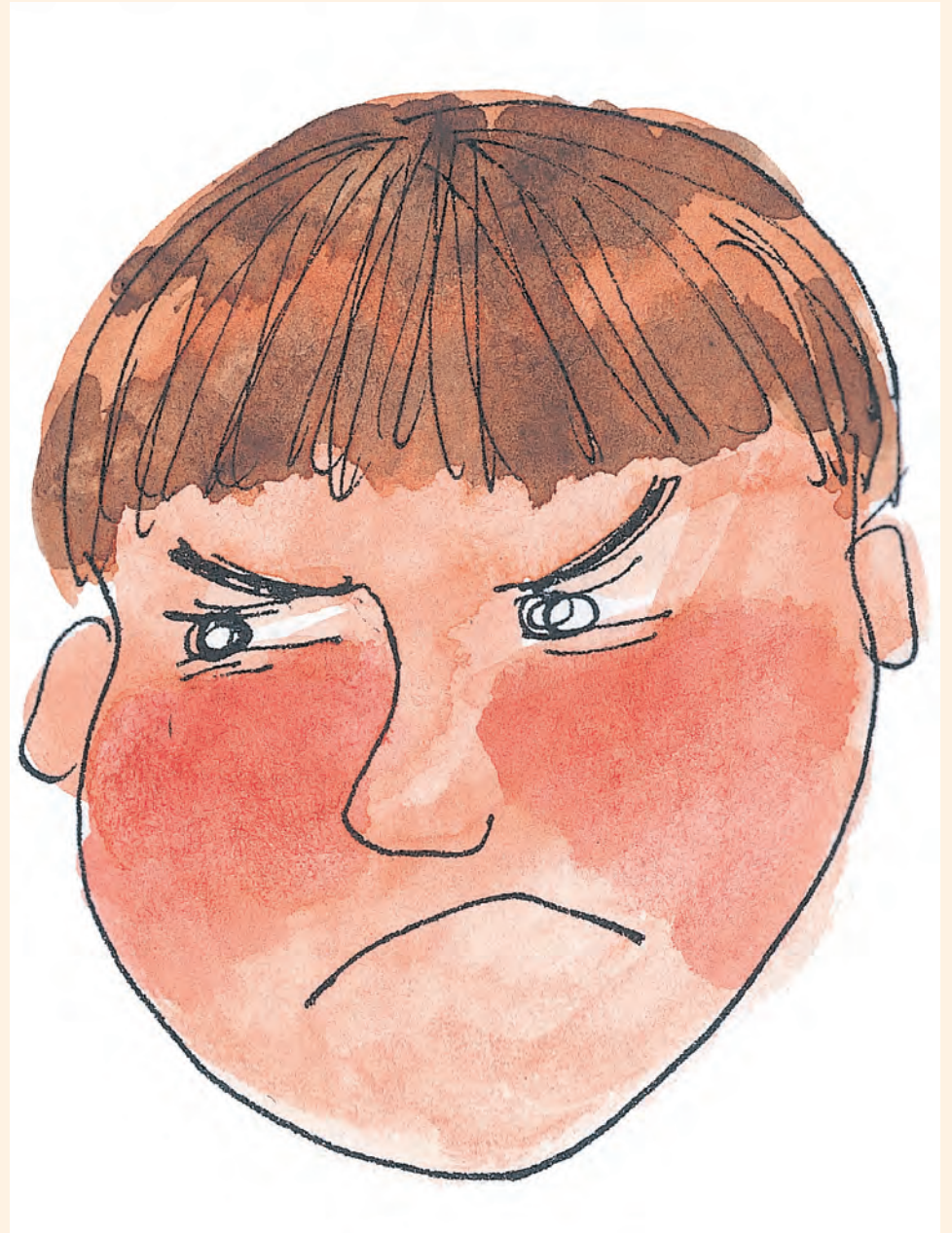
28

Feelings Faces 2



Excluded

Left Out



Resource E

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 3: Feeling resentful

30

The Knitted Puppet Pattern



- Cast on 32 stitches
- Knit 6 rows in stretchy moss stitch or garter stitch (plain and purl)
- Knit 6 rows in stocking stitch (plain one side and purl the other)
- Decrease 1 stitch (Knit 2 stitches together) at the beginning and end of the next row
- Repeat the last 7 rows two more times
- Knit 8 rows on 26 stitches
- Cast on 6 stitches at the beginning of the next two rows for the arms
- On 38 stitches knit 8 rows
- Cast off 11 stitches at the beginning of the next two rows for the shoulders
- On 16 stitches change wool to the colour you want the puppet's skin to be

- Increase one stitch at beginning of next 10 rows
- On 26 stitches knit 10 rows
- Decrease one stitch at beginning of next 10 rows
- Cast off 16 stitches
- Knit another piece the same
- Knit an extra head
- Sew eyes, a nose and mouth onto the puppet's face
- Put some stuffing between the back of the face and the extra headpiece. This makes the head less floppy. Sew together at the neck.
- Sew the puppet right sides together
- Make hair from wool and decorate the puppet with extra clothes, badges, ribbons, buttons etc. as appropriate.



Resource F

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 3: Feeling resentful

32

The Ten Oks

ok

ok

ok

ok

ok

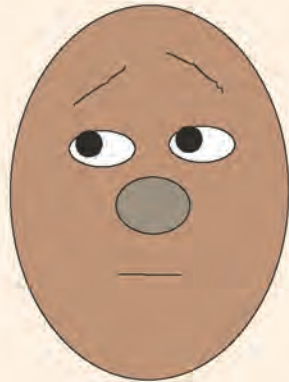
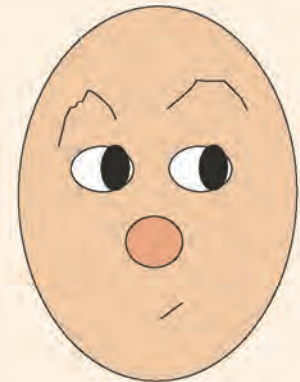
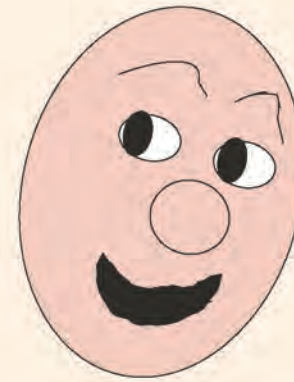
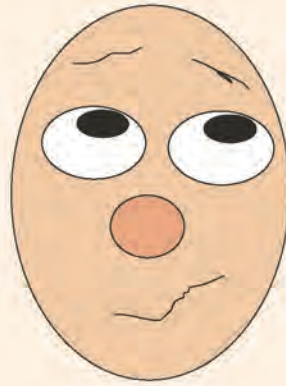
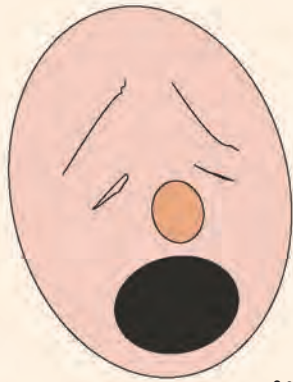
ok

ok

ok

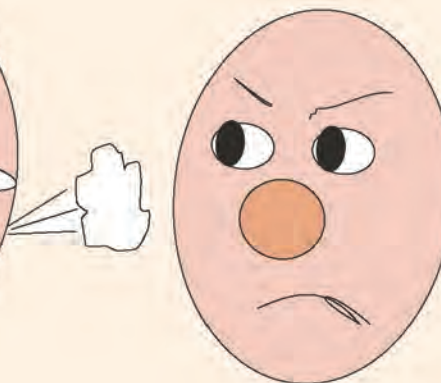
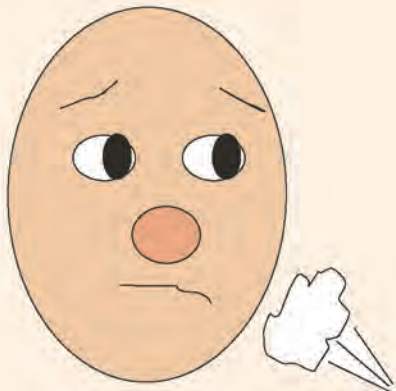
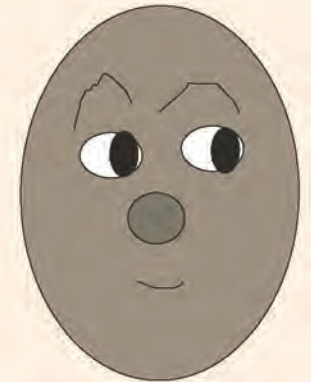
ok

ok



It's ok:

- to be angry sometimes
- to be sad sometimes
- to let off steam sometimes
- to not like someone sometimes
- to walk away
- to have a good cry
- to change your mind
- to be good to yourself
- to say sorry
- to say you can't do something



Resource G

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 4: Feeling surprised

34

Sorry! Part 1

Johnny was lively and cheerful, a popular boy at school and well liked in his Year 4 class. He was really good at football, his school work was progressing well too and his homework was always in on time. He was also given some responsibility by his teacher, with a few of his classmates, helping the younger children at break and lunch time in the playground by leading games and making sure no-one was left out.



But this morning Johnny felt terrible. His teacher noticed he wasn't his usual perky self and asked him if he was ok. 'Yes,' he said, 'I'm fine', but he wasn't.

Johnny was feeling really ashamed of something he had said to his Granny the previous afternoon because she had forgotten to get him his comic. He was collecting the football stickers that came free with the comic and he nearly had them all. But Granny had forgotten to pick it up and when he ran round to the shop, they were all gone!

He shouted at her, 'You're so stupid! You've ruined my collection. I'll never have them all now and I promised I'd bring them into school tomorrow to show the others!' Granny apologised but was also quite surprised at Johnny's outburst. She explained that she was getting a bit forgetful lately and would try to remember it next week. 'Don't bother – it's too late! You're useless!'

When Johnny looked at his Granny's face, he knew he had been wrong to shout at her and call her names, and tell her she was useless. He was surprised at the anger he had expressed and the disrespectful language he had used to his Granny who had always been a great friend to him. But he was also angry and disappointed. He was looked up to in school as someone who always kept his word and now he would have to tell the others that he didn't have the full collection of stickers that he had promised to show them! How could Granny have forgotten? Did she not know how important this was to him?

That morning before going to school, Mum remarked at breakfast that Granny hadn't sounded great on the phone and said she wasn't feeling well and wouldn't be going to the Day Centre that day. 'Did you notice anything yesterday afternoon Johnny?' she asked. 'What do you mean?' he asked. 'Well, did Granny seem a bit off colour?' 'No - she was fine!' he answered.

**When Johnny looked
at his Granny's face...**

Sorry! Part 2

On his way home from school, Johnny decided to pay his Granny a visit. 'Maybe I need to say sorry,' he thought. But when he arrived at his Granny's flat, his Mum was there.



'Oh Johnny,' she cried, 'Granny has had a stroke and she's in hospital.' Johnny felt terrible! 'Can I see her?' he asked. 'I don't think so dear. A stroke is a brain attack. It is what happens when the blood supply to part of the brain is cut off. As a result, Granny is very ill and is not able to talk or move very well. I'm going to the hospital now to see her and have arranged for you to go to your Auntie Pauline's. But don't worry, people recover and I'm sure Granny will be fine.'

Johnny couldn't speak. How could he tell his mum about what he had shouted at Granny only this time yesterday? Granny wasn't useless – she had looked after him after school since he was a wee boy and had always been a friend to him. He wanted to tell her he was sorry – but just Granny. He didn't really want Mum to know. What if he had upset Granny so much she had had the stroke?

Johnny had felt ashamed of what he had said to Granny but now he also felt guilty and responsible for what had happened to her. He didn't care about the stupid stickers. He didn't care what his friends in school thought about him. He didn't care about anything any more.

'I didn't mean it Granny,' he said to himself over and over again. 'I was just disappointed, that's all. I love you Granny – you're the best!' But Granny died and Johnny never did get to tell her he was sorry. He was a very different boy in school after the funeral. He couldn't concentrate in class and his schoolwork was suffering. He even lost interest in football. His teacher spoke to his mum about it and his mum was worried about him.

I didn't mean it, Granny...

Sorry! Part 3

'Johnny, what's the matter?' his mum asked him. 'You're not yourself since Granny died. I know you and she were great friends and you cared a lot about her but do you not think that Granny would want you to ...' 'Stop!' Johnny said as the tears started coming down his face.



'Johnny – it's not your fault that your Granny had a stroke. Yes, you said things to her that you are ashamed of and clearly didn't mean but whilst you may have hurt her feelings you didn't cause a stroke' said Mum. 'I wanted to say sorry to her but she wasn't there as usual after school...'

'Johnny you said things in your disappointment and anger that you didn't mean and Granny would have known that. She was so proud of you and loved you very much. I told you this at the funeral but I don't know if you heard me. Granny only said a few words before she passed away but she told me that she loved you very much.'

'But I didn't get chance to tell her I was sorry!' said Johnny. 'Johnny, I think Granny knew you were sorry but why don't you draw a picture of

you and Granny doing something you used to enjoy together and write a message telling her something you know she would like to hear?'

Johnny drew a picture of himself and his Granny in the park playing with the football she had bought him when he was only a wee boy and wrote, 'Dear Granny, I'm sorry I shouted at you. I didn't mean it. I love you very much and being with you was very special.'

'Mum, do you remember that day Granny took us to Portrush?' asked Johnny. 'Of course – and she took us all up in the sky diver. I had to keep my eyes tight shut but you and Granny enjoyed every minute of it!' That made Johnny smile and he gave his Mum a big hug. 'She was the best!'

**you said things in
your disappointment**

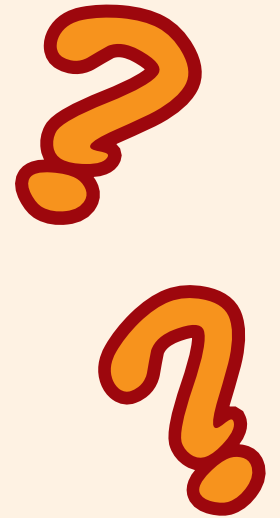
Resource H

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 4: Feeling surprised

40

Feelings Faces 3



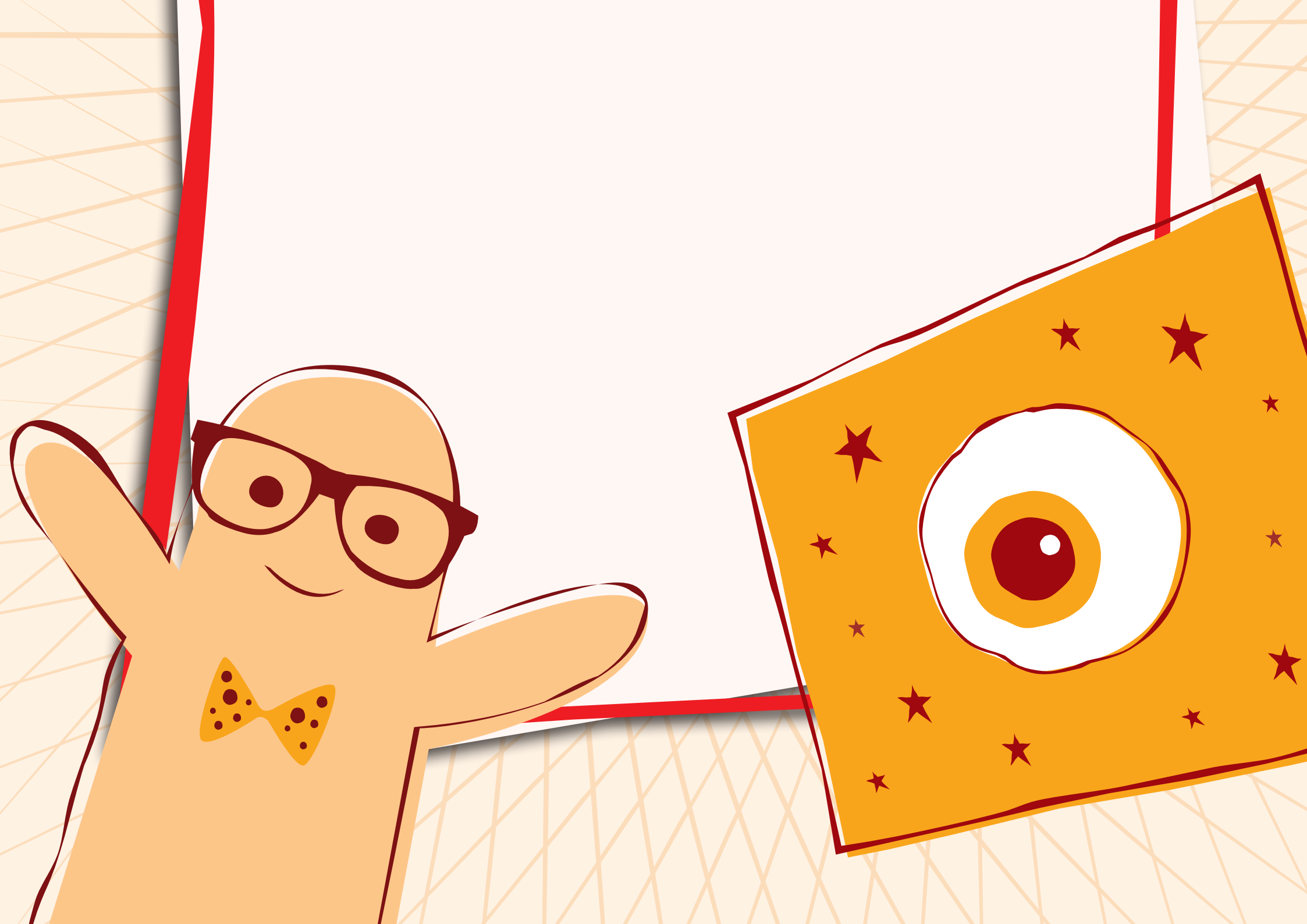
Surprised

Ashamed



Notes





Suggested stories

Dr Seuss

My Many Coloured Days

(1996 Knopf Books for Young Readers)
978 0679875970

Collins, M. **It's Ok To Be Sad**

(Paul Chapman Publishing) 978 1412918244

Ludwig, T. and Manning, M.J. **Sorry!**

(2006 Tricycle Press) 978 1582461731

Ludwig, T. **My Secret Bully**

(2005 Tricycle Press) 978 1582461595

Ludwig, T. **Just Kidding**

(2006 Tricycle Press) 978 1582461632

Naylor, P.R. **King of the Playground**

(1994 Aladdin) 978 0689718021

Moser, A.

Don't Feed The Monster On Tuesdays!

The Children's Self-Esteem Book
(1991 Landmark Editions) 978 0933849389

Burningham, J. **Granpa**

(2003 Red Fox) 978 0099434085

Waddell, M. **Grandma's Bill**

(1991 Orchard Books) 978 0531059234

Fine, A. **Crummy Mummy and Me**

(1989 Puffin) 978-0140328769

Santucci, B. **Anna's Corn**

(2002 Eerdman's Books For Young Readers)
0802851193

Rock, L. **When Good-bye Is Forever**

(1969 Good Books) 978 1561484492

Romain T. **What On Earth Do You Do When Someone Dies?**

(1999 Free Spirit Publishing)
978 1 57542-055-4

* Hoffman, M. **Grace and Family**

(1997 Frances Lincoln Publishers)
978 0711208698

* Simmonds, P. **Fred**

(1998 Red Fox) 978 0099264125

* Oram, H. **The Second Princess**

(1995 Picture Lions) 978 0006644125

* See CCEA Primary Values
2005 1 858853370

Useful websites

Interactive Sarah and the Whammi 2008

Available from www.nicurriculum.org.uk
Follow links from Personal Development
and Mutual Understanding section

You can access the full Sarah and the
Whammi series on the LNI website
<https://learningni.net/>
Follow the 'video' links

Bereavement

www.childbereavement.org.uk

www.crusebereavementcare.org.uk

Circle Time resources

www.circle-time.co.uk

Anti-Bullying network

www.antibullying.net

Bullying UK

www.bullying.co.uk

Childline 08001111

www.childline.org.uk

Suggested resources

Montgomery, A. and Birthistle, U.

Primary Values (2005 CCEA)
185 8853370

Once Upon A Time

Ideas for Connecting Learning (ICL)
Years 4 and 5, CCEA

Weir, L.

**Keep Going Brenda, Wise Up
and Think** Series, (2007 CCEA)

CCEA and ELBs

Learning Through Play at Key Stage 1
(2008 CCEA)

Hall, E.

**Let's Talk: Dealing with Conflict
in the Primary School**
2003 The Churches' Peace
Education Programme
1 903097096

Rae, T. **Dealing with Feeling**

(2007 Lucky Duck Publishing)
978 1412930314



Rewarding Learning

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