



Key Stage 2

Year 7

Thinking And Feeling

The main themes of this unit are the identification of feelings and the ways in which we express these feelings. Pupils identify and explore various feelings and consider how their thoughts and feelings affect the way they behave. Some feelings may be easy to deal with, while strong feelings may require coping strategies. The ability to recognise and clarify emotions and to express them appropriately using a range of strategies helps pupils recognise their unique personalities. It also helps them develop positive attitudes towards themselves and others.

Personal Development and Mutual Understanding: Key Stage 2, Year 7

Strand 1: Personal Understanding and Health

Unit 2: Thinking And Feeling

Complementary Unit: Moving on 

**living
learning
together**



Teaching approaches

Feelings Wall

Set up a feelings wall or display space in the classroom. Display the different feelings words that children have identified as part of this and other units in the resource. Encourage them to bring in pictures of people or scenes or copy text from books that explore these feelings.

Learning Champions

Involve parents and carers by introducing activities related to the unit that can be done at home. Remember to be sensitive to the diversity of family situations in your class. When sending materials home, emphasise that the activities can be done with any adult or learning champion who is important to the pupil, not necessarily their parents or carers.

Encourage your pupils to share both their classroom experiences with those at home as well as share helpful advice from home with the rest of the class.



Bag It or Bin It

Some teachers have found it useful to ask pupils to metaphorically bag the worries they cannot deal with while they are at school, for example feelings about a forthcoming football match at Scouts, an out of school music exam, parents with marital problems, or sick relatives.

Pupils can lift a paper bag, metaphorically place the worry inside, close the top of the bag and place it in a container near the door to be lifted out at the end of school. You could also suggest that your pupils bin worries that they can do nothing about, for example if it rains on the day of an important match, if there is ice and snow causing air flights to be cancelled and family members to be missing from celebrations, or if their mum's car can be fixed after a breakdown.

Promote the Positive

Keep a class scrapbook to list the things the class has done together and how they have worked to build positive relationships within the school community. As well as pages for individual, group and whole class achievements and successes, include ways that individuals have helped make other individuals and groups in school to feel happy.

Key Experiences in managing a range of feelings and the feelings and emotions of others.

Building on Key Stage 1

Their own and others' feelings and emotions and how their actions affect others:

- beginning to recognise, name and manage their own feelings and emotions;
- beginning to understand that feelings 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 and loss.

Working at Key Stage 2

Their management of a range of feelings and emotions and the feelings and emotions of others:

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

Moving towards Key Stage 3

Personal Development Key Concept: Self-awareness

Personal Development Key Concept: Personal Health

Progress in learning

- I can identify, recognise and express a range of feelings.
- I respect and value the feelings of others.
- I know that thoughts, feelings and behaviour are linked.
- I can recognise my own positive and negative emotions.
- I know that it is OK to have strong negative feelings such as anger, but it is not OK to behave in any way I like.
- I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.
- I can identify helpful and unhelpful reactions to events causing strong emotions.
- I can take responsibility for my actions.
- I know that my actions affect other people as well as myself.
- I can express a range of feelings in ways that do not hurt me or other people.
- I can help support someone who is coping with strong feelings, such as bereavement and loss.

Learning intention:

Recognise different feelings and emotions and understand why we need to manage them in a positive and safe way

Learning together

Developing pupils' self-awareness deepens their understanding of their personal strengths and weaknesses. You can help to develop skills of self-awareness and self-management by creating an environment within your classroom where:

- mistakes are seen as opportunities to develop learning;
- undeveloped ideas can be built upon by others; and
- contributions are listened to and valued.

This will, in turn, make your pupils feel more secure about their learning and will encourage them to take risks and to learn from their mistakes.

When working in groups, ensure all group members are involved and engaged and that you draw attention to achievements of all kinds. Encourage your pupils to explore ideas freely, listen to each other and keep an open mind. Also remember to look for opportunities to praise pupils individually for their work and provide access to support when they need it.



Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;

Begin to challenge conventions and assumptions;

Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;

Develop methods for collating and recording information and monitoring progress on a task; and

Have a sense of audience and purpose.

Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;

Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;

Make and test predictions, examine evidence and make links between possible causes and effects;

Discriminate between fact and opinion and question the reliability of evidence;

Understand more than one point of view;

Examine options and weigh up pros and cons;

Try alternative problem-solving solutions and approaches; and

Use different types of questions systematically and with purpose.

Being creative

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;

Use all the senses to stimulate and contribute to ideas;

Experiment with different modes of thinking;

See opportunities in mistakes and failures;

Learn from and build on their own and others' ideas and experiences;

Value other people's ideas;

Experiment with objects and ideas in a playful way;

Make ideas real by experimenting with different ideas, actions and outcomes; and

Begin to develop their own value judgments about the merits of their work.

Working with others

Become more independent in their social and interpersonal skills;

Show that they can work in different roles in a group and take responsibility for appropriate tasks;

Be willing to help others with their learning;

Understand and learn to respond to feedback; and

Work with peers to reach agreements and begin to manage disagreements.

Self-management

Evaluate what they have learned and compare their approaches with others;

Make links between their learning in different contexts;

Become more self-directed by working on their own or with a group;

Learn ways to manage their own time;

Seek help from a variety of sources;

Work towards personal targets identified by themselves or jointly with the teachers; and

Be more confident in their knowledge of their personal strengths and weaknesses.

Across the Curriculum: Connecting the learning

The Arts



Exploring how different artists have used their work to express strong feelings and emotions.

The World Around Us



Identifying and empathising with the emotions of people in photographs and images linked to a topic or theme.

Language and Literacy



Writing Haiku poems to express feelings of sadness or loss.

Strategies

Pause for a moment

Contract

Put downs

Exhilaration

Despair

Words and phrases I will hear and use

Charter

Fury

Excitement

Happiness

Positive and negative thinking

Disappointment

**Calming
down**

Frustration

Learning activities

Activity 1 How do we feel?

A variety of feelings are identified and named.

Activity 2 Think, feel, do

The link between thoughts, feelings and actions and the consequences of our actions is explored.

Visualise Relax Grief
Coping
Worries Embarrassment Death

Activity 3 What happens when I feel ... ?

Healthy ways to deal with strong feelings are developed.

Activity 4 Coping with worries

Worries are shared, different ways to deal with worries are explored and calming and relaxation techniques are practised.

Bereavement

Loss

Activity 5 Loss and bereavement

Experiences of loss are shared and ways to help someone who has been bereaved are explored.



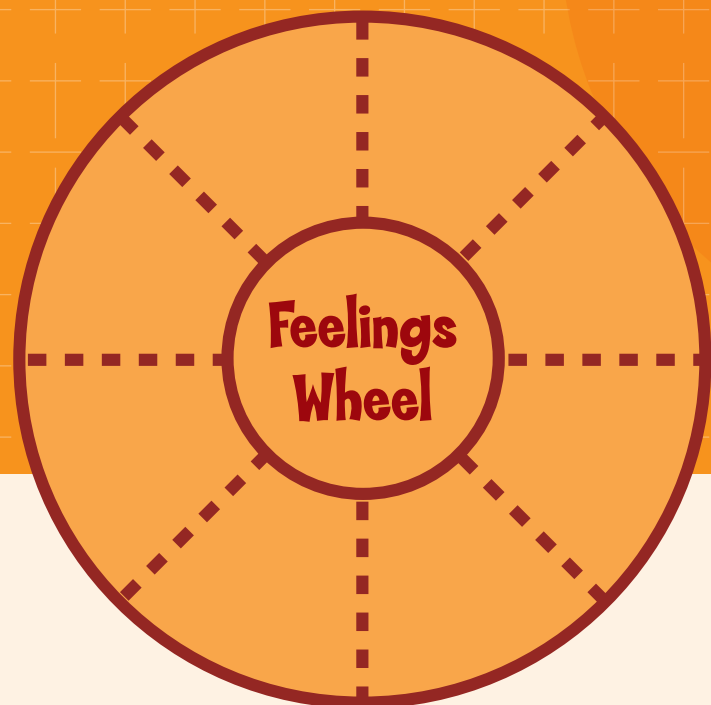
Learning activity 1: How do we feel?

CORE CONCEPT

Identifying and naming our feelings helps us to understand them and be at ease with them.

SUGGESTED SUCCESS CRITERIA

We will understand and use a wide variety of words that describe how a person feels.
We will identify our own feelings.
We will recognise the feelings of other people.



POINTS TO NOTE

Teachers and pupils all have different levels of comfort and confidence when talking about feelings. If your pupils have worked through Year 5 Orange Unit: I Have Feelings and Year 6 Orange Unit: Dealing With Feelings, they will be familiar with identifying a range of feelings and will have an increasing feelings vocabulary. It is important to remember that we all have feelings all of the time, not only when we are talking about them. For this reason, consider making other teachers who take your class aware of the agreed ways of working in discussion groups identified in this lesson.

Be aware that some pupils with Autistic Spectrum Disorder or other

special educational needs may find it more difficult to recognise and interpret an emotion that another person might be feeling.

It is important that parents or carers are aware of the issues in this unit. Resource A is provided to help you introduce them to this topic.

WHAT YOU NEED

- Small blank cards
- Letter to Parent(s)/Carer(s) (Resource A)
- Fair Group (Resource B)
- Feelings Wheel (Resource C)

WHAT TO DO

- Setting The Scene
- Levels Of Feelings
- Feelings Wheel
- Empathy

Dealing with feelings

Setting The Scene

Explain to your pupils that they will be learning about feelings and how we cope with how we feel. Point out that in order to do this, we need to feel safe. Next, fair group the class into groups of four or five using Resource B. Then, ask the groups what they need in order to feel safe when discussing feelings or any other topic. They might suggest:

- the need to feel safe from others' criticisms or put downs;
- the need to know that what they say will be respected by adults and children in the class; and
- the right to pass/not answer personal questions.

Go into more detail by having each person in the group identify what is most important to her/him. Have everyone make their suggestion/statement using the sentence stem: *To feel safe discussing feelings, I need the other children to ...*

Encourage them to be explicit. For example if one pupil identifies that s/he would like others to show respect, ask them to identify in what specific way. Responses referring to body language include:

- Looks at me when I'm speaking;
- Stays silent when I'm speaking;
- Doesn't nudge other people when I'm talking; or
- Doesn't roll their eyes when I've said something.

Responses referring to tone of voice include:

- Doesn't snigger when I speak;
- Laughs with me but not at me;
- Doesn't sneer or speak in a way that shows contempt of what I said; or
- Doesn't dismiss what I said by saying things like 'Oh! Don't be silly' or 'What on earth makes you think/do that?'

Bring the groups together and record their statements on a flipchart/interactive whiteboard. Contribute yourself from a personal perspective and invite other classroom adults to do likewise. Using the statements, ask the class to agree a series of rules or agreements about discussing

feelings. Explain that this is a contract that everyone has agreed. Then, invite everyone in the class (including classroom adults) to sign their names under the rules to show that they have agreed to the contract. If you like, allow your pupils to illustrate the contract with pictures or symbols. Make sure the contract is prominently displayed in the classroom and referred to regularly.

(If your class already has a class charter, class agreement or set of class rules, revisit these with your pupils and check that everyone is happy with how they support work on feelings and emotions.)

How we cope with how we feel

Learning activity 1: How do we feel? (continued)

Levels Of Feelings

Explain to your pupils that feelings are very important because they tell us what is happening to us. They are like a measure of how we are. Instead of measuring feelings with a ruler or thermometer, we measure them using the words we know.

Ask your pupils to brainstorm all the words or phrases they know that express feelings, for example *happy as Larry*, *over the moon*, *proud as a peacock*, *like a bear with a sore head*, etc.

Next, explain that feelings can be at different levels or intensities and that there are many words to describe feelings. Then, fair group the pupils into groups of four or five. Give each group one or two different key feeling words, for example *happiness*, *anger*, *fear*, *excitement*,

sadness, *disappointment*, or *embarrassment*. Ask them to list words/synonyms we use to describe their two feelings. For example, the word **anger** might be associated with words or phrases such as *cross*, *annoyed*, *raging*, *furious*, *mad*, *fuming* or *frustrated*.

Next, distribute small blank cards to the groups and ask them to draw their feeling words and synonyms on each card. Use the following questions to help stimulate ideas for illustration:

- Are there colours, shapes, animals, characters or symbols that you associate with particular feelings?
- Could you use different kinds of line or lettering styles (for example jagged, round, smooth, thin, thick)?

Once they've drawn all of their words, ask them to rank them on a scale of low to high. The high end of their scale should show words expressing a large degree of emotion. Some of their words may express similar degrees of emotion, and pupils may group these together in their ranking system. When complete, ask each group to present their scale to the rest of the class. Together, discuss each scale and the different words it includes. Does everyone agree with the order of the scale? Are there any suggestions for changes that could be made? Why? Negotiate and agree the final order of each scale, then display this bank of feelings words in the classroom and refer to it throughout the year.

Finally, ask each group to discuss the kinds of emotions or feelings that we might have on a typical day? Which do they think are hardest to show? Why is this? When do they occur? Why is this? Why do they occur? What strategies do they use to cope with these feelings? Are they useful? Do these ways of coping deal with the feeling or suppress it? Ask each group to share their thoughts with the rest of the class. Then, from your own experience as a teacher, talk about what you have noticed about feelings over the years.

**happy as
Larry**

Feelings Wheel

To increase their sensitivity to the feelings of others, as well as to make them aware of how their feelings change throughout a day, pupils can use Resource C to make a Feelings Wheel. Pupils should draw a feeling name in each section of the wheel, illustrate it and then assemble according to the directions on the sheet. They can then keep this at their desk and identify their shifting emotions during the school day by moving the dial.

Empathy

During topic or theme work, use photographs or pictures linked to the theme and, where appropriate, ask your pupils to identify how they think the people in these images are feeling. Images could include Victorian children, emigrants leaving Ireland, child labourers in developing countries, refugees and/or Olympic and Paralympic athletes. Encourage your pupils to refine and clarify the words they use. For example, instead of using the word *sad*, they could use *devastated* or *heartbroken*. Instead of *happy*, *ecstatic* may be more appropriate. Pupils who

used Year 6 Orange Unit: Dealing With Feelings: Learning activity 1 will be familiar with forming an emotional vocabulary and discussing a spectrum of each emotion. They may have also created and contributed to a class/group emotional vocabulary book. If the Year 6 teacher still has these books, consider moving these to your class and build on the vocabulary that was established in Year 6 by adding to the terms and phrases they contain. If not, consider devising your own emotional vocabulary books for Year 7.

Extension

Home Learning 1

Ask your pupils to think of a scene involving characters from a TV drama, film or book. Can they describe how the characters might have felt during this scene? Ask them to choose the most appropriate feeling words from the bank they created in class. Have them ask family members for further examples to extend the bank of words. Then, have them explain why they think the character(s) felt like this. Can they think of times when they have felt the same way as their chosen character(s)? How did they deal with these feelings? What were the benefits of dealing with them in this way? What were the problems? If they could wind the clock back, would they deal with it in the same way? Why/why not?

Then, ask your pupils to illustrate their chosen scene using a story board and label each scene with the corresponding feelings words they and their family members have identified.

Home Learning 2

Give each child a set of (15 - 20) small blank cards or pieces of paper. Tell them to write a different feeling word on each card. They can use these cards to play a feelings game at home with a partner who knows them well and who they know well (for example a parent, carer, sibling, etc.). Each person takes it in turns to choose a feeling card. They then say one thing that they think makes the other person feel that way. Their partner should say whether this is correct. If not, their partner should say something that would make them feel like the word on the card. The game can also be played with a small group at home. In this case, the person who draws the card thinks of something that would make each member of the group feel that way.

Learning activity 2: Think, feel, do

CORE CONCEPT

Identifying feelings allows us greater understanding of what is happening to us.

SUGGESTED SUCCESS CRITERIA

We will express different emotions in a non-verbal way.

We will identify feelings associated with different events.

We will explore how thoughts and feelings affect our behaviour.

POINTS TO NOTE

Strong negative emotions, such as anger and anxiety, can overwhelm our ability to think and make good decisions. It is helpful for all of us to be able to recognise the causes and effects of these emotional states and to develop coping strategies.

WHAT YOU NEED

- Fair Pair Cards (Resource D)
- Bank of feelings
- Paula's Story (Resource E)
- I Think, I Feel, I Do (Resource F)

WHAT TO DO

- How Do You Know What I'm Feeling?
- Paula's Story
- I Think, I Feel, I Do

How Do You Know What I'm Feeling?

Tell your pupils that they are going to play a game called 'How Do You Know What I'm Feeling?' For this game, use Resource D to fair pair the class. Then, ask everyone to:

- think of and choose a feeling that they experienced once (don't say their feeling aloud); and
- recall the situation that caused them to feel that feeling.

If you completed the lessons in Learning activity 1, they can refer to the bank of feelings that appears among the class' feelings scales to help them make their choice.

Next, explain that one pupil in the pair must mime their chosen feeling while their partner tries to guess which feeling it is. Talk with them about how someone might show emotions using just facial expression and body language. For example, for rage the following might be useful:

- shaking a fist in the air;
- stamping feet;
- shoving their fist into their other hand;
- getting up close to the person they are speaking to;
- changing facial expression, for example wide eyes, narrow and staring eyes, frowning or pressing the lips together;
- tensing their muscles (for example clenched fists, raised shoulders);
- wagging their finger; and
- shallow breathing.

Their partner should try to guess the feeling by asking, for example, *Are you cheerful, despairing, disappointed or lonely?* The mime should then explain their reason for the feeling based on the real-life situation they recalled when choosing it. For example, they might explain: *I am excited because I am about to get on an airplane for my holiday.* If you find that your pupils are using general words such as *happy, angry* or *sad*, encourage them to think more deeply about the feeling and clarify it using more specific vocabulary.



Paula's Story

Ask your pupils to think of days when they felt in a contented mood and days when they felt in an awful mood. Explore topics such as feeling down or being in a temper. Has anyone ever done something on a day when he or she was in a bad mood and regretted it later? Talk about some of these situations. How did they cope with the mood? What was the result? What, if anything, would they do differently now?

Read Resource E: Paula's Story to the class. Explain that a foster family is a family that has other children live with them for a while because their parents are not able to look after them at that time. Tell your pupils you are going to read the story a second time, and ask them to use their Feelings Wheel to show how Paula felt in various parts of the story. (If your class did not create a Feelings Wheel as part of Learning activity 1, they could do so as part of this activity or you could prepare one for use with the story.) After the story, use the following questions to prompt discussion:

- How did Paula feel before her teacher shouted at her?
- Why did she feel like that?
- Did anyone else know how she was feeling?
- Why do you think Paula reacted so strongly to her teacher?
- If you had been Paula's friend, what would you have said or done?

After the discussion, write on the board the process below. This is one model to illustrate where our feelings come from and shows how a feeling response comes from a thought process.

Something happens —→ I think certain thoughts —→ I feel certain emotions —→ I act in response

Explain that many of us are not aware of the thoughts that cause us to feel certain emotions. In particular it can be difficult to recognise the negative emotion-filled thoughts that seem to automatically pop up in the mind when we are under stress or upset like Paula was.

Learning activity 2: Think, feel, do (continued)

I Think, I Feel, I Do

Remind your class about the feelings model you discussed in the Paula's Story lesson. Then, refer to Resource F: I Think, I Feel, I Do and read through a few of the completed examples with your pupils. First ask them what they might feel if their friends ignored them. Then ask them to identify the thoughts that might lead them to feel that way. What might they do? How could their actions affect themselves or others?

Next, fair pair the class and provide each pair with a copy of Resource F. Ask each pair to talk about the situations on the sheet. Tell them to follow the sequence on their sheet and make sure they answer the 'What might I feel?' question first before they try to identify the thoughts that made them feel that way. Tell them they

may pass on any question they would find difficult to answer.

Next, have pairs share their responses with the class. Together, talk about alternatives for dealing with the situations outlined. Stress how important it is that our actions do not hurt others or ourselves. Acknowledge that we are all different in the way we behave. In the case of angry or hurt reactions, remind your pupils that angry or hurt feelings are normal and part of being human. Suggest that pausing for a moment when we have unpleasant feelings can give us greater control over how we act. It allows us to control our feelings, rather than our feelings controlling us. It also can give us the chance to convert negative thoughts to positive ones. For more information about ways to

change negative thinking, refer to Learning activity 4 in the violet unit of *Living.Learning.Together*. Year 6.

Conclude the lesson by asking your pupils if they have any other tips for dealing with unpleasant feelings (for example taking deep breaths to relax, talking to someone else or distracting themselves by doing something enjoyable such as playing a game). Can they recall any ideas from work they did in Year 6? Also, encourage them to try smiling for 30 seconds next time they have an unpleasant experience, even if they don't feel like it. Ask them to report back what happened. Explain that smiling in this way can work on negative feelings and help clear the thoughts.

**What
might
I feel?**

Extension

Ask your pupils to think of a time recently that stands out for them. What did they feel? This could include some of the feelings described in the lessons. Tell pupils they are not to draw what happened and not to draw people. Instead, ask them to remember the feeling, to feel it inside themselves and to use the paint to draw the feeling. Display their work and encourage each pupil to talk about the feeling shown in his/her picture. Label each picture with a title composed by the pupil who painted it.

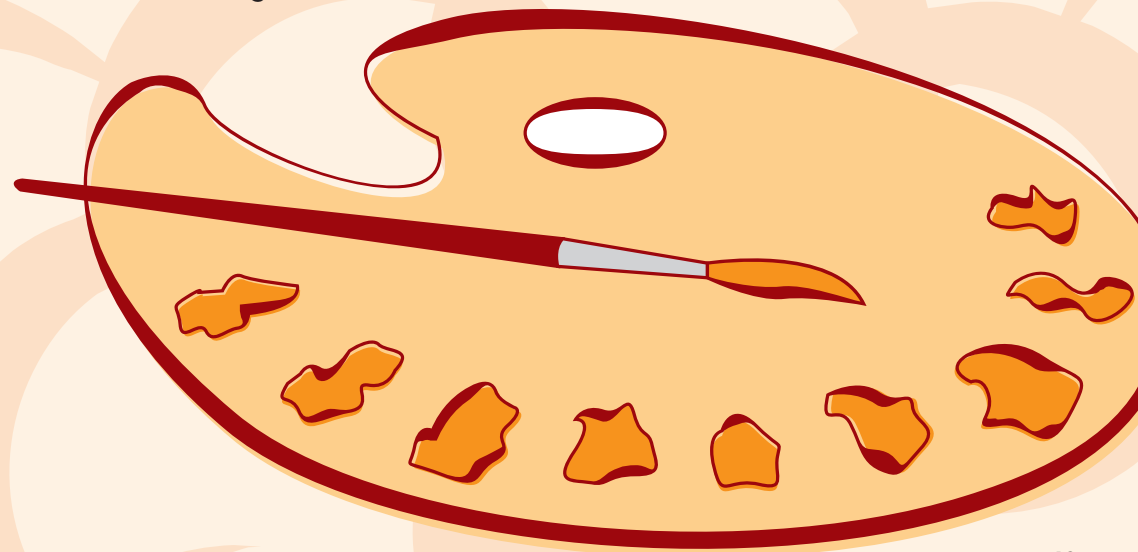
A tape with four or five different short pieces of music expressing different feelings or moods could also be used as a stimulus for painting. You could ask your pupils to use colours to describe the emotions they feel as they listen to the music. Suggested pieces of music include: Pachelbel's *Canon*, some of the dances from Tchaikovsky's *The Nutcracker Suite*, short selections from Vivaldi's *The Four Seasons*, or Mozart's *Requiem*.

You may also wish to use books, encyclopaedias and the internet to explore the work of artists well known for expressing deep feelings and emotions through their work. Most people will think of paintings by artists such as Van Gogh and Picasso, but many pieces of contemporary art use objects – either found objects or objects created or adapted by the artist to communicate his or her feelings. Damien Hirst is famous for using dead animals stuffed, mounted or pickled in display cabinets to get over his feelings.

These are some questions for your pupils to consider:

- When was the artist born?
- Where did the artist live and work?
- What art was the artist famous for?
- What was his/her art like?
- What happened to the artist that may have influenced his/her work?
- Where can you see the artist's work?
- What do you think of the artist's work?
- What is your favourite artwork by the artist?
- How does this work make you feel?
- What do you think the artist was feeling when s/he created it? Why? What are the clues?
- Why do you like it?

See the back cover of this resource for art, music and film web resources that might foster ideas for stimulating creative responses to work on feelings.



Learning activity 3: What happens when I feel ... ?

CORE CONCEPT

Children may find it difficult to deal with strong feelings. Developing healthy ways of dealing with strong feelings is an important life skill.

SUGGESTED SUCCESS CRITERIA

We will explore ways of dealing with strong feelings.

We will identify helpful and unhelpful reactions to events causing strong emotions.

POINTS TO NOTE

Prior to this lesson, you may wish to think about your own personal approach to handling feelings. Each of us has our own individual approach. Do we hide our feelings? Do we show them easily? If your pupils worked through the blue units in *Living. Learning. Together.* Year 5 and Year 6, they will be familiar with the different ways we all react to conflict in our lives. Sensitivity is

needed in dealing with feelings. It may be necessary to provide follow-up work and support for some of your pupils.

WHAT YOU NEED

- Choices (Resource G)

WHAT TO DO

- Changes
- Choices
- Role Play

Changes

Ask your pupils to think about and share what ways they have changed their behaviour since they were six. To help prompt discussion, ask your pupils what they did when they were six and:

- couldn't get what they wanted;
- felt angry;
- felt alone; and/or
- felt embarrassed.

Choices

Fair pair your pupils and ask them to discuss their memories with their partner. When they have finished, ask them to share their memories with another pair. Can the four of them describe the main ways their behaviour has changed since they were six? If you like, have them use the following sentence stem to help them focus on the ways they've changed: *Now I no longer ...*

Next, explain that as we get older we learn to deal with our feelings in different ways. We can learn healthy ways to deal with how we feel. Sometimes we learn unhealthy ways. For example, sometimes people block their feelings, so they don't feel. Others express them in a way that hurts others, for example hitting when angry. Other people learn to express them in a healthy way, for example talking to a person who has annoyed them and trying to find a mutual way of moving forward, talking to someone when worried/confused, etc.

As a class, read one or two of the situations in Resource G and discuss the choices facing the child in each situation. Ask your pupils to focus on the feelings of the child throughout. Discuss the most appropriate way of dealing with the feelings. Which choice seems the best response to each situation? Stress the following points to you pupils:

- The way we act has consequences.
- When we feel strongly about something, we may wish to express this feeling in a certain way. These actions also have consequences.
- Denying that we feel a certain way about something causes frustration.
- Our strong feelings about certain situations will want to be expressed even if we try to hide them.
- We can learn healthy ways of expressing our feelings.

Encourage them to discuss the advantages and disadvantages of each choice the sheet presents and then to conclude whether their selection was a good or a bad choice. The important aspect here is *thinking* through the consequences, not whether they made a good choice.

Role Play

Fair group your pupils into groups of four to five. Assign each group a situation from Resource G and ask them to prepare a role play. When they've finished, allow them to perform in front of the class.

After each role play, encourage those who watched to ask questions, and encourage the actors to respond in role. You could use the following questions to help prompt discussion:

- How did the situation end?
- How did each character feel?

- How did each character deal with their feelings - were their feelings covered up or expressed?
- Was any member of the group hurt?
- Which actions and reactions did you think were appropriate? Which did you think were inappropriate?
- What other possible actions could have been taken?
- How could we use what we have seen and discussed today?

After discussion and hearing their classmates' observations, some groups may wish to re-do their role play differently. Allow time for this.

Expressing our feelings

Learning activity 4: Coping with worries

CORE CONCEPT

It is important to understand that everyone has worries. Sharing our worries and exploring ways to deal with worries is an important life skill.

SUGGESTED SUCCESS CRITERIA

We will recognise that others share some of our worries.

We will identify worries that we can do something about and worries that we can't control.

We will recognise the feeling that worrying has on our bodies.

We will identify ways to cope with worries, including learning how to relax.

POINTS TO NOTE

What worries one person will not worry another, but their worry is still valid and it is important that it is recognised and respected.

This unit links with work in this resource's green unit, which explores the fears and concerns experienced by pupils in Year 7 as they face the move from primary to post-primary education.

WHAT YOU NEED

- Whatif (Resource H)
- Small pieces of paper to write on
- Sets of small blank cards
- Imaginative Journeys (Resource I)

WHAT TO DO

- Sharing Worries
- Circle Work
- What Can We Do About Worries?
- Imaginative Journey

Sharing Worries

Explain to your pupils that the class is going to look at worries. To begin the session and to develop a sense of trust, share some of your own worries with pupils. For example:

- I worry that I might oversleep and be late for work.
- I worry about driving when the weather is bad.
- I worry about my mother, who is old and ill.
- I worry about my son when he is out late.
- I worry that I might not get all my work done on time.
- I worry about whether all the children in my class are happy.

Circle Work

Next, read the poem *Whatif* in Resource H to the class. Ask your pupils if they share any of the worries described in the poem. Then, select a few worries in the poem and invite them to help with the worry. To begin with a bit of humour, ask them how they would advise someone worried that green hair might grow on his or her chest. Then for a worry more likely to affect children of this age, ask them to advise someone who is worried that nobody likes them. How does the worry affect them? What do they do about it? They could work together in pairs to discuss the worry and a possible way of helping the worrier. Finally, have them work together to add two or more lines to the poem.

Give each child a piece of paper and ask them to write down a worry they have. Include an appropriate one for yourself and invite other classroom adults to do the same. Then have everyone fold their piece of paper and place it in a container. Next, form a circle and place the container in the middle. In turns, have each pupil remove a slip of paper and read out the worry. Together, try to come up with possible solutions or helpful suggestions for the worries. If they wish, the pupil or adult who wrote the worry may comment on whether or not they would find the suggestions helpful.

What Can We Do About Worries?

Pair your pupils and give each pair a set of blank cards. Ask them to write a different worry on each card. (If you completed the Circle Work lesson above, they could use any of the worries raised during it.) Then, have each pair group their worries into:

- Sensible worries: worries that might actually happen that we can do something about.
- Not so sensible worries: worries that are not at all likely to happen/worries that we can't do anything about.

Ask each pair to discuss their groupings with another pair:

- Can the four of them agree on the set of worries that we can't do anything about?
- Can they come up with ideas to tackle the worries that they can do something about?

How Does Worrying Feel?

Ask your pupils to draw a picture of themselves that shows how different parts of their own body react to worrying (for example racing heart, butterflies in stomach, etc.). Together, come up with a list of useful things we can do when we are worried. As an example, advise pupils not to keep their worries to themselves but to talk to their parents, teachers or to someone they love and trust about what is worrying them. Encourage them to talk to a teacher when they are worried in school. Remind them of the saying: *A worry shared is a worry halved.*

To help bring some of their worries into perspective, and if appropriate, encourage them to look at statistics. For example, discuss the number of road accidents in comparison to air traffic accidents. News websites for children, such as the BBC's Newsround and the Learning NI Newsdesk, will have advice for children who are worried or upset about issues in the news.

Learning activity 4: Coping with worries (continued)

Calming Down

Encourage your pupils to practise techniques for calming down. Ask them to help you come up with ideas for a 'Chill out area' or 'Cool down corner' in the classroom. Ask them to think of a suitable position, furniture requirements, activities and any other realistic suggestions.

Learn To Relax

Ask everyone to sit down and close their eyes. It is important that they have enough space so that they are not touching any other child. Ask them not to talk during the relaxation. They should close their eyes and listen to the sounds they hear around them for one minute. Then ask them to talk about what they heard and how they felt.

Next, ask them to relax their neck and shoulder muscles. This can be done by tightening the muscles for a few seconds and then allowing them to relax. Continue around the major muscles in the body. As each muscle group is relaxed, ask them to be aware of their breathing. Tell them to breathe in through their noses and out through their mouths. Have them notice each breath and imagine it as water being sucked in through their nostrils. Encourage them to try to imagine their breath as water travelling in through their nostrils, into their lungs and around their bodies. Allow them time to relax and to sit in silence. After a while, they can open their eyes.

Next, together discuss how their bodies react when they are worried and then think about the

way their bodies feel when they are relaxed. Use the following questions to prompt discussion:

- What different reactions did your body have?
- Which would be more difficult to deal with?
- Would it be possible to feel both angry and relaxed at the same time?
- Can you display anger and relaxation at the same time? Why or why not?

Then explain that it is not possible to feel both angry and relaxed at the same time. Conclude by explaining that one way of dealing with strong feelings, such as anger, is to breathe deeply and try to relax your body, before you act. Can they suggest any other ways that they may have learned in previous years or from previous experiences?

Imaginative Journey

Explain that you are going to do another breathing exercise and that this time you will be asking them to imagine a situation that you will read to them. It's a fantasy journey. Ensure everyone is in a comfortable position before you begin the journey. Preferably, your pupils should be seated, or if possible, lying down on the floor comfortably. They should not be touching anybody else.

Instruct them to breathe gently in through their noses and out through their mouths. Encourage them to concentrate on their breathing even when there is something else distracting them. Then, select the most suitable journey from Resource I and have them close their eyes and listen,

After their journey is complete, explain that they can learn how to relax so that they are able to do it on their own. Explain that they must concentrate on their breathing just like they did during the journey. If they practise relaxing in this way, it will be

useful to them, particularly when they find themselves in a difficult situation (such as after a row or a difficult day at school). It is useful to do relaxation exercises regularly with your pupils, particularly at the beginning of the day's work, to calm them or to close a period of intense work.

Extension

In groups of four to six, have your pupils create an agony aunt or uncle character for a children's website. Ask each group to split in two. One half must come up with a letter that could be written by a child their age who is worried about a particular situation, for example not getting chosen for a sports team or moving to a new school. The other half of their group must write a reply as if they were the agony aunt or uncle giving advice. Once finished, have each group report back to the class, read their letter aloud and discuss the advice given.



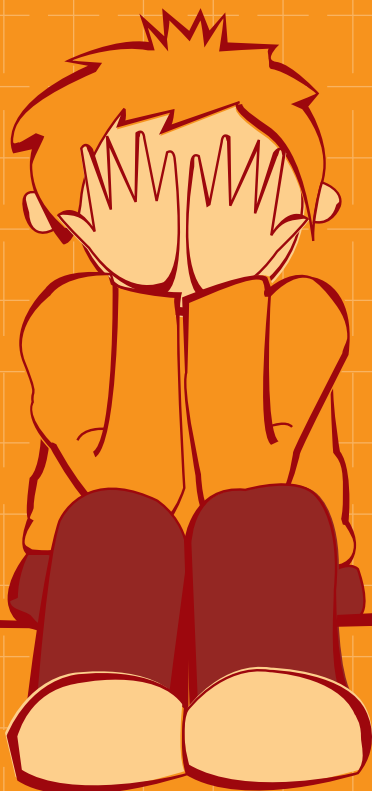
Learning activity 5: Loss and bereavement

CORE CONCEPT

Dealing with difficult feelings, such as grief, is difficult and we need support at these times.

SUGGESTED SUCCESS CRITERIA

We will identify ways to help people cope with strong feelings such as bereavement and loss. We will explore our own experiences of loss.



POINTS TO NOTE

Some pupils may have experienced a recent bereavement, so you will need to be sensitive to their situation. Consequently, you may want to consider adapting the lessons in this activity to suit the needs of your class. A pupil's family and friends may be able to help with this. Don't avoid the topic, but being sensitive to those who have experienced these feelings will give them the opportunity to talk if they wish.

When dealing with experiences of loss and separation, be aware of:

- pupils in your class in foster or residential care who may no longer see parents or other family members;
- pupils with family members who are in the armed forces or who are working or living in other countries;
- pupils with family members in prison;
- pupils with friends or family members who are very ill or in hospital;
- pupils with life-limiting medical conditions;

- pupils with a friend or family member who has died; and
- pupils who have gone through or are going through a family break-up.

Even if no pupils have experienced recent loss, it may still be useful to consult with parents, the school principal or the school counsellor before beginning this activity. You should also inform parents that this activity will be used in class (see Resource A). Your own experience of bereavement should also be considered before planning the lesson.

WHAT YOU NEED

- Patrick's Story (Resource J)
- Blank exercise books or materials to make a memory book
- Art/drawing materials

WHAT TO DO

- Introduction
- Patrick's Story
- How To Help
- Memories
- Haiku

Introduction

Explain to your pupils that today you are going to be talking about loss and bereavement and about some of the feelings people may have when someone close to them dies. Gather the class in a circle and pose the following questions to prompt discussion. At this early stage, it is best to let them talk briefly and avoid detailed discussion of these questions:

- Has anyone experienced the death of a pet?
- Has anyone experienced the death of a person close to him or her?
- Who has been to a funeral?
- How do we remember people or pets that have died? Is it important to remember them? Why do you think that?

You could also use silent statements. For example ask pupils to change places if they:

- have experienced the death of a pet; and/or
- have experienced the death of person close to them.

Patrick's Story

Read the story in Resource J to the class. Then, fair group pupils into groups of four to five, and have them to write down the feelings that Patrick felt. Ask each group to nominate a spokesperson to share feedback with the rest of the class. Following this, ask the groups to discuss and write down answers to the following questions:

- What might have helped Patrick at this time?
- What could his friends have done?
- What might his family have done?
- What or who might help him?

How To Help

Bereavement is the word used to describe the loss that people feel when someone close to them dies. It can affect different people in different ways, causing many different emotions such as sadness, anger or fear and sometimes relief that someone who has been very ill no longer has any pain. Often it is a mixture of emotions that are felt. Ask pupils if they can suggest ways to show care for people who are bereaved. The following points may be useful:

- Do not avoid the person. Try to see them as soon as possible and say *I'm sorry that...*
- Understand that people feel bad after bereavement. Allow them the opportunity to feel bad. Discuss what feeling bad means.

- Understand that everyone experiences loss differently and that all sorts of feelings such as denial, anger and guilt are a normal reaction to loss.
- Allow the person the chance to talk or be upset.
- Don't tell someone how they should feel or listen to people trying to tell you how to feel.
- Give them the opportunity to do ordinary things like playing, but don't be offended if they don't feel like it. Keep inviting them to be part of things.
- It can take a long time to come to terms with the death of someone close.

sadness, anger, fear

Learning activity 5: Loss and bereavement (continued)

22

Memories

In our lives, we all experience sadness and loss. This might be because someone dies or moves away or perhaps because parents split up. It is often hard to deal with all the totally natural emotions we feel in these situations, and sometimes we need things to help us to make sense of our feelings. If your pupils worked through the indigo unit in *Living. Learning. Together* Year 5, they will be familiar with creating memory collages and treasure boxes to remember people or things they have lost.

Ask your pupils to discuss in small groups or with a partner a personal experience of loss and sadness (for example if their best friend moved away or a pet died). Let them know that they do not have to talk if it is too difficult. After they have spoken to the group, they can create a memory book to record their memories of that person or thing. Explain that the book is private and no-one else will look at it unless they choose to show it someone. Also remind them all to respect their classmates' privacy as they develop their books, especially if they will be working in close proximity at their desks and tables.

As the book is for their eyes only, explain that they may include whatever they wish. Suggest that they write to the person and update them on what they are doing and the ways in which their lives have changed. They could also tell them some of the things they meant to say but never got around to. It could also include things like:

- a photograph or picture;
- something they always used to say; and/or
- something they would do that made the pupil laugh or smile.



Loss and sadness

Haiku

A haiku is a type of poem that originated in Japan. It consists of three lines and 17 syllables (beats in a word) in total. The pattern of syllables is 5, 7, 5. This type of poem can be used to express a deeply felt moment or emotion in a very simple way. Ask your pupils to write a haiku about their own experiences of loss or grief. For example, this haiku is about the death of a pet.

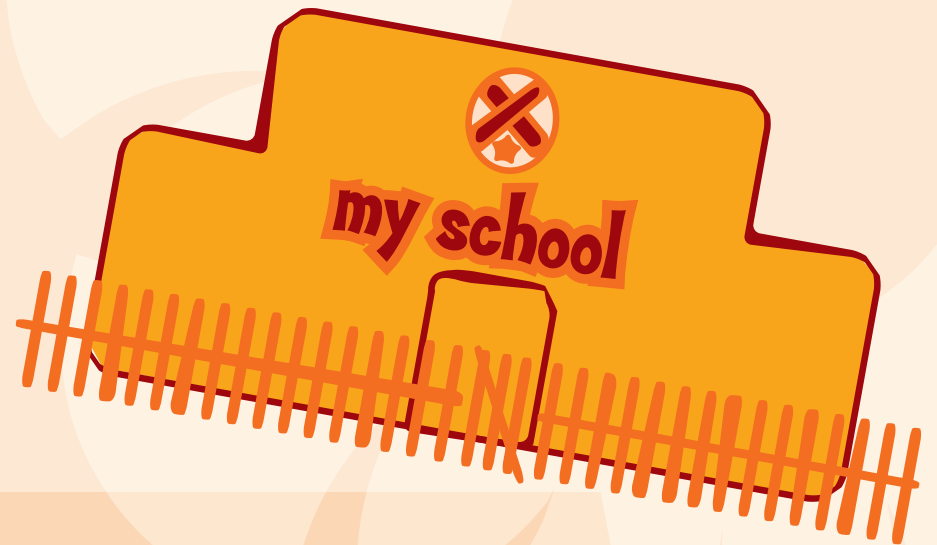
**Soft white fur, bright eyes
My heart hurts when I think of
How you died too soon**

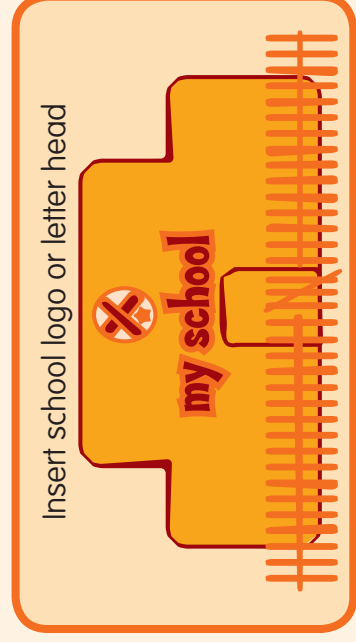
Resource A

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1 : How do we feel?

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s) and Carer(s),

We are beginning a unit called Thinking and Feeling, which is part of a resource called *Living. Learning. Together.* The emphasis within *Living. Learning. Together.* is to provide children with experiences to develop the skills, knowledge, attitudes and dispositions required for life and to present accurate, age-appropriate information.

In this unit, your child will be learning more about feelings. We will begin by exploring the conditions that help us to talk about our feelings. Pupils will be encouraged to respect what others say when they are discussing how they feel and not to say things such as 'Don't be silly' to each other.

We will also listen to stories and take part in activities that will help us understand and manage feelings. We will be identifying and exploring various feelings and considering how these feelings affect the way we behave. Some feelings may be easy to deal with, while strong feelings may require coping strategies. These strategies are explored in the lessons.

One of the activities involves discussion about loss and bereavement. This is a sensitive but important subject that affects every one of us. Pupils will be given opportunities to talk about their own experience of loss. They will also learn some ways to help someone who has been bereaved. If your family has been affected by a particular loss or bereavement, please let us know about any personal concerns you may have about this subject.

A copy of the materials being used is available in school. Please feel free to contact me at any time to discuss the materials or to talk to me about any concerns you might have.

Best wishes,

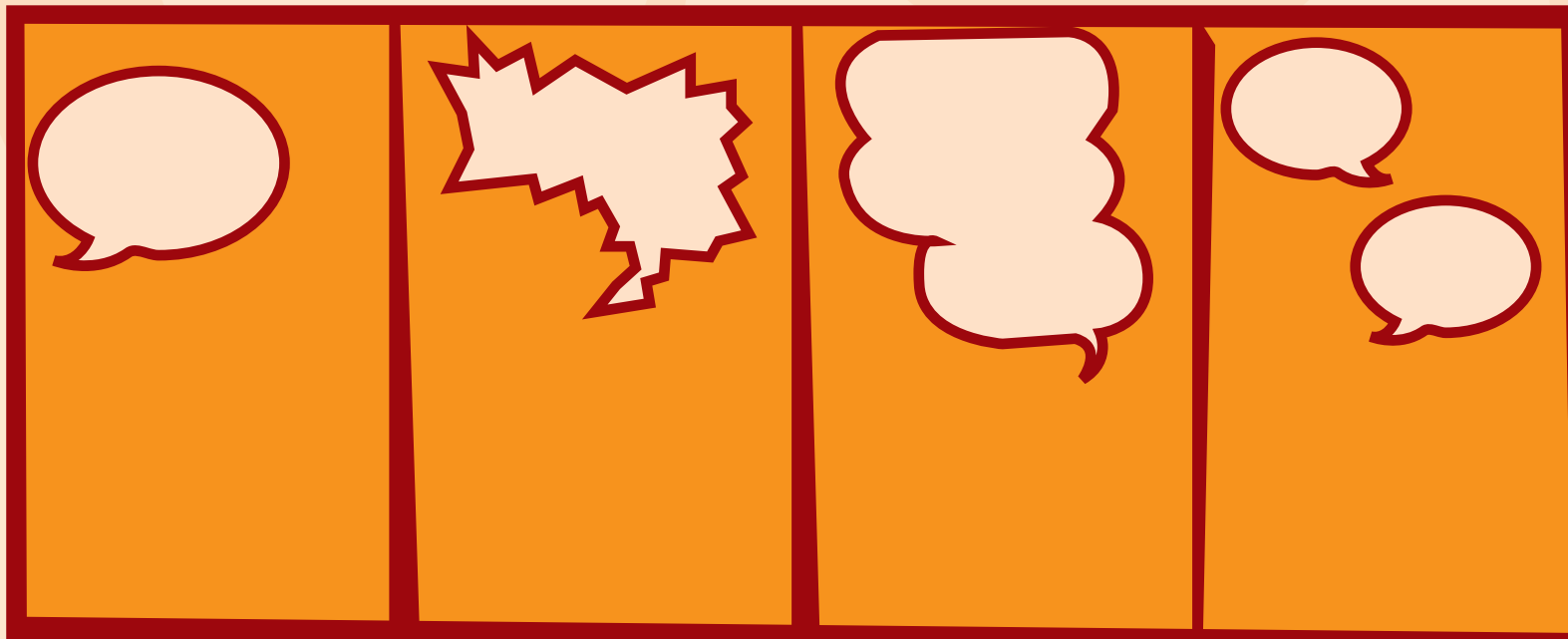
.....
Class Teacher

Resource B

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1 : How do we feel?

Fair Group



Cut up some stories from old comics into different frames or sections. Use a different story for each group and cut it into the same number of pieces of pupils you want in each group. Put the pieces of paper into a container. After everyone in the class has chosen a section they have to search for others with the same story and try to put their story together. Once they have finished, they stay with their group.

Expressing our feelings

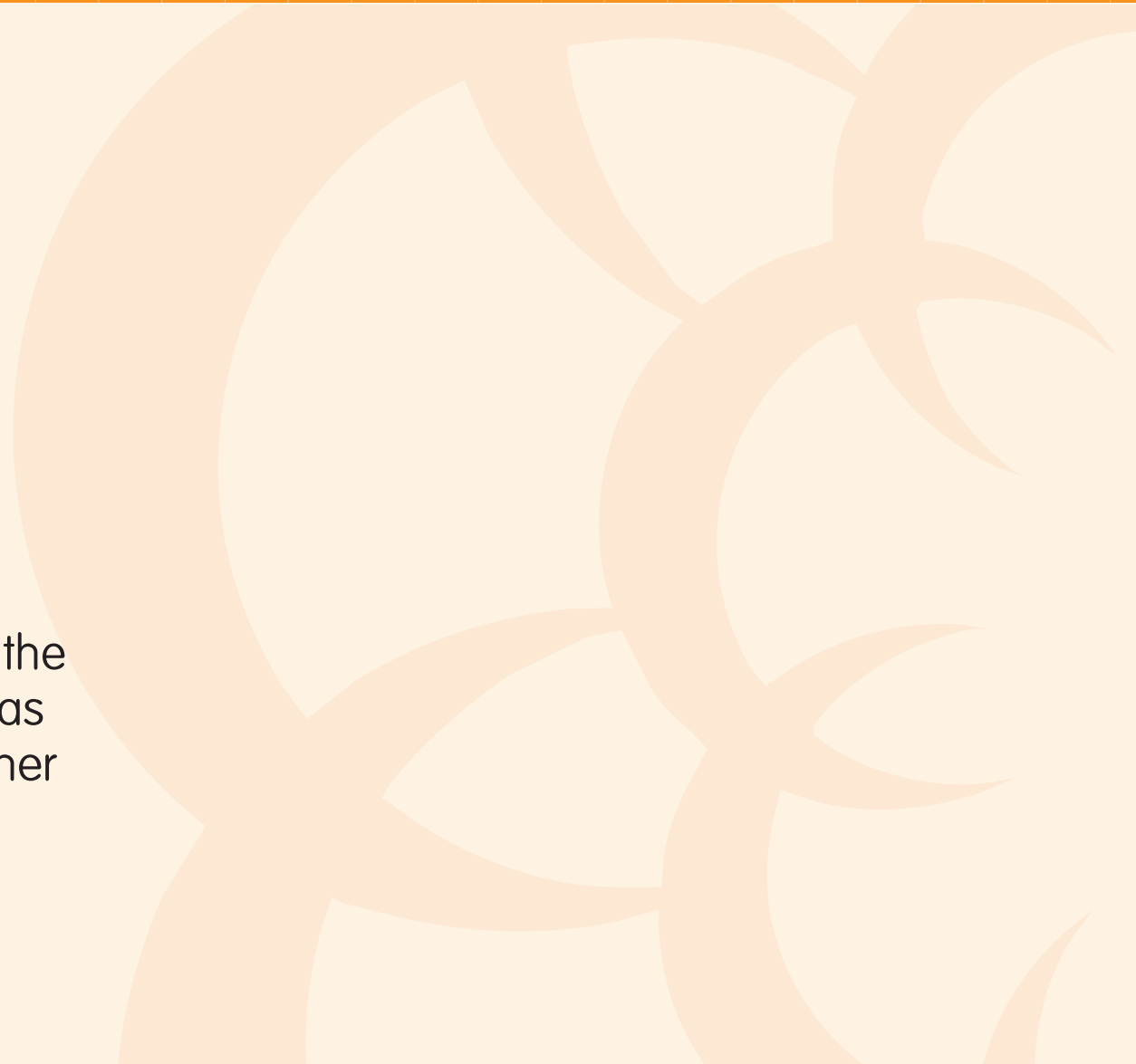
Resource C

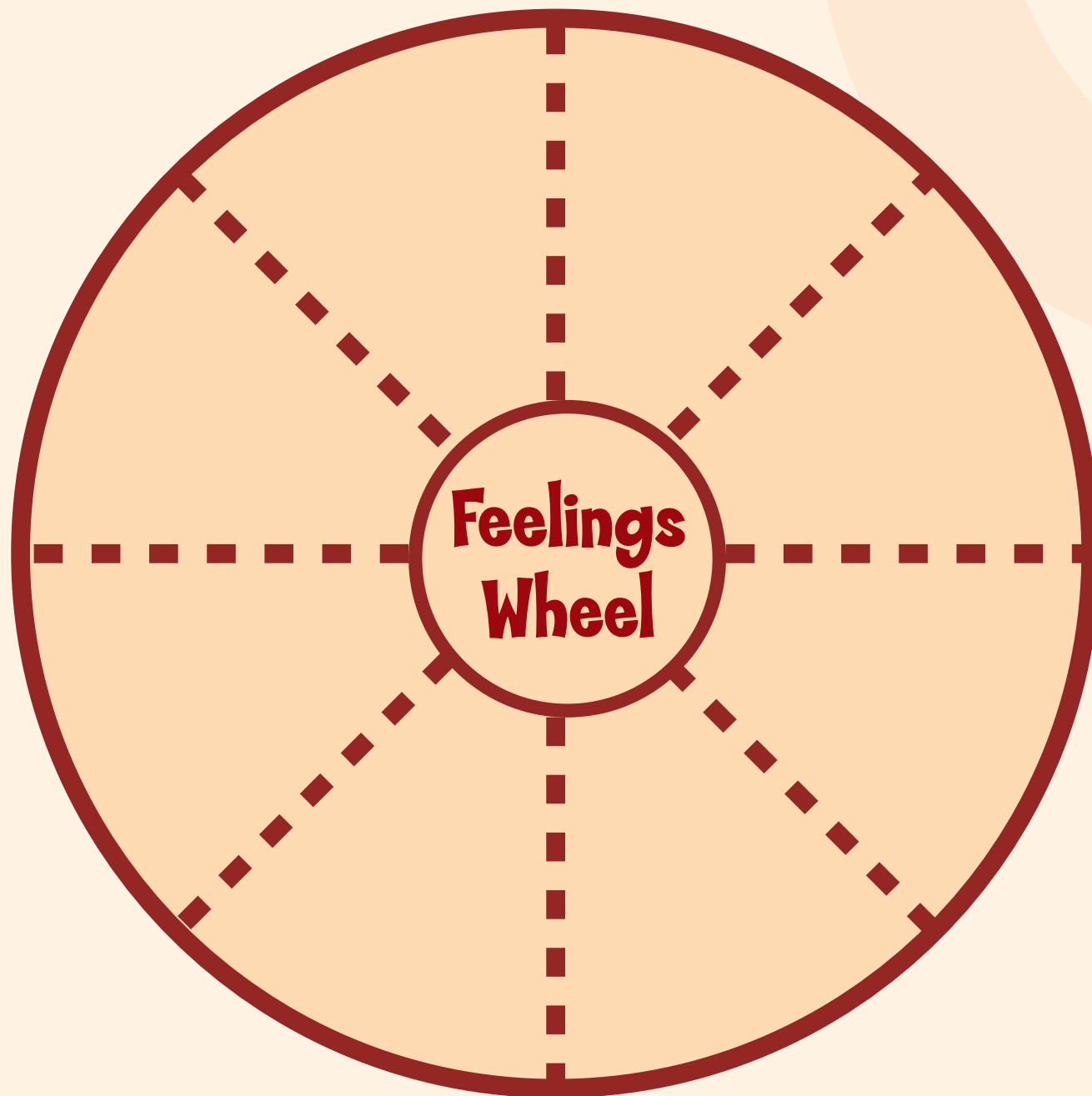
Personal Development and Mutual Understanding **Orange Unit**

Learning activity 1 : How do we feel?

Feelings Wheel

Draw the name of a feeling in each of the wheel's eight sections. Illustrate these as well. Then, cut out the wheel and spinner and assemble using a crocodile pin.





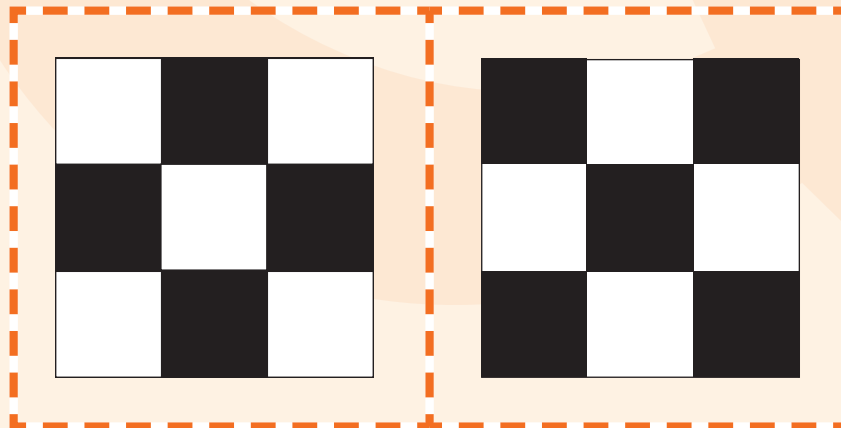
Resource D

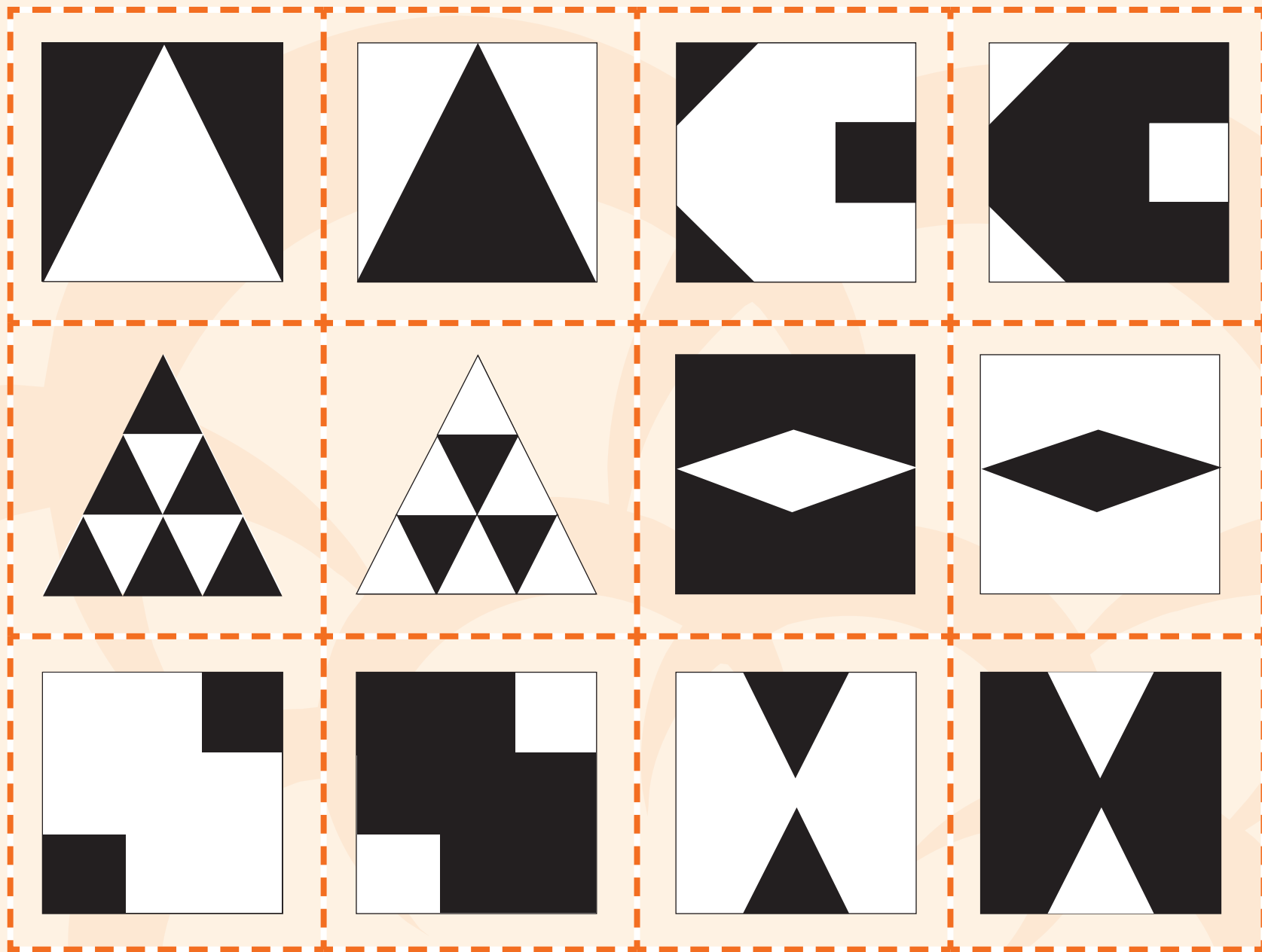
Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Think, feel, do

Fair Pair Cards

Fair pair your pupils by randomly giving each of them one of the shape patterns. Their goal is to find the classmate with the pattern opposite to their own.



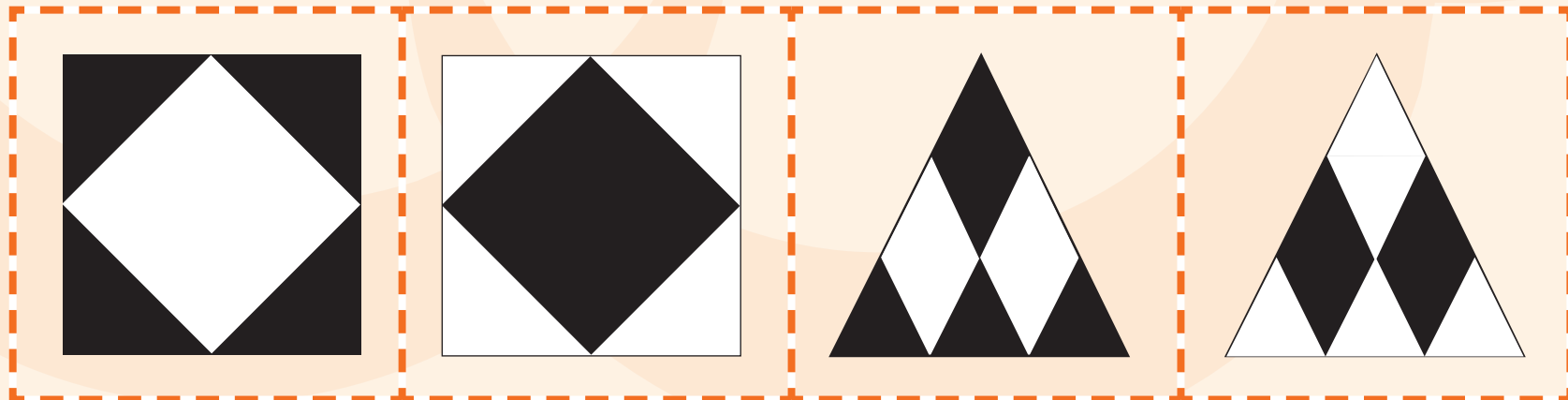


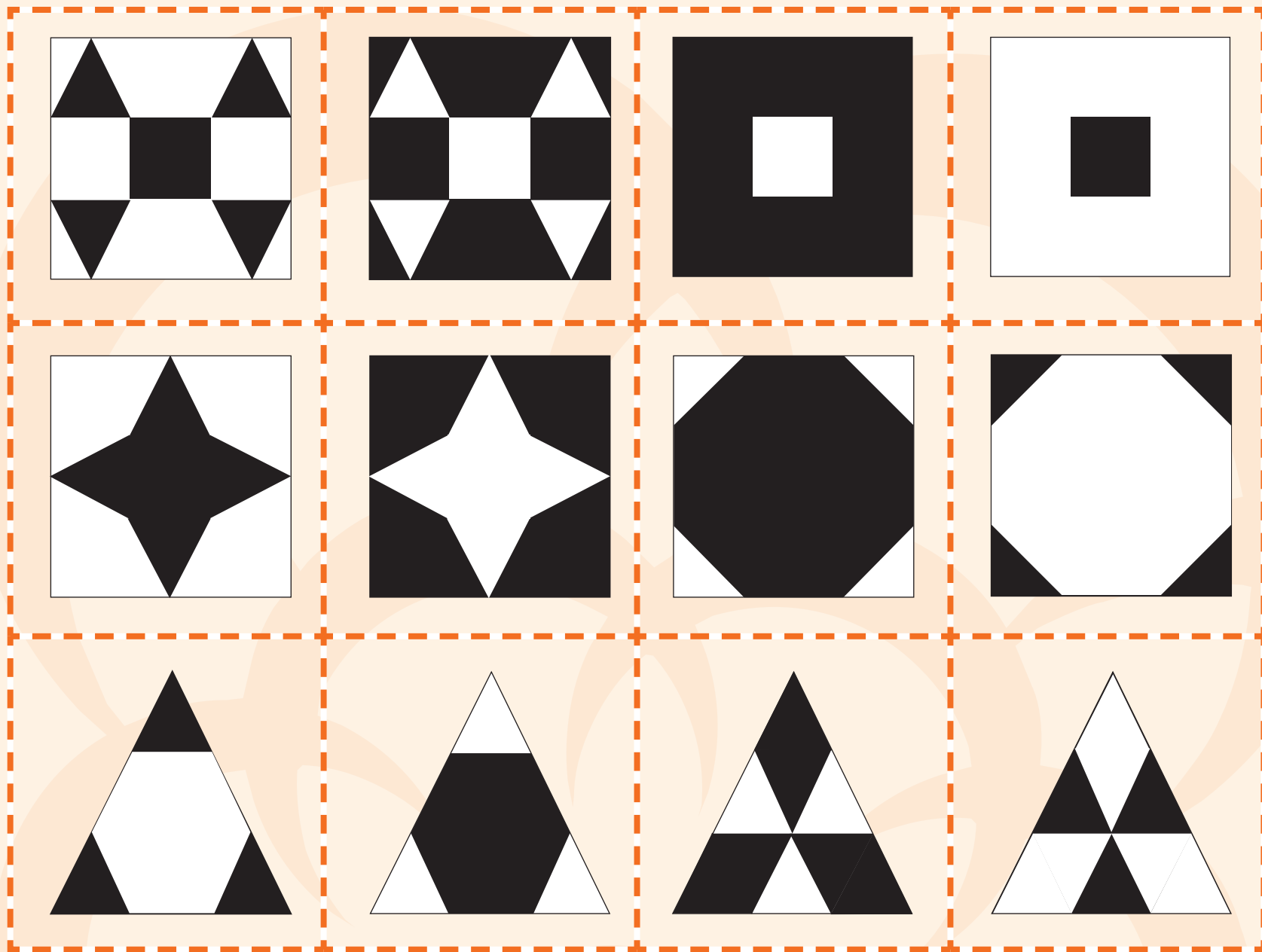
Resource D (continued)

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Think, feel, do

Fair Pair Cards (continued)



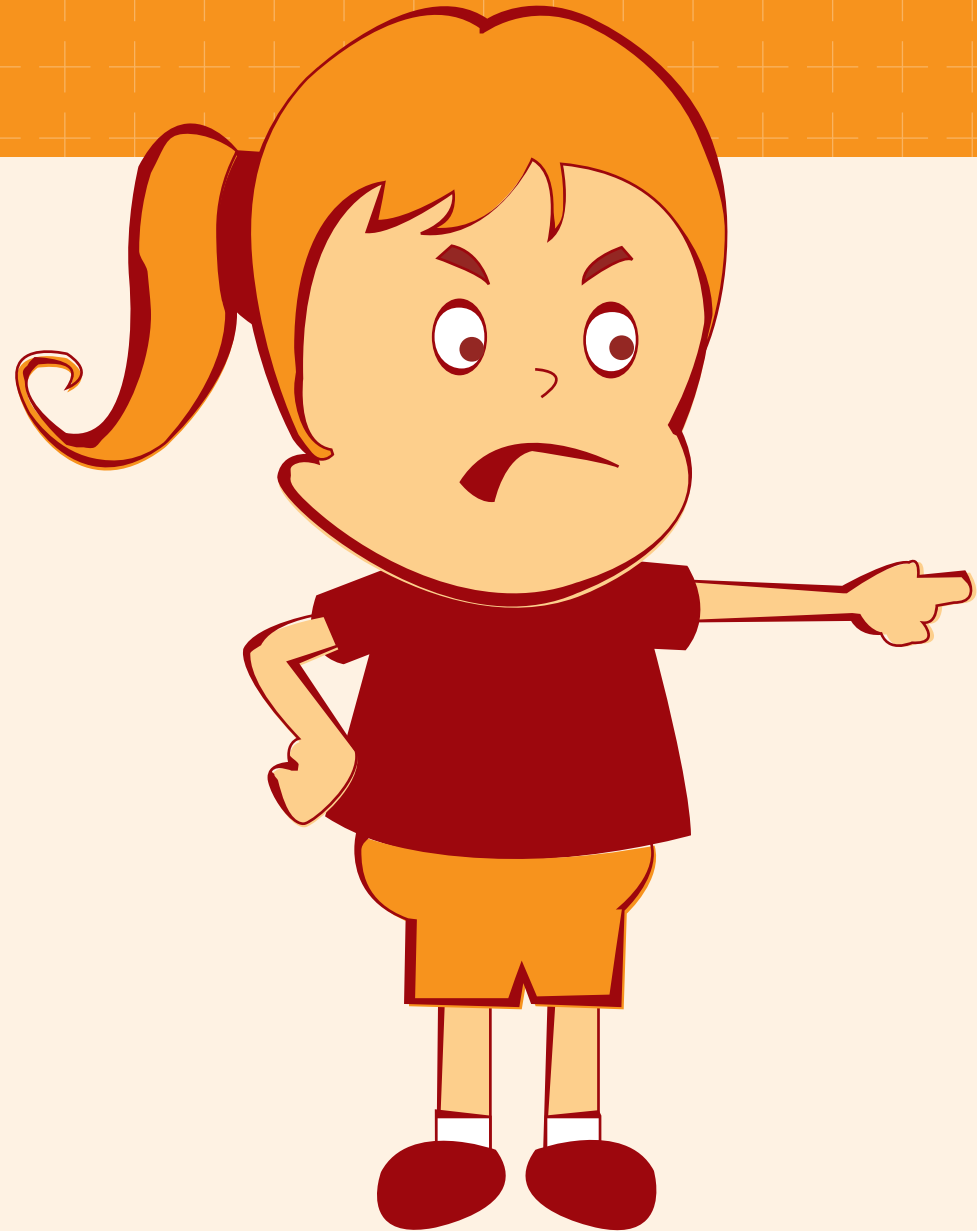


Resource E

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Think, feel, do

Paula's Story



Paula had a bad morning. She had a row with her mother again. Her mother said that if things didn't get any better, she'd get Marian to come to see her. Marian was the social worker, and Paula knew what that meant. Last time things were bad she had gone to live in a foster family. They were OK, but Paula had missed her mum and brothers terribly.

Paula set off for school. She wanted to do well but didn't find work easy. When she got there, she chatted with her friends about what they had been doing the night before. She almost forgot about the argument with her mum until it was time for maths. She had to move tables, and none of her friends were in her maths group. She knew it was because she found the work harder than they did.

She stayed at her table and started to think. She thought about the foster family and how nice they were to start with. That was until she started to have rows with their son. She could remember lying in bed wanting her mum so much.

It took a while for her to realise that the teacher was talking to her. He might have been talking to her for a while, but she hadn't heard. He was walking towards her and shouting at her and wagging his finger at her, just like her mum did. He was saying how there would be trouble if she didn't move.

Before she even thought about it, she was standing up. There was silence all around her and everyone was looking at her. Then she heard herself saying, "Shut up, just leave me alone." She knocked the pencil pot off the desk as she stormed out.

Adapted from *Good to be me*,
Department of Education and Skills
© Crown Copyright. Reproduced
under the Click-Use Licence

Resource F

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Think, feel, do

I Think, I Feel, I Do

With your partner, talk about each situation below and together complete the sheet. The first few situations have been completed for you as a guide.

Situation	What would I feel?	What might I think?	What might I do?	How might my actions affect me?	How might my actions affect others?
Your friends ignore you.	Hurt	They are trying to upset me.	Shout at my friends and start a fight.	I get into trouble for starting a fight. My friends still won't speak to me.	My friends are angry.
You see your mother crying.	Worried	What has made her cry?	Give her a hug and ask what's wrong.	I feel better because I helped her.	I make my mother feel better.
Your teacher tells you that you are excellent.	Thrilled	I am brilliant!	Smile. Tell my friends and family. Try to do well again in school to get more praise.	I get good scores in school.	My teacher is pleased with me.
Your friend tells someone a secret that you told him/her.					
Your mother/father says 'I love you'.					
Your mother gives you a kiss in front of your friends.					

Resource F (continued)

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 2: Think, feel, do



**I Think, I Feel, I Do
(continued)**

Situation	What would I feel?	What might I think?	What might I do?	How might my actions affect me?	How might my actions affect others?
You are told you can go to a concert featuring your favourite group or singer.					
Your friend suggests that both of you do something dangerous together.					
You are not allowed to go to your friend's house.					
Your teacher asks to see your parents.					
Something goes missing at home and you are wrongly blamed.					
You give someone a present and they don't thank you.					
A friend gives you a cigarette.					

Resource G

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 3: What happens when I feel ...?

Choices

Scenario	Choice A	Choice B	Choice C	Choice D
1. John cannot find his pencil on his desk. He is very angry because it is the third pencil he has lost this week. Should he:	Accuse the person sitting beside him and get angry?	Do nothing and try to hide his anger?	Control his anger and tell the teacher at break time?	Other – what?
2. Sarah is trying to do her work. Two other girls start to whisper to her and call her nasty names. Should she:	Call them names back?	Ignore them and carry on with her work?	Get mad with them and threaten them or hit them?	Other – what?
3. Tim's brother is always bossing him. One day Tim comes home and finds his brother has taken his bike. Should he:	Try to get him back by going to his room and taking something belonging to him?	Get angry and hold on to his anger until his brother comes back?	Feel angry but find out later if it is possible to get a lock for his bike?	Other – what?

4. Grainne is watching her favourite TV show. Her two older brothers come in and say they want to watch football on another channel. Should she:	Get angry and say she was here first and she is going to watch it?	Try to persuade her brothers that the programme is short and they could watch the match afterwards?	Walk out of the room and hold all her anger inside her?	Other – what?
5. Ciarán is cycling home from the shop. Some older children stop him and start teasing him. Should he:	Drop his bike and run?	Tell the older children that they are upsetting him and ask to get past?	Get upset and start to cry?	Other – what?
6. Paul was playing football. He kicked the ball and broke the window on the neighbour's house. He was frightened, so he ran down the road. Should he:	Go back to the neighbour's and apologise?	Go home, stay up in his room and hope nothing will happen?	Go to his parents and tell them what happened	Other – what?
7. Aisling is being teased about Darragh, a boy in her class. People are saying that she is going with him. Aisling isn't going with him but is a friend of his. Should she:	Stop being friendly with Darragh and hope the rest of the children stop teasing her?	Ignore the children?	Tell the teacher?	Other – what?
8. David took some money from his mother's purse. He went to the shop and bought sweets. When he came home, he found his sister crying. She had been blamed for taking the money. Should he:	Say nothing and hope that his mother will forget about it?	Go to his mother, tell her that he took the money and accept whatever punishment she gives him?	Comfort his little sister and tell her not to worry?	Other – what?

Resource H

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 4: Coping with worries

Whatif

By Shel Silverstein

We are unable to reproduce *Whatif* here due to copyright issues. To see the poem please refer to the printed version of this Living.Learning.Together resource.

Whatif by Shel Silverstein from *A Light in the Attic* Marion Boyars (c) 1981 Evil Eye Music, Inc.

Resource 1

Personal Development and Mutual Understanding **Orange Unit**

Learning activity 4: Coping with worries

Imaginative Journeys

Journey 1

With your eyes closed, notice your breathing. Feel the air come into your body ... through your nose ... down into your lungs. Notice how your tummy slowly rises and falls with each breath.

Imagine that you are carrying a heavy load down to a river ... You are tired from carrying this load all day ... You can hear the river in the distance and you will be glad when you get there ...

You walk down towards the river and when you get there you leave the load on the bank of the river ... You feel tired after carrying this heavy weight ... Listen to the music of the river for a moment ... Watch the ripples forming on the water ... You decide to step into the river and refresh yourself ... Feel the water on your hands and your face ... It is a good river and you trust it ... You step into the river and let the river carry you slowly downstream ... It's lovely to float along with the current of the river.

After a while you come to rest on the bank of the river ... You feel relaxed and at ease ... You spend some time enjoying this feeling ... Slowly you rise and look around you ... Now notice your breathing ... How does your body feel?

When you're ready, open your eyes ...

Give your pupils a few moments to become aware of their surroundings. Then, discuss the imaginative journey with them:

- What was the place where you came to rest like?
- How did you feel at the end of this exercise?
- What else happened to you in this exercise?



Journey 2

With your eyes closed, notice your breathing. Feel the air come into your body ... through your nose ... down into your lungs. Notice how your tummy slowly rises and falls with each breath.

Imagine you are at home ... It is evening time and you are tired after the day ... There is nobody else in the house ... Everyone is out ... You go upstairs to your room ... Outside you can hear many different sounds ... You listen to them ... You listen to the sounds inside the room ... You can hear your own breathing ... You can feel your lungs filling and emptying ... Listen to your breath for a moment ... (Pause for a few moments.)

In your room you notice there is a box with your name on it ... You haven't noticed this before ... You go to the box and open it ... See yourself opening the box and looking at what is inside ... (Allow them time to consider this fantasy.) Now notice your breathing ... How does your body feel?

When you're ready, open your eyes.

Give your pupils a few moments to become aware of their surroundings. Then, discuss the imaginative journey with them:

- How did you feel in your room?
- What did you hear outside?
- Could you hear your breathing? What did it feel like?
- What did you feel when you looked into the box?
- What was in the box? Who had left it there? What did you do with it?

Journey 3

With your eyes closed, notice your breathing. Feel the air come into your body ... through your nose ... down into your lungs. Notice how your tummy slowly rises and falls with each breath.

You find yourself on a very busy street ... All around you people are running and rushing ... Imagine this place ... How do you feel in it? ... You can hardly hear yourself breathe and your footsteps are drowned by the sounds around you ... You concentrate to hear yourself breathing ... In the middle of the crowd you listen carefully to hear yourself breathe ... (Allow pupils time to listen to their breathing.)

In the crowd, you see your best friend coming towards you ... You wave and your friend sees you ... You shake hands ... Your friend knows a good place to go ... You follow your friend ... Your friend brings you to a place that is really nice ... You are happy to be there ... Imagine what this place is like ... (Allow pupils time to consider this place.) Now notice your breathing ... How does your body feel?

When you're ready, open your eyes.

Give your pupils a few moments to become aware of their surroundings. Then, discuss the imaginative journey with them:

- How did you feel on the busy street?
- Could you hear your breathing?
- How did you feel when you saw your friend?
- Where did you go to?
- What was it like?

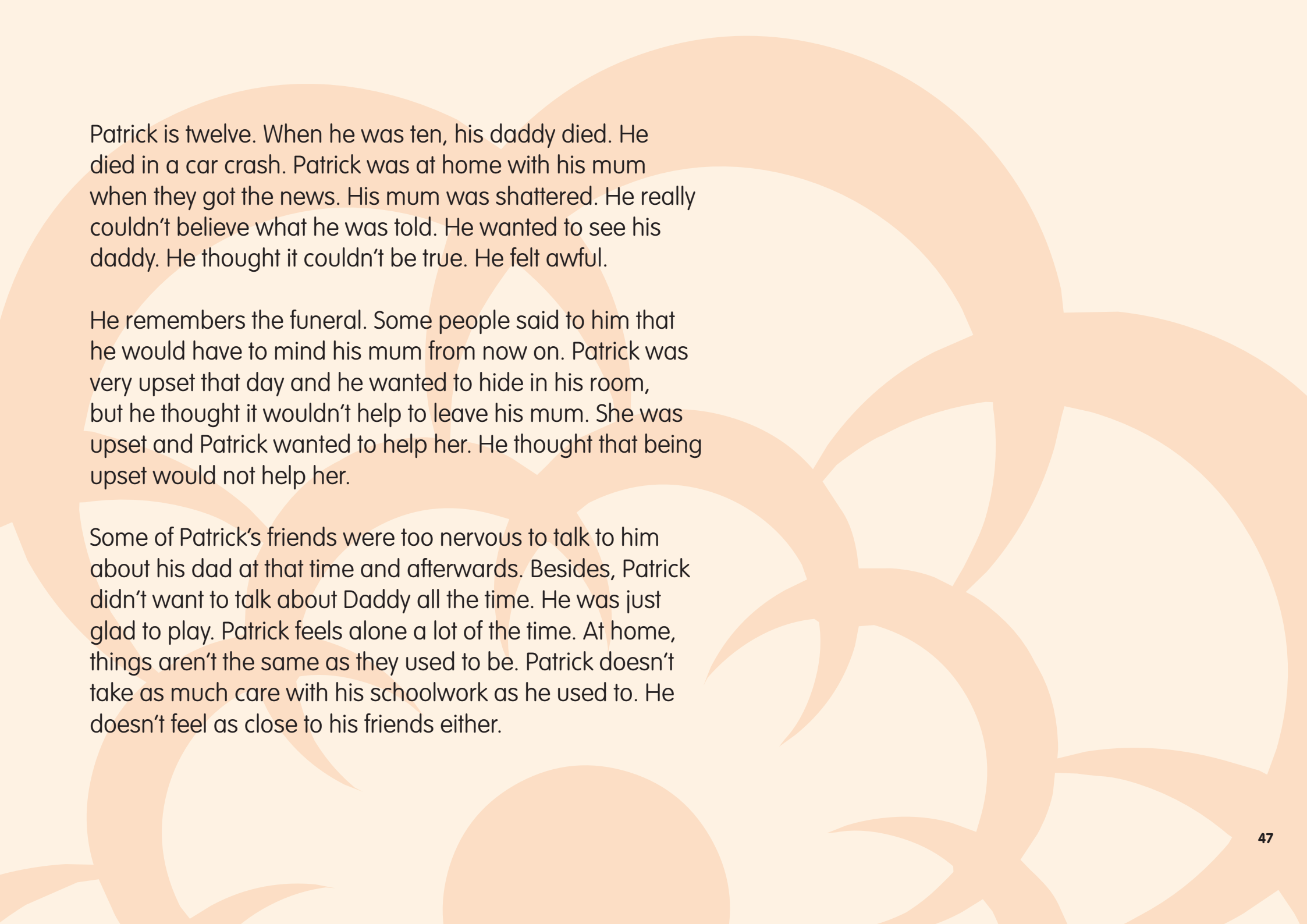
Resource J

Personal Development and Mutual Understanding **Orange Unit**

Activity 5: Loss and bereavement

Patrick's Story





Patrick is twelve. When he was ten, his daddy died. He died in a car crash. Patrick was at home with his mum when they got the news. His mum was shattered. He really couldn't believe what he was told. He wanted to see his daddy. He thought it couldn't be true. He felt awful.

He remembers the funeral. Some people said to him that he would have to mind his mum from now on. Patrick was very upset that day and he wanted to hide in his room, but he thought it wouldn't help to leave his mum. She was upset and Patrick wanted to help her. He thought that being upset would not help her.

Some of Patrick's friends were too nervous to talk to him about his dad at that time and afterwards. Besides, Patrick didn't want to talk about Daddy all the time. He was just glad to play. Patrick feels alone a lot of the time. At home, things aren't the same as they used to be. Patrick doesn't take as much care with his schoolwork as he used to. He doesn't feel as close to his friends either.

Suggested reading

Burningham, J. **Granpa**
(Red Fox: 2003) 978-0099434085

Cooke, T. **The Grandad Tree**
(Walker Books Ltd: 2001) 978-0744578751

Edwards, N. **Saying Goodbye to a Brother or Sister** (Chrysalis Children's Books: 2005)
978-1844584659

Edwards, N. **Saying Goodbye to a Friend**
(Chrysalis Children's Books: 2005)
978-1844584666

Edwards, N. **Saying Goodbye to a Parent**
(Chrysalis Children's Books: 2005)
978-1844584680

Edwards, N. **Saying Goodbye to a Grandparent**
(Chrysalis Children's Books: 2003)
978-1932333169

Edwards, N. **Saying Goodbye to a Pet**
(Chrysalis Children's Books: 2003)
978-1841388373

Huebner, D. **What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety**
(Magination Press, American Psychological Association: 2005) 978-1591473145

Nicholls, S. **Ways to Live Forever***
(Marian Lloyd Books: 2008) 978-1407104997
*This book deals with a child who had leukaemia.

Romaine, T. **Stress Can Really Get on Your Nerves!** (Free Spirit Publishing Inc. US: 2001)
978-1575420783

Rosen, M. **Michael Rosen's Sad Book**
(Walker Books: 2008) 978-1406313161

Simmonds, P. **Fred** (Red Fox: 1998)
978-0099264125

Spinelli, J. **Eggs** (Orchard: 2008)
978-1846167003

Suggested resources

Active Learning and Teaching Methods for Key Stages 1&2 (CCEA: 2007).
Available at www.nicurriculum.org.uk

Goldman, L. **Children Also Grieve: Talking About Death and Healing**
(Jessica Kingsley Publishers: 2005)
978-1843108085

Primary Values (CCEA: 2005)
1 85885337 0

Weare, K. **Developing the Emotionally Literate School** (Paul Chapman Educational Publishing: 2004)
978-0761940869

Romaine, T. **What on Earth Do You Do When Someone Dies?** (Free Spirit Publishing: 2003) 978-1575420554

Suggested additional resources

For the SEAL (Social and Emotional Aspects of Learning) resource, which provides activities and ideas to promote social, emotional and behavioural skills. Includes photographs depicting various emotions and suggested music for different moods.
http://www.bandapilot.org.uk/primary/seal/ws_resources.html

For completely confidential 24-hour helpline for children and young people in the UK
<http://www.childline.org.uk> or 0800 11 11

For culturally sensitive services to Muslim youth in the UK
<http://www.myh.org.uk> or 0808 808 2008

For advice to youth about bullying, family life, school, relationships and more
http://www.bbc.co.uk/cbbc/ask_aaron/index.shtml

For practical information for children going through a family break-up
<http://www.itsnotyourfault.org/>

For advice and information that you can use with children dealing with bereavement
<http://www.cruisebereavementcare.org.uk/index.html>

For specialised support, information and training for all those affected both when a child dies or is bereaved
<http://www.childbereavement.org.uk/>

For services to bereaved children, young people and their families. Includes interactive materials written and developed by young people
<http://www.winstonswish.org.uk/>

For support for children with cancer as well as children living with a family member who has cancer
<http://www.nicfc.com/>

For a selection of leaflets covering subjects such as bereavement and childhood stress
<http://www.mind.org.uk/>

A website for children and young people that promotes investigation and enjoyment of the arts
<http://www.artsology.com/>

Museum site with activities exploring the work of various artists
<http://www.tate.org.uk/>

Screenonline
<http://www.screenonline.org.uk/>
For short film clips and associated classroom activities that support work on feelings and emotions.



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

✉ info@ccea.org.uk 🌐 www.ccea.org.uk

Rewarding Learning