



MODULE 1

FEELINGS

Story 1: Full of Feelings

Session 1: Feeling sad – feeling happy

Session 2: Feeling angry or annoyed

Session 3: Feeling jealous

Session 4: Feeling nervous

Full of feelings

▼ 4

This is a story about three friends. Leela and Tig are sister and brother. Their best friend is Sandy. They live in a small town which is on the banks of a big river. They all like each other a lot.

Tig and Leela are twins, which means that they were born on the very same day and they have the same mum and dad. Leela was born before Tig so she says that she's older than him. But as she's only one hour older, Tig thinks that's silly and they sometimes have arguments about it.

Leela and Tig live with their mum and dad in a house on the edge of the town. Sandy lives next door with her mum and her older brother called Finn. She only sees her dad sometimes because he lives in another town, which takes a long time to get to on the bus.

Ever since they were babies, they've always played together. Tig and Leela's mum used to look after Sandy in the daytime while her mum was out at work. Now at weekends, Sandy's mum or Tig and Leela's dad sometimes takes them all out to the swimming pool or the cinema. Sometimes when Sandy's dad is visiting, everyone goes to the park and plays games.

Tig, Sandy and Leela are all in the same class at school. In fact they all started going to school together on the very same day. On that day, their very first day at school, Mr Johnson, their new teacher, had made badges for everyone to wear with their names written on.

When everyone was sitting in a circle, they all took it in turns to say their name and something interesting about themselves.

When it was Tig's turn, he said, "My name is Tig and I've got a stick insect called Zippy and he lives in a tank in my room."

Leela was feeling very nervous, but she said, "My name is Leela and my brother Tig is always putting Zippy on my pillow and I don't like it when he does that."

▲ 4

Then Mr Johnson said to the class, "Leela and Tig were born on the same day so that means they are twins."

"Yes," said Leela, "but we don't always like the same things like some twins do."

▼ 3

"Do you like being twins?" asked Mr Johnson.

Leela and Tig looked at each other. They had never really thought about that before.

"Well, sometimes it's all right," said Tig. "You've always got somebody to play with."

Leela was thinking something quite different. She was remembering last summer when Tig had been ill in bed and their mum was looking after him all the time. Then she'd felt jealous that Tig was getting all the attention.

▲ 3

It was Sandy's turn next. "My name is Sandy and I live next door to Tig and Leela and I have a big brother called Finn."

"Thank you, Sandy," said Mr Johnson.

▼ 2

"I think everyone has had a turn, haven't they? Now, when you go home this afternoon, I want you to look for something that you like a lot and if you can, bring it to school with you tomorrow. No pets, though - we can't really have our classroom full of dogs and cats, can we?"

Tig was thinking about his stick insect, whom he loved very much, and felt angry that Mr Johnson would not allow pets in the classroom.

"I wanted to show Zippy to my friends," he thought. "That's not fair. Besides, it would be fun if we could bring our cats and dogs and things to school. Mr Johnson is just a spoil-sport." **[pause]**

As they walked home from school, Leela could tell that Tig had something on his mind. His face looked strange and he wasn't his usual cheerful self, laughing and joking all the time.

"What's the matter, Tig?" she asked him.

"Nothing," he said.

But Leela knew that something was wrong. What should she do? If she asked him again when they got home, he might tell her or he might get cross and tell her to go away and she didn't want that to happen.

When Tig and Leela's dad came home from work, they all had supper together. Their dad asked them how their first day at school had gone.

"It was great," said Leela. "We sang songs and I knew the words to lots of them."

"What about you, Tig?" said Dad. "Did you do anything good?"

"Not really," said Tig. He had decided that school was horrible and he didn't want to go any more. After supper, he went upstairs to his room and lay down on the bed.

"Why can't you come to school with me, Zippy?" he said out loud. But Zippy the stick insect was asleep on a tree branch in his tank.

MODULE 1: FEELINGS

Goal of Module 1:

To improve children's abilities to recognise different emotions and to identify strategies to cope with them.

Rationale for this module:

There are several essential skills that we must develop in order to cope better with everyday adversities. One of the most basic skills is being able to recognise our own feelings and to understand how we behave when we experience emotions that make us feel uncomfortable.

Some children have difficulty identifying accurately what they are feeling in different situations, and without this ability it is difficult for them to communicate their feelings to others and to identify appropriate coping strategies. Because they have trouble expressing their feelings to others, they are at greater risk of not being able to ask for and receive help. They may also be less able to give help to others.

This module focuses on improving children's abilities to recognise four basic feelings:

Feeling sad (and happy)
Feeling angry or annoyed
Feeling jealous
Feeling nervous

Because of the emphasis on coping, we have concentrated on feelings which are upsetting at any age. Recognising them helps us to understand that we must do something to cope effectively with the situation.

Discussion of these feelings and how to identify them leads on naturally to how we react to them and what we can do to feel better. This constitutes an introduction to the concept of coping.

The **first session** includes activities in which children practise recognising sadness and happiness, in themselves and in others. The activities also help children to identify what they can do to feel better when they are sad.

The **second session** focuses on recognising anger and annoyance - in the characters in the story and in everyday experiences that the children themselves may have. The exercises focus upon identifying and practising different ways to calm down and feel better when you are angry.

The **third session** concerns jealousy and what we can do when we are jealous. Children often find this concept hard to understand and you might want to think of some examples beforehand.

The **fourth session** focuses on feeling nervous, including awareness of the physiological sensations which may accompany nervousness and coping strategies which can help.

Each of the sessions involves a certain amount of repetition or practice in learning skills. Experience has shown that this repetition is essential to ensure that children master these abilities.

Module 1: FEELINGS

Session 1: Feeling sad – feeling happy

Goal of Module 1:

To improve children's abilities to recognise different emotions and to identify strategies to cope with them.

Objective of Session 1:

To improve children's abilities to recognise feeling sad and to identify ways to cope.

1) Introduction

Duration: 5 minutes

Materials: Rules poster

Procedure:

- Tell the children that we will be reading them a story about children of their own age. The main characters are Tig, his twin sister Leela and their friend Sandy. The stories are fun, but sometimes the children have problems. Each week, we will be playing games and doing things to explore what the children in the stories can do when they have problems. We will also explore what we can do to cope better, when we have problems.
- Tell the children that there are going to be some rules in these sessions that will make it easier for everyone to get on well and work together. Ask them what things they can think of which might help. You could start them off with the rule about putting hands up.
- Show the children the poster of the rules and read each rule slowly. Ask the children to repeat it. Ask them to say why each rule is a good idea. Tell the group that you will remind them of the rules at the beginning of each session.

Put your hand up if you want to speak

Talk one at a time

Listen to each other

Don't say nasty things

Think of nice things to say to each other

You don't have to say anything if you don't want to

2) The story

Duration: 10 minutes

Materials: The illustrations for this module (pictures 1-8)

Procedure:

- Read the first story about Leela, Tig and Sandy. Show the group the pictures at the appropriate places in the story. Stop during the reading of the story after paragraph 2 on page 3.
- Page 3, paragraph 2: *Mr Johnson is just a spoil-sport.*

Ask: How did Tig feel? (sad, angry)
Why did he feel sad?
Why did he feel angry?

Then continue reading the story to the end.

3) Activity 1: What makes me feel happy and sad?

Duration: 10 minutes

Materials: Paper for drawing
Crayons for colouring

Procedure:

- Explain to the children that, just like Tig and Leela, there are things which make us sad and happy.
- Tell them that they should each draw something which made them happy OR something which made them sad.
- Tell the children that they have just a few minutes to do their drawing and that afterwards you will ask them to show their drawings to the other children and explain what they have drawn.

4) Activity 2: What can I do when I feel sad?

Duration: 15 minutes

Materials: Paper to note children's suggestions
Rules for choosing a good solution (**Annexe 1a**)

Procedure:

- Tell the children that they will now briefly explain to the class what they drew.
- Have the children sit in a circle and put their drawings in front of them.
- Invite the children, one at a time, to show their drawings and explain what they have drawn. Tell them to keep their explanations short. Ask each child why they were happy or sad.
- After all the children have had their turn, tell them that, even though this is only their first Zippy's Friends session, they will already have lots of good ideas for what they can do when they are sad. Tell them that when they are thinking of what they could do, there are two special rules to help them to choose:
 - It helps me to feel better
 - It doesn't hurt me or anyone else

Write these two rules on the board or paper, so that the children can see them while they are thinking.

Ask: What can you do when you feel sad at home?

What can you do when you feel sad at school?

What can you do when you feel sad with friends?

- End this activity by congratulating the children on how many solutions they have thought of, even though this is only the first session of *Zippy's Friends*.

In many of the activities, we recommend that suggestions from the children are listed on a large sheet of paper and posted in the classroom. These could be written in words or shown by a simple drawing, depending on the children's reading level.

5) Feedback

Duration: 5 minutes

Materials: Feedback sheets (**Annexe 1**)

Procedure:

- Explain to the children that at the end of each session we will spend a few minutes to think about what we did and how we felt.
- Show the children a feedback sheet and explain that there are two questions for them to answer. The first question is about how much they liked the activities. If they liked the activities, they should colour in the sun. If they did not like the activities, they should colour in the cloud. The second question is about how they felt during the activities. If they were happy, they should colour in the smiling face. If they felt sad, they should colour in the sad face.
- Distribute a sheet to each child.
- Ask the children what they liked most about this session and what they liked least. Explain that if there is not enough time to talk about what each of the children feels, they can tell you their feelings later.

Module 1: FEELINGS

Session 2: Feeling angry or annoyed

Goal of Module 1:

To improve children's abilities to recognise different emotions and to identify strategies to cope with them.

Objective of Session 2:

To improve children's abilities to recognise feelings of anger and annoyance and to identify ways to cope with these feelings.

1) Introduction

Duration: 5 minutes

Materials: Rules poster

Procedure:

- Remind everyone of the rules by showing the poster and reading them one by one. You may wish to ask the children to repeat each one and explain what they mean.
- Tell the children that today we will be talking about a very strong feeling, something we may feel when we are unhappy...*anger*.
- Tell the children that when we are angry we usually don't know what to do to feel better, but today we are going to find ways to feel better when we are angry.

2) Review of the previous session

Duration: 5 minutes

Materials: None

Procedure:

- Briefly remind the children that last time we saw that Tig was sad because he could not bring Zippy to class.
- Ask the children how we knew that Tig was sad. What did Tig do or say to show that he was sad?
- Tell the children that we are going to play a game which will help us remember what we can do when we are sad.

- Ask the children to sit in a circle.
- Explain to the children that you will be asking a question and that as quickly as possible each child should give an answer to the question without repeating one of the answers already given.
- Ask the children, one at a time, to answer the following question:

What are the things we can do to feel better when we are sad? At home? At school? With our friends?

For each child, ask the question either 'at home', or 'at school' or 'with our friends', changing in a random way for each child. If a child does not give an answer quickly, anyone else in the class can help them by whispering an answer in their ear.

3) Activity 1: I feel angry when...

Duration: 15 minutes

Materials: None

Procedure:

- Explain to the children that you are going to read again part of the story they heard last time.
- Read the story from page 2, paragraph 11: *I think everyone has had a turn* until the end of the story.
- Explain that it is normal to feel angry sometimes.
- Ask the children if they have ever felt angry. At home? At school? With their friends? What happened?

- Ask the children what we can do to feel better when we are angry.

Boys may suggest more physical solutions to problems, such as beating someone up. If the solutions proposed include negative or destructive behaviour, such as smashing a toy, fighting or shouting insults, ask the children to describe the consequences of such solutions. Ask if there might be a better solution, a solution which would not have negative consequences for the child or others.

4) Activity 2: The feeling card game

Duration: 15 minutes

Materials: Feeling Situation cards
(Annexes 2a and 2b)

Mystery box (Prepare a cardboard box - you may want to decorate and transform it into a 'mystery box'. This box will be used throughout the programme, whenever children have to pick a card during an activity. A shoe box is about the right size.)

Procedure:

- Explain to the children that we are going to play a game about feelings.
- Ask the children to sit in a circle.
- Explain that you are going to choose some children to pick a situation card. Each child must read the card out loud (or ask you to read the card out loud). Then he or she must act out the feeling they would have in the situation.
- Explain to the children that the rest of the group must try to work out what feeling the child is expressing and suggest solutions to feel better in the situation.

You can write down the solutions for discussion later.

- Choose a few children and play the game for about 5 minutes.

If negative solutions are proposed by the children - like breaking objects, fighting or shouting insults - explore the consequences of these solutions. Ask if there are better solutions which do not have negative consequences for the child or others.

- Explain to the children that there are all sorts of solutions. Explain that sometimes we can try to change the situation.
- Ask the children for examples (saying we are sorry, or doing something to make things better). Explain that at other times we do things to help ourselves feel better (crying, drawing or listening to music). Tell the children that both types of solutions are good ways to feel better. The important thing about solutions is that they help make us feel better and don't harm ourselves or others, or make other people feel worse.

5) Feedback

Duration: 5 minutes

Materials: Feedback sheets (Annexe 1)

Procedure:

- Tell the children that you are going to distribute feedback sheets like they had last time. Each child should colour a sun or cloud to show how much they liked the activities and a happy or sad face to show how they felt during the activities.
- Distribute a sheet to each child and ask them to answer individually.
- Ask the children what they liked most and what they liked least about this session.

Module 1: FEELINGS

Session 3: Feeling jealous

Goal of Module 1:

To improve children's abilities to recognise different emotions and to identify strategies to cope with them.

Objective of Session 3:

To improve children's abilities to identify feelings of jealousy and to learn ways to cope with this feeling.

1) Introduction

Duration: 2 minutes

Materials: Rules poster

Procedure:

- Remind the children about the rules and read them out loud.
- Tell the children that today we will learn to recognise a special feeling - jealousy. Say that all children and grown-ups sometimes feel jealous so we shouldn't feel bad about it.
- Tell them that when we feel jealous, we often do not know how to react or what to do to feel better, but today we are going to work together to find ways of feeling better and not feeling so jealous.

2) Review of the previous session

Duration: 5 minutes

Material: None

Procedure:

- Remind the children that last time we saw that Tig was angry because he could not bring Zippy to class.
- Ask the children how they knew that Tig was angry. What did he do and say to show that he was angry?

3) Activity 1: Leela's feeling jealous

Duration: 10 minutes

Materials: Illustration of Leela feeling jealous

Procedure:

- Explain that we will now talk about jealousy.
- Show the children the picture in which Leela is jealous of her brother.
- Ask the children if they remember what happened.
- Re-read the part of the story which begins on page 2, paragraph 5 *Do you like being twins...* and ends on page 2, paragraph 8 *Then she'd felt jealous that Tig was getting all the attention.*
- Ask the children if they know what jealousy is.
- Explain that we feel jealous when we really want something which someone else has. It can be a toy or a special present, or it can be the attention or love that someone else is getting (such as a baby brother or sister).
- Ask the children to describe situations when they felt jealous. Ask what was happening.

4) Activity 2: What I do when I am jealous

Duration: 25 minutes

Materials: Paper for drawing
Crayons for colouring

Procedure:

- Explain to the children that we are now going to make a drawing and afterwards we are going to sit in a circle and explain what we have drawn.

- Each child is to draw a situation in which they felt jealous. This could be something that happened at school, at home, or with their friends.

If the children have trouble thinking of a situation, you can make suggestions: something like when a friend got a new toy and I didn't, when my brother won a prize, when my mother was paying attention to my little brother and sister and not to me. You might give an example from your own childhood.

- Give each child a sheet for drawing.
- Tell the children that they will have only 5 minutes to make their drawing.
- After 5 minutes tell the children it's all right if they did not finish and, if they want to, they can take their drawings to finish at home. Then ask them to sit in a circle with their drawings in front of them.
- Ask as many children as time allows to explain what they were drawing. Tell them to keep their explanations short. What was happening? What did they do to feel better?

If solutions such as taking the toy away, breaking objects, fighting or shouting insults are reported, explore the consequences of these solutions. What happened after you did this? Ask if there were better solutions which would not have had negative consequences for the child or for others.

5) Feedback

Duration: 3 minutes

Materials: Feedback sheets (**Annexe 1**)

Procedure:

- Tell the children that you are going to distribute feedback sheets like they had last time. Each child should colour a sun or cloud to show how much they liked the activities and a happy or sad face to show how they felt during the activities.
- Distribute a sheet to each child and ask them to answer individually.
- Ask the children what they liked most and what they liked least about this session.

Module 1: FEELINGS

Session 4: Feeling nervous

Goal of Module 1:

To improve children's abilities to recognise different emotions and to identify strategies to cope with them.

Objective of Session 4:

To improve children's abilities to recognise feeling nervous and to identify ways to cope with this feeling.

1) Introduction

Duration: 5 minutes

Materials: Rules poster

Procedure:

- Remind the children of the rules and read them out loud.
- Tell the children that today we will learn to recognise what we feel when we are nervous.
- Tell the children that with some feelings things happen in our bodies which help us to know what we are feeling. Say that we will be talking about some of the ways our bodies tell us that we are nervous.
- Also tell the children that we are going to explore ways to feel better when we are nervous.

2) Review of the previous session

Duration: 5 minutes

Materials: Illustration of Leela being jealous of her twin brother (pic 5)

Procedure:

- Remind the children that last time we saw that Leela was sometimes jealous of her twin brother when he was sick, because he got all the attention.

- Show the children the picture of Leela being jealous.
- Ask the children if they remember what jealousy is. Remind them of the definition of jealousy.
- Ask the children to suggest different ways of feeling better when we are jealous.

3) Activity 1: What happens in my body when I feel nervous?

Duration: 10 minutes

Materials: Outline drawing of a person (on which we can paste the Feeling Nervous cards) (Annexe 3)
Feeling Nervous cards (Annexe 4)

Procedure:

- Explain to the children that we are now going to talk about feeling nervous.
- Re-read the story from the beginning until page 2, paragraph 2: *I don't like it when he does that.*
- Ask the children why Leela was feeling nervous. Explain that we often feel nervous when we have to do something in front of other people.
- Ask the children if they have ever felt nervous like Leela. What was happening?
- Explain to the children that feeling nervous affects our bodies.
- Ask the children what they feel in their bodies when they are nervous.

If the children don't have any ideas, you can make some suggestions. We may feel hot, and have funny feelings in our stomachs, or our hands may feel sweaty.

- Paste the outline of the body on the wall.
- Explain to the children that we are now going to play a game and that you are going to choose some children who will have to pick a feeling and act out the feeling.
- Tell the children that the rest of the group must work out which feeling is being acted out. Explain that the child who is acting out the feeling must then paste the Feeling Nervous card on the outline of the person, in the place where that feeling can be felt.
- If that solution is a good one for the situation and feeling, the child should stick it on the wall underneath the star and explain why that solution can help someone to feel better.
- Tell them that if the solution they pick is not a good one, they should stick it under the rubbish bin card and explain why it is not a good solution for that feeling.
- If a child rejects a solution that might be helpful in a different situation, ask the children if they can think of a situation where they would use that solution. The child who finds it helpful can then move it and stick it under the star. It's important not to leave any helpful solutions under the rubbish bin.

4) Activity 2: I know what to do when I have difficult feelings

Duration: 20 minutes

Materials: Large star and rubbish bin cards
(Annexe 5)
Solution cards
(Annexes 6a and 6b)
Mystery box (to pick out cards)

Procedure:

- Attach the star and rubbish bin cards (Annexe 5) to the wall.
- Explain to the children that we are now going to play a game. Ask the children to suggest some situations where they would experience difficult feelings such as those they have discussed in the previous sessions – feeling sad, angry, annoyed, jealous or nervous. Prompt them if necessary with situations like: I have to sing a song in front of lots of people, my sister stole my favourite toy, I broke my mother's best plate.
- Ask the children to identify the feeling which is present in each situation.
- Explain to the children that in each case, you are going to ask them to pick a card (Annexes 6a and 6b) from the mystery box. On each card, there is a solution.

- Continue this activity until all the solution cards have been used up.
- If you have time, ask the children if they can suggest other solutions. If so, write these solutions on blank cards and ask children to put them underneath the star or the rubbish bin.

5) Feedback

Duration: 5 minutes

Materials: Feedback sheets (Annexe 1)

Procedure:

- Tell the children that you are going to distribute feedback sheets like they had last time. Each child should colour a sun or cloud to show how much they liked the activities and a happy or sad face to show how they felt during the activities.
- Distribute a sheet to each child and ask them to answer individually.
- Ask the children what they liked most and what they liked least about this session.

