

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



Follow-Up Questions

From the first session in *Zippy's Friends*, the children are encouraged to come up with solutions to help them cope with difficult feelings and situations. Once they have started practising this in class, you should encourage them to use the skills in real life situations.

These Follow-Up Questions can help children through the process of finding helpful solutions.

Firstly, recognise the child's feelings:

- 'I can see that you are upset/angry'
- 'I understand this is difficult for you'

Then ask these questions:

- **What can you do to help you feel better?**
- **Does it help you to feel better?**
- **Does the other person feel better?**
- **Does it obey the Golden Rules?**
 - **It helps me to feel better**
 - **It doesn't hurt me or anyone else**
- **Do you have other suggestions – is there anything else you can do?**
- **Does anyone else have a suggestion?**
- **Is this something you would like to try?**

You can also find these Follow-Up Questions at **Activity Sheet 2**, which you can stick on the wall or photocopy to keep to hand as a reminder.

Module 1 - Feelings

Goal of Module 1

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

About this Module

There are several skills that we need to develop in order to cope better with everyday difficulties. Two of the most basic skills are being able to recognise our own feelings and understanding 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. Without this ability it is difficult for them to communicate their feelings to others and to find appropriate ways to cope. If 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 our emphasis on coping, we have concentrated on feelings which are upsetting at any age. Recognising these feelings helps us to understand that we must do something to effectively cope 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 - in other words, how to cope.

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 we are angry.

The **third session** concerns jealousy and what we can do when we are jealous.

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. Research has shown that this repetition is essential to ensure that children master these abilities.

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 infant school, Mr Johnson, their new teacher, had made a badge for everyone to wear which had their name written on it.

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.

▲ 2



Session 1

Feeling sad - feeling happy

Goal

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

Objective

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

You need

- Rules poster
- Illustrations for this module (Pictures 1-8)
- Paper for drawing
- Crayons for colouring
- *My Zippy Book*
- Paper to note children's suggestions
- Golden Rules (Activity Sheet 1)
- Follow-up Questions (Activity Sheet 2)
- Feedback Sheets (Activity Sheet 3)

Introduction

5m

- Tell the children that we will be reading stories 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 play games and do things to explore what the children in the stories can do when they have problems. We will also explore what we can do, how we can cope better, when we have problems.
- Explain 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 the children for ideas. You can start them off with the rule about putting your hand up.
 - 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
- Show the children the rules poster. Read each rule slowly and ask the children to repeat it. Ask them whether each rule is a good idea and if so, why. Say that you will remind them of the rules at the beginning of each session.

Story

10m

- Read the first story, showing the pictures at the appropriate places in the story. Stop after paragraph 4 on page 6: *Mr Johnson is just a spoil-sport.*
- Ask: How did Tig feel? (sad, angry)
Why did he feel sad/angry?

Then continue reading the story to the end.

Activity 1: What makes me feel happy and sad?

10m

- Explain to the children that, just like Tig and Leela, there are things which make us sad or happy. Ask them to close their eyes and think of a time when they felt either happy or sad.
- Tell them to draw either something which made them happy or something which made them sad.
- Give out paper for drawing or tell the children to use *My Zippy Book*, page 3.
- Tell the children that they have just a few minutes to do their drawings and that afterwards they can show them to the class and explain what they have drawn.
- After five minutes, ask the children to sit in a circle and to put their drawings in front of them.

Inclusion

For additional activities, see the Inclusion Supplement.

Activity 1 – page 6
Activity 2 – page 7

- Invite them to show their drawings and explain what they have drawn. Tell them to keep their explanations short. Ask each child why they felt happy or sad.
- Remember: children do not have to say anything if they don't want to.

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

15m

- After all the children who want to speak have done so, tell them that there are lots of things we can do to make ourselves feel better when we are sad. Say that when we are thinking of what we can do, there are two Golden Rules to remember:
 - It helps me to feel better
 - It doesn't hurt me or anyone else
- Show **Activity Sheet 1** or write these two rules on the board or paper, so that the children can see them while they are thinking.
- Tell the children that we are now going to think of ways to make ourselves feel better in different situations.
- Ask them: What can we do when we feel sad at home? Encourage them to make suggestions and write or draw their ideas on a board, screen or a large sheet of paper.
- Repeat the exercise by asking the children to think about two more situations.
 - What can we do when we feel sad at school?
 - What can we do when we feel sad with friends?
- In each case, use the first four Follow-up Questions (**Activity Sheet 2**) to ensure that the solution follows the Golden Rules.
- Keep the list of suggested solutions as you will need it for the next session.
- 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*.
- If the children are using *My Zippy Book*, tell them that the Golden Rules are on page 4 as a reminder.

Feedback

5m

- Explain that at the end of each session we will spend a few minutes to think about what we did and how we felt.
- Explain that you will be distributing a paper with two questions for them to answer. The first question is whether they liked the session. If they did, they should colour in the sun. If they did not like the session, they should colour in the cloud. The second question is 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.
- Give a copy of **Activity Sheet 3** to each child, or show *My Zippy Book*, page 5.
- After the children have completed the sheets, invite them to say whether they liked the session and how they felt. Explain that if you do not have enough time to hear what each child feels, they can tell you later.



Session 2

Feeling angry or annoyed



Goal

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



Objective

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



You need

- Rules poster
- List of solutions from Session 1
- Follow-up Questions (Activity Sheet 2)
- My Zippy Book
- Feeling Situation cards (Activity Sheets 4 and 5)
- Mystery Box
Decorate a cardboard box 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.
- Feedback Sheets (Activity Sheet 3)

Rules and Review of the previous session

5m



- Remind everyone of the rules by showing the poster and reading them one by one. Ask the children to repeat each rule and explain what it means.
- Remind the children that last time we saw that Tig was sad because he could not bring Zippy to class. Ask how we knew that Tig was sad. What did Tig do or say to show that he was sad?
- Ask the children:
What are the things we can do to feel better when we are sad?
At home? At school? With our friends?
Add any new solutions to the list from Session 1.
- Check that the suggested solutions obey the Golden Rules

Introduction

5m



- 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.

Activity 1: I feel angry when...

15m



- Explain to the children that you are going to read again part of the story they heard last time.
- Read the story from page 6, paragraph 2: *I think everyone has had a turn...* until the end of the story. Ask how Tig felt.
- Explain that it is normal to sometimes feel angry.
- 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.
- Use the Follow-up Questions (**Activity Sheet 2**) to help the children find positive solutions.

The children can draw or write their solutions in *My Zippy Book*, page 6, in class if there is time, later or at home.

Activity 2: The feeling card game

15m



Inclusion

For additional activities, see the Inclusion Supplement.

Activity 1 – page 8
Activity 2 – page 9

- Tell the children that we are going to play a game about feelings.
- Ask the children to sit in a circle and introduce the Mystery Box.
- Explain that you are going to choose some children to pick a situation card from the Mystery Box. Each child must read the card out loud (or ask you to read it for them). Then he or she must act out the feeling they would have in the situation.
- Explain that the rest of the group must try to work out what feeling the child is expressing and suggest solutions to help them feel better.
Write down the solutions for discussion later.
- Choose a few children and play the game for about 5 minutes.
If unhelpful solutions are proposed by the children - such as breaking objects, fighting or shouting insults – use the Follow-up Questions (Activity Sheet 2) to explore the consequences and to find more helpful solutions.
- Explain to the children that sometimes we can try to change a situation. Ask the children for examples (saying we are sorry or doing something to make things better).
- Explain that at other times we cannot change the situation but we can do things to help ourselves feel better (crying, drawing or watching TV).
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 others or make other people feel worse.

Feedback

5m



- Tell the children that you are going to distribute Feedback Sheets like they had last time. Each child should complete the page to show whether they liked the session and how they felt during it.
- Give a sheet to each child or show *My Zippy Book*, page 7, and ask them to answer individually.
- Invite the children to say whether they liked the session and how they felt. Remember that children don't have to say anything if they don't want to.



Session 3

Feeling jealous



Goal

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



Objective

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



You need

- Rules poster
- Illustration of Leela feeling jealous (Picture 5)
- Paper for drawing
- Crayons for colouring
- Follow-up Questions (Activity Sheet 2)
- My Zippy Book
- Feedback Sheets (Activity Sheet 3)

Rules and Review of the previous session



- Remind the children about the rules and read them out loud. Ask why each rule is important.
- 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?

Introduction



- 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.

Activity 1: Leela's feeling jealous



- Show the children the picture in which Leela is jealous of her brother (Picture 5).
- Ask the children if they remember what happened.
- Re-read the part of the story which begins on page 5, paragraph 6 *Do you like being twins...* and ends on page 5, paragraph 9... *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 we may be jealous because we want 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.

Activity 2: What I can do when I am jealous



- Explain to the children that we are now going to draw a picture 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 - a friend got a new toy and I didn't, my brother won a prize, my mother was paying attention to my little brother and sister and not to me - or give an example from your own childhood.

- Give each child a sheet or *My Zippy Book*, page 8, for drawing.
- Tell the children that they will have only 5 minutes to draw their picture.
- After 5 minutes, tell the children that it's all right if they did not finish and they can take their drawings to finish at home. Then ask them to sit in a circle with their drawings in front of them.
- Invite 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 things, fighting or shouting insults are reported, use the Follow-up Questions (Activity Sheet 2) to explore the consequences of these solutions. Ask what happened. Ask if there were better solutions which would not have had negative consequences for the child or for others.

- Tell the children that they have thought of many ways of feeling better and not feeling so jealous.

Feedback



- Tell the children that you are going to distribute Feedback Sheets like they had last time. Each child should complete the page to show whether they liked the session and how they felt during it.
- Give a sheet to each child or show *My Zippy Book*, page 9, and ask them to answer individually.
- Invite the children to say whether they liked the session and how they felt.



Inclusion

For additional activities, see the Inclusion Supplement.

Activity 1 – page 10
Activity 2 – page 11



Session 4

Feeling nervous

Remember to copy the cover sheet for the Home Activities and the Home Activity for Module 1 before this session, to give out at the end.

Goal

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

Objective

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

You need

- Rules poster
- Illustration of Leela being jealous (Picture 5)
- Body outline (Activity Sheet 6)
- Feeling Nervous cards (Activity Sheet 7)
- Blu Tack or similar
- Mystery Box
- Golden Rules for a Good Solution (Activity Sheet 1)
- Large Star and Rubbish Bin cards (Activity Sheet 8)
- Solution cards (Activity Sheets 9 and 10)
- Feedback Sheets (Activity Sheet 3)
- My Zippy Book

Rules and Review of the previous session

5m

- Remind the children of the rules and read them out loud.
- Say that last time we saw that Leela was jealous of her twin brother when he was sick, because he got all the attention. Show the children the picture of Leela being jealous (Picture 5).
- Ask them if they remember what jealousy is. It is the feeling we have when we really want something that someone else has.
- Ask the children what we can do to feel better when we are jealous.

Introduction

5m

- Say 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.
- Today we will talk about some of the ways our bodies tell us that we are nervous, and we will explore ways to feel better when we are nervous.

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

10m

- Re-read the story from the beginning until page 5, paragraph 3: *I don't like it when he does that.*
 - Ask 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 makes them feel nervous?
- If the children don't have any ideas, you can make some suggestions - starting a new school, performing in front of an audience, meeting new people, admitting to doing something wrong.*
- Explain that feeling nervous affects our body. Ask the children what they feel in their body 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.

- Stick the outline of the body on the wall.
- Say that we are going to play a game. You will invite children to pick a card from the Mystery Box and to act out the feeling on the card. The rest of the group must work out which feeling is being acted out.
- Explain that the child who acts out the feeling will then stick the card on the outline of the body, in the place where that feeling is felt.

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

20m

Inclusion

For additional activities, see the Inclusion Supplement.

Activity 1 – page 12
Activity 2 – page 13

- Attach the Golden Rules (Activity Sheet 1) and the Star and Rubbish Bin cards (Activity Sheet 8) to the wall.
- Tell the children that we are now going to play another game. Ask them to suggest some situations where they would experience difficult feelings such as those we 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 what they would feel in each situation.
- Explain that you are going to ask them to pick a card (Activity Sheets 9 and 10) from the Mystery Box. On each card, there is a solution.
- If that solution is a good one for the situation and feeling, and it follows the Golden Rules, the child should stick it on the wall underneath the star and explain why that solution can help someone to feel better.
- If the solution they pick is not a good one, they should stick it under the rubbish bin and explain why it is not a good solution for that feeling.
- Continue this activity until all the solution cards have been used up.
- If you have time, ask the children to suggest other solutions. Write these solutions on blank cards and ask children to put them underneath the star or the rubbish bin.
- Ask if there are any solutions under the rubbish bin that follow the Golden Rules and could help someone else in a different situation. If so, the children can suggest such a situation and move the card under the star instead.
- Remind the children that different people may choose different solutions, but that if a solution follows the Golden Rules, it's okay to use it.

Feedback

5m

- Tell the children that you are going to distribute Feedback Sheets like they had last time. Each child should complete the page to show whether they liked the session and how they felt during the session.
- Give a sheet to each child or show *My Zippy Book*, page 11, and ask them to answer individually.
- Invite the children to say whether they liked the session and how they felt.
- If you are using *My Zippy Book*, tell the children to go to page 56 and colour in the first star.

Home Activity



- Give out the cover sheet for the Home Activities and the Home Activity Sheet for Module 1 to each child. Explain that they should take it home and sit down with a parent or other family member to complete the activity. The sheets should be signed at the bottom and returned to class.

