

MODULE 1

Feelings

Session 1	Introductions and Agreement
Session 2	Our feelings
Session 3	How to feel better
Session 4	Complete the story 'Waking up'





Session 1

Introductions and Agreement

15m



Objective

To introduce children to *Apple's Friends* and to prepare and enthuse them.



You need

- Small blank cards and crayons to make badges
- Large sheet of paper or card for the Agreement
- Hamster toy
- Illustrations 1, 2 and 3
- Agreement (Activity Sheet 4)
- *My Apple Book 1*

Activity 1: Introducing each other

- Firstly, the children are going to get to know a classmate whom they don't yet know very well or with whom they are not very friendly. You can either ask the children themselves to choose someone they don't know, or you can plan in advance to pair children who don't know each other well.
- Tell the children to go and sit next to that classmate. Give one blank card to each child, and tell them to make themselves a name badge to wear in every *Apple's Friends* session. While they are drawing, each child should introduce themselves to their new friend and say something that they like – my name is John and I like drawing, my name is Helena and I like football.
- Then go round the class and ask each child to introduce their friend and say something that he or she likes. Ask if anyone would like to tell the class something that they like doing outside school.
- Collect the badges, and after the class, either thread them on ribbons or stick a safety pin on the back so that the children can wear them as badges.

10m



Activity 2: Who is Apple?

- If your class has done *Zippy's Friends*, ask them to tell you about the stories and how Tig came to have Apple the hamster as his pet. Tell them that they are going to hear more stories this year about the same children. Show illustration 3.
- If they have not done *Zippy's Friends*, explain that they are going to hear some stories about a group of children: Tig and Leela, who are twins; their next-door neighbour, Sandy; and some of their friends, including Jill, Tommy, Jack and Ali. We have included the *Zippy's Friends* stories at the back of this folder, so you can read them aloud to the class at another time, or give them to the children to read at home, to give them the background to the *Apple's Friends* stories.
- Show Illustration 2, with all the characters and their names. Like all children, they go through happy and sad times, and they find some helpful ways to deal with difficulties. The class will be hearing more about them and coming up with helpful strategies for problems they may face.
- Tell them that Tig used to have a stick insect as a pet, called Zippy; after Zippy died, he got a new pet for his birthday – Apple the hamster!
- Show Illustration 1, Apple the hamster. Introduce the hamster toy who will be the class 'Apple', and pass him around for the children to see and hold him.

15m



Activity 3: Our Agreement

- Tell the children that they need to make their own rules for *Apple's Friends* sessions. We will call this an Agreement. Tell them that the Agreement can contain whatever they want, but there is one condition – everyone in the class must agree with it.
- Invite the children to suggest some rules. Ask the child who suggests the first one why it would be helpful. Ask the other children what they think. Then invite more suggestions in the same way.
- You can use the same rules as *Zippy's Friends* if you wish, but do ask the children if they would like to change any of them, or add new ones (**Activity Sheet 4**). You should ensure that it gives children the right not to say anything if they don't want to.
- Write out the Agreement and check again whether all the children agree with it. If they do, ask all of them to sign their names at the bottom. You should sign it too. Display the Agreement in a prominent place so that the children can see it while they are taking part in *Apple's Friends* sessions. Tell the children to complete the Agreement in their *My Apple Book 1*.

5m



Reflection

- Finally, spend a few minutes doing one of the Reflection activities from Getting Started.



Session 2

Our feelings



Objective

To help children identify and talk about their own and others' feelings, and to identify appropriate coping techniques for difficult feelings.



You need

- The Agreement that the children made in the previous session
- Illustrations of the story (numbers 4-6)
- Apple's Golden Rules poster (Activity Sheet 5)
- Pieces of card to write on and display
- Adhesive to stick the cards up
- Feelings poster (Activity Sheet 6)
- *My Apple Book 1*

Recap

- Ask the children to sit in a circle.
- Ask the children if they remember the Agreement they made last week. Read each rule in the Agreement aloud, and ask the class to tell you why it is important.

5m



10m



Activity 1 - Story

- Tell the children that we have a story about the children we talked about in the previous session. Then read the story 'Surprise!' (below) showing illustrations 4-6.
- When you reach the point in the story marked Pause 1, tell the children that you are going to stop for a moment. Ask them what Jill was thinking and why. How was she feeling? What was Leela thinking and why? How was she feeling? Finally, ask what Tig was thinking and why. How was he feeling?
- Then continue the story until you reach the point marked Pause 2. Ask the children what Tommy was thinking and why. How was he feeling? What was Ali thinking and why? How was he feeling?
- Read to the end of the story. Ask the children whether they liked the story. What did they like about it? What did they not like? Have any of them had the same feelings as the characters in the story?
- Tell them that later they will get a chance to complete some more stories themselves and decide what happens to Apple and his friends.

10m



Activity 2: Words for feelings

- Ask the children to think of as many words as possible which describe feelings – happy, sad, excited, worried, angry, jealous, nervous, and so on. You can start by recapping what the children in the story were feeling. As each word is suggested, write it on a piece of card. For each one, ask the children:
 - **Can you stand up and show us this feeling?**
 - **Can you tell us a time when you had this feeling?**
- Invite other class members to help as necessary.
- Ask the child who suggests the word to stick the card on the board or wall. Prompt the class to give you as many words as possible, using the Feelings Poster (**Activity Sheet 6**) or *My Apple Book 1* to prompt more suggestions if necessary. Leave the cards and poster up on the board or wall, to be used in later sessions.

10m



Activity 3: How I feel today

- Explain that some feelings (e.g. jealousy) are hard to show in a facial expression, so we need to tell people what we are feeling, and why, so that they can understand us.
- Tell the children that they are going to work in pairs. Each child will ask their partner how they are feeling today and why they are feeling like that. Tell them that they can have more than one feeling at the same time. Allow five minutes for this.
- Bring all the children together again and ask if anyone would like to tell the class how they are feeling and why they are feeling that way today. Remember that children must not feel under any pressure to speak if they don't want to.
- If any of the children have difficult feelings (such as worried, lonely or sad), you can remind them that it's OK to feel like this sometimes. Tell them that there are things we can do to help ourselves feel better. Show them the poster of Apple's Golden Rules, and tell them that these rules can help us to choose helpful ways to feel better.
- Using the Follow-up Questions (see Getting Started), ask a few children to suggest ways to feel better if they have difficult feelings. You might need to give some suggestions - talk to a friend or family member, play a favourite game, take some deep breaths.
- Write the children's ideas up on the board and tell them they can add to them as time goes on.

5m



Reflection

- Spend a few minutes doing one of the Reflection activities from Getting Started.

Surprise!

ILLUSTRATION 4

It was the end of term and the start of a long holiday. Yippee!

As he ran out of school, Tommy was looking for the twins, Tig and Leela, because they usually walked home together. He saw them waiting for him with four other children. Sandy lived next door to Tig and Leela, and Jack and Ali were two boys who really liked football. Jill lived quite a long way from school and usually went home on a bus, but today she was having tea with Sandy.

Jill smiled. She was very happy that Sandy had invited her for tea. But really she felt a bit worried about the holiday because she lived so far away. She wouldn't see much of her school friends over the next few weeks, and thought she would feel lonely.

'I couldn't wait for these holidays to start!' said Leela, as Tommy joined the group. 'My mum is going to have a new baby. It's so exciting.'

Secretly, Leela hoped the baby would be a little girl. She already had a brother, Tig, and it would be great to have a sister.

But Leela did have one worry. She loved it when her mum cuddled her, told her stories and kissed her goodnight. Would Mum still have enough love for her or would the new baby get all the cuddles and kisses instead? She hadn't told anyone about her worry because she didn't want them to laugh at her.

The children walked along together, carrying their school bags. Sandy looked at Tig. He seemed to be dreaming.

But he was actually thinking that in the holidays he would have more time to play with his pet hamster, Apple.

Apple was very different from his old pet, Zippy the stick insect. Zippy was as thin as a stick. He didn't eat much and he moved very slowly. But Apple was soft and furry. He ate a lot and liked hiding food in a corner of his cage. Every night he ran round and round on his wheel. Sometimes Tig got him out and let him run around the rug in his room. Sometimes he just sat and stroked him. Tig thought he had a very friendly little face.

Sandy interrupted Tig's thoughts. 'You and Leela are so lucky to be having a new baby in your family!' she said.

'Well, you can come and play with it,' said Leela. **[pause 1]**

Tommy was walking along quietly behind the others.

'Aren't you excited about the holidays, Tommy?' asked Jill.

'Yes, I'm looking forward to going to the seaside,' he said. 'But my mum and dad will probably spoil it by arguing all the time. It's no fun when they start shouting at each other.'

The others looked at him. They felt sad for Tommy. He'd often told them about his parents fighting, and how it made him want to go off by himself. That was how they'd first met him. He had been sitting by himself under an old tree.

Ali kicked a football along as they walked home.

'I wish I was going to the seaside,' he said. 'We're going to be at home for the whole holiday.'

Looking at Tig, he added, 'Tig, you've got to come over and play with Jack and me. Some of the kids on our street are great at football. Now that it's the holidays, I'm going to play with them every day.'

'Yeah, that would be brilliant,' said Tig.

Although Ali wanted to play football every day, he knew that it wouldn't happen. On some days his mum and dad would both be at work and Ali would have to go to his grandma. She was kind and she made nice food. But she lived in a small flat and there was nowhere for him to play. *[pause 2]*

When the children walked round the corner into the road where Tig, Leela and Sandy lived, Leela cried out in surprise. Her dad was standing outside, waiting for them with a big smile on his face. She ran towards him.

'We've got a surprise for you,' said Dad. 'You can all come in and have a look, but please don't make too much noise.'

ILLUSTRATION 6

They took off their shoes and went upstairs as quietly as they could. Sitting up in bed was the twins' mum. In her arms was a small bundle.

'It's our baby!' said Leela. 'It's a girl, isn't it? Look how tiny she is!'

The children looked at the baby. Her little face was full of wrinkles, like a very old person. She was fast asleep.

‘What’s the baby’s name?’ whispered Jill.

‘This is Julia’ said Dad. ‘Now, off you go. Mum needs to rest.’

The girls went off to tell Sandy’s mum, and the boys rushed down the stairs after them.

‘See you soon, Tig,’ said Jack. ‘Don’t forget about the football, will you?’

‘I won’t!’ said Tig.

He went into his bedroom to tell Apple what was going on. What would it be like having a new baby in the house?



Session 3

How to feel better

5m



Objective

To practise generating and choosing solutions which can help children to cope with difficult feelings and situations, for themselves and others.

Starter and Agreement

- Spend a few minutes doing one of the Starter activities from Getting Started, to prepare the children. Choose whichever one you think is most appropriate for your class for this activity.
- Ask the children to remember the Agreement they made in the introductory session. Choose one or two points in the Agreement and ask why they are important.

2m



You need

- Agreement
- Apple's Golden Rules (Activity Sheet 5)
- One copy of My Apple Tree for each child (Activity Sheet 7) or My Apple Book 1
- Two apple cards for each child, plus a few spares (Activity Sheet 8). You can print them on red or green paper, and cut them out before the session.
- Adhesive to stick the cards up
- Draw an outline of a tree on a large poster or screen, headed Our Apple Tree

Recap

- Tell the children to think about their last *Apple's Friends* session. Ask if anyone can remember what it was about. If they can't, feel free to prompt or remind them that they listened to a story, talked about words for feelings and discussed ways to feel better, using Apple's Golden Rules. Invite them to say what they learned from the session.

20m



Activity 1: My Apple Tree

- Tell the children that we have been talking about all sorts of feelings, and in particular, what we can do to help ourselves feel better when we have difficult feelings. Today we are going to see not only how we can help ourselves, but how others can help us and how we can offer help to them.
- Give each child one sheet of My Apple Tree. Keep one for yourself and write your name on the sheet.
- Write on the board: 'What can I do to make myself feel better?' Describe a time when you had a difficult feeling and tell the children what you did to make yourself feel better. Write that idea on one of the apples on your tree. Show the class.
- Ask the children to think about when they had a difficult feeling, and then to think of two things they could do to make themselves feel better. Tell them to write their two best ideas on two of their apples. Show Apple's Golden Rules and remind the children that their solutions must obey the Rules.
- Write on the board: 'What do I want other people to do to make me feel better?' Tell the children about one thing that you wanted other people to do when you had a difficult feeling, and write it on an apple on your tree. Ask the children to think carefully about what they would like other people to do to make them feel better when they have difficult feelings. Tell them to write their two best ideas on two of their apples on their tree, below the first two apples. Each tree should now have ideas written on all four apples.
- Tell the children to pick up their apple trees and walk around the classroom in any direction until you clap your hands. When they stop, tell them to turn to the child next to them and show them their apples.

- Tell the children to raise their hand when they have finished discussing their four apples, and to look for a new partner who also has their hand up.
- If time allows, you can extend this activity, to let the children see more examples.

15m



Activity 2: Our Apple Tree

- Ask the children to sit down again, and give each child two apple cards. Write on the board: 'What can I do to help other people feel better?'
- Display the large outline of Our Apple Tree where all the children can see it. Take one apple card and write 'Listen' on it. Show the children and stick it on the tree.
- Ask the children to think of someone they know, to whom they could offer help, e.g. a friend or a family member.
- Ask the children to think carefully about what they can do to help that person feel better, and to write their two best ideas on their two apples. Ask each child to come to the front, say what they have written on their apples and then to stick them on the big tree.
- When the tree is covered with apples, ask the children if they think these ideas would be helpful to children who had difficult feelings. Praise the class for having so many good ideas.
- Ask the children if there might be times when they had a difficult feeling and none of the ideas on the tree would help. If any child suggests such a time, discuss with the class what else can be done. Use the Follow-up Questions to help the children if necessary. Write any good ideas on blank apples and stick them to the tree.
- Finally, invite all the children to come to the front and sign their names at the foot of the tree. Sign your own name.
- Tell the children that the tree will remain on the wall to remind everyone what they can do to help people who are having difficult feelings.

3m



Reflection

- Spend a few minutes doing one of the Reflection activities from Getting Started.



Session 4

Complete the story: 'Waking up'



Objective

To help children identify other people's feelings and to generate solutions to help them.



You need

- Agreement
- Illustrations of the story (numbers 7-9)
- *My Apple Book 1*

Starter and Agreement

5m



- Spend a few minutes doing one of the Starter activities from Getting Started, to prepare the children.
- Leave the Agreement on the classroom wall, and remind the children about it if necessary.

5m



Recap

- Tell the children to think about their last *Apple's Friends* session. Ask if anyone can remember what it was about. If they can't, feel free to prompt or remind them about how they produced an Apple Tree of helpful ideas. Invite them to say what they learned from the session.

10m



Activity 1: Story

- Tell the children that you are going to read them a short story about Apple and his friends, but that they will decide how the story ends.
- Then read the story 'Waking up' (below) and show the children the illustrations. If you have a soft toy Apple, he can escape during the story, taken outside by one of the children!
- After reading the story, ask:
 - How did Tig and Leela feel when they were told that they would have to help in the house?
 - How did they feel after Apple escaped?
 - How do you think Apple felt when he escaped?

20m



Activity 2: Finish the story

- The children are now going to finish the story. They can do this individually, in groups or as a whole class. Role play in groups could be a good choice in this case, as the session is quite short and there will be plenty of time for children to work in groups and then show their role plays to the whole class. See Getting started for more information.
- Whichever way you choose, ask the children to think about these questions:
 - What can Tig do?
 - Who can help him?
 - What will happen to Apple?
 - How do they think the story ends?
 - How do the characters feel at the end?

- If you have decided that the children will draw the end of the story individually in their *My Apple Book 1*, invite them to present their pictures to the class. If the children do a role play, ask them to role play what happened when Apple ran away to the whole class.
- If the hamster in the children's stories escapes ('No one ever found the hamster') or dies ('A cat ate the hamster'), make use of the situation and ask the Follow-up Questions to encourage children to look for ways to cope.
- Ask:
 - How did Tig feel when he couldn't find Apple?
 - What can he do to feel better?
 - Who can help him feel better?
- Most children will suggest happier endings ('The children found Apple').
- In this case, ask them:
 - What did Tig do when Apple ran away?
 - Who helped him?
 - How did he feel when he found Apple?
- The more different endings children create, the more opportunities they have to reflect on different situations, corresponding feelings and ways to cope.

Home Activity



- Tell the children you will send out the **Apple's Friends Home Activities Introduction** and the **Home Activity Sheet** for Module 1 to each child's home. Explain that they should sit down with a parent, carer or other family member to complete the activity.

Waking up

ILLUSTRATION 7

The next day, when Tig woke up, Dad and Leela were already having breakfast. He went to the kitchen and asked:

'Where's Mum?'

'Where could she be? She's upstairs, feeding your little sister,' said Dad, laughing. 'It's a good thing you two are on holiday, because Mum's going to be pretty busy. We'll need all the help we can get!'

Tig wasn't pleased to hear that. 'But I've got to clean Apple's cage today,' he said.

'And I told Sandy that she could come over to play,' said Leela. 'I promised.'

'That's fine,' said Dad. 'You can have some time with your friends later. But we've all got to do a bit of work now. Tig, you clear the table and wash up the breakfast things, please. Leela, can you help me make a shopping list?'

ILLUSTRATION 8

When he had finished washing up, Tig went up to his bedroom. Apple was sleeping in the corner of his cage. Morning was his favourite time for sleeping and he didn't like to be disturbed. But Tig opened the cage door.

'Come on, Apple,' he said. 'I'm sorry, but you've got to wake up now. It's cleaning day.'

Leela walked into the room just as Tig reached into the cage and took hold of Apple.

'Out you come!' he said.

But Apple really did not like being woken up in the morning. He wriggled in Tig's hands and then bit him on the finger.

ILLUSTRATION 9

Tig cried out in pain and let go. Apple fell onto the floor. He stood still for a moment, looking around. Then he scuttled across the room, out of the door and disappeared.

'Oh, no!' cried Tig. 'Apple's escaped!'

STORY

SAMPLE