

Usborne

All About Feelings

Mental Health and Wellbeing
Resource Pack for Teachers and Librarians

THE AIM

This resource pack focuses upon recognizing and understanding feelings and can be used with children from EYFS through to KS2. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. The lessons and activities are based on three Usborne books focusing on mental health and wellbeing:

- *What Are Feelings?* by Katie Daynes (EYFS, Ages 4+)
- *All About Feelings* by Felicity Brooks and Frankie Allen (KS1, Ages 5+)
- *The Unworry Book* by Alice James (KS2, Ages 9+)

The four lessons included have been designed as sequential activities and can be taught as whole Literacy or PSHE units, or as stand-alone activities. Their overall objective is to give children the opportunity to explore big emotions such as stress and anger, to engage with different strategies that can be used to manage these feelings, and to develop positive, healthy relationships with their peers in doing so.



ABOUT THE BOOKS



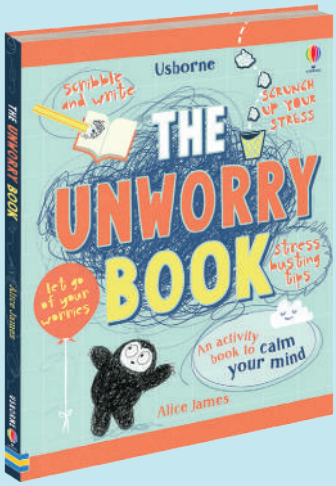
WHAT ARE FEELINGS? – KATIE DAYNES (EYFS, AGES 4+)

This thoughtful book explores happiness, sadness, anger, fear and worry in a friendly and approachable way. Adorable animal characters experience different emotions, while imaginative flaps answer important questions such as 'Why don't I feel happy all the time?' and 'How can I cheer up my friend?'



ALL ABOUT FEELINGS – FELICITY BROOKS AND FRANKIE ALLEN (KS1, AGES 5+)

How are you feeling today? This fun, friendly and reassuring introduction to feelings is designed to help young children recognize, understand and name how they're feeling and learn to talk about and manage their emotions in helpful ways.



THE UNWORRY BOOK – ALICE JAMES (KS2, AGES 9+)

We all worry. This write-in book is an unworry toolkit, full of things to calm you down and places to put your worries. Activities include creating a worry box, making a mood grid and mindfulness activities such as colouring, doodling and mazes. Written with the help of a psychologist, there are links to websites for tips, advice and support, too.





OBJECTIVES AND OUTCOMES

LESSON 1: IDENTIFYING FEELINGS

Objectives:

- To identify how a specific feeling is experienced physically and mentally.
- To reflect on both positive and negative emotions felt over the past week.

Outcomes: An annotated 'Emotions Map'; a labelled diagram of the human body; a completed 'Feelings Diary'.

LESSON 2: NAMING FEELINGS

Objectives:

- To be able to name and colour-code a variety of feelings.
- To understand how feelings can affect us and to act this out with a partner.

Outcomes: A list of feelings colour-coded and matched with a facial expression; a performance of a number of different emotions in pairs.

LESSON 3: SHARING FEELINGS

Objectives:

- To realize the importance of sharing our feelings and what we gain from doing this.
- To be able to recognize other people's feelings based on their behaviour and to give them advice.

Outcomes: A 'Worry Questionnaire' completed with a partner; a completed 'Body Messages and Clues' worksheet; an annotated 'Say and Do' diagram.

LESSON 4: STRATEGIES FOR COPING WITH FEELINGS

Objectives:

- To participate in relaxation exercises to help cope with difficult feelings.
- To write a letter to a 'future self', including strategies for overcoming big emotions in the future.

Outcomes: A student-led, relaxing breathing exercise; a drawing of a visualized happy place; a letter to a 'future self' that includes helpful coping strategies.



LESSON ONE: IDENTIFYING FEELINGS

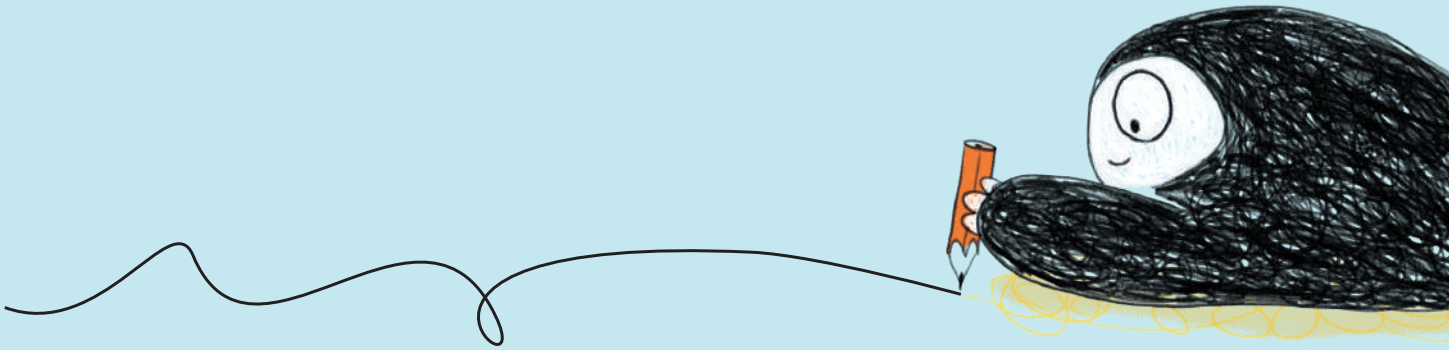
DISCUSSION QUESTIONS:

- Why is it important to be able to identify how we feel?
- What can happen if we bottle up our feelings?

TASK 1:

Look over the 'Emotions Map' from *The Unworry Book* and have a think about how your week has been so far and how you are feeling today. You may feel like lots of the emotions apply to you, or there might be one or two that really stand out at the moment. Make sure you ask a partner or your teacher if you're not sure what some of the words mean.

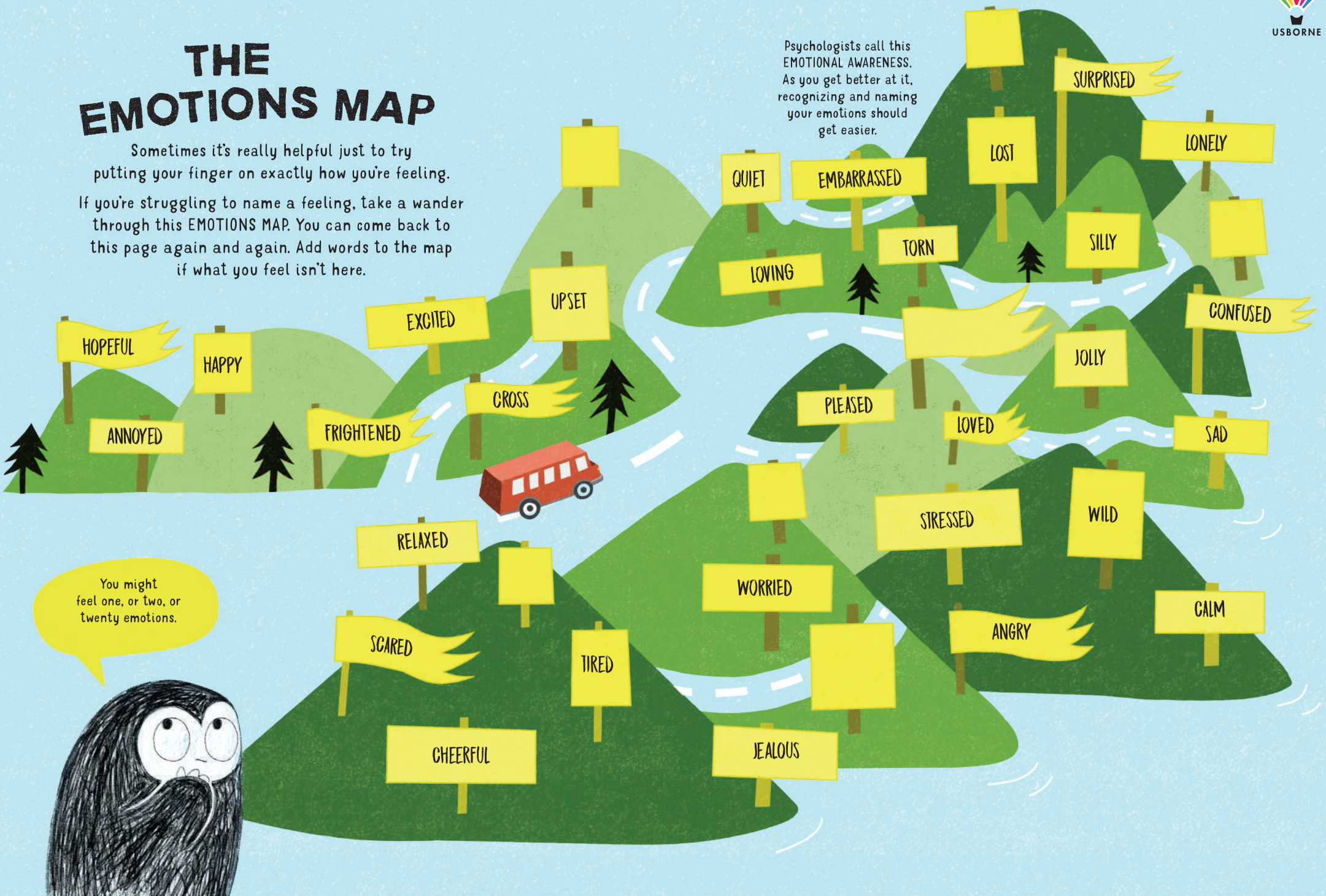
Then, draw a little stick figure of yourself next to each of the emotions on the map that best expresses how you are currently feeling.



THE EMOTIONS MAP

Sometimes it's really helpful just to try putting your finger on exactly how you're feeling.

If you're struggling to name a feeling, take a wander through this EMOTIONS MAP. You can come back to this page again and again. Add words to the map if what you feel isn't here.



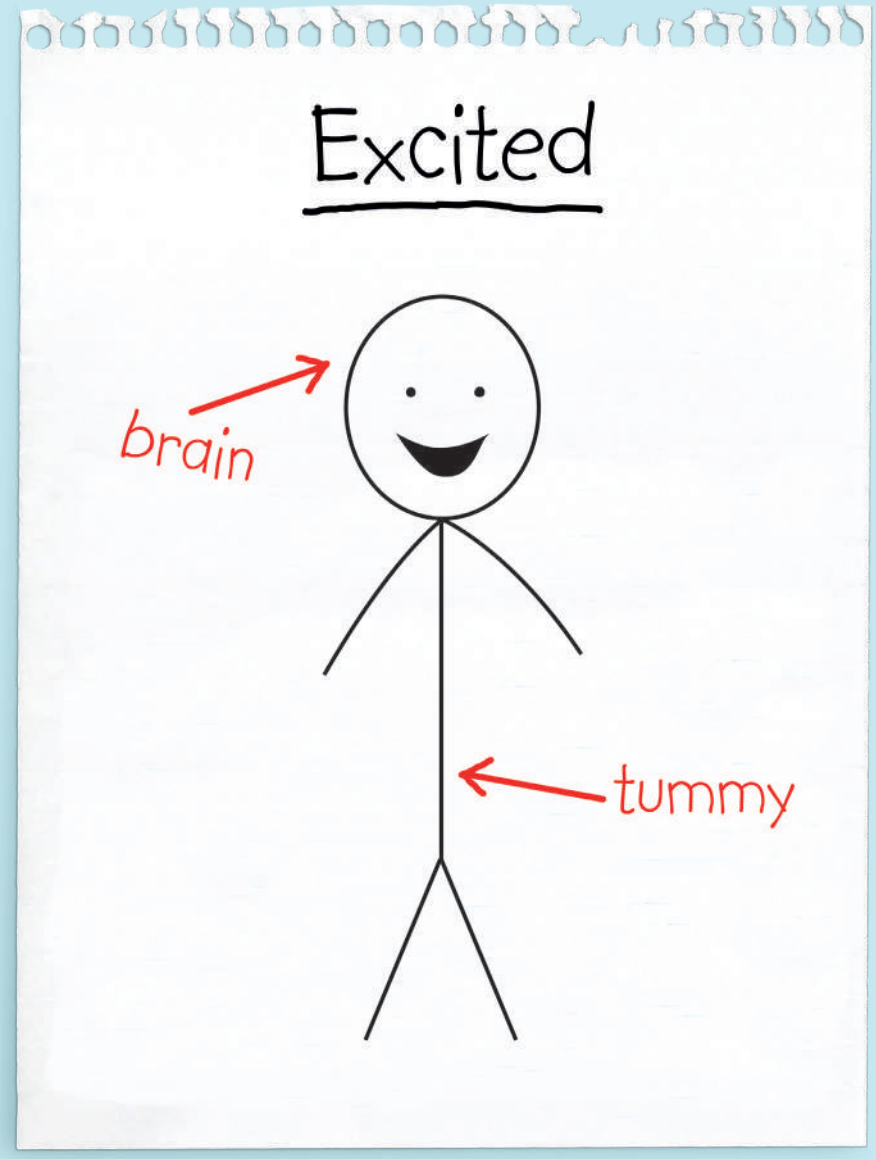
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TASK 2:

Choose one of the emotions that really jumped out at you from your 'Emotions Map'. Write the name of your emotion at the top of a blank piece of paper and draw a stick figure (example shown below).

Then, label all the places you might feel the emotion in your body and what you would feel. What does your head feel like? Your hands? Your stomach? Any other physical signs of this feeling? Don't forget to draw a face for your figure that shows how they are feeling inside.

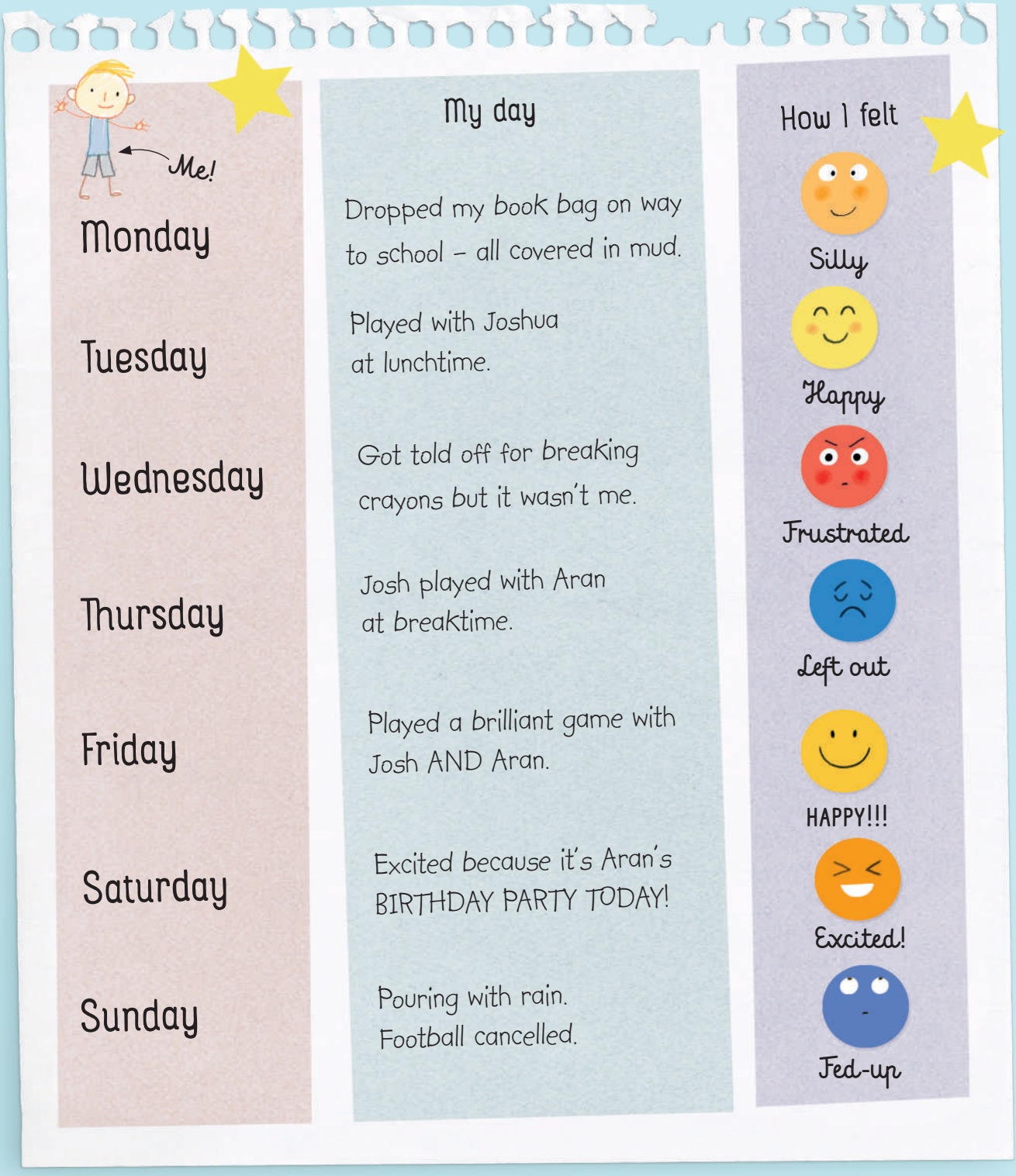




Extension: Students could be encouraged to be more scientific in their labelling. For example, they could identify specific chemicals being released or physiological changes occurring in the body.

TASK 3:

Use all the work you have done on identifying feelings and emotions in this lesson so far to create a 'Feelings Diary' for the past week. You can fill in the diary on the next page or use the example taken from *All About Feelings* below as inspiration!



	My day	How I felt
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

LESSON TWO: NAMING FEELINGS

DISCUSSION QUESTIONS:

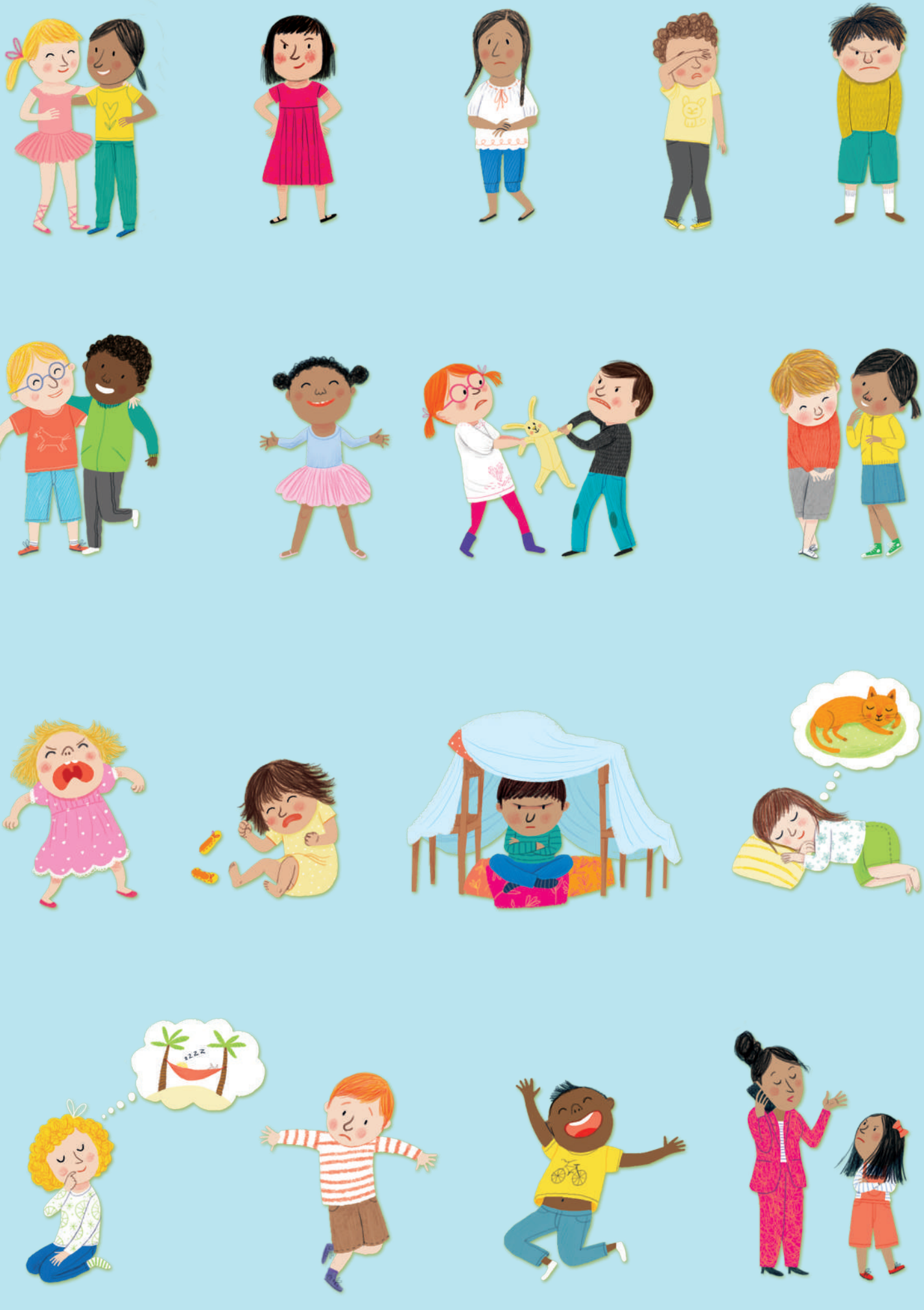
- What do we mean by the word 'feelings'?
- Is it possible to feel more than one thing at a time?
- How are you feeling today? Can you sum it up in one word?

TASK 1:

In groups, look over all the different children that have been taken from *All About Feelings* on the following page. Try to come up with the name of a feeling for each one and write it underneath. Feedback as a class the different feelings you have come up with and fill in any blanks.



Extension: This task can be differentiated by asking students to think of more interesting vocabulary. For example; happy = content, sad = miserable. Students can also be encouraged to come up with more than one feeling for some faces if they complete the task quickly.



TASK 2:

We often associate certain colours with feelings and emotions. For example, see the matching colours and words taken from *All About Feelings*.

angry	excited	nervous
sad	proud	worried
calm	grumpy	happy

Using your worksheet from Task 1 and lots of different coloured pencils or crayons, add some colour around each child according to which colour you think best represents what they are feeling.

TASK 3:

In pairs, act out the feelings from your worksheet and see if your partner can guess the name of the emotion you are acting out. Take it in turns until you have gone through all of the emotions and you have both had a go at acting out and guessing.

Extension: Can your partner guess which colour you chose for the feeling you are acting out? Why did they choose that colour?



LESSON THREE: SHARING FEELINGS

DISCUSSION QUESTIONS:

- Why is it sometimes difficult to talk about our feelings?
- Who do you talk to about your emotions?

TASK 1:

Once your teacher has split you up into pairs, ask your partner the questions on your 'Worry Questionnaire', filling in the answers as you do so. When you have both asked each other all the questions and filled in your sheets, compare your answers together.



THE WORRY QUESTIONAIRE

My name is ..... and my partner .....
answered these questions:

1) Do you think you worry a lot? Not really Sometimes Yes

2) Can you name one or two things that have made you worry recently?

.....

.....

3) Who can you talk to about your feelings?

.....

4) Why is he/she a good person/people to talk to?

.....

5) How do you usually feel after you've shared your worries with someone?
Worse The same Better

6) Why do you think you feel this way?

.....

7) Do any of your friends or family share their worries with you? If so, who?

.....

8) How do you feel after sharing your feelings with me today?
Worse The same Better

Thank you for sharing your worries with me! I hope you feel that you could talk to me about them again in the future!

As a class, discuss: did you find it easy to talk to each other about your feelings? Why/why not? Which answers (if any) do you have in common? What did you learn about yourself and your partner in this exercise?

Extension: In some groups, look at the data from the questionnaires. What do your findings show? Does this surprise you? Are there any other questions you think would be interesting to ask each other?

TOP TIP!

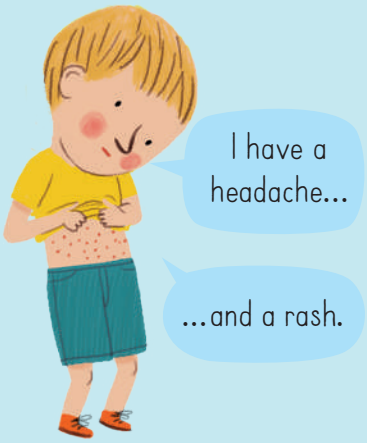
Worries are annoying, but they're also normal, and unfortunately pretty common. EVERYONE worries at some point, and some of us worry a lot. Worrying isn't a bad thing, and often it can help you to do a good job or be a better person. But it's important to be able to cope with worries so they don't stop you living your life.

TASK 2:

Using the 'Body Messages and Clues' extract from *All About Feelings,* work out what is wrong with each person based on the physical signs they communicate. Give them some advice in the blank speech bubble templates below. How would you help them feel better?



Tara is feeling .....



Isaac is feeling .....



Theo's feeling .....



Connor is feeling .....



Holly is feeling .....



Hannah is feeling .....

Isaac should...

Tara should...

Theo should...

Connor should...

Holly should...

Hannah should...

TASK 3:

Imagine a friend has come to you because they are feeling really worried about a test at school next week. Fill in the sheet below with some ideas of what you could say and what you could do to make them feel better. Share your ideas with a classmate!





LESSON FOUR: STRATEGIES FOR COPING WITH FEELINGS

DISCUSSION QUESTIONS:

- What does the word 'strategy' mean?
- Why is it useful to have strategies to help us cope with our feelings?

TASK 1:

Sit in a circle with your classmates and take a moment to think about how you feel right now. For example: are you tired? Is anything playing on your mind at the moment? One student will start by counting 'in, two, three, four; out, two, three, four,' while everyone else in the group practises breathing in slowly for four, and out slowly for four. One by one, go around the circle, and take turns counting breaths for the group. Make sure to count slowly and calmly. Feedback: how do you feel after doing this activity?

Can you think of anything else you could do to help you to cope with your feelings? Make a note of these as a class as they will come in handy for Task 3!

TASK 2:

Still sitting in your circle, close your eyes and imagine you are in a happy, peaceful place where everything is just as you would like it. Take deep breaths and imagine you are having a nice time. Keep your eyes closed and keep breathing as you imagine exactly what it would look like, smell like, feel like, and sound like.

On a blank sheet of paper, draw the place or time you visualized in detail. Share it with your group along with why you chose it and how you feel when you think about it.

TASK 3:

Looking back over all you have learnt in your lessons, write a letter to yourself with advice as to what to do when you are faced with difficult or uncomfortable feelings. Write something about each of these bullet points:

- Which feelings and emotions do you find it difficult to deal with sometimes? What causes you to feel this way?
- Why is it important to talk to people about your feelings? Who can you share your feelings with?
- How can you recognize similar feelings and worries in your friends and family members? What can you do to help them?
- As well as talking to someone, what other strategies can you use to make sure your feelings don't get on top of you?

Take this letter home and put it somewhere safe. Remember to take it out and read it whenever you need help in managing big feelings and emotions!