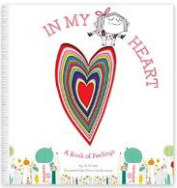


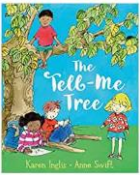

Personal, Social and Emotional Development (PSED) – Reception Planning – Spring 1/2

The importance of talking about our feelings and emotions

In order to build confidence, forge strong relationships and in turn perform well academically, children require "emotionally regulation" – recognising their emotions. expressing feelings, calming oneself down in the face of overwhelming emotions and learning to treat others with empathy. Like adults, children have a wide range of feelings. They can be happy, jealous, disgusted, angry, nervous, sad, proud, worried and excited. But at a very young age, they simply don't have the vocabulary to express their feelings verbally. They express their feelings through "meltdowns", mimicry, physical movements and gestures. This document will support to help children begin to understand that when our body sends a signals, to tell us how we feel. These feelings, whether positive or negative, are all perfectly fine, but they can be expressed differently.

'Be the reason someone feels welcomed, seen, heard, loved, valued and supported'

Objective	Book / Resources	Session / Carpet Input	Mantras / Key phrases	Activities / info to support
<p>Show sensitivity to their own and to others' needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Form positive attachments to adults and friendships with peers.</p>	<p>'In my heart – a Book about feelings'</p> <p>By Jo Witek</p> 	<p>This story explores 10 different feelings, creatively describing each.</p> <p><i>'My heart is like a house, with all these feelings living inside'.</i></p> <p>Read the story, 'In my heart' and think about whether certain feelings are big or small feelings, loud or quiet feelings.</p> <p><i>"I think cross / angry would be a big and a loud feeling".</i></p> <p><i>"I think excited would be a loud feeling".</i></p> <p><i>"I think calm would be a quiet feeling".</i></p>	<p>Let's learn to use kind hands and feet</p> <p>"Stop – I don't like it"</p> <p>It's Ok to be sad.</p> <p>Cry if you need to.</p> <p>It's ok to be angry / cross. Let's learn how to be safe when we feel angry/cross.</p> <p>I see you.</p> <p>I hear you.</p> <p>I am listening.</p> <p>I am here for you.</p>	<p>1. Teaching Activity: Think of some of the feelings from the story (but linked to 'Colour Monster' colours) – Power-point document and talk about the feelings and ask the children if they belong to a person. Outcome: All the feelings go inside the person to demonstrate that we all feel these emotions.</p> <p>OR draw around a child and have the feelings ready and cut out for the children to place onto the outline. THIS COULD BE USED AS A CLASSROOM DISPLAY</p> <p>Communication:</p> <p>Encourage the children to verbalise times when they have experienced certain feelings – <i>"I felt sad when....."</i> <i>"I felt calm when..."</i> <i>"When I am angry, my body feels tense and my face goes red"</i></p> <p>Continue painting / decorating the green monster (calm) for the classroom display.</p>

	<p>'The Tell me Tree'</p> <p>By Karen Inglis & Kate Swift</p> 	<p>This story gently encourages conversation with friends, family or trusted grown-ups through drawing, writing and conversational activities, whether you're feeling happy, sad, excited, proud, lonely – and a range of other emotions.</p> <p>Read the story of 'The Tell me tree' and talk about the importance of talking about feelings and emotions and list people that we can talk to: friends, grown-ups at home, teachers....</p>		<p>Make a classroom tree for display (this can be created in September to link with Seasonal changes in Science) – after reading and discussing the story – call it 'The Tell me tree' and note down any recognised / names feelings or reasons for these feelings given by the children.</p> <p>Display photos of teaching staff, a class photo and their family photos underneath the tree to represent the people they can trust and confide in.</p>
	<p>'Ruby's Worries'</p> <p>By Tom Percival –SB's copy</p> 	<p>Read the story of 'Ruby's worries' and think about the following:</p> <p>What is a worry?</p> <p>What happens the more Ruby thinks about her worry?</p> <p>What does Ruby see when she spots the boy on the bench?</p> <p>What does she say to him?</p> <p>How does Ruby make sure her worry doesn't bother her anymore?</p> <p>What do you think about how Ruby handled her worry?</p> <p>What should she do next time she has a worry? Explain that everyone has worries and we often don't know what they are. Share something that you worry about (if you're comfortable). Explain that worries become smaller if we communicate them and share them with our grown-ups and friends.</p> <p>Do they think that everybody's worries are the same?</p>	<p>I am glad you are here today.</p> <p>I am glad you are part of X class.</p> <p>It makes me happy that you are at school today.</p> <p>Try and remember to use your words.</p> <p>Communicate / speak to your friends.</p> <p>It's Ok to feel angry, but it's not Ok to hurt our friends.</p> <p>Let's learn ways to deal with our feelings when we feel.....</p>	



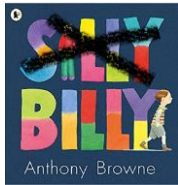
Continue with Mindfulness as a classroom activity – Use Mindfulness Plan FOCUS 1 / CALM 2

Mindfulness/ Relaxation as a tool to lower our body temperatures and calm ourselves down after a busy/noisy time (after hall or playground)

Turn some lights off and ask the children to sit on the carpet. Play some relaxation music and ask them to do their best to listen. Ask the children to copy your actions if they can.

'Silly Billy'

By Anthony Browne



Not keen on the title of this story as it suggests Billy is silly for worrying and this isn't the message we wish to communicate. Call the story 'Billy'.

Read the story of, **'Billy'** and discuss the importance of sharing your worries with our grown-ups / friends. Use the worry doll idea as a comforter like children would snuggle up to their favourite teddy rather than suggesting that we tell our teddy / a worry doll our worries and by morning they disappear!

Info about Guatemalan worry dolls:

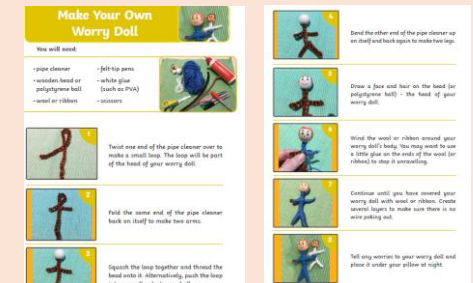
There is a story that when the Mayan people of Guatemala have worries, they tell them to the worry dolls and the put them under their pillows at night. By morning the worry dolls have taken all the worry dolls away.


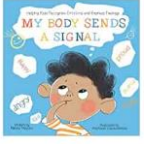

Make worry dolls using pegs / paper dolls – Twinkl as below. Laminate the paper worry dolls to take home. Create a small label for the back:

'I'm a little worry doll

Keep me by your side, tell

me all your worries and let me comfort you'.



	<p>'The boy with the big, big feelings'</p> <p>By Britney Winn Lee</p> 	<p>Read the story of 'The boy with big, big feelings' and discuss. Remind the children that has feelings and big feelings too.</p> <p>Ask the children to observe colours, facial cues and body language for each emotion.</p> <p>Questions to think about:</p> <p>What do some of your feelings feel like and what size are they? Are they always big feelings?</p> <p>What sensations do you feel in your body?</p>		<p>Practise some techniques to support with our big feelings:</p> <p>Go for a walk</p> <p>Go outside</p> <p>Go to an adult</p> <p>Use some sensory toys</p> <p>Use the 'Calm Corner'</p> <p>Breathing exercises</p> <p>Dance to music</p> <p>Count to 10</p> <p>Handle my squishy stress ball from my tray</p>
	<p>'My body sends a signal'</p> <p>By Natalia Maguire</p> 	<p>Page 63-68 – Read from the 'Short Stories' section of 'My body sends a signal' – choose a relevant feeling appropriate to the class – feelings are noted in the bottom right corner after each short story.</p>		
	<p>'The Friend I need'</p> <p>By Gabi Garcia</p> 	<p>Read the story of 'The Friend I need' and discuss the importance of being kind to MYSELF as well as others.</p> <p>Read Parents and Educators info at the back of the book if necessary.</p>		

Additional Books for Feelings and Emotions:

'The Jar of happiness' by Ailsa Burrows

Reference Books:

'All about Feelings' – Usbourne

'How are you feeling today?' by Molly Potter

