

SJS Recovery Curriculum – Y3, 4 & 5

Week 3 – Emotions

Monday – What are feelings and moods?

Ground rules	Before each session, remind the class of the Jigsaw Charter. Use one of the Charters created by the children.
Connect us	<p>How was my weekend?</p> <p>Allow the children to tell you about their weekend. You can do this as a talk and listen activity or use an icebreaker activity (such as the ‘getting to know you’ activities suggested for Day 1) tailored with questions about their weekend. You could have some show and tell.</p> <p>What will my week be?</p> <p>Talk to the children about the plans for the coming week.</p>
Calm me	A mindfulness activity of your choice
Open my mind	<p>Show the children some photos of people feeling different emotions (e.g. Feeling photos in RC folder). Ask the children what they think is going on in each picture. What is the person doing? What might they be feeling? How can you tell? Why might they feel that way?</p> <p>And/or, Watch the Inside Out Feelings game video. Ask the children to guess the feelings.</p>
Teach me	<p>Mojo’s in a Mood</p> <p>Tell the children that we all have different emotions. We get them because of things that are happening and all of our feelings are ok. Today we are going to learn about moods. Moods are different to emotions. Emotions happen because of something specific and usually last a short time. Moods last longer and tend to be a general feeling of a good mood or a bad mood and sometimes we don’t know why we feel that way.</p> <p>Show the children the Dojo video Mojo’s in a Mood. Discuss the storyline with the children. Tell them we will find out what happens next tomorrow.</p>
Let me learn	In their Jigsaw Journals, ask the children to draw a rain cloud and a sunshine and under each list some things that might put them in a bad or good mood respectively.

**Help me
reflect**

Ask the children if anyone would like to share what they have written. Notice how some things might be the same for some children and some might be different. Talk about how we can be understanding towards people who are in a bad mood. What might we do to help them or make them feel better?

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Tuesday – Bad Moods

Ground rules

Before each session, remind the class of the Jigsaw Charter. Use one of the Charters created by the children.

Connect us

Emotions Matching Game

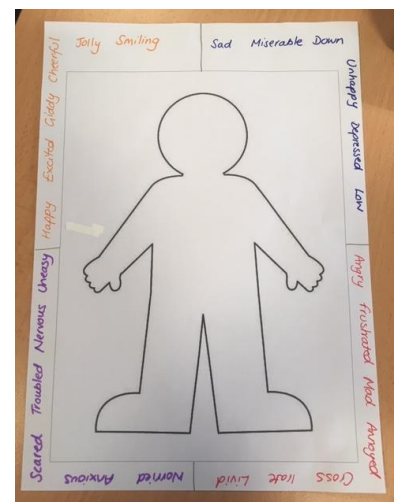
Hand an emotions card to each child. There is one face and one word card for each emotion. Challenge the children to find the card that matches theirs. This can be done by allowing the children to wander around the class to find them, or by going around the circle and asking each child to name their emotion and ask who has the matching card. You can ask the children how they know the face is showing that feeling (i.e. eyes, mouth, posture etc.). Alternatively, you can give each pair of children a full set and let them play the memory matching game (all cards face down, take turns to turn over 2 until you find a pair).

What feelings do I know?

Remind the children that yesterday we were talking about feelings/emotions. Ask the children how many different feelings and emotions they can think of. It is expected that older children will know more and have more words for feelings than younger children. If they are struggling to think, you can give them scenarios and ask them to think of the feelings a child might feel in that scenario. Tell the child that this week we are going to create a piece of work for 4 (Y3&4) or 6 (Y5) of those feelings – happy, sad, angry, worried (Y5 also - embarrassed and jealous).

Use a big sheet of paper and draw around one of the children. Split the area around the child into 4/6. In each section, write around the outside of the paper different words the children know for that feeling. Use one colour for each feeling, agreeing as a group what that colour will be (and noticing how different feelings usually have a colour we attach to that colour e.g. anger = red, sadness = blue but how this can be different colours for different people).

Tell the children we will add to this picture all week.

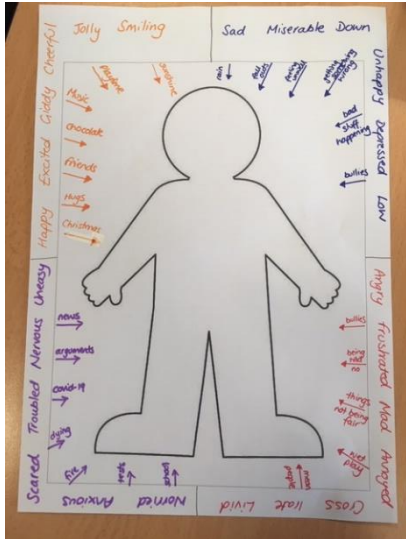


Calm me	A mindfulness activity of your choice.
Open my mind	<p>Recap yesterday's learning about emotions and moods. Moods are different to emotions. Emotions happen because of something specific and usually last a short time. Moods last longer and tend to be a general feeling of a good mood or a bad mood and sometimes we don't know why we feel that way.</p> <p>Thinking about some of the emotions we thought/talked about this morning – would these put you in a good mood or a bad mood? Does this make them good and bad feelings? Make sure the children understand that all feelings are OK.</p>
Teach me	<p>Ask the children what they remember about the Mojo video you watched yesterday. Recap the story so far.</p> <p>A Bad Mood Storm</p> <p>Watch instalment 2 – A Bad Mood Storm. Discuss the story with them. Tell them we will find out how the story ends tomorrow.</p>
Let me learn	<p>Scenarios activity</p> <p>Put the children in small groups and give them a set of scenario cards. Ask them to sort the scenarios into one of 2 groups – 1 = allowing yourself to be blown around in the bad storm and 2 = steering yourself above the clouds. Allow the groups to feedback.</p>
Help me reflect	<p>Choosing the opposite</p> <p>What do they think the children in the scenarios might have done if they chose the opposite (e.g. 'Carl's friends won't let him play so he goes and sits on his own for the whole of lunch' - Carl could've found someone else to play with. 'Faye has been told she can't go swimming anymore because her parents can't afford it. She asks her mum if she can join the school football team instead as it is free' – she could have thrown a tantrum etc.).</p>

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Wednesday – What can you control?

Ground rules	Before each session, remind the class of the Jigsaw Charter. Use one of the Charters created by the children.
Connect us	<p>Emotions Board Game</p> <p>In small groups, let the children play the emotions board game. They will need a game sheet, a dice and one counter each. When they land on an emotion, they should tell their group a time when they or someone they know felt that way and why.</p> <p>What makes us have different emotions?</p> <p>Return to the picture you started yesterday. Remind the children of the different feelings we are thinking about. Tell the children that today we are going to think about the sorts of things that might make us feel these different feelings. For each emotion in turn, ask the children what makes them feel this way. Don't explore why these things make them feel this way, just accept and validate all answers and write them on the sheet with an arrow pointing towards the outline.</p> <p>Notice how some things are common for people and sometimes it could be something very different for some people (e.g. broccoli makes me mad, going to sleep makes me worried, people biting their nails makes me angry etc.).</p> 
Calm me	A mindfulness activity of your choice
Open my mind	<p>Recap yesterday's learning about emotions and moods. Moods are different to emotions. Emotions happen because of something specific and usually last a short time. Moods last longer and tend to be a general feeling of a good mood or a bad mood and sometimes we don't know why we feel that way.</p> <p>Can the children remember a time when they were in a bad mood? Do they remember why or how it felt? Repeat for a good mood.</p>

<p>Teach me</p>	<p>What can you control?</p> <p>Ask the children what they remember about the Mojo video you watched yesterday. Recap the story so far.</p> <p>Watch instalment 3 – ‘What can you control?’. Discuss the story with them.</p> <p>Explain that we always have a choice and that making the choice has consequences. Check their understanding of the word consequences. Revisit the scenarios discussed yesterday. What do they think the consequences would be for the children in these scenarios (e.g. ‘Carl’s friends won’t let him play so he goes and sits on his own for the whole of lunch’ - Carl might have felt lonely and has missed out on the chance to play. ‘Faye has been told she can’t go swimming anymore because her parents can’t afford it. She asks her mum if she can join the school football team instead as it is free’ – mum might let her play football and she will have fun etc.).</p>
<p>Let me learn</p>	<p>Give the children a blank snakes and ladders board. In the white squares at the bottom of a ladder, ask them to think of a scenario that might have a positive consequence (e.g. you feel grumpy because your friend was mean to you but you find someone else to play with and have a great time). In the white squares at the top of a snake, ask them to think of a scenario that might have a negative consequence (e.g. you don’t like peas so you scrape them off your plate onto the table and Mum tells you off). When they have completed the 4 blank white squares, they can play their game with a partner.</p>
<p>Help me reflect</p>	<p>Ask the children if they would like to share a time when they took control of their mood and changed their attitude. Share your own example.</p>

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Thursday – Bereavement & Loss

Ground rules

Before each session, remind the class of the Jigsaw Charter. Use one of the Charters created by the children.

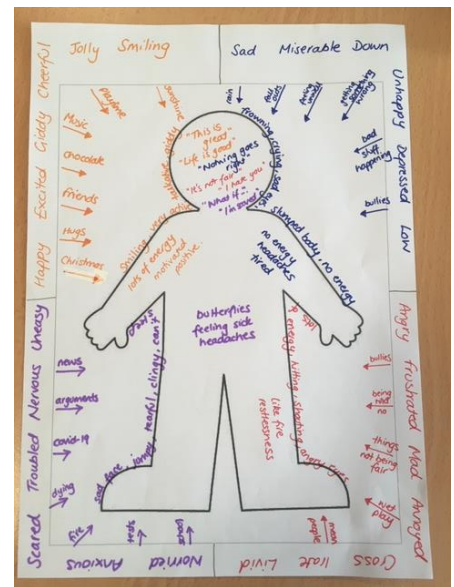
Connect us

“I looked everywhere but I couldn’t find my...”

The first child says “I looked everywhere but I couldn’t find my...” adding an item of their choice to the end. The second child repeats what the previous child said and adds their own items on the end. This continues until each child has had a turn. To make the game easier (perhaps for younger children) you could limit the game to 10 children and then start again, or add new items in alphabet order etc.

What do feelings look like and feel like?

Tell the children you are going to add more today to the body outline you started earlier this week. Remind them about the different emotions we are thinking about. Has anyone felt any of these this week? Tell the children that today we are going to think about what happens when we have these feelings. Sometimes we can tell how a person is feeling by the way that they look, how they hold their body and the things that they do. For each feeling in turn, ask the children for ideas about what we might see if someone is feeling this way and write their ideas on the outside of the body outline in the relevant colour.



Tell the children that sometimes feelings can affect us physically e.g. tummy aches, feeling hot, headaches etc. For each feeling in turn, ask for ideas about what we might feel or what might happen to our body and write these inside the outline (not in the head) in the relevant colour.

Tell the children that sometimes feelings can make us have certain thoughts e.g. “it’s not fair”, “nothing goes right for me”, “it’s hopeless” etc. For each feeling in turn, ask for ideas about what thoughts we might have and write these inside the outline (not in the head) in the relevant colour.

Calm me

A mindfulness activity of your choice

<p>Open my mind</p>	<p>What is Loss? <i>Be extremely sensitive to the immediate needs of the group being taught, as well as your own. Children must be taught about death and loss and they need us to teach them well. If you need any support, or have concerns about any particular child, please contact the Inclusion Team.</i></p> <p>What does loss mean to you? Have you ever lost something special? Did you find it again? How did you feel when you lost it? Does the loss feel the same now? Have your feelings of loss changed over time?</p>
<p>Teach me</p>	<p>Change and Loss Explain to the children that sometimes when things change we may feel like we have lost something. Ask the children what types of changes might happen in a child's life (new school, new teacher, teacher/friend leaves school, school closes for lockdown, parents splitting up, seeing less of parents, new partners/families for parents, new siblings, parent working away, family member becomes ill, someone you care about dies). All of these changes might make a child feel like they have lost something – time with a loved one or doing something you enjoyed, a safe feeling of knowing what was going to happen or actually losing a person/pet when they die.</p> <p>Explain that change and loss can be difficult to understand. It can make you have very strong feelings that might not feel very nice.</p> <p>The Invisible String Show the children the video The Invisible String (I do have one copy of the book if you'd rather read it to your class). Ask the children what they learnt from the story and revisit key points – that we are all connected by an invisible string, we are connected to people that we love so we are never alone and that string can stay connected to someone even after they die because we still love them.</p>
<p>Let me learn</p>	<p>My Invisible Strings Provide the children with a selection of coloured hearts (I have provided a template that can be printed onto coloured paper). Ask them, in their Jigsaw Journal, to put one heart in the middle of a 2 page spread and write their name on it and to then add hearts to the page for all the people they are connected to. They can draw the strings with pencil or leave them invisible. If you want to further develop the idea, you can use different strings for different relationships – maybe a really thick string for people you have a strong connection to, maybe a wobbly string for a fun connection, maybe a really long one for someone that is far away, maybe a spikey one for a relationship that isn't always easy, maybe a broken string for a relationship that needs to be mended etc.</p>
<p>Help me reflect</p>	<p>As the children create their work, wander around the classroom and ask children about their picture – why have they chosen that colour heart or that type of line, why are some hearts closer to your heart than others etc.</p>

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Friday – Tree of Life, part 2.

Ground rules	Before each session, remind the class of the Jigsaw Charter. Use one of the Charters created by the children.
Connect us	<p>Invisible String Quick Draw Game</p> <p>Remind the children about the book we read yesterday. You can play this game in small groups or as a class. Using the Invisible String Quick Draw Words provided, allow a child to pick a word and draw it for the rest of the children to guess what it is.</p> <p>What can I do when I have strong feelings?</p> <p>Return to your body outline and recap what you have discussed and learnt about different feelings this week. Talk about how busy our bodies and our minds are when we have these feelings and ponder what the effects might be for their learning or playing if they are having these feelings and everything that comes with that.</p> <p>Explain that most of the time we need to feel calm to be our best selves and to do the things we want to do. Ask the children for ideas of things they can do to help calm themselves. Ask if anyone has something they have tried before that really helped. If they are stuck for ideas, give some examples (e.g. count to 10, have a bath, talk to a friend, cuddle your dog etc.).</p>
Calm me	A mindfulness activity of your choice
Open my mind	<p>Tell the children we are going to be adding some more to our tree of life today.</p> <p>My roots</p> <p>Ask children to think about where they came from. Where were they born? Who are their family and the people that have taught them most in life? These things are their roots. Just like the roots of a tree are the means by which it gets everything it needs to survive, so too do these people help them get everything they need (thinking about needs being physical and emotional). Give the children an opportunity to share stories of important people in their life with reasons why. Acknowledge that some children may have not been able to see these important people due to coronavirus.</p>

	<p>The ground I grow in</p> <p>Explain to the children that just as the ground a tree is growing in will feed and nurture the tree, the things we spend our time doing are the things that will help us to grow. Ask the children to tell you the things they like to do (e.g. hobbies, clubs, TV programmes, games etc.). Acknowledge that some children might have not been able to do all the things they enjoy due to coronavirus.</p>
<p>Let me learn</p>	<p>Tree of Life</p> <p>Hand out the tree of life pictures. Ask the children to add to their roots the names of people important to them and, to the ground around the roots, the activities they like to spend their time on.</p>
<p>Help me reflect</p>	<p>Reflection</p> <p>Ask the children if the activities they have put in their ground are always nurturing and good for them. Acknowledge that things such as computer games, YouTube, TikTok etc can be fun, and that is important, too much (just like overwatering) could be a bad thing. Invite the children to add to their ground anything they think could add more 'goodness' to their 'soil' (e.g. reading, exercising, spending more offline time with friends etc.).</p> <p>Sharing</p> <p>Ask the children if anyone would like to share their tree with the class.</p> <p>Keeping safe</p> <p>At the end of the session, the trees should be named, folded in half and collected in for next week. Remember, these trees represent the child and keeping them safe and private shows the children that they themselves are important and you can keep them safe. Tell the children "I am going to take your pictures and I am going to put them in this folder (have a folder ready). I am going to take this folder and I am going to put it in my drawer and I am going to keep it safe until next week".</p>