

Part One

Talking is for Kids – Emotional literacy for four to seven year olds

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Introduction

Within the four to seven year age range, expect children to build on what they have previously assimilated, to focus on relatively immediate goals such as wanting attention NOW. However, they are growing in their awareness of time and can be expected to predict future events, such as being at a birthday party. With the help of a facilitator, they are able to plan goals for the near future, such as making sandwiches in the morning and wrapping them up to stay fresh so they can have them at lunch or tea time. They normally smile when smiled at, laugh and cry with you; share willingly and offer comfort if another child is distressed. They should be able to identify their feelings of happiness, sadness and anger and know that it is OK to have different emotions.

Stories in this section are especially written with the aim of supporting four to seven year olds in their emotional literacy development. They can be used independently, although worksheets relate to them. Children aged four, five, six and seven also need to continue with familiar touching games such as clapping games, so that they gain a sense of security during a time of change, in order not to become 'emotionally dry' (Brooking-Payne, 1996, p. 22).

Record keeping and assessment

Record keeping is important because children, parents and facilitators can see, at a glance, what youngsters have covered. Similarly with assessments; it is easy to become aware of what level or stage a young person has reached. With this in mind, assessment and record forms are included before the stories. However, there is a further form which can be used simultaneously as a record and as a form of assessment, that can be filled in by the child (perhaps after discussion with a facilitator) on worksheet 19.

Assessment form (to be filled in by the facilitator)

Child's name:

Aspects and skills	1st date	2nd date	3rd date
Feels secure in setting			
Has sense of self-worth			
Is gaining confidence			
Orientates self in surroundings			
Respectful of others			
Feels she or he belongs			
Experiences achievement			
Expresses own needs and wants			
Listens without interrupting			
Is honest			
Has compassion			
Can turn-take			
Joins in group activity			
Plays or interacts with others fairly			
Copes with change			
Works alone for 15 minutes			

My record (to be filled in by the young person)

My name is

I worked on this sheet on (date)

It took me minutes to finish it.

I felt ... (write your feeling and or draw an appropriate face in the space below) doing it.



I am pleased/not pleased (delete appropriately and draw appropriate face in the space below) I did it.



I know how to follow rules: Yes/No (delete appropriately)

I have a friend called

I feel

I think that

What I want to do is

Stories and activities

Story 1

Jerry goes shopping

Jerry went shopping with his dad. He was six years old and it was two days before Nazmin's birthday party. His dad said, 'Let's go to the toy shop to buy your friend Nazmin a birthday present.' 'Oh! Yes! Hurrah!' Jerry shouted, jumping up and down with delight. They walked up a steep hill to the zebra crossing, crossed when it was safe and went through the toy shop doorway. This shop was full of things that Jerry wanted. He looked at everything, from the little bouncy balls to the big go-carts. Meanwhile, his dad found a present which he thought would be suitable for Nazmin.

'Do you think Nazmin would like this face painting set?' he asked. 'Mmmm.' Jerry nodded, and carried on looking around the toy shop. In the corner of the shop he saw a lady demonstrating a bendy toy and saying, 'Every child should have one.' The toy fascinated Jerry, especially the way it could be bent in any position. After hearing the lady repeat her statement, 'Every child should have one.' He picked up a bendy toy and put it in his pocket to take home.

His father paid for the face painting set, then Jerry and his dad happily walked back to their flat holding hands. When they had arrived at their flat, Jerry's dad took the face painting set out of the shopping bag and Jerry took the bendy toy out of his pocket. 'Where did you get that?' Dad shouted. Jerry looked scared, 'The shop. The lady said, "Every child should have one".' Jerry responded. 'You stole it! It doesn't belong to you does it? It must go back.' Jerry was very sorry that he had taken the toy and wanted to take it back to the shop. Then Jerry and his dad returned the bendy toy to the shop. Jerry cried, 'I'm sorry. I won't do it again.' Jerry's dad forgave him. Then they went home to wrap up Nazmin's present.

Follow-up questions and activities for 'Jerry goes shopping'

Aims social and moral development, problem-solving, learning to learn while becoming self-aware, being interactive, using movement, art and drama.

- What did Jerry do that was wrong?
- What should Jerry have done?
- What would you like for a birthday present?

How would you feel if someone stole something from you?
Stand up and make up a simple movement that you can repeat three times,
which shows how Jerry's dad felt when he realised that Jerry had stolen a toy.
Illustrate the story.
With a partner, make up a different ending for the story.
With your partner, paint a scene which shows the different ending.
Everyone can display their paintings.
Get into a group of three or four and make a short play of the story.

Worksheets 20 and 5 can be used with story 1.

Story 2

Monique and her kitten

Monique was four years old and her mother brought home a gorgeous fluffy little black and white kitten during the Easter school holiday. They called it Fluffy. Monique loved Fluffy. She fed, watered and stroked it daily. One morning, after breakfast, Monique wanted to play with her kitten. She called to it lovingly. She looked for it upstairs, downstairs and in the garden. She could not find it anywhere. Monique was so unhappy because she could not find Fluffy, that she started crying. Big sad tears rolled down her red little cheeks as she opened the front door.

Monique walked along the pavement outside her house crying, 'Fluffy Fluffy Fluffy!' When Monique's mother noticed that the front door was open, she realised that Monique had left the house. Monique's mother rushed outside to find her. She spotted her at the corner of the pavement holding Fluffy. Quickly, she ran to bring Monique and Fluffy back into the house.

Follow-up questions and activities for 'Monique and her kitten'

Aims Interaction, increase awareness, learn to learn, develop confidence, use art, drama and movement for problem solving.

How do you think Monique's mum felt when she saw that the front door was open?

What do you think that Monique should have done when she could not find Fluffy?

How would you feel if you could not find your favourite person?

Talk about this question with a partner: What do you think Monique's mother will say to her when they are back in the house?

Find a space and make a movement with your whole body, which you can repeat three times, that shows how you think Monique's mum felt when she found Monique.

Get into twos or threes and act out the story.

Make up a different ending to the story.

Illustrate the story.

Worksheets 21 and 7 can be used with story 2.

Story 3

Clever Thomas

Once upon a time a lovely little boy was born to two dotting parents. His mother was Emma and his father, Aristoteles. Thomas grew up to be a tall and clever seven-year-old. Unfortunately, he did not like going to school because some children called him 'Fatty'. He kept this a secret, not telling anybody, so no one knew why he did not like going to school.

One morning, Thomas would not get out of bed to go to school. When his mum and dad pulled his bed-covers off him to get him up, he burst out crying and shouted, 'I hate school! I'm never going to school!' His parents made him go. At school that day, he was very quiet and in the playground during a playtime break he picked on a small child and called him, 'Skinny'. Then he felt guilty at being mean to the small child so he quickly said, 'Sorry. I didn't mean it.'

Thomas was so miserable, that he did not eat his packed lunch but only had his drink. After school, when he was at home, he went straight to his room and cried because some people had called him 'Fatty' at school. That evening his mum and dad cuddled him and eventually he told them his problem.

Follow-up questions and activities for 'Clever Thomas'

Aims Express emotions, develop socially, increase self-awareness, problem-solve, learn how to learn, be empathic, process interpersonally, interact, use art and drama.

If a friend wants to play with you, how do you feel?

How do you think Thomas felt straight after he shared his problem with his mum and dad?

Make up the last bit of the story and finish with the words: 'they lived happily ever after.'

Imagine how you would feel if you were being bullied, then draw that feeling.

Draw or paint a different feeling to the one you drew above.

Find a partner to talk about this question: Have you bullied any person?

With your partner, see how many answers you can find between you, to the following question: What should his (Thomas') parents now do?

With your partner, talk about what makes each of you unhappy and happy. Get into a group of four or five and act out the story.

Worksheets 22 and 1 can be used with story 3.

Story 4

Peter in the playground

There was snow in the playground and it was so cold that the children were allowed into their classrooms early. Peter was in the reception class and uncomfortable about not getting most of the attention; so he talked a lot. He did this to make others look at him. During one cold morning, the teacher told the reception class children, 'All of you, during the lunch-break, stay indoors, because it is freezing cold outside.' Peter was too busy talking to hear what his teacher, Mr. Michael, said, but all the other children heard him.

When it was lunch time, Peter put on his coat and went into the playground. No one else was there and his fingers were so cold that he found it hard to move them. A dinner-lady found him shivering, huddled in a corner of the playground. "Why aren't you in your classroom?" she asked. "We're not allowed in during lunch time." Peter explained. The dinner lady responded, "I know, but today your teacher said that you are allowed in. I'll take you to your teacher." When Peter was taken to his teacher, Mr. Michael explained why it was important for him to stop talking and listen sometimes.

Follow-up questions and activities for 'Peter in the playground'

Aims problem-solve, learn to find things out for one's own self, environmental awareness, social development, emotional expression, move towards independence and build confidence.

When should have Peter stopped talking to listen?

How did Peter feel when he was alone in the playground?

How do you keep warm?

With a partner, role-play the situation for five minutes each way. One is Peter while the other finds Peter in the playground and communicates to him what he or she understands Peter's feelings to be.

Discuss how you would feel, what you would think and do, if you found Peter in the playground.

On your own, think of ways of clearing the ice and snow in the playground so it is not so cold and slippery under the feet, then share what you have thought of, with your partner.

Worksheet 2 can be used with story 4.

Story 5

Isabella had a friend

It was the long school summer holiday and Isabella was going move from Key Stage One to Key Stage Two in September (in the 'old days' she would have moved from Infants to the Juniors). She had a friend called Jilly. Isabella and Jilly were playing hide-and-seek with their childminder. While Isabella was hiding, she thought, 'Jilly's a long time finding me. I wonder if she's stopped looking for me? I'll go and find her and my childminder.' Neither Isabella nor her childminder could find Jilly.

Eventually, they heard her shouting, 'Look what Isabella's done to the car!' Isabella did not know what Jilly was talking about. Then she heard the childminder's cross voice, 'Isabella! You naughty girl! I don't like having you here if that's the kind of thing you're going to do! I'm telling your granny!' (Isabella lived with her grandmother.) Isabella gasped, 'What is it?' The childminder angrily pulled Isabella to the car which was parked in the garage. The word 'Isabella' had recently been scratched onto it, in secret, by Jilly. Isabella said, 'I didn't do it'. Jilly looked at the childminder, straight into her eyes and clearly said, 'Yes she did'. The childminder did not know whether to believe Jilly. Nevertheless, she telephoned Isabella's grandmother so that Isabella could be taken home early that day. The childminder also made arrangements for Jilly to go home early too. While waiting for her granny, Isabella insisted to the childminder that she did not scratch the car. Soon, both girls were taken to their respective homes.

Follow-up questions and activities for 'Isabella had a friend'

Aims Build confidence, interact, be honest, creative, process intra-personally, learn to learn, social development, use music and drama.

How would you feel if you knew your friend could never lie to you?

What do you think should happen next in the story?

Is there any time when you would tell a lie?

What do you think of Jilly?

Find a partner and tell your partner of a time when someone upset you.

Get into a group of three or four and act out the story.

Within your group, discuss ways of dealing with Jilly's lie and Isabella's feelings.

Think about the type of music that is like Isabella's feelings and make sounds that remind you of her feelings. Each member of the group adds their own vocal sound in turn, until all group members make their sounds together, like an orchestra.

Worksheet 3 can be used with story 5.

Plans for using the worksheets

If there is no separate plan for using a worksheet, then the worksheet itself is self-explanatory.

Plans for using worksheets 1 to 18

Talking is for Kids

Aim for children to work towards appropriate inter-dependence and independence.

Either copy or print out the worksheets so that every child can put them in order to make up one comic each.

Children help one another to secure the ordered worksheets together into a booklet.

Read out the story in the worksheets, which can be followed by discussion. The children share colouring-in equipment to colour their booklets, with the option of taking them home to finish and show-off.

Plan for using worksheet 4

Talking isn't medicine

Aim For children to know their emotions.

Invite children to move how they feel while you join in.

Invite children to make a sound, individually in turn and then altogether, which shows how they feel; in this way they are making human-music about their emotions.

Give children information by explaining how some people take medicines which can hide how they feel, and how healthy it is to know how you feel.

Invite children to talk to one another and to you, about how they feel; you may like to say how you feel yourself, to start this process going.

Hand out worksheet 4 for each child to colour in, on his or her own. Children can finish the activity in their own time.

Plan for using worksheet 6

You can feel bad

Aim Managing emotions.

Invite children to talk about their favourite animals.

Share about a time when you had a bereavement and how you got over it.

Explain that sometimes pets do not live as long as people and how we can look after animals while they are in our care; and how we can cope when they die, such as remembering happy memories of them.

Hand out worksheet 6 to colour in.

Plan for using worksheet 8

You can feel bad

Aim Self-motivation.

In small groups, each child describes a time they felt rather distressed yet persevered for the better, such as during a test, or not waking up parents at night due to knowing that there was nothing really wrong.

Ask the children for examples of when they can continue to do something, having a goal in mind; for instance, saving some pocket money for an expensive toy (they may come up with a surprising plethora of ideas during discussion).

Hand out worksheet 8 to colour in. Also draw one or more of the ideas which emerged from step 2 above (where their perseverance led to achievement).

Plan for using worksheet 9

You feeling good

Aim Identify others' emotions.

(Bring in some happy-sounding music, such as a recording of Mozart's *Rondo a la Turk* to play for the children.)

Ask the children to think of two wishes each of them have, one of which is realistically possible and one impossible.

Ask the children to get into pairs and discuss how they can each make their possible wish (as identified in step 1) come true.

Show a teddy bear and say that teddy's wish came true.

Say that teddy is smiling.

Ask the children to identify teddy's emotion.

Put on the happy sounding music e.g. Mozart's *Rondo a la Turk* for the children to listen to for a few minutes. Explain that this music reminds you of how teddy feels.

Hand out worksheet 9 to colour in; alternatively, the children can draw or paint either a teddy bear or a wish.

Plan for using worksheet 10

Five ways to feel good

Aim Coping with relationships.

(You may like to ask each child to bring a teddy bear and a doll as well as any musical instrument that they can play, for the following activity.)

Show a teddy bear and explain that teddy is crying because his tower of bricks toppled down.

Say that along comes teddy's friend dolly who cuddles teddy.

Teddy and dolly build another tower.

Teddy and dolly have a picnic.

Teddy and dolly have a rest.

Ask the children to get into groups of approximately six. One of them can use a toy bear as a puppet, another can use a doll as a puppet and the remaining can take turns to be the narrator or narrate altogether (apart from children who will play musical instruments). Each group gives a 'puppet show' of the above scenario (steps 1 to 5) to the other groups; before and after each puppet show, a different child can play an instrument – as an 'interlude'.

Encourage the children to talk in groups about who they like to spend their time with.

Children brainstorm different ways of making up with a friend they have broken up with.

Children brainstorm ways of being healthy and taking care of themselves.

Hand out worksheet 10 to colour in.

Plan for using worksheet 11

Healthy mind and body

Aim Learning to learn.

Ask the children what would happen if they did not have any water for a very long time.

Explain what a desert and oasis are.

Tell them to close their eyes and imagine what it feels like to be thirsty then ask them to move around (they can open their eyes for this part) as if they are walking in a desert very thirsty; inform them that when you clap your hands, they see an oasis.

Discuss feelings before, during and after seeing the oasis.

Ask the children what they feel if they do not have enough to drink.

Tell the children to get into small groups of approximately four and ask them to talk about what would happen if they did not eat for a very long time. After a few minutes, ask for feedback from each group.

Ask the children what they feel when they do not have enough to eat.

Ask the children what they should do when they are thirsty.

Ask the children what they should do when they are hungry.

Hand out worksheet 11 to colour in and or ask each child to draw a picture of a person in a desert at an oasis which they can colour in if they wish.

Plan for using worksheet 12

Grow strong and healthy

Aim Independence.

(Any child who knows how to play a musical instrument can bring it. Alternatively, hand out percussion instruments or make them for step 8, below.)

Draw a seed.

Draw roots on the seed.

Make the above into a seedling.

Change the seedling into a flower.

Think of what was needed so that the seed could grow into a strong and healthy flower.

Find a partner and share your ideas about what seeds need to develop into flowers.

Get into groups of four to six people to act our growing from seeds into flowers (for example, a few people can be seeds growing into flowers, others can be the sun and the rain).

Join with another group, one of the groups does the acting while the other group adds music to the action. Each group performs to the others, in turn. As a whole group, talk about everything you need to grow strong and healthy.

Colour in worksheet 12.

Plan for using worksheet 13

Play with friends

Aim Being social

In a circle, helper whispers either 'duck', 'cow' or 'pig' to each child.

With eyes closed, children make either 'quack', 'moo' or 'oink' sounds, around until they are in three groups; a group of ducks, one of cows and another of pigs.

Each group make up a play lasting about two minutes, about a visitor who comes to stay in our world from a different world, so the guest needs to be taught how to be polite and well-mannered.

Each group shows their mini-play to the other groups.

Hand out worksheet 13 to colour in.

Plan for using worksheet 14

Grow and heal

Aim Environmental awareness.

On you own, think about a dirty and untidy room.

With a partner, talk about how to make a dirty and untidy room, clean and tidy.

Discuss the importance of caring for our environment.

Think about getting enough sleep and why we need it.

Draw a picture of what you think that you would like to do if you were feeling tired after working hard at cleaning and tidying up.

Stick the picture on the wall for everyone to see. You can also write about it if you wish, and perhaps read out one of your phrases or sentences.

Colour in worksheet 14.

Plan for using worksheet 15

Be happy

Aim Happiness.

Talk about the importance of feeling fine about yourself so that you can be happy.

With a partner, think about the things that make you happy.

In groups, write and draw all the things that make you happy.
Each group share what makes them happy.
Each child decides what they will do to be happy.
Colour in worksheet 15.

Plan for using worksheet 16

Your feelings

Aim Express feelings.

(Rule: Do not touch anyone or anything and stay in your 'corner' while shouting. First, the helper can demonstrate the following three-cornered drama game or exercise.)

Three children stand at three points of an invisible triangle. One corner is called 'the love corner', the other is called 'the need corner' and the third is called 'the hate corner'.

At a given signal the three children simultaneously shout 'I love you', 'I need you' and 'I hate you', respectively, for approximately ten seconds. Then in a clockwise direction they change places, then after another ten seconds of shouting their different word they change places again, so after about 30 seconds, each child has had a turn expressing need, hate and love.

Do this until all children have had a turn.

Discuss how each child felt doing the above and say that this is a warm up used by some actors, since they need to be able to express emotions safely. Hand out worksheet 16 to colour in.

Plan for using worksheet 17

Balance your life

Aim To gain confidence.

(Rule: Freeze at a given signal and continue at another given signal.)

The children each simultaneously mime what they do from getting up in the morning to sleeping at night.

At various times throughout the miming, ask the children to freeze in their positions apart from one or two children, who watch the rest for a few moments, before all continue with their mimes again.

As in step 2 until all the children have had the opportunity to show some of their mime to the others.

In small groups, discuss the importance of a balanced life. For example, if you do not eat anything except sweets you will get too fat, develop spots and lose some teeth.

Each group eventually shares their ideas (which were generated in step 4 above) with everyone.

Hand out worksheet 17 to colour in.

Plan for using worksheet 18

Be kind to yourself

Aim Keep sight of your own needs.

(Rule: When pretending to be a sleeping lion, youngsters do not move or make a sound.)

Find a space and pretend to be a sleeping lion.

Listen to sounds outside the building you are in.

Listen to sounds outside the room you are in.

Listen to sounds inside the room you are in.

Listen to yourself, such as your breathing and heartbeat. How do you feel doing this?

Think of all that you need to keep yourself happy and healthy, and imagine giving yourself all that you need whenever you need it.

Colour in worksheet 18.

Plan for using worksheet 23

Feel secure in setting

Aim For children to feel secure in their setting

Escort your group of children on a guided tour around the immediate vicinity showing them the following. The games area outside the room and inside the room you use, the work area inside and outside the room, the emotional literacy session area, the cloakroom, where the tissues are kept for runny noses, the waste paper bin, the toilet and wash basin.

In pairs (one of the pair is named Apple and the other is Pear). Apples show pears: a) the games, work and session areas; b) the wash basin; c) where the tissues are kept. Then the Pears show the Apples: a) the cloakroom; b) the waste paper basket; c) the toilet.

Think about how you are feeling and whether you feel the same or different to what you were feeling before you found your partner. With your partner,

discuss how you felt and how you think your partner felt, during step 2, above.

Each child works on worksheet 23. The children put their completed worksheets on a wall.

Plan for using worksheet 24

Sense of self-worth

Aim For children to have sense of self worth.

The facilitator explains how each person is unique and different from the next person.

Using worksheet 24 (in part 1), each child is to draw her or himself. Then that child or the child's friend can colour in the hair, eyes and so on, with the appropriate colours.

Encourage the children to share one or two pieces of information about their families. This can be done in groups where turn-taking can be practised. Comments should be kept positive.

Worksheet 1

Talking
is for

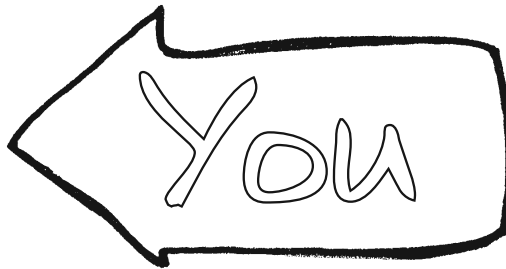


Kids!

Worksheet 2

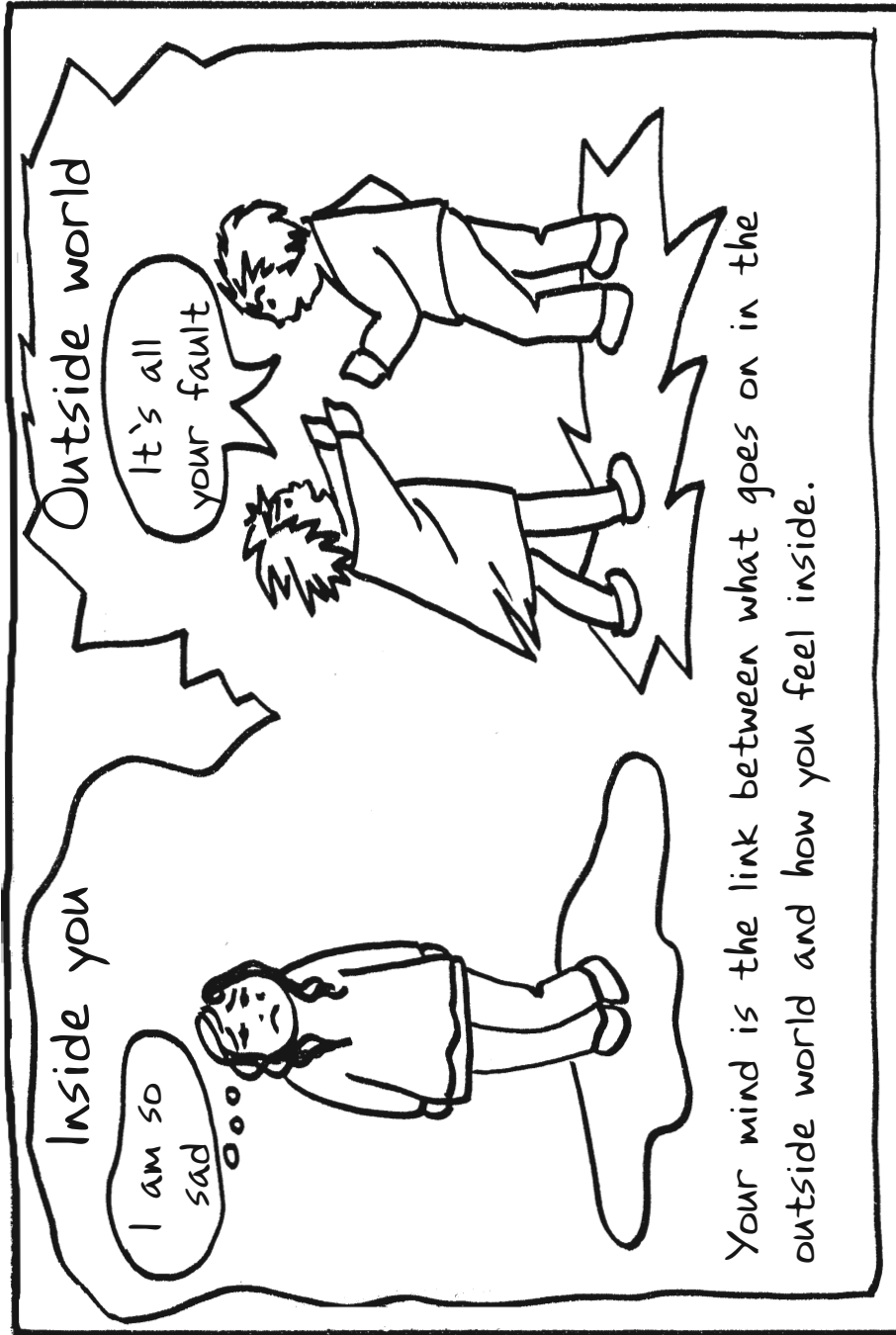
Hello

I am a helper
and this is



You have
emotions, a body and
a mind. Your emotions
affect your body and
your mind.

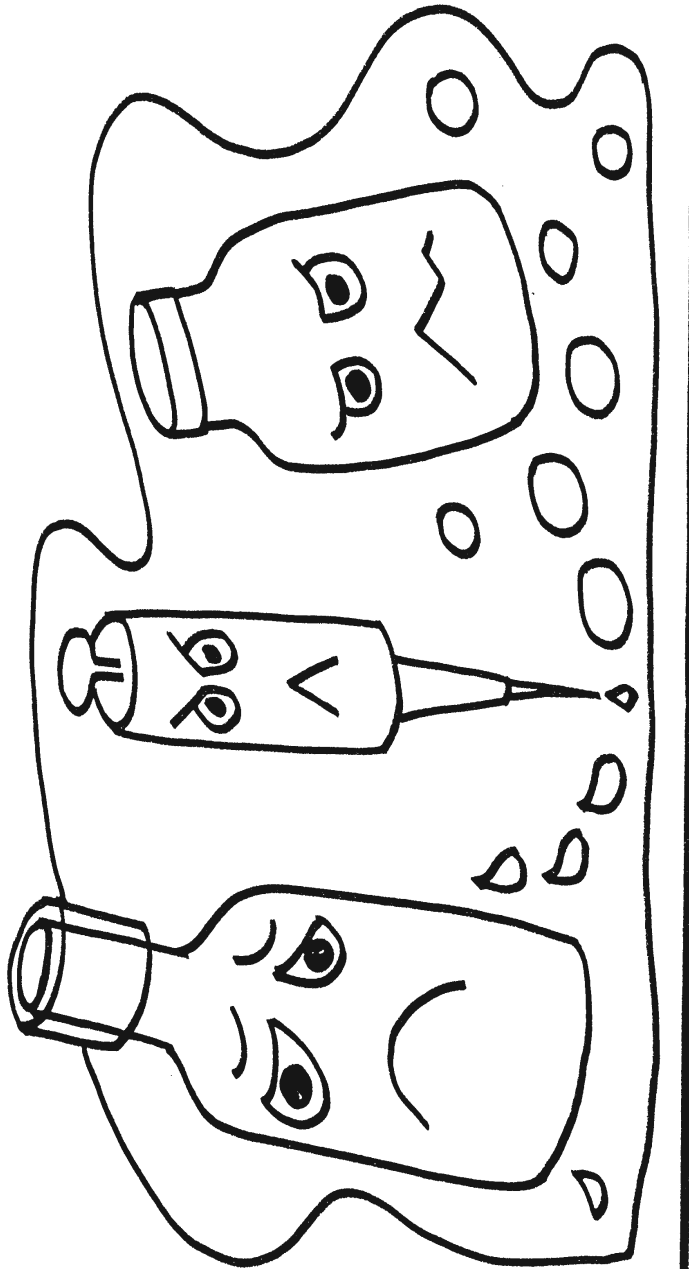
Worksheet 3



Your mind is the link between what goes on in the outside world and how you feel inside.

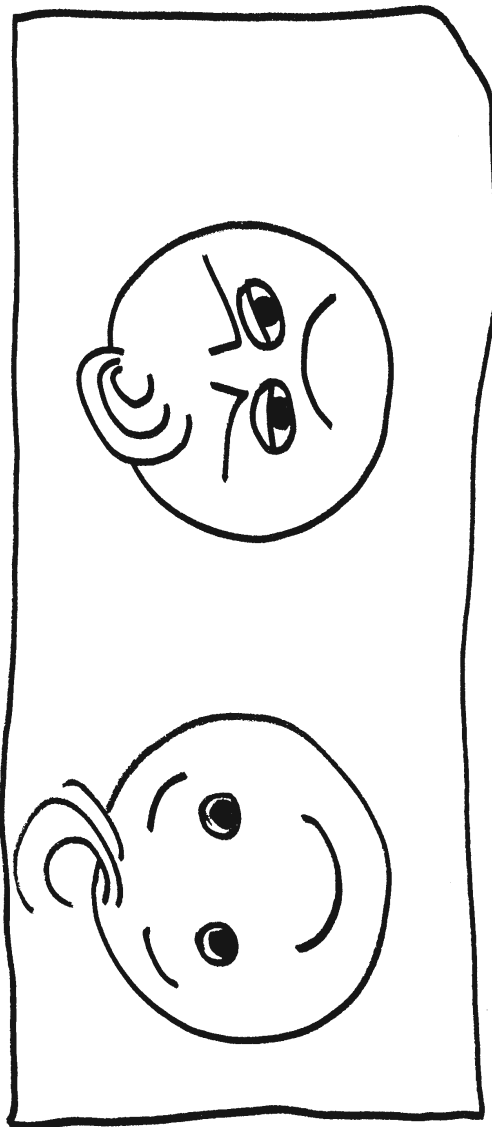
Worksheet 4

Talking does not use medicines.



Worksheet 5

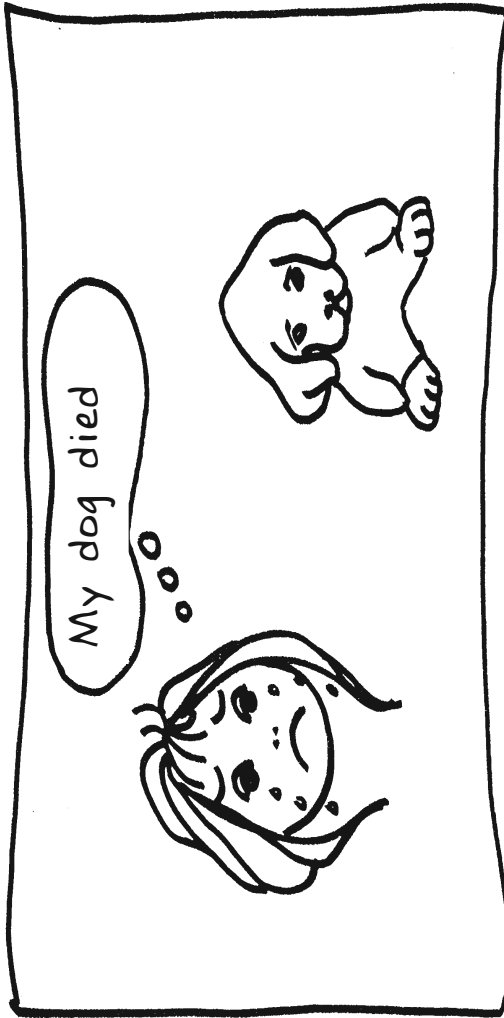
Sometimes you can feel really bad
about yourself. Talking can help
you feel better about yourself.



Feeling good Feeling bad

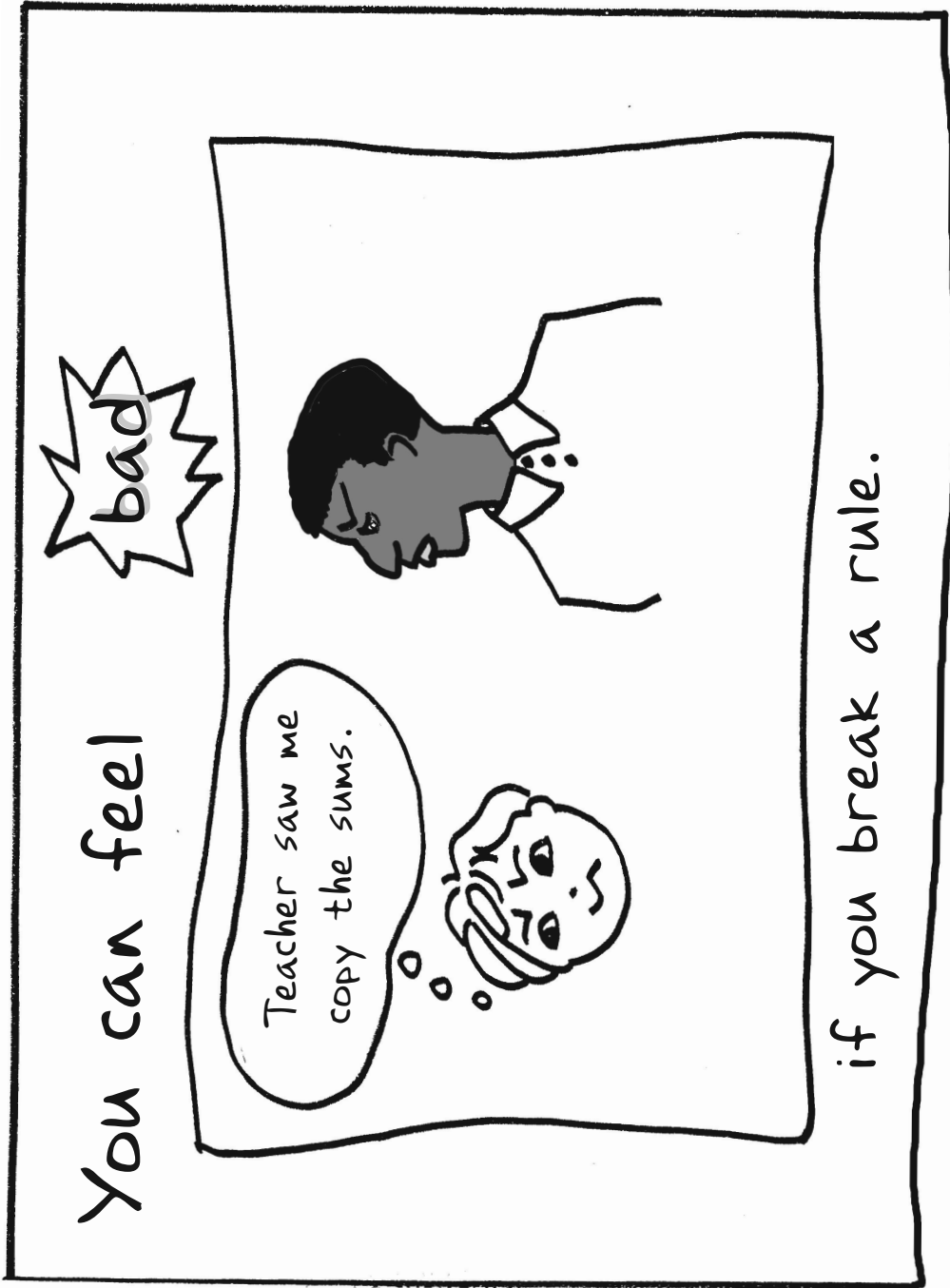
Worksheet 6

You can feel



if you get sad news.

Worksheet 7



Worksheet 8

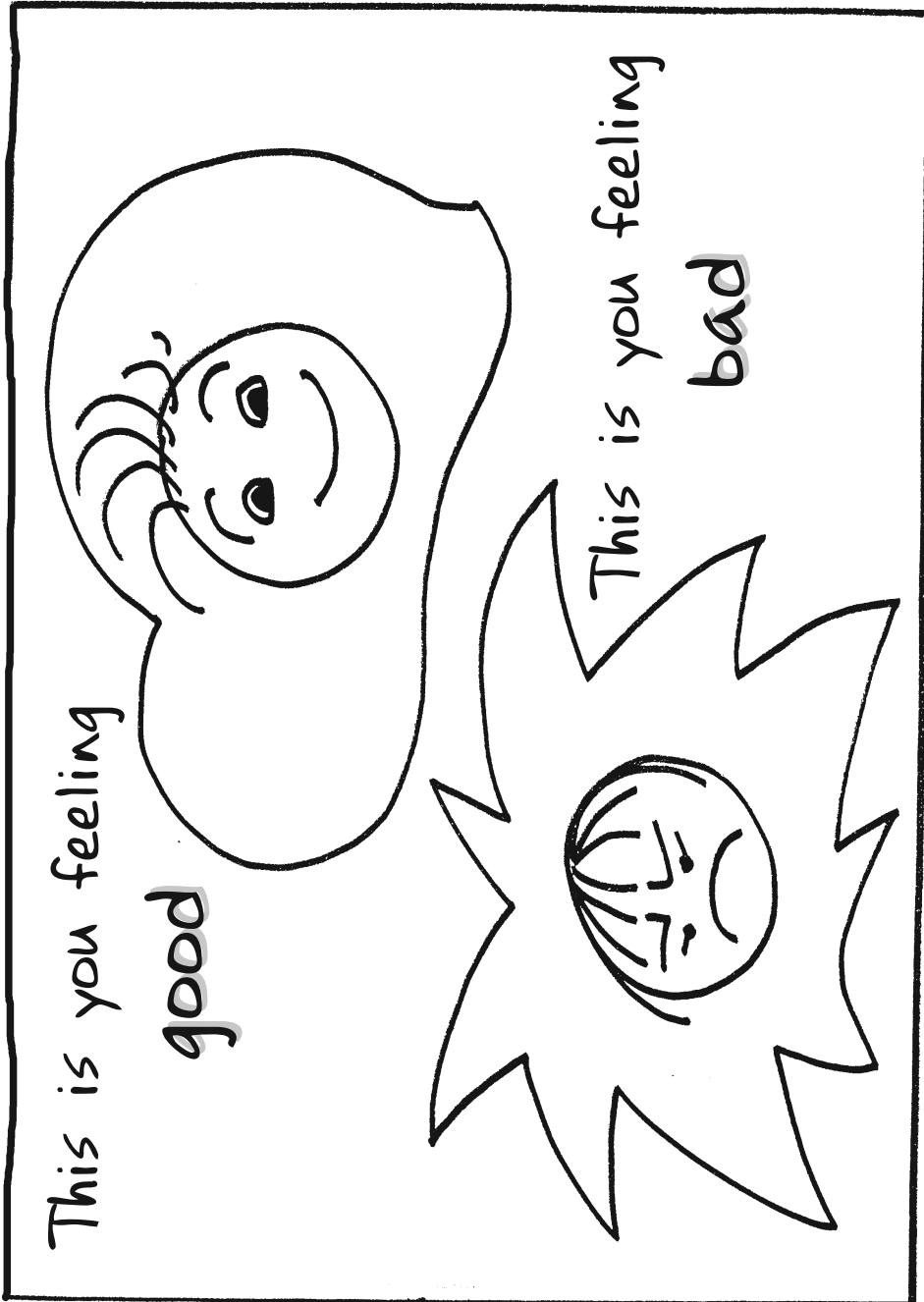
bad!

You can feel






because of being scared.

Worksheet 9

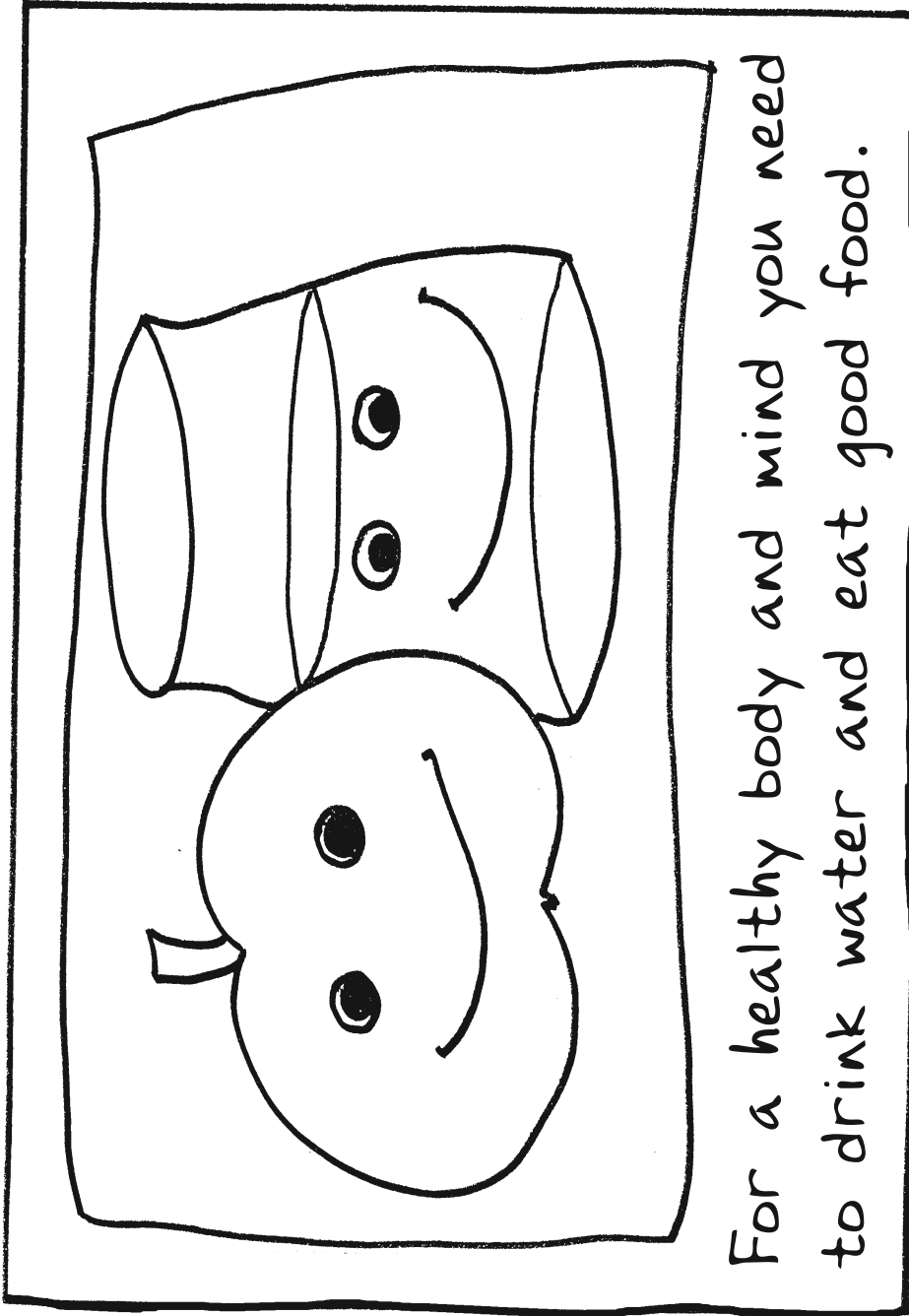


Worksheet 10

5 ways to feel good

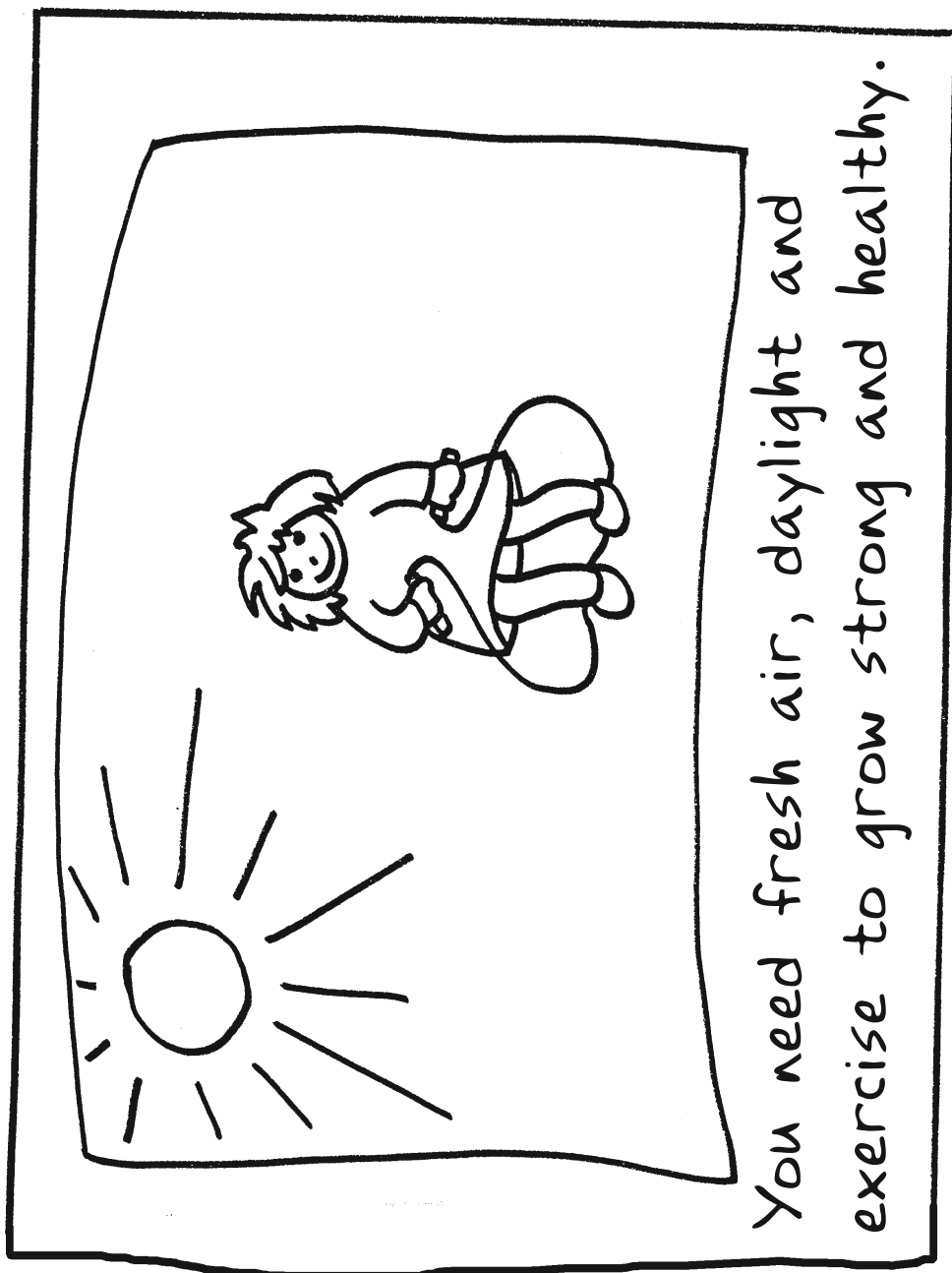
- 1 Eat well. 
- 2 Exercise lots. 
- 3 Play hard. 
- 4 Sleep right. 
- 5 Be Happy. 

Worksheet 11



For a healthy body and mind you need
to drink water and eat good food.

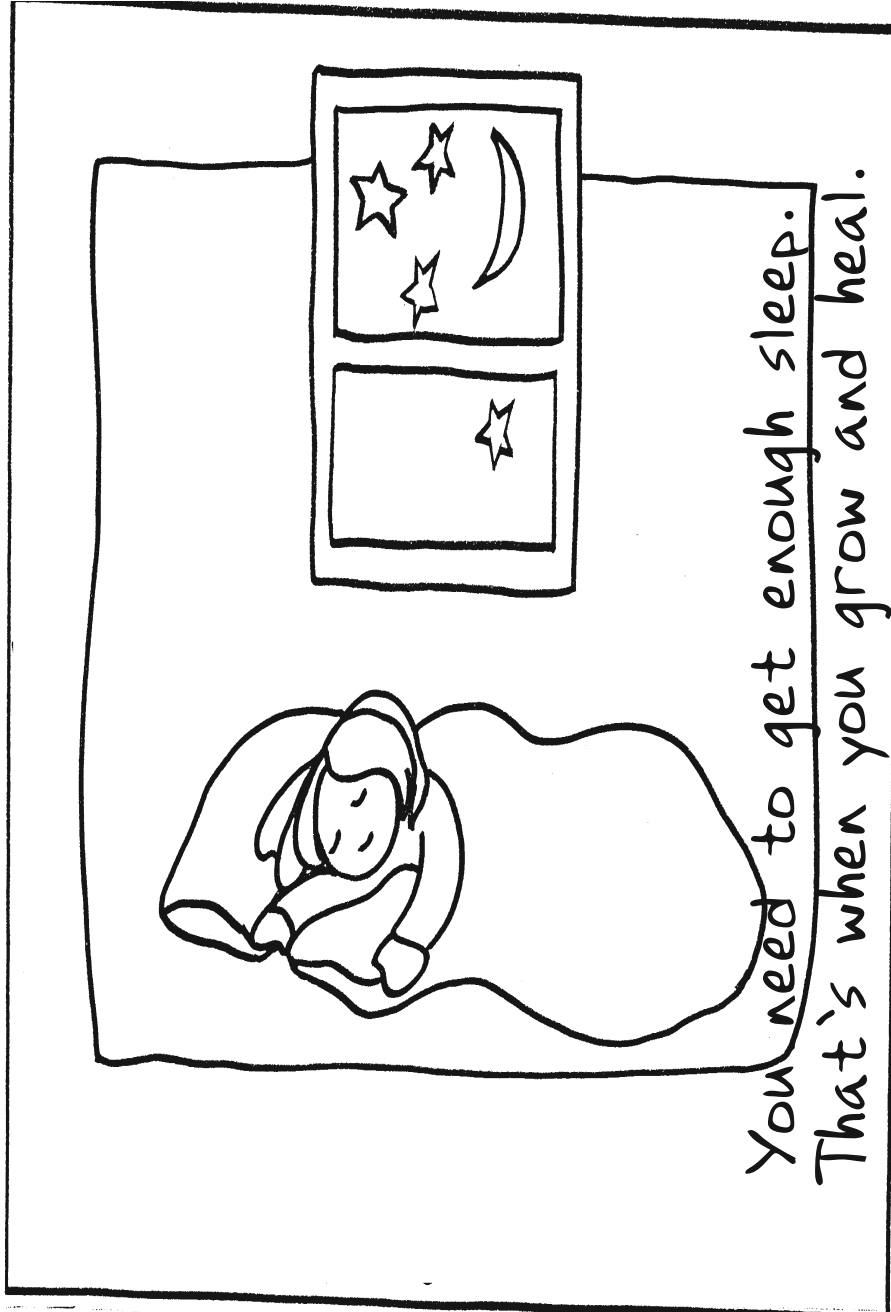
Worksheet 12



Worksheet 13



Worksheet 14



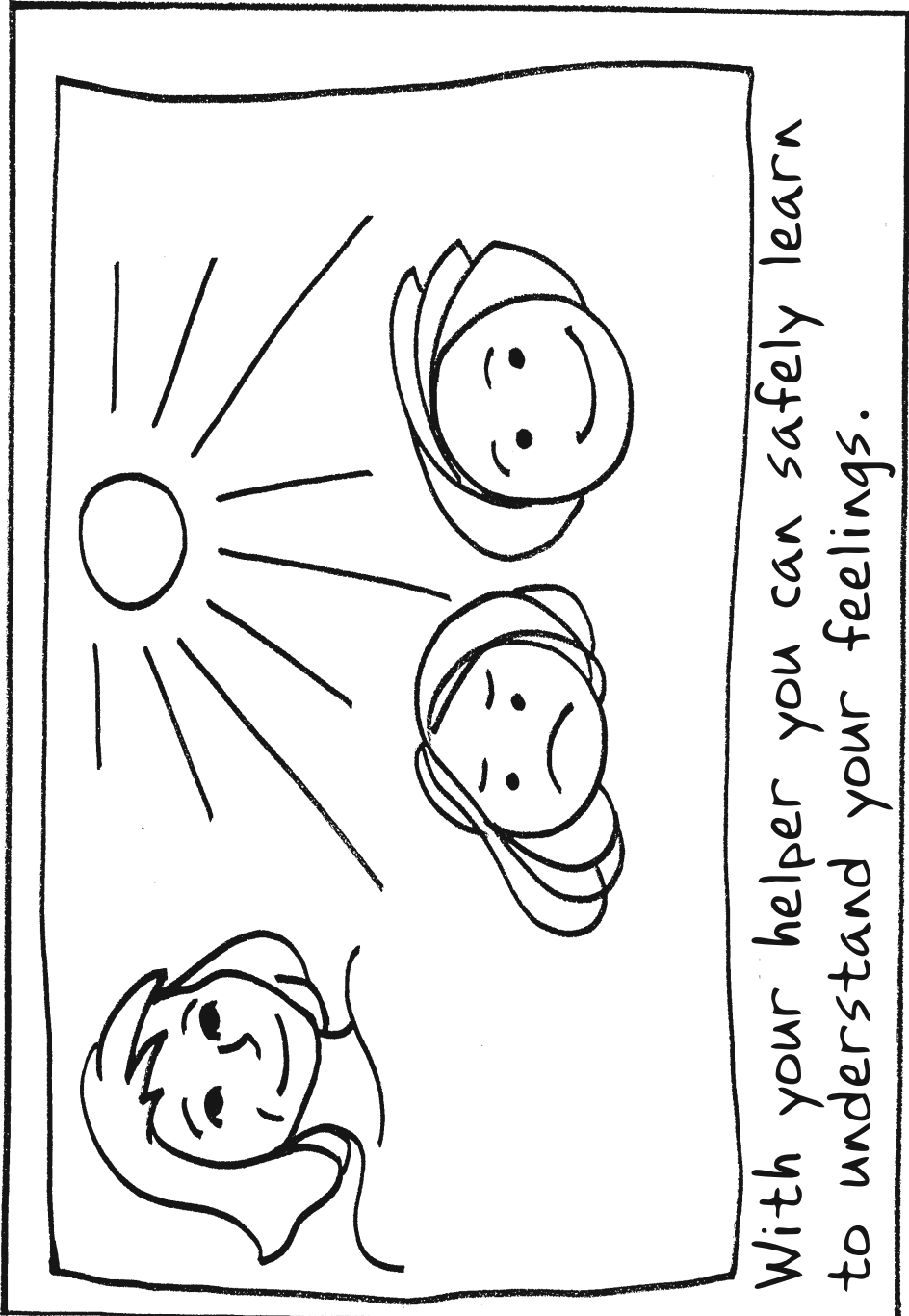
You need to get enough sleep.
That's when you grow and heal.

Worksheet 15



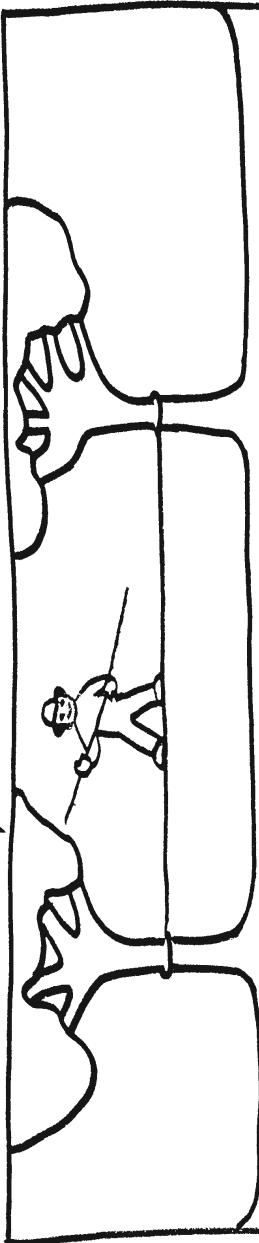
Feel good about yourself so that
you can be happy.

Worksheet 16



Worksheet 17

Balance your life



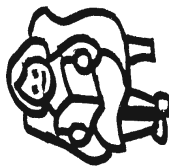
Spend time with others.



Rest.



Be alone sometimes.



Learn something new.

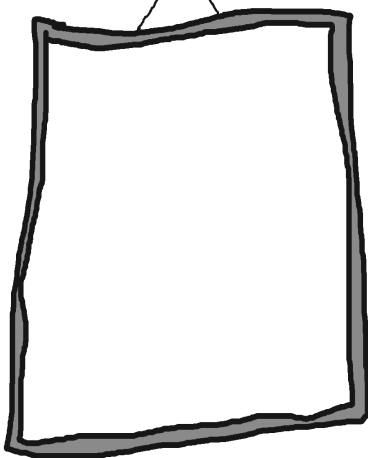


Play fair.

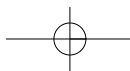
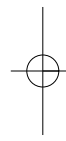
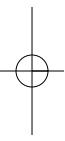


Worksheet 18

Be kind
to your



self.



Worksheet 19

The date is:

My name is

Today I worked on:

It took me minutes to finish it.

I felt

doing it.

{draw or write the feeling}

I felt

when I did it.

{happy or sad face}

I know how to follow rules:

Yes or No

I have a friend called

I feel

I think that

What I want to do is

Worksheet 20

Jerry goes shopping

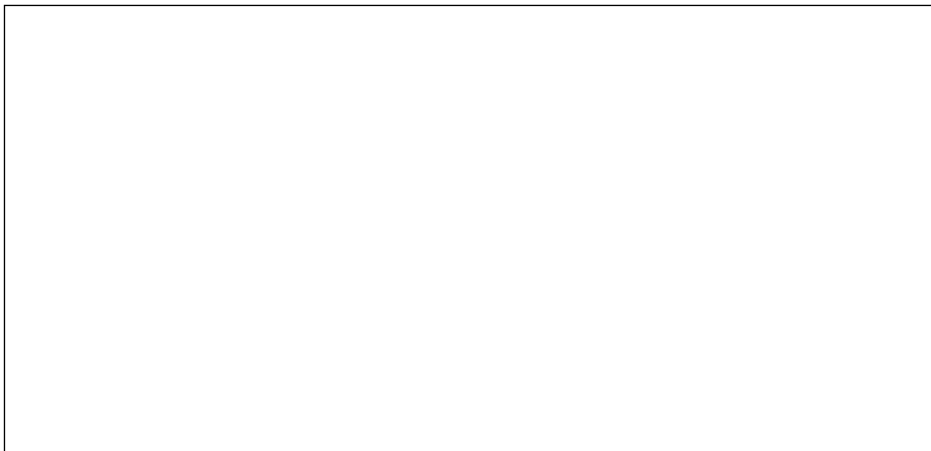
Jerry took something that did not belong to him, so he returned it.

What do you think Jerry did that was wrong?

What does your friend think Jerry did that was wrong?

What should Jerry have done instead?

What would you like as a present?



Worksheet 21

Monique and her kitten

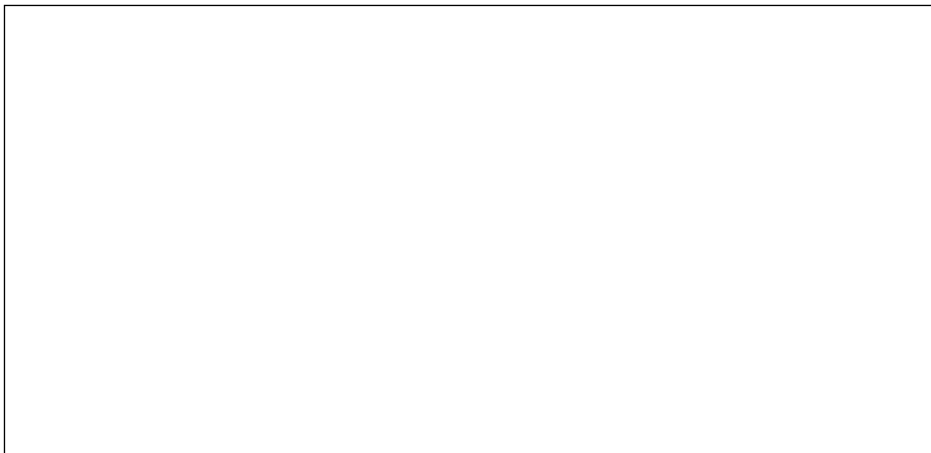
Little Monique leaves her house to find her kitten.

How did Monique's mum feel when she knew that Monique had left the house?

What could have Monique have done when she could not find her kitten?

What will Monique's mum say when they are back in the house?

Draw your favourite animal.



Worksheet 22

Clever Thomas

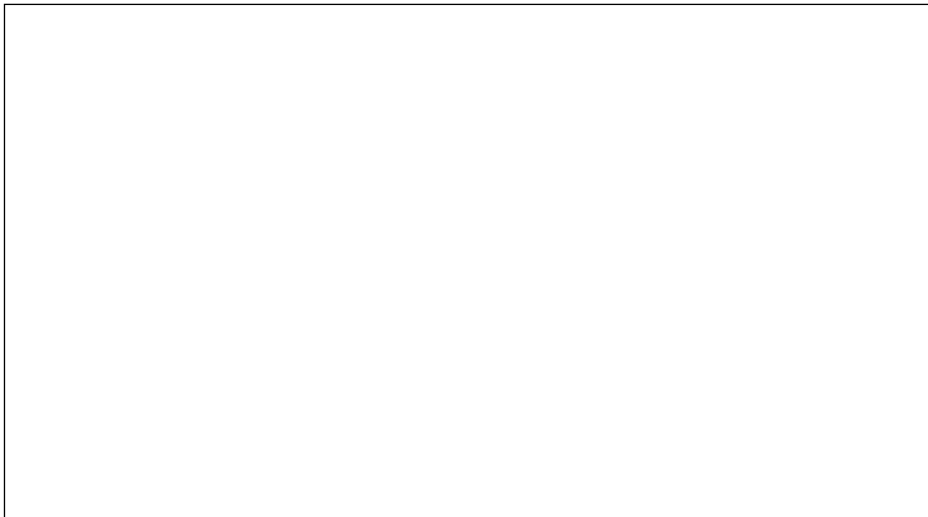
Thomas did not want to go to school because he was bullied.

Why did Thomas keep it a secret that he was called 'Fatty'?

How do you think he felt when he shared his problem?

What should happen next in the story?

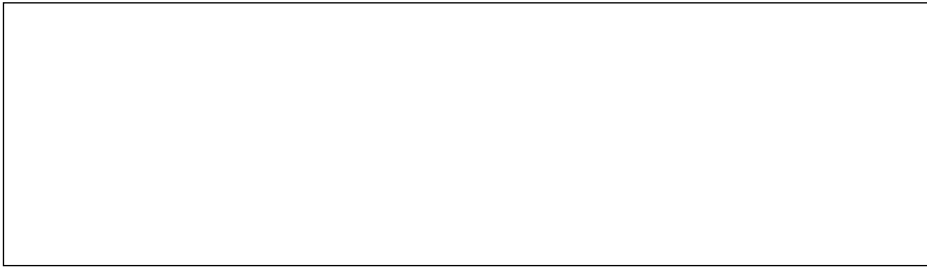
Draw Clever Thomas.



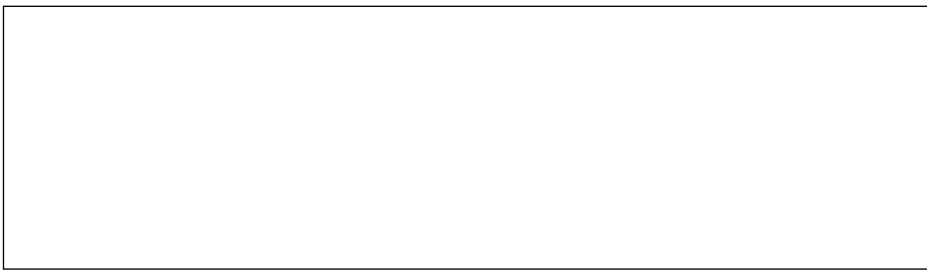
Worksheet 23

Feel secure in setting

Draw and colour in something that is outdoors:



Draw and colour in something that is indoors:



Draw an apple and colour it in:



Draw a pear and colour it in:



Write your name

Write the date

Worksheet 24

Gain sense of Self-worth

My name is:

My friend's name is:

Draw your face and ask your friend to colour it in.

