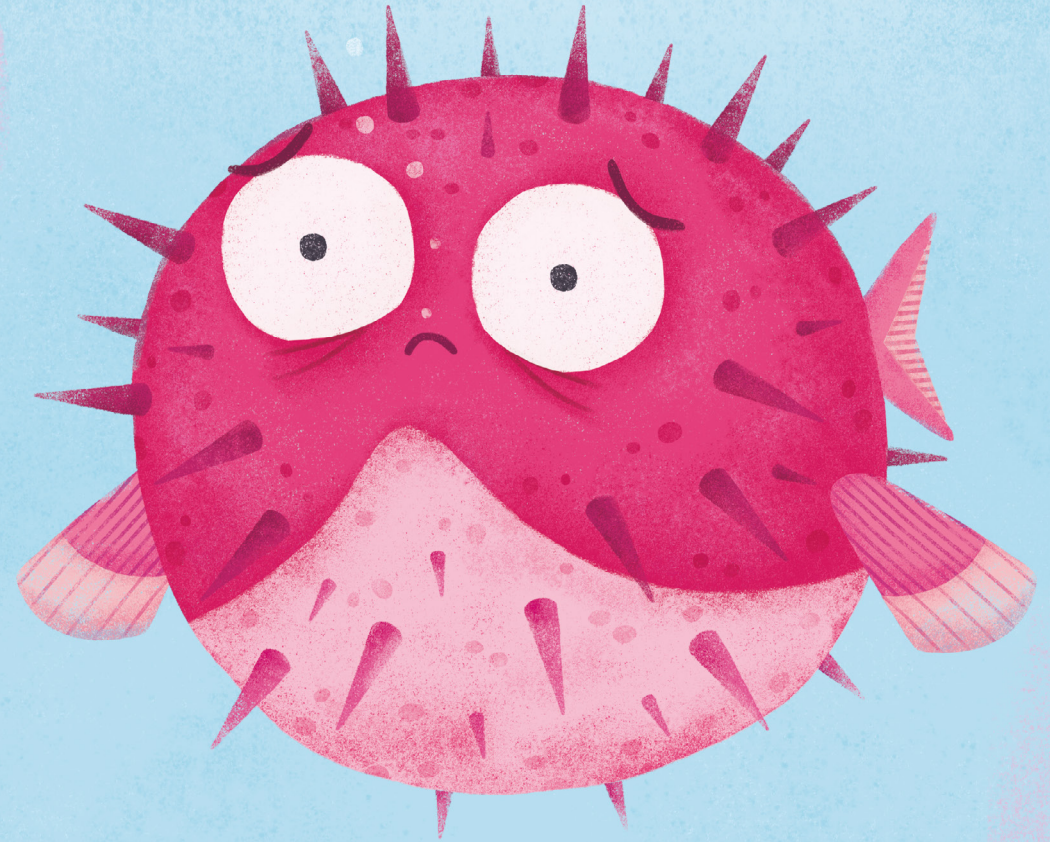


Emotional Literacy

With An Emotional Menagerie



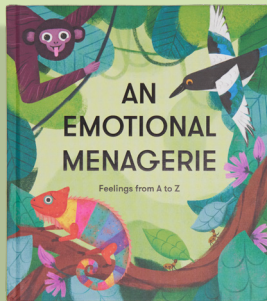
OVERALL AIMS / CURRICULUM LINKS:

1. Name, define and identify emotions
2. Build empathy by identifying emotions in others
3. Foster consideration and respect for others
4. Develop self-awareness and self-management
5. Promote positive behaviour and relationships

Supporting ideas for Teachers & Students

For use in the classroom or at home.

Suitable for ages 6+



An Emotional Menagerie: Feelings from A to Z

Children experience all sorts of emotions, sometimes going through several very different ones before breakfast. Yet they can struggle to put these feelings into words. An inability to understand and communicate their moods can lead to bad behaviour, deep frustration and a whole host of difficulties further down the line.

'An Emotional Menagerie' is an emotional glossary that is perfect for sharing with children and reading aloud together.

It includes 26 rhyming poems, arranged alphabetically, that bring our feelings to life – Anger, Boredom, Curiosity, Dreaminess, Embarrassment, Fear, Guilt, and more.

Filled with wise, therapeutic advice and brought to life through musical language and beautiful illustrations, 'An Emotional Menagerie' is an imaginative and universally appealing way of increasing emotional literacy.

Suggested for curious minds aged 6+.

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OBJECTIVES:	
Name a variety of emotions; describe emotions; create an A-Z of emotions.	
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OBJECTIVES:	
Understand that emotions can be extreme or subtle; identify the different layers of an emotional reaction.	
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OBJECTIVES:	
Identify how emotions are experienced physically; create animal metaphors for different emotions.	
4. MANAGING EMOTIONS	10
Poem: <i>'K is for Kindness'</i>	
OBJECTIVES:	
Identify ways of coping with difficult emotions; understand the importance of empathy and kindness.	

This Mini-Scheme of work can be used with children either at home or in the classroom. It includes material for between 4–6 lessons. The lessons can be completed in sequence or children can dip in and out of activities as they wish.

NOTE:

It is advised that teachers, parents or carers read through this Mini-Scheme and complete any tasks before students, to ensure that everyone is comfortable with its themes and activities.

1. NAMING EMOTIONS

Poem: 'An Emotional Menagerie'

START:

Naming Emotions expands our vocabulary and helps us to develop emotional literacy.

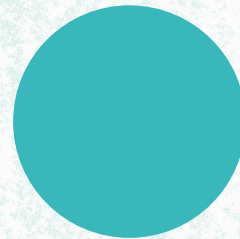
Ask children to name as many emotions as they can think of. Can they split them into 'positive' and 'negative'? Why do we think some emotions are positive and some are negative? Ask willing volunteers to 'perform' emotions to help understanding.

DEVELOP:

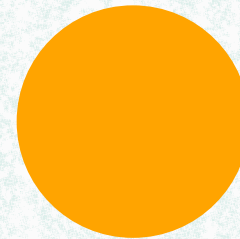
Matching emotions with colours helps us to describe those emotions.

Use the 'Emotion Colour Chart' opposite to help children describe different emotions. Encourage them to choose different colours to represent different emotions, giving reasons for their choices. One colour might represent more than one emotion: why?

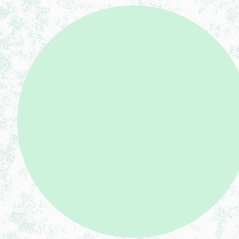
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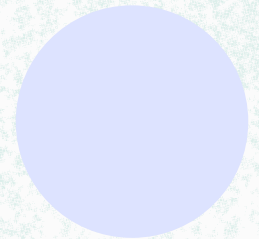
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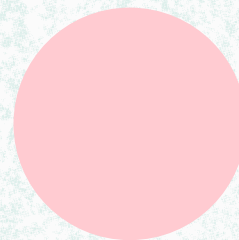
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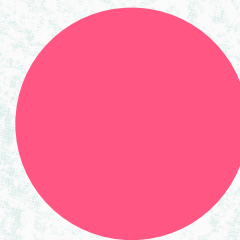
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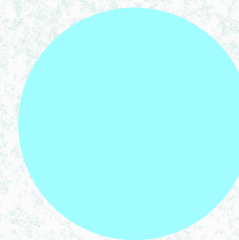
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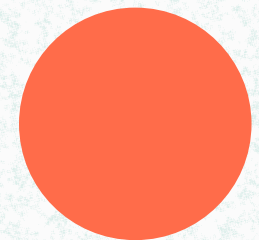
EMOTION:



EMOTION:



EMOTION:



CREATE:

An A-Z of emotions.

The book 'An Emotional Menagerie' includes an emotion for every letter of the alphabet. Ask children to create an emotion alphabet of their own using the board below, or choose just one letter template to design in the style of their chosen emotion.

A	B	C	D	E	F	G
H	I	J	K	L	M	
N	O	P	Q	R	S	T
U	V	W	X	Y	Z	

DISCUSS THE POEM:

'An Emotional Menagerie' – page 1.

- Why are emotions 'like animals'?
- Why is 'mastering emotions' a very 'useful skill'?
- What do we mean by the phrase: Emotional Literacy?
- How does having control of your emotions make you more 'calm, wise and fulfilled'?

CREATE:

An Emotions Diary.

It might be useful for children to create an Emotions Diary to reflect on what they learn and to record their emotions as they complete activities. In this lesson's entry, get children to record any new emotions they have learned about. They might also use colour to describe or draw these new emotions.



2. LAYERED EMOTIONS

Poem: 'A is for Anger'

START:

Emotions Pairs.

Encourage children to first match 'opposite' emotions by creating 'Emotions Pairs' - e.g. Happy and Sad or Calm and Angry. How many pairs can they come up with? Are there any emotions that are harder to match?

DEVELOP:

What are the extreme ends of an emotion?
How do they manifest?

1. Ask children to visualise and describe the extreme ends of two opposite emotions using the Emotion Stretch below - how do we get from Calm to Angry? What happens? How does each emotion manifest, and what happens in between?
2. Complete a new 'Emotion Stretch' or scale for another pair of emotions.



CALM

ANGRY

CREATE:

An Anger Volcano. Sometimes, we think of extreme emotions erupting like a volcano.

To develop the idea, children could draw a volcano or triangle. At the top of the volcano should be the 'biggest' emotion (e.g. anger), with 'smaller' emotions near the base. Which smaller (sometimes hidden) emotions lead to the big feeling of anger?

Help children to understand that, though we might think we feel one way about an event or situation, what we actually feel is very complex. There are many layers to our emotions. A big emotional reaction comes from lots of other emotions bubbling below the surface.

Sometimes, it is important not to judge any of our emotions as 'positive' or 'negative' because this keeps us from really understanding what it is we are feeling. If we label our emotions, we might be less likely to investigate the root. It's important not to judge and instead to find out *why* something causes a strong emotional reaction.

DISCUSS THE POEM:

'A is for Anger' – pages 2–3.

- Why do you think the lion has been chosen as the illustration for this poem?
- When or why do we feel angry?
- How can we 'let it go'?
- What other emotions are 'disguised' by anger?

REFLECT:

Thinking about layered emotions.

Children to reflect on what we mean when we talk about 'layered emotions'. Ask them to summarise an event or scenario where they felt angry. What led to this feeling? What other emotions were bubbling beneath? Draw their own mini-volcanoes.

A is for Anger

If Anger was an animal,
It would have teeth and claws,
A mangy mane, a bristly tail,
And growling, gaping jaws.

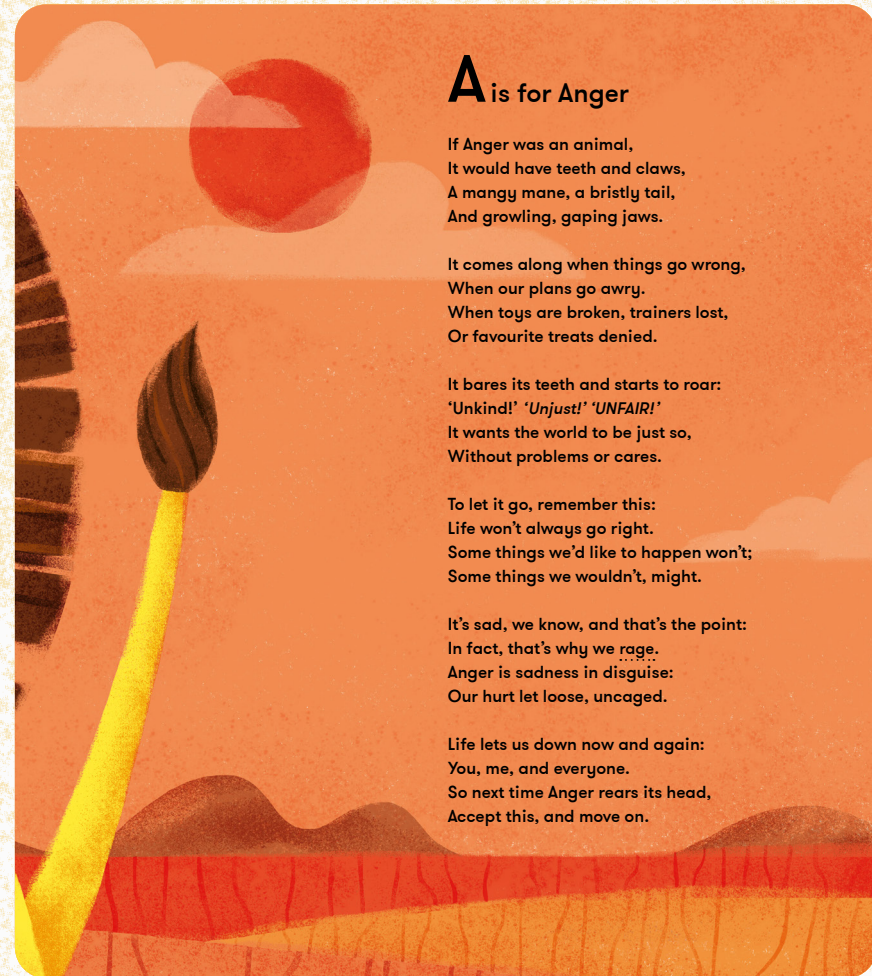
It comes along when things go wrong,
When our plans go awry.
When toys are broken, trainers lost,
Or favourite treats denied.

It bares its teeth and starts to roar:
'Unkind!' 'Unjust!' 'UNFAIR!'
It wants the world to be just so,
Without problems or cares.

To let it go, remember this:
Life won't always go right.
Some things we'd like to happen won't;
Some things we wouldn't, might.

It's sad, we know, and that's the point:
In fact, that's why we rage.
Anger is sadness in disguise:
Our hurt let loose, uncaged.

Life lets us down now and again:
You, me, and everyone.
So next time Anger rears its head,
Accept this, and move on.



3. IDENTIFYING EMOTIONS

Poem: 'E is for Embarrassment'

START:

Noticing and naming feelings is the first step in dealing with them.

Encourage children to name the feeling in each of the scenarios below. It is important for them to bear in mind that there can be more than one right answer; different people react to situations in different ways.

1. **Two of your friends are arguing on the playground. They are angry and raising their voices. You are the only other person present but you can't think of what to say. Your heart is racing.**
You are feeling
2. **There is a big test coming up soon. You keep imagining not being able to complete the test.**
You are feeling
3. **Your classmate spills water all over your work and the table. When the teacher comes in, he thinks you made the mess and tells you clean it up. You want to shout at him and your classmate.**
You are feeling

DEVELOP:

Our bodies give us signals when we when we have big feelings.

Assign children different emotions: Nervousness, Anger, Excitement, Anxiety, Embarrassment, or Joy.

Ask children to write their emotion at the top of a blank piece paper and draw a stick figure or human outline below. They should label all the places they might feel the emotion in their body and what they would feel. Prompt questions might include: What does your head feel like? Your hands? Your stomach? Any other physical signs of this feeling? What facial expressions would you have?

Share and compare drawings. Do some feelings have similar manifestations? Which ones?

CREATE:

Animal metaphors to represent different emotions.

Ask children to choose an emotion that interests them the most. Using the book *'An Emotional Menagerie'* as inspiration, ask them to draw an animal to represent their chosen emotion. Can children explain why they have made their choices?

If was an animal

DISCUSS THE POEM:

'E is for Embarrassment' – pages 10–11.

- How does embarrassment show itself, in the poem?
- When or why do we feel embarrassed?
- How do others 'seem', when we feel embarrassed?
- How can we 'deflate our Embarrassment'?

REFLECT:

Identifying emotions in others and ourselves.

Children to reflect on the ways we can identify emotions in others and ourselves. Why is this a useful skill? Ask them to create a gallery of labelled stick figures to show the body signals and clues for different emotions.

E is for Embarrassment

If Embarrassment was an animal,
It would have a coat of spines,
And when it feels it's being watched
It grows to twice the size.

It gets puffed up when we're on show,
And we feel too exposed:
Maybe we've called our teacher 'Mum',
Or spilt food on our clothes.

It makes us feel humiliated
By stupid things we do,
Or mortified that people stare
And sometimes giggle too.

Others seem so self-assured,
So confident and cool,
Whereas we're awkward, somewhat odd:
A stumbling, bumbling fool.

But here's the truth: so's everyone.
We all are fools at heart.
We just don't know each other's thoughts;
Can't spot the foolish parts.

To deflate our Embarrassment
We should laugh at our flaws,
Own up to all our weaknesses
And greet them with guffaws.

4. MANAGING EMOTIONS

Poem: 'K is for Kindness'

START:

Strategies for coping with emotions.

Encourage children to think about the steps we can take or strategies we can use to manage emotions – both our own emotions and the emotions of others.

They might consider the ideas on the balloons as prompts:

What is kindness, how can it help when dealing with emotions?



DEVELOP:

Track emotions and any strategies used to manage them.

Encourage children to think of a situation where they've used one of these strategies, or where they might need to use one of them in future. They can practise how they manage their emotions, setting themselves the challenge of recording feelings and strategies used during the course of the day, over one week or one month. Emotions can be recorded using the Feelings Tracker template. Encourage children to draw feelings if they prefer.

FEELING	I MANAGED THIS FEELING BY...
.....
.....
.....
.....
.....

CREATE:

Use drama and role-play to develop empathy skills.

Encourage children to work together in pairs or small groups to come up with a scenario that they have already experienced or that they can imagine. An example might be:

A new child comes into the classroom and has nowhere to sit. Some of the children laugh at him/her. Some of the children sit quietly and say nothing.

In groups, children can put together a simple freeze-frame or role-play, pausing at certain times with questions:

1. What is happening?
2. What has each person done?
3. What is each person feeling?
4. How do you know?

Get children to keep swapping roles, noting down their feelings in each role. Afterwards, they can consider what each character could say/do differently to manage the situation.

DISCUSS THE POEM:

'K is for Kindness' – pages 22–23.

- What other words for kindness are included in the poem?
- What does 'empathy' mean?
- What do we appreciate sometimes, when we feel 'discontent'?
- Do you agree that kindness 'runs in short supply'?

REFLECT:

Managing emotions through kindness.

Children to reflect on the ways we can manage emotions in others and ourselves. Why is kindness and empathy so important? Ask them to record their acts of kindness towards others for a week. How does it make them feel to be kind to others?

K is for Kindness

If Kindness was an animal,
It would bumble, bob and buzz,
Pollinating living things
With goodwill as it does.

It buzzes by when our eyes spy
A person who's in need
And wish to give a remedy
Of kindly words or deeds.

We might call it benevolence,
altruism, compassion:
To treat our fellow creatures in
A kindly, loving fashion.

Kindness springs from empathy,
Which means to recognise
How we'd feel if we saw the world
Through someone else's eyes.

How hard we'd find it, being them,
With all their discontents.
How much we might appreciate
A hug, or compliment.

Kindness runs in short supply
(At least compared with hate).
So spread it when and where you can,
To help it germinate.

