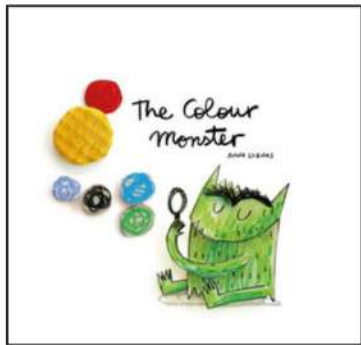


# Me and My feelings

## Session 1

Learning Objective: To introduce the Colour Monster and identify emotions - Happy, Sad, Scared, Angry, Calm.



In today's session we read the story The Colour Monster by Anna Llenas.

Colour Monster wakes up feeling very confused. His emotions are all over the place. A little girl shows him what each feeling means through colour. The monster learns to sort and define his mixed up emotions.



We discussed what emotions are for, that they keep us safe and, though some emotions don't feel very nice, they are all helpful as they tell us something. There is no such thing as a bad emotion!

We talked about which Zone of Regulation each of the emotions experienced by the Colour Monster would belong in.

We thought about what the Colour Monster may look like when he was experiencing each emotion and designed our own Colour Monster.

| Blue Zone    | Green Zone | Yellow Zone | Red Zone |
|--------------|------------|-------------|----------|
| Running Slow | Good to Go | Caution     | STOP!    |
|              |            |             |          |
|              |            |             |          |
|              |            |             |          |
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We practised a breathing exercise that can help us feel calm. Blowing out the candles on a birthday cake...

1. Hold up the number of fingers that show how old you are.
2. Let's pretend they are birthday candles, and we are going to blow them out one by one.
3. Take a deep breath in and slowly blow the first one out!
4. Now let's do the next one.





# Me and My feelings

## Session 2

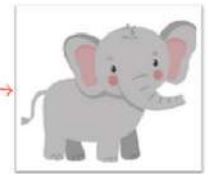
Learning Objective: To identify the situations that make us feel happy, sad, scared, angry, and calm.

The Colour Monster separated his emotions into different jars.



We discussed that sometimes lots of things make us angry, one on top or the other. They fill up our angry jar, it becomes too full and the lid flies off. This happens to us all- we call this Flipping your lid!

We talked about the things we want to say or do when we are angry, and that we can upset other people even if we don't mean to. We thought about what else we could do instead and tried the technique 'Stop, Clap, Breathe' using the elephant breathing technique.



Take a deep breath in through your trunk.  
Breathe out through your mouth!



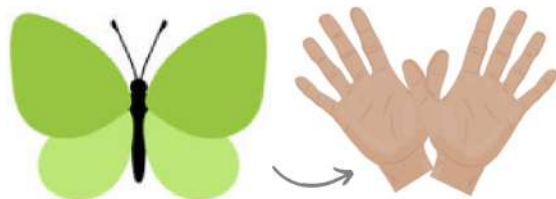
1. Elephants have long trunks.
2. They have to take long slow breaths to get the air all the way to their lungs.
3. Take a deep breath in through your trunk- 1 2 3 4 5.
4. Hold that breath - 1 2.
5. Breathe out through your mouth - 1 2 3 4 5.

We created our own emotions jars, drawing in situations that make us feel that Emotion.



We practised an activity that can help us manage our big feelings -

### Butterfly Hands



1. Turn the palm of your hands towards you.
2. Cross your hands and rest them on your chest.
3. Imagine your hands are a butterfly.
4. Now tap your left hand on your chest, then your right, left, right in a steady beat.

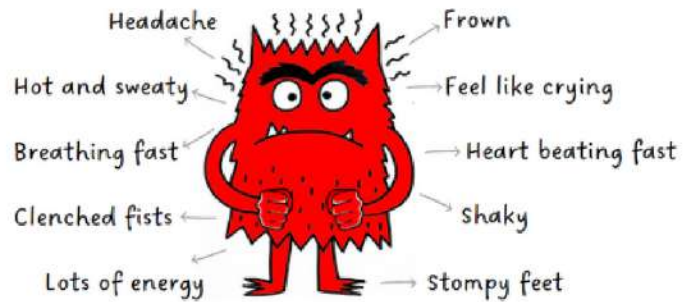


# Me and My feelings

## Session 3

Learning Objective: To understand how our bodies feel when we experience different emotions.

Today we talked about how the Colour Monster's body feels when he is angry. We discussed how he might feel when he is happy, sad, and calm, and showed on our own Colour Monsters what we feel in our bodies when we have these emotions.



We learned about our Fight, Flight, Freeze response...

A long, long, long time ago, there were ferocious animals everywhere and our cavemen ancestors were often in danger. When you are in danger you need to think and act fast and that is what their brains learned to do. We call this the fight/ flight/ freeze response and it gets your body ready to run away, fight, or hide. You won't meet a sabre-toothed tiger or mammoth today, but our body still reacts the same way if it thinks we're in danger.

Your Fight/ Flight/ Freeze response can be handy if you walk into a road when a car is coming but it can be hard if it activates when you put your hand up to answer a question in class. Being scared or anxious changes how our body feels and we shared what this is like for us.



We practised an activity that can help us manage our big feelings - Balloon Breathing.



1. Think of your tummy as a balloon.
2. Put your hand on your tummy to feel it rise and fall.
3. Take a deep breath in through your nose to fill your balloon.
4. Hold your breath for 2 seconds.
5. Breathe out through your mouth slowly to deflate your balloon.
6. Repeat balloon breathing 5 times.



# Me and My feelings

## Session 4

Learning Objective: To be an emotions detective.

We began our session with a Body scan - this involves scanning your body for feelings of tension or discomfort - anything that might give you clues to how you are feeling.



An Emotions Detective looks for clues that give information on how others are feeling. Look out for 3 different things.

What does their face show?



What does their body show?



What are they doing?



Everyone is different! We don't all feel the same way about things. We don't all show our emotions the same way! Some people cry when they are sad, other people don't. Some people shout when they're angry, and other people get really quiet. It can make it even easier for someone to help us if we can tell them why we feel that way. We do this by using the word 'Because'.

Sometimes we don't know why we feel a certain way, and that's okay too!

We practised an activity that can help us manage our big feelings - Colour Spotting.

Look around the room and think of...

1. Three things that are yellow.
2. Three things that are green.
3. Three things that are blue.
4. Three things that are red.





# Me and My feelings

## Session 5

Learning Objective: To learn ways to help us manage 'BIG FEELINGS!'



Today we practiced some strategies which relax our body which helps to relax our mind.

### Chair push-up

1. Sit on a chair with your feet flat on the floor.
2. Put your hands flat under your thighs with palms facing down.
3. Push yourself up from the seat of the chair using your arms but keep your feet on the floor.
4. Try to hold for 5-10 seconds.



### Hand massage

1. Put your thumb in the palm of your other hand.
2. Put your remaining fingers under your hand to hold it steady.
3. Push into your palm with your thumb and move it around in circles.



### Give yourself a hug

1. Hug yourself and make sure your palms touch the shoulder blades.
2. Squeeze for 10 seconds.
3. Relax for 10 seconds.



### Palm push

1. Press your palms together as firmly as possible as though you are trying to push the other hand away.
2. Hold for 10 seconds.
3. Relax for 10 seconds.
4. Repeat 2 more times.



We also practiced a way to relax our mind which helps to relax our body. We created our calm space; a place that we can image in our minds where we are safe and relaxed.

'Smell the Hot Chocolate' can help relax our body and mind.



1. Imagine you have a mug of hot chocolate.
2. Breathe in through your nose to smell the hot chocolate.
3. Count 1 2 3 4 5.
4. You can blow out of your mouth to cool it down.
5. Count 1 2 3 4 5.





# Me and My feelings

## Session 6

Learning Objective: To recap all our learning and think about the strategies that we have learned that help us manage our emotions.

Remember, there is no such thing as a bad emotion. Sometimes they make us feel uncomfortable, so we can try to calm our bodies and minds. Sometimes we might hurt other people because of our big feelings, so it's important to talk about our feelings and try to manage them.

We have learned how to calm our bodies and minds.



We have learned how to manage our big emotions.



We have learned that each of us feels and responds to our emotions differently and we can help others understand by using the word 'because'.



Your child will be bringing home a certificate in recognition of all their hard work and learning.