

Emotional Language Builders

Targeted Intervention Group to support SLCN

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Emotional Language Builders Overview

Emotional Language Builders is a targeted intervention designed to support students in develop their emotional language (vocabulary) and what this may mean for them. It can also support students to understand contexts they may experience different emotions and how this may look and feel.

The Emotional Language Builders group also gives students the opportunity for

speaking and listening, talking about their own experiences, and generating information about the emotions of others.

Emotional Language Builders comprises of 6 x 30-minute weekly group session(s) to be delivered over a 6-week period.

The group should be run by a member of the class team with between 3-5 students.

What age range of children/young people is Emotional Language Builders for?

This group would be suitable for students in Year 1 through to Year 4, although may also be appropriate for students older than this.

Language for Behaviour and Emotions can be used as a follow-on to this group.

What skills do the children/young people need to have to take part in Emotional Language Builders?

To access Emotional Language Builders, students should have the ability to attend and listen to an adult for around 10

minutes (with adult support to refocus on task). Students should also be able to communicate using simple sentences to share their ideas.

Which children/young people would benefit from Emotional Language Builders?

Students who present as:

- Having difficulties expressing themselves and how they are feeling.
- Interpreting situations and the impact of this on themselves and others.
- Having difficulties responding to situations and scenarios appropriately.
- Have gaps in their language ability – e.g., their vocabulary may be limited.

How will Emotional Language Builders support the children/young people in the classroom and/or playground?

Emotional Language Builders will help in many everyday situations, such as.

- Sharing how they are feeling about an event or scenario
- Telling a teacher about an incident in the playground
- Understanding how their body might feel in relation to different emotions.
- Interpreting how events may make others feel.

Weekly Overview

Week	Aims	Resources
Week 1	<ul style="list-style-type: none"> • To understand the feeling/emotion 'happy' and what this means. • To identify facial expressions displayed when happy. • To identify how the body might feel when happy. • To interpret a situation and identify how this might make you feel. • To explain the reason for feeling happy in relation to a scenario and how this is displayed. 	<ul style="list-style-type: none"> • From this Pack <ul style="list-style-type: none"> - Visual Timetable - Session Plan - Happy Emotion Card - Face Template (1 per student) - Face Features (1 per student) - Face Features Crib Sheet - Body Template (1 per student) - Body Features (1 per student) - Body Features Crib Sheet - 4 Happy Scenario Cards - 1 Sad Scenario Card - 1 Worried Scenario Card - 1 Annoyed Scenario Card - 1 Ok Scenario Card - Scenario Card Crib Sheet - Emotional Language Builders Goal/Outcome Sheet (1 per student) • From School <ul style="list-style-type: none"> - Dictionary (Optional) - Thesaurus (Optional) - Mirror - Glue Stick - Scissors
Week 2	<ul style="list-style-type: none"> • To understand the feeling/emotion 'sad' and what this means. • To identify facial expressions displayed when sad. • To identify how the body might feel when sad. • To interpret a situation and identify how this 	<ul style="list-style-type: none"> • From this Pack <ul style="list-style-type: none"> - Visual Timetable - Session Plan - Happy Emotion Card - Face Template (1 per student) - Face Features (1 per student) - Face Feature Crib Sheet - Body Template (1 per student) - Body Features (1 per student) - Body Features Crib Sheet - 4 Sad Scenario Cards - 1 Happy Scenario Card - 1 Worried Scenario Card - 1 Annoyed Scenario Card

	<p>might make you feel.</p> <ul style="list-style-type: none"> To explain the reason for feeling sad in relation to a scenario and how this is displayed. 	<ul style="list-style-type: none"> 1 Ok Scenario Card Scenario Card Crib Sheet Emotional Language Builders Goal/Outcome Sheet (1 per student) From School <ul style="list-style-type: none"> Dictionary (Optional) Thesaurus (Optional) Mirror Glue Stick Scissors
Week 3	<ul style="list-style-type: none"> To understand the feeling/emotion 'worried' and what this means. To identify facial expressions displayed when worried. To identify how the body might feel when worried. To interpret a situation and identify how this might make you feel. To explain the reason for feeling worried in relation to a scenario and how this is displayed. 	<ul style="list-style-type: none"> From this Pack <ul style="list-style-type: none"> Visual Timetable Session Plan Happy Emotion Card Face Template (1 per student) Face Features (1 per student) Face Features Crib Sheet Body Template (1 per student) Body Features (1 per student) Body Features Crib Sheet 4 Worried Scenario Cards 1 Happy Scenario Card 1 Sad Scenario Card 1 Annoyed Scenario Card 1 Ok Scenario Card Scenario Card Crib Sheet Emotional Language Builders Goal/Outcome Sheet (1 per student) From School <ul style="list-style-type: none"> Dictionary (Optional) Thesaurus (Optional) Mirror Glue Stick Scissors
Week 4	<ul style="list-style-type: none"> To understand the feeling/emotion 'annoyed' and what this means. To identify facial expressions 	<ul style="list-style-type: none"> From this Pack <ul style="list-style-type: none"> Visual Timetable Session Plan Happy Emotion Card Face Template (1 per student) Face Features (1 per student)

	<p>displayed when annoyed.</p> <ul style="list-style-type: none"> To identify how the body might feel when annoyed. To interpret a situation and identify how this might make you feel. To explain the reason for feeling annoyed in relation to a scenario and how this is displayed. 	<ul style="list-style-type: none"> - Face Features Crib Sheet - Body Template (1 per student) - Body Features (1 per student) - Body Features Crib Sheet - 4 Annoyed Scenario Cards - 1 Happy Scenario Card - 1 Sad Scenario Card - 1 Worried Scenario Card - 1 Ok Scenario Card - Scenario Card Crib Sheet - Emotional Language Builders Goal/Outcome Sheet (1 per student) <ul style="list-style-type: none"> • From School <ul style="list-style-type: none"> - Dictionary (Optional) - Thesaurus (Optional) - Mirror - Glue Stick - Scissors
<p>Week 5</p>	<ul style="list-style-type: none"> To understand the feeling/emotion 'ok' and what this means. To identify facial expressions displayed when ok. To identify how the body might feel when ok. To interpret a situation and identify how this might make you feel. To explain the reason for feeling ok in relation to a scenario and how this is displayed. 	<ul style="list-style-type: none"> • From this Pack <ul style="list-style-type: none"> - Visual Timetable - Session Plan - Happy Emotion Card - Face Template (1 per student) - Face Features (1 per student) - Face Features Crib Sheet - Body Template (1 per student) - Body Features (1 per student) - Body Features Crib Sheet - 4 Ok Scenario Cards - 1 Happy Scenario Card - 1 Sad Scenario Card - 1 Worried Scenario Card - 1 Annoyed Scenario Card - Scenario Card Crib Sheet - Emotional Language Builders Goal/Outcome Sheet (1 per student) • From School <ul style="list-style-type: none"> - Dictionary (Optional) - Thesaurus (Optional) - Mirror

		<ul style="list-style-type: none"> - Glue Stick - Scissors
Week 6	<ul style="list-style-type: none"> • To recap the feelings/emotions 'happy', 'sad', 'worried', 'annoyed', 'angry' and 'ok' and what this means. • To identify how students are currently feeling and the facial expressions / body language that tell this to others. • To be able to interpret a situation and identify how this might make you feel. • To be able to explain the reason for the feeling in relation to the scenario and how this is displayed. 	<ul style="list-style-type: none"> • From this Pack <ul style="list-style-type: none"> - Visual Timetable - Session Plan - Happy Emotion Card - Sad Emotion Card - Worried Emotion Card - Annoyed Emotion Card - Ok Emotion Card - Face Template (1 per student) - Face Features (1 per student) - Body Template (1 per student) - Body Features (1 per student) - Comic Strip - Emotional Language Builders Goal/Outcome Sheet (1 per student) • From School <ul style="list-style-type: none"> - Dictionary (Optional) - Thesaurus (Optional) - Mirror - Glue Stick - Scissors

Week 1

Week 1 Overview

The focus of the activities this week is:

- To understand the feeling/emotion 'happy' and what this means.
- To identify facial expressions displayed when happy.
- To identify how the body might feel when happy.
- To interpret a situation and identify how this might make you feel.
- To explain the reason for feeling happy in relation to a scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being happy may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Happy Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Face Features Crib Sheet
- Body Template (1 per student)
- Body Features (1 per student)
- Body Features Crib Sheet
- 4 Happy Scenario Cards
- 1 Sad Scenario Card
- 1 Worried Scenario Card
- 1 Annoyed Scenario Card
- 1 Ok Scenario Card
- Scenario Card Crib Sheet
- Emotional Language Builders Goal/Outcome Sheet (1 per student)

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 1 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To introduce the feeling of 'happy'.</i> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Happy Emotion Card • Dictionary (Optional) • Thesaurus (Optional) 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'Happy Emotion Card' visual prompt.</p>	<p>Introduce the group <i>"Today we are going to have a think and talk about feeling happy."</i></p> <p><i>"Who can tell me what they think 'happy' means?"</i></p> <p>Go round the group and ask each student what they think 'happy' means. This could be the meaning or the word, how their face/body might look/feel or a situation that they feel happy.</p> <p>Place the 'Happy Emotion Card' on the table. <i>"They were all great ideas. Being happy means to feel joy or pleasure about something."</i></p> <p><i>"Who can tell me some other words for 'happy'?"</i></p> <p>Go round the group and ask each student to think of another word (synonym) for happy.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions of happy or a time when you might experience this emotion. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options e.g., 'do you smile or cry if you are happy?' • Ask the group to help their peers and share

			<p><i>“That’s right, other words for happy include: joy, luck, proud, sunny ...”</i></p> <p>Discuss other words for ‘happy’ based on what the children have said. You may also use a dictionary or thesaurus to see what they say.</p>	<p>their ideas.</p> <ul style="list-style-type: none"> • Give the definition to the group and ask them to identify scenarios / situations when someone may feel happy.
<p>Activity 1: How does ‘happy’ look/feel?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify facial expressions displayed when happy.</i> - <i>To be able to identify how the body might feel when happy.</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Mirror • Face Template (1 per student) • Face Features (1 per student) • Face Features Crib Sheet • Body Template (1 per student) • Body Features (1 per student) • Body Features Crib Sheet • Glue Stick • Scissors 	<p>It may be beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language</p>	<p>Introduce the activity.</p> <p><i>“So, we have talked about what feeling happy means.”</i></p> <p><i>“Now it is time to think about how feeling happy might look, this includes our facial expression and what our body might be doing.”</i></p> <p>Place the mirror on the table.</p> <p><i>“Who can show me a happy face?”</i></p> <p>Pass the mirror round the group making a ‘happy’ face in the mirror and to show the group.</p> <p><i>“Who can tell me what their face was doing to show us they were feeling happy?”</i></p> <p>Allow each student to answer the above question if they would like to contribute.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Allow each student to draw their own face or annotate their own body instead of using the features available. • Ask students to add their own features in addition to those provided. <p>Too Hard?</p> <ul style="list-style-type: none"> - Reduce the options to choose from.

		associate with feeling happy, simplifying the task via the 'Too Hard? Supports if required.	<p><i>"They are all great ideas. When we are feeling happy, we might smile, have our eyes wide open, jump around, laugh, and have dimples."</i></p> <p>Hand out the face and body templates and features (one per student). <i>"We're now going to have a go at creating our own happy faces and labelling the bodies."</i></p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	
<p>Activity 2: What makes us feel happy?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to interpret a situation and identify how this might make you feel.</i> - <i>To be able to explain the reason for</i> 	<ul style="list-style-type: none"> • Happy Emotion Card • 4 Happy Scenario Cards • 1 Sad Scenario Card • 1 Worried Scenario Card • 1 Annoyed Scenario Card • 1 Ok Scenario Card 	<p>Shuffle the scenario cards and place them face down on the table surrounding the happy emotion card (face up).</p> <p>Support the students to pick up a scenario card, interpret what is</p>	<p>Introduce the activity. <i>"The faces and bodies that you have made all look great and will help us to know how someone might look/feel when they are happy."</i></p> <p>Place the resources on the table (as described in the 'setting up' column to the left) <i>"Now, we're going to have a think about times or situations that might make someone feel happy"</i> <i>"On the table, we have our happy emotion card (point to the happy emotion card) and 8 scenarios (point to the scenario cards)"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to support their understanding, e.g. <ul style="list-style-type: none"> - Why is the person feeling happy? - How do you know they are happy? - What made them happy? - What might they say? - What might happen next?

<p><i>feeling happy in relation to the scenario and how this is displayed.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> Scenario Card Crib Sheet 	<p>happening – you may need to provide the picture summary from the scenario crib sheet where the scenario is more abstract.</p> <p>Support the students to identify the emotion and identify how you know this.</p>	<p><i>“4 of the scenarios are times that might make someone happy, and the other 4 scenarios might make someone feel other emotions.”</i></p> <p><i>“We’re going to take it in turns to pick up a scenario card and share with the group what we think is happening, and how the person might be feeling, thinking about what the person’s face or body might be telling us.”</i></p> <p>Go around the group and allow each student to have a turn, leaving the card face up, if it matches the ‘happy’ emotion card or discarding it (giving it to you) if another emotion is being displayed.</p> <p>Once all the ‘happy’ scenarios have been identified recap all of the scenarios that may make someone feel happy. If there is time, consider whether to build on the activity using the ‘Too Easy’ suggestions (in the column to the right).</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> Model the activity before the students have a turn Reduce the options to choose from e.g. <ul style="list-style-type: none"> only have the ‘happy’ scenario cards use opposites e.g., happy, and sad scenario cards
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <i>For each student to</i> 	<ul style="list-style-type: none"> Happy Emotion Card Emotional Language Builders 	<p>Ensure you have the happy emotion card to hand to support the task.</p>	<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time thinking about the emotion ‘happy’”</i></p> <p>Place the ‘happy’ emotion card visual on the</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for multiple examples of how the face/body might look/feel and

<p><i>reflect on and identify the emotion 'happy' based on the learning in today's group.</i></p> <p>(5 minutes)</p>	<p>Outcome / Goal Sheet (1 per student)</p>	<p>table.</p> <p><i>"Who can tell me how our face might look if we are feeling happy?"</i> Go around the group and ask each student to identify something we may do with our faces when we feel 'happy'.</p> <p><i>"Who can tell me how our bodies might look or feel if we are feeling happy"</i> Go around the group and ask each student to identify something we may do/feel with our body when we feel 'happy'.</p> <p><i>"Who can tell me a time when we might feel happy"</i> Go around the group and ask each student to identify a time, scenario, or situation when we feel 'happy'.</p> <p>Complete the Emotional Language Builders Outcome / Goal Sheet for each student to see their baseline.</p>	<p>times when this emotion is felt.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., 'do you smile or cry if you are happy?' • Give examples and ask for another e.g. 'I might feel happy when my friend does something nice for me', 'I might feel happy when I go on a walk'.
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Week 2

Week 2 Overview

The focus of the activities this week is:

- To understand the feeling/emotion 'sad' and what this means.
- To identify facial expressions displayed when sad.
- To identify how the body might feel when sad.
- To interpret a situation and identify how this might make you feel.
- To explain the reason for feeling sad in relation to a scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being sad may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Sad Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Face Features Crib Sheet
- Body Template (1 per student)
- Body Features (1 per student)
- Body Features Crib Sheet
- 4 Sad Scenario Cards
- 1 Happy Scenario Card
- 1 Worried Scenario Card
- 1 Annoyed Scenario Card
- 1 Ok Scenario Card
- Scenario Card Crib Sheet

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 2 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To introduce the feeling of 'sad'. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Sad Emotion Card • Dictionary (Optional) • Thesaurus (Optional) 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'Sad Emotion Card' visual prompt.</p>	<p>Introduce the group</p> <p><i>"Today we are going to have a think and talk about feeling sad."</i></p> <p><i>"Who can tell me what they think 'sad' means?"</i></p> <p>Go round the group and ask each student what they think 'sad' means. This could be the meaning or the word, how their face/body might look/feel or a situation that they feel sad.</p> <p>Place the 'Sad Emotion Card' on the table.</p> <p><i>"They were all great ideas. Being sad means to feel unhappy about something."</i></p> <p><i>"Who can tell me some other words for 'sad'?"</i></p> <p>Go round the group and ask each student to think of another word (synonym) for sad.</p> <p><i>"That's right, other words for sad include: unhappy, low, blue ..."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions of sad or a time when you might experience this emotion. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options e.g., 'do you smile or cry if you are sad?' • Ask the group to help their peers and share their ideas.

			Discuss other words for 'sad' based on what the children have said. You may also use a dictionary or thesaurus to see what they say.	<ul style="list-style-type: none"> Give the definition to the group and ask them to identify scenarios / situations when someone may feel sad.
<p>Activity 1: How does 'sad' look/feel?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> To be able to identify facial expressions displayed when sad. To be able to identify how the body might feel when sad. <p>(10 minutes)</p>	<ul style="list-style-type: none"> Mirror Face Template (1 per student) Face Features (1 per student) Face Features Crib Sheet Body Template (1 per student) Body Features (1 per student) 	<p>It may be beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language</p>	<p>Introduce the activity.</p> <p><i>"So, we have talked about what feeling sad means."</i></p> <p><i>"Now it is time to think about how feeling sad might look, this includes our facial expression and what our body might be doing."</i></p> <p>Place the mirror on the table.</p> <p><i>"Who can show me a sad face?"</i></p> <p>Pass the mirror round the group making a 'sad' face in the mirror and to show the group.</p> <p><i>"Who can tell me what their face was doing to show us they were feeling sad?"</i></p> <p>Allow each student to answer the above question if they would like to contribute.</p> <p><i>"They are all great ideas. When we are feeling sad, we might cry, have tears in our eyes, frown, have an upside-down smile, and look down"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow each student to draw their own face or annotate their own body instead of using the features available. Ask students to add their own features in addition to those provided. <p>Too Hard?</p> <ul style="list-style-type: none"> Reduce the options to choose from.

	<ul style="list-style-type: none"> • Body Features Crib Sheet • Glue Stick • Scissors 	<p>associate with feeling sad, simplifying the task via the 'Too Hard?' Supports if required.</p>	<p>Hand out the face and body templates and features (one per student). <i>"We're now going to have a go at creating our own sad faces and labelling the bodies."</i></p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	
<p>Activity 2: What makes us feel sad?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to interpret a situation and identify how this might make you feel.</i> - <i>To be able to explain the reason for feeling sad in</i> 	<ul style="list-style-type: none"> • Sad Emotion Card • 4 Sad Scenario Cards • 1 Happy Scenario Card • 1 Worried Scenario Card • 1 Annoyed Scenario Card • 1 Ok Scenario 	<p>Shuffle the scenario cards and place them face down on the table surrounding the sad emotion card (face up).</p> <p>Support the students to pick up a scenario card, interpret what is happening – you may need to provide the</p>	<p>Introduce the activity. <i>"The faces and bodies that you have made all look great and will help us to know how someone might look/feel when they are sad."</i></p> <p>Place the resources on the table (as described in the 'setting up' column to the left) <i>"Now, we're going to have a think about times or situations that might make someone feel sad"</i> <i>"On the table, we have our sad emotion card (point to the sad emotion card) and 8 scenarios (point to the scenario cards)"</i> <i>"4 of the scenarios are times that might make someone sad, and the other 4 scenarios might make someone feel other emotions."</i></p> <p><i>"We're going to take it in turns to pick up a scenario card and share with the group what we think is happening, and how the person might be feeling,</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to support their understanding, e.g. <ul style="list-style-type: none"> - Why is the person feeling happy? - How do you know they are happy? - What made them happy? - What might they say? - What might happen next? <p>Too Hard?</p> <ul style="list-style-type: none"> • Model the activity before the students have a turn

<p><i>relation to the scenario and how this is displayed.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> Card Scenario Card Crib Sheet 	<p>picture summary from the scenario crib sheet where the scenario is more abstract.</p> <p>Support the students to identify the emotion and identify how you know this.</p>	<p><i>thinking about what the person's face or body might be telling us."</i></p> <p>Go around the group and allow each student to have a turn, leaving the card face up, if it matches the 'sad' emotion card or discarding it (giving it to you) if another emotion is being displayed.</p> <p>Once all the 'sad' scenarios have been identified recap all of the scenarios that may make someone feel sad. If there is time, consider whether to build on the activity using the 'Too Easy' suggestions (in the column to the right).</p>	<ul style="list-style-type: none"> Reduce the options to choose from e.g. <ul style="list-style-type: none"> only have the 'happy' scenario cards <p>use opposites e.g., happy, and sad scenario cards</p>
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> For each student to reflect on and identify the emotion 'sad' based on the 	<ul style="list-style-type: none"> Sad Emotion Card 	<p>Ensure you have the sad emotion card to hand to support the task.</p>	<p>Introduce the activity and reflections.</p> <p><i>"Today we have spent some time thinking about the emotion 'sad'"</i></p> <p>Place the 'sad' emotion card visual on the table.</p> <p><i>"Who can tell me how our face might look if we are feeling sad?"</i></p> <p>Go around the group and ask each student to identify something we may do with our faces when we feel 'sad'.</p> <p><i>"Who can tell me how our bodies might look or feel if we are feeling sad"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for multiple examples of how the face/body might look/feel and times when this emotion is felt. <p>Too Hard?</p> <ul style="list-style-type: none"> Give the group options to choose from e.g., 'do you smile or cry if you are sad?'

<p><i>learning in today's group.</i></p> <p>(5 minutes)</p>			<p>Go around the group and ask each student to identify something we may do/feel with our body when we feel 'sad'.</p> <p><i>"Who can tell me a time when we might feel sad"</i></p> <p>Go around the group and ask each student to identify a time, scenario, or situation when we feel 'sad'.</p>	<ul style="list-style-type: none"> • Give examples and ask for another e.g. <i>'I might feel sad when something ends', 'I might feel sad when something breaks'.</i>
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Week 3

Week 3 Overview

The focus of the activities this week is:

- To understand the feeling/emotion 'worried' and what this means.
- To identify facial expressions displayed when worried.
- To identify how the body might feel when worried.
- To interpret a situation and identify how this might make you feel.
- To explain the reason for feeling worried in relation to a scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being worried may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Worried Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Face Features Crib Sheet
- Body Template (1 per student)
- Body Features (1 per student)
- Body Features Crib Sheet
- 4 Worried Scenario Cards
- 1 Happy Scenario Card
- 1 Sad Scenario Card
- 1 Annoyed Scenario Card
- 1 Ok Scenario Card
- Scenario Card Crib Sheet

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 3 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To introduce the feeling of 'worried'. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Worried Emotion Card • Dictionary (Optional) • Thesaurus (Optional) 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'Worried Emotion Card' visual prompt.</p>	<p>Introduce the group <i>"Today we are going to have a think and talk about feeling worried."</i></p> <p><i>"Who can tell me what they think worried means?"</i></p> <p>Go round the group and ask each student what they think 'worried' means. This could be the meaning or the word, how their face/body might look/feel or a situation that they feel worried.</p> <p>Place the 'Worried Emotion Card' on the table. <i>"They were all great ideas. Being worried means to feel troubled, anxious, or uneasy about something. If you are worried, you might also feel scared or fearful."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions of worried or a time when you might experience this emotion. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options e.g., 'do you smile or look nervous if you are worried?' • Ask the group to help their peers and share their ideas. • Give the definition to the group and ask them to identify scenarios / situations when someone may feel worried.
<p>Activity 1: How does</p>	<ul style="list-style-type: none"> • Mirror 	<p>It may be</p>	<p>Introduce the activity.</p>	<p>Too Easy?</p>

<p>'worried' look/feel?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify facial expressions displayed when worried.</i> - <i>To be able to identify how the body might feel when worried.</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Face Template (1 per student) • Face Features (1 per student) • Face Features Crib Sheet • Body Template (1 per student) • Body Features (1 per student) • Body Features Crib Sheet • Glue Stick • Scissors 	<p>beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language associate with feeling worried, simplifying the task via the 'Too Hard? Supports if required.</p>	<p><i>“So, we have talked about what feeling worried means.”</i></p> <p><i>“Now it is time to think about how feeling worried might look, this includes our facial expression and what our body might be doing.”</i></p> <p>Place the mirror on the table.</p> <p><i>“Who can show me a worried face?”</i></p> <p>Pass the mirror round the group making a 'worried' face in the mirror and to show the group.</p> <p><i>“Who can tell me what their face was doing to show us they were feeling worried?”</i></p> <p>Allow each student to answer the above question if they would like to contribute.</p> <p><i>“They are all great ideas. When we are feeling worried, we might frown, raise our eyebrows, open our eyes widely, yell, have an upside-down smile or place our hand to our mouth”</i></p>	<ul style="list-style-type: none"> • Allow each student to draw their own face or annotate their own body instead of using the features available. • Ask students to add their own features in addition to those provided. <p>Too Hard?</p> <ul style="list-style-type: none"> • Reduce the options to choose from.
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			<p>Hand out the face and body templates and features (one per student). <i>"We're now going to have a go at creating our own worried faces and labelling the bodies."</i></p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	
<p>Activity 2: What makes us feel worried?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to interpret a situation and identify how this might make you feel.</i> - <i>To be able to explain the reason for feeling worried in relation to the</i> 	<ul style="list-style-type: none"> • Worried Emotion Card • 4 Worried Scenario Cards • 1 Happy Scenario Card • 1 Sad Scenario Card • 1 Annoyed Scenario Card • 1 Ok Scenario Card • Scenario Card Crib Sheet 	<p>Shuffle the scenario cards and place them face down on the table surrounding the worried emotion card (face up).</p> <p>Support the students to pick up a scenario card, interpret what is happening – you may need to provide the picture summary</p>	<p>Introduce the activity. <i>"The faces and bodies that you have made all look great and will help us to know how someone might look/feel when they are worried."</i></p> <p>Place the resources on the table (as described in the 'setting up' column to the left) <i>"Now, we're going to have a think about times or situations that might make someone feel worried"</i> <i>"On the table, we have our worried emotion card (point to the worried emotion card) and 8 scenarios (point to the scenario cards)"</i> <i>"4 of the scenarios are times that might make someone worried, and the other 4</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to support their understanding, e.g. - Why is the person feeling happy? - How do you know they are happy? - What made them happy? - What might they say? - What might happen next? <p>Too Hard?</p> <ul style="list-style-type: none"> • Model the activity before the students have a turn • Reduce the options to choose from e.g.

<p><i>scenario and how this is displayed.</i></p> <p>(10 minutes)</p>		<p>from the scenario crib sheet where the scenario is more abstract.</p> <p>Support the students to identify the emotion and identify how you know this.</p>	<p><i>scenarios might make someone feel other emotions.”</i></p> <p><i>“We’re going to take it in turns to pick up a scenario card and share with the group what we think is happening, and how the person might be feeling, thinking about what the person’s face or body might be telling us.”</i></p> <p>Go around the group and allow each student to have a turn, leaving the card face up, if it matches the ‘worried’ emotion card or discarding it (giving it to you) if another emotion is being displayed.</p> <p>Once all the ‘worried’ scenarios have been identified recap all of the scenarios that may make someone feel worried.</p> <p>If there is time, consider whether to build on the activity using the ‘Too Easy’ suggestions (in the column to the right).</p>	<ul style="list-style-type: none"> - only have the ‘happy’ scenario cards <p>use opposites e.g., happy, and sad scenario cards</p>
<p>Review: Reflection</p>	<ul style="list-style-type: none"> • Worried Emotion Card 	<p>Ensure you have the worried</p>	<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple

<p>Aim:</p> <ul style="list-style-type: none"> - For each student to reflect on and identify the emotion 'worried' based on the learning in today's group. <p>(5 minutes)</p>		<p>visuals to hand to support the task.</p>	<p><i>thinking about the emotion 'worried'</i></p> <p>Place the 'worried' emotion card visual on the table.</p> <p><i>"Who can tell me how our face might look if we are feeling worried?"</i></p> <p>Go around the group and ask each student to identify something we may do with our faces when we feel 'worried'.</p> <p><i>"Who can tell me how our bodies might look or feel if we are feeling worried"</i></p> <p>Go around the group and ask each student to identify something we may do/feel with our body when we feel 'worried'.</p> <p><i>"Who can tell me a time when we might feel worried"</i></p> <p>Go around the group and ask each student to identify a time, scenario, or situation when we feel 'worried'.</p>	<p>examples of how the face/body might look/feel and times when this emotion is felt.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., 'what would my mouth do if I was worried?' • Give examples and ask e.g. 'I might feel worried when I have to do something new', 'I might feel worried when things change.'
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Week 4

Week 4 Overview

The focus of the activities this week is:

- To understand the feeling/emotion 'annoyed' and what this means.
- To identify facial expressions displayed when annoyed.
- To identify how the body might feel when annoyed.
- To interpret a situation and identify how this might make you feel.
- To explain the reason for feeling annoyed in relation to a scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being annoyed may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Annoyed Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Face Features Crib Sheet
- Body Template (1 per student)
- Body Features (1 per student)
- Body Features Crib Sheet
- 4 Annoyed Scenario Cards
- 1 Happy Scenario Card
- 1 Sad Scenario Card
- 1 Worried Scenario Card
- 1 Ok Scenario Card
- Scenario Card Crib Sheet

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 4 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To introduce the feeling of 'annoyed'.</i> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Annoyed Emotion Card • Dictionary (Optional) • Thesaurus (Optional) 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'Annoyed Emotion Card' visual prompt.</p>	<p>Introduce the group <i>"Today we are going to have a think and talk about feeling annoyed."</i></p> <p><i>"Who can tell me what they think annoyed means?"</i></p> <p>Go round the group and ask each student what they think 'annoyed' means. This could be the meaning or the word, how their face/body might look/feel or a situation that they feel worried.</p> <p>Place the 'Annoyed Emotion Card' on the table. <i>"They were all great ideas. Being annoyed means to feel angry, irritated or disturbed about something."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions of annoyed or a time when you might experience this emotion. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options e.g., <i>'do you feel hot or cold if you are annoyed?'</i> • Ask the group to help their peers and share their ideas. • Give the definition to the group and ask them to identify scenarios / situations when someone may feel annoyed.

<p>Activity 1: How does 'annoyed' look/feel?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify facial expressions displayed when annoyed.</i> - <i>To be able to identify how the body might feel when annoyed.</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Mirror • Face Template (1 per student) • Face Features (1 per student) • Body Template (1 per student) • Body Features (1 per student) • Glue Stick • Scissors 	<p>It may be beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language associate with feeling annoyed, simplifying the task via the 'Too Hard?</p>	<p>Introduce the activity. <i>"So, we have talked about what feeling annoyed means."</i> <i>"Now it is time to think about how feeling annoyed might look, this includes our facial expression and what our body might be doing."</i></p> <p>Place the mirror on the table. <i>"Who can show me an annoyed face?"</i></p> <p>Pass the mirror round the group making an 'annoyed' face in the mirror and to show the group.</p> <p><i>"Who can tell me what their face was doing to show us they were feeling annoyed?"</i></p> <p>Allow each student to answer the above question if they would like to contribute.</p> <p><i>"They are all great ideas. When we are feeling annoyed, we might frown, scrunch up our face, open our eyes widely, shout, stamp our feet or clench our fists"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Allow each student to draw their own face or annotate their own body instead of using the features available. • Ask students to add their own features in addition to those provided. <p>Too Hard?</p> <ul style="list-style-type: none"> • Reduce the options to choose from.
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		Supports if required.	<p>Hand out the face and body templates and features (one per student). <i>"We're now going to have a go at creating our own annoyed faces and labelling the bodies."</i></p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	
<p>Activity 2: What makes us feel annoyed?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to interpret a situation and identify how this might make you feel.</i> - <i>To be able to explain the reason for feeling annoyed in</i> 	<ul style="list-style-type: none"> • Annoyed Emotion Card • 4 Annoyed Scenario Cards • 1 Happy Scenario Card • 1 Sad Scenario Card • 1 Worried Scenario Card • 1 Ok Scenario Card • Scenario Card Crib Sheet 	<p>Shuffle the scenario cards and place them face down on the table surrounding the annoyed emotion card (face up).</p> <p>Support the students to pick up a scenario card, interpret what is happening –</p>	<p>Introduce the activity. <i>"The faces and bodies that you have made all look great and will help us to know how someone might look/feel when they are annoyed."</i></p> <p>Place the resources on the table (as described in the 'setting up' column to the left) <i>"Now, we're going to have a think about times or situations that might make someone feel annoyed"</i> <i>"On the table, we have our annoyed emotion card (point to the annoyed emotion card) and 8 scenarios (point to the scenario cards)"</i> <i>"4 of the scenarios are times that might</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to support their understanding, e.g. <ul style="list-style-type: none"> - Why is the person feeling happy? - How do you know they are happy? - What made them happy? - What might they say? - What might happen next? <p>Too Hard?</p> <ul style="list-style-type: none"> • Model the activity before the students have a turn • Reduce the options to choose

<p><i>relation to the scenario and how this is displayed.</i></p> <p>(10 minutes)</p>		<p>you may need to provide the picture summary from the scenario crib sheet where the scenario is more abstract.</p> <p>Support the students to identify the emotion and identify how you know this.</p>	<p><i>make someone annoyed, and the other 4 scenarios might make someone feel other emotions.”</i></p> <p><i>“We’re going to take it in turns to pick up a scenario card and share with the group what we think is happening, and how the person might be feeling, thinking about what the person’s face or body might be telling us.”</i></p> <p>Go around the group and allow each student to have a turn, leaving the card face up, if it matches the ‘annoyed’ emotion card or discarding it (giving it to you) if another emotion is being displayed.</p> <p>Once all the ‘annoyed’ scenarios have been identified recap all of the scenarios that may make someone feel annoyed.</p> <p>If there is time, consider whether to build on the activity using the ‘Too Easy’ suggestions (in the column to the right).</p>	<p>from e.g.</p> <ul style="list-style-type: none"> - only have the ‘happy’ scenario cards <p>use opposites e.g., happy, and sad scenario cards</p>
<p>Review: Reflection</p>	<ul style="list-style-type: none"> • Annoyed 	<p>Ensure you</p>	<p>Introduce the activity and reflections.</p>	<p>Too Easy?</p>

<p><i>Aim:</i></p> <ul style="list-style-type: none"> - For each student to reflect on and identify the emotion 'annoyed' based on the learning in today's group. <p>(5 minutes)</p>	<p>Emotion Card</p>	<p>have the annoyed emotion card to hand to support the task.</p>	<p><i>"Today we have spent some time thinking about the emotion 'annoyed'"</i></p> <p>Place the 'annoyed' emotion card visual on the table.</p> <p><i>"Who can tell me how our face might look if we are feeling annoyed?"</i></p> <p>Go around the group and ask each student to identify something we may do with our faces when we feel 'annoyed'.</p> <p><i>"Who can tell me how our bodies might look or feel if we are feeling annoyed"</i></p> <p>Go around the group and ask each student to identify something we may do/feel with our body when we feel 'annoyed'.</p> <p><i>"Who can tell me a time when we might feel annoyed"</i></p> <p>Go around the group and ask each student to identify a time, scenario, or situation when we feel 'annoyed'.</p>	<ul style="list-style-type: none"> • Ask the group for multiple examples of how the face/body might look/feel and times when this emotion is felt. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., 'do you feel hot or cold if you are annoyed?' • Give examples and ask for another e.g. 'I might feel annoyed when I can't do something I want to, 'I might feel annoyed when I lose a game'.
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Week 5

Week 5 Overview

The focus of the activities this week is:

- To understand the feeling/emotion 'ok' and what this means.
- To identify facial expressions displayed when ok.
- To identify how the body might feel when ok.
- To interpret a situation and identify how this might make you feel.
- To explain the reason for feeling ok in relation to a scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being ok may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Ok Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Face Features Crib Sheet
- Body Template (1 per student)
- Body Features (1 per student)
- Body Features Crib Sheet
- 4 Ok Scenario Cards
- 1 Happy Scenario Card
- 1 Sad Scenario Card
- 1 Worried Scenario Card
- 1 Annoyed Scenario Card
- Scenario Card Crib Sheet

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 5 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To introduce the feeling of 'ok'. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Ok Emotion Card • Dictionary (Optional) • Thesaurus (Optional) 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'Ok Emotion Card' visual prompt.</p>	<p>Introduce the group <i>"Today we are going to have a think and talk about feeling ok."</i></p> <p><i>"Who can tell me what they think feeling ok means?"</i></p> <p>Go round the group and ask each student what they think 'feeling ok' means. This could be the meaning or the word, how their face/body might look/feel or a situation that they feel worried.</p> <p>Place the 'Ok Emotion Card' on the table. <i>"They were all great ideas. Sometimes we can be unsure about how we feel, this is called, being 'ok'. Being ok means that something is satisfactory, fine, or alright. If you don't feel, happy, sad, annoyed, or worried, you might feel ok."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions of ok or a time when you might experience this emotion. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask the group to help their peers and share their ideas. • Give the definition to the group and ask them to identify scenarios / situations when someone may feel ok.
Activity 1: How does	• Mirror	It may be	Introduce the activity.	Too Easy?

<p>'ok' look/feel?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify facial expressions displayed when ok.</i> - <i>To be able to identify how the body might feel when ok.</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Face Template (1 per student) • Face Features (1 per student) • Face Features Crib Sheet • Body Template (1 per student) • Body Features (1 per student) • Body Features Crib Sheet • Glue Stick • Scissors 	<p>beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language associate with feeling ok, simplifying the task via the 'Too Hard?' Supports if required.</p>	<p><i>"So, we have talked about what feeling ok means."</i></p> <p><i>"Now it is time to think about how feeling ok might look, this includes our facial expression and what our body might be doing."</i></p> <p>Place the mirror on the table.</p> <p><i>"Who can show me an ok face?"</i></p> <p>Pass the mirror round the group making an 'ok' face in the mirror and to show the group.</p> <p><i>"Who can tell me what their face was doing to show us they were feeling ok?"</i></p> <p>Allow each student to answer the above question if they would like to contribute.</p> <p><i>"They are all great ideas. When we are feeling ok, we probably have a neutral face. This means that we're not smiling, but were not crying, and don't have a frown. Our mouth might be in a straight line."</i></p> <p>Hand out the face and body templates and</p>	<ul style="list-style-type: none"> • Allow each student to draw their own face or annotate their own body instead of using the features available. • Ask students to add their own features in addition to those provided. <p>Too Hard?</p> <ul style="list-style-type: none"> • Reduce the options to choose from.
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			<p>features (one per student). “We’re now going to have a go at creating our own ok faces and labelling the bodies.”</p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	
<p>Activity 2: What makes us feel ok?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to interpret a situation and identify how this might make you feel.</i> - <i>To be able to explain the reason for feeling ok in relation to the scenario and how this is displayed.</i> 	<ul style="list-style-type: none"> • Ok Emotion Card • 4 Ok Scenario Cards • 1 Happy Scenario Card • 1 Sad Scenario Card • 1 Worried Scenario Card • 1 Annoyed Scenario Card • Scenario Card Crib 	<p>Shuffle the scenario cards and place them face down on the table surrounding the ok emotion card (face up).</p> <p>Support the students to pick up a scenario card, interpret what is happening – you may need to provide the picture summary from</p>	<p>Introduce the activity. “The faces and bodies that you have made all look great and will help us to know how someone might look/feel when they are ok.”</p> <p>Place the resources on the table (as described in the ‘setting up’ column to the left) “Now, we’re going to have a think about times or situations that might make someone feel ok” “On the table, we have our ok emotion card (point to the ok emotion card) and 8 scenarios (point to the scenario cards)” “4 of the scenarios are times that might make someone ok, and the other 4 scenarios might make someone feel other emotions.”</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to support their understanding, e.g. <ul style="list-style-type: none"> - Why is the person feeling happy? - How do you know they are happy? - What made them happy? - What might they say? - What might happen next? <p>Too Hard?</p> <ul style="list-style-type: none"> • Model the activity before the students have a turn • Reduce the options to choose from e.g. <ul style="list-style-type: none"> - only have the ‘happy’ scenario cards

(10 minutes)	Sheet	<p>the scenario crib sheet where the scenario is more abstract.</p> <p>Support the students to identify the emotion and identify how you know this.</p>	<p><i>“We’re going to take it in turns to pick up a scenario card and share with the group what we think is happening, and how the person might be feeling, thinking about what the person’s face or body might be telling us.”</i></p> <p>Pass the mirror round the group making a ‘ok’ face in the mirror and to show the group.</p> <p>Go around the group and allow each student to have a turn, leaving the card face up, if it matches the ‘ok’ emotion card or discarding it (giving it to you) if another emotion is being displayed.</p> <p>Once all the ‘ok’ scenarios have been identified recap all of the scenarios that may make someone feel ok.</p> <p>If there is time, consider whether to build on the activity using the ‘Too Easy’ suggestions (in the column to the right).</p>	use opposites e.g., happy, and sad scenario cards
<p>Review: Reflection</p> <p><i>Aim:</i></p> <p>- <i>For each</i></p>	<ul style="list-style-type: none"> Ok Emotion Card 	Ensure you have the ok emotion card to hand to	<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time thinking about the emotion ‘ok’”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for multiple examples of how the face/body might look/feel

<p><i>student to reflect on and identify the emotion 'ok' based on the learning in today's group.</i></p> <p>(5 minutes)</p>		<p>support the task.</p>	<p>Place the 'ok' emotion card visual on the table.</p> <p><i>"Who can tell me how our face might look if we are feeling ok?"</i></p> <p>Go around the group and ask each student to identify something we may do with our faces when we feel 'ok'.</p> <p><i>"Who can tell me how our bodies might look or feel if we are feeling ok"</i></p> <p>Go around the group and ask each student to identify something we may do/feel with our body when we feel 'ok'.</p> <p><i>"Who can tell me a time when we might feel ok"</i></p> <p>Go around the group and ask each student to identify a time, scenario, or situation when we feel 'ok'.</p>	<p>and times when this emotion is felt.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., 'do you feel hot or just right if you are annoyed?' • Give examples and ask for another e.g. 'I might feel ok when I haven't had a bad day, but it hasn't been good either, 'I might feel ok when I eat a food I like, but that's not my favourite'.
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Week 6

Week 6 Overview

The focus of the activities this week is:

- To recap the feelings/emotions 'happy', 'sad', 'worried', 'annoyed', 'angry' and 'ok' and what this means.
- To identify how students are currently feeling and the facial expressions / body language that tell this to others.
- To be able to interpret a situation and identify how this might make you feel.
- To be able to explain the reason for the feeling in relation to the scenario and how this is displayed.

These skills will support the children/young people's ability to:

- Identify how the emotion/feeling of being happy may look in others and reasons for presenting in this way.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Happy Emotion Card
- Sad Emotion Card
- Worried Emotion Card
- Annoyed Emotion Card
- Ok Emotion Card
- Face Template (1 per student)
- Face Features (1 per student)
- Body Template (1 per student)
- Body Features (1 per student)
- Comic Strip (1 per student)
- Emotional Language Builders Goal/Outcome Sheet (1 per student) – as completed in session 1

For the group this week, you will need the following items from School:

- Dictionary (Optional)
- Thesaurus (Optional)
- Mirror
- Glue Stick
- Scissors

Week 6 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To introduce the feeling of 'worried'. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable • Session Plan • Happy Emotion Card • Sad Emotion Card • Worried Emotion Card • Annoyed Emotion Card • Worried Emotion Card • Ok Emotion Card • Dictionary 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have all of the 'Emotion Card' visual prompts.</p>	<p>Introduce the group <i>"Today we are going to have a think and talk about all of the feelings or emotions we have discussed in our group sessions together."</i></p> <p>Choose a student and ask the following questions...</p> <p><i>"Who can tell me one of the emotions or feelings we have talked about in our group?"</i> <i>"What does ... mean?"</i> <i>"What might your face or body do if you are feeling ...?"</i> <i>"When might you feel ...?"</i></p> <p>Place the corresponding emotion card on the table as it is discussed.</p> <p>Go around the group asking a different student each time (depending on the group size) until all five emotions have been</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to think of multiple definitions / scenarios for each emotion. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options e.g., 'do you smile or look nervous if you are worried?' • Ask the group to help their peers and share their ideas. • Place the emotion card on the table and ask the group to identify the emotion, definition, and scenarios / situations when someone may feel

	(Optional) • Thesaurus (Optional)		discussed.	each emotion.
<p>Activity 1: How do I look/feel today?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify facial expressions displayed and feelings of the body associated with the current mood/emotion.</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Mirror • Face Template (1 per student) • Face Features (1 per student) • Body Template (1 per student) • Body Features (1 per student) • Glue Stick • Scissors 	<p>It may be beneficial to cut out all of the face features and body features prior to the session.</p> <p>Ensure you have a set of the resources per student.</p> <p>Support the students to identify the facial expressions and body language associate with feeling annoyed,</p>	<p>Introduce the activity.</p> <p><i>“So, we have talked about all of the emotions we have covered in the group.”</i></p> <p><i>“Now it is time to think about how you are feeling today and create this on your face and body templates.”</i></p> <p><i>“You will need to think about your facial expression and what your body might be doing, that tells us this is how you’re feeling.”</i></p> <p>Hand out the face and body templates and features (one per student).</p> <p>Support the students to cut out and identify the required facial features and body language identifiers.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Allow each student to draw their own face or annotate their own body instead of using the features available. • Ask students to add their own features in addition to those provided. • Encourage the students to explain the reason for the features they have used. <p>Too Hard?</p> <ul style="list-style-type: none"> • Reduce the options to choose from. • Ask prompting questions, such as how do you feel today? What is your mouth doing? What are your eyes doing?

		simplifying the task via the 'Too Hard?' Supports if required.		
<p>Activity 2: Why do I feel ... today?</p> <p>Aim:</p> <ul style="list-style-type: none"> - To be able to interpret a situation and identify how this might make you feel. - To be able to explain the reason for the feeling in relation to the scenario and how this is displayed. <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Happy Emotion Card • Sad Emotion Card • Worried Emotion Card • Annoyed Emotion Card • Ok Emotion Card • Comic Strip (1 per student) 	<p>Based on the previous task, support the students to identify the reason for how they are feeling the above emotion today.</p> <p>Ask probing questions such as those in the 'Too Hard?' section (Column to the far right).</p>	<p>Introduce the activity. <i>"The faces and bodies that you have made all look great and will help us to know how you are feeling today."</i></p> <p>Provide each student with a comic strip.</p> <p><i>"Now, we're going to have a think the reason for how we are feeling today or something else in relation to one of the emotions we have spoken about in our group."</i></p> <p><i>"You each have a comic strip, and now I want you to draw a picture of what happened to make you feel how you are today, or a situation which makes you feel a particular emotion."</i></p> <p><i>"Let me know if you need any help."</i></p> <p>Support the students using supports in the 'Adapting the Activity' column (to the right) to</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask further questions to add detail, e.g. <ul style="list-style-type: none"> - What might they say? - What might happen next? <p>Too Hard?</p> <ul style="list-style-type: none"> • Model the activity before the students have a turn • Ask questions e.g. <ul style="list-style-type: none"> - What emotion have you chosen? - What happened first? - What made you feel happy? - Then what happened? - What facial expression should we draw? - How was the body feeling?

<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - For each student to reflect on and identify the emotion covered over the course of the group. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Happy Emotion Card • Sad Emotion Card • Worried Emotion Card • Annoyed Emotion Card • Worried Emotion Card • Ok Emotions Card • Emotional Language Builders Outcome / Goal Sheet (1 per student – as completed in 	<p>Ensure you have the emotion cards to hand to support the task.</p>	<p>make the task harder or easier.</p> <p>Introduce the activity and reflections. <i>“Today we have re-capped all of the emotions that we have thought about in our group, including: happy, sad, worried, annoyed and ok.”</i></p> <p>Go around the group and ask each student to identify how they are feeling. <i>“Who can tell me how they are feeling today?”</i> <i>“What has made you feel ...?”</i></p> <p>Ask each student to comment on another by asking: <i>“How do we know that ... is feeling ...?”</i></p> <p>Complete the Emotional Language Builders Outcome / Goal Sheet for each student to see their progress over the course of the group.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of how the face/body might look/feel and times when this emotion is felt. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., <i>‘are you feeling happy, worried, or ok?’</i>. • Give examples and ask for another e.g. <i>‘I’m feeling happy today because I got to come to our emotions group, how do you know I am feeling happy?’</i>
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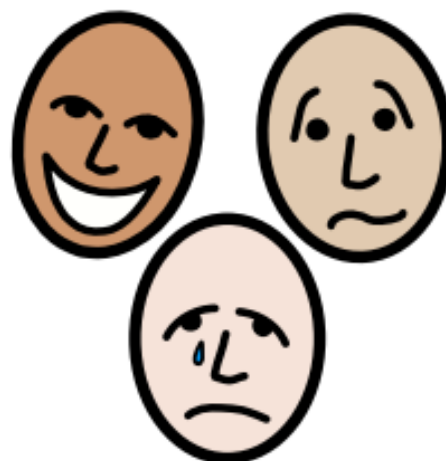
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Emotional Language Builders

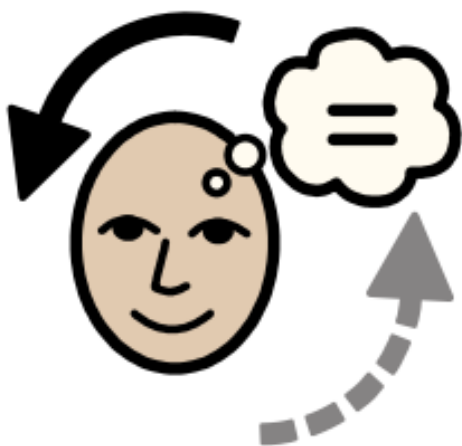
Visual Timetable



Introduction



Activity 1

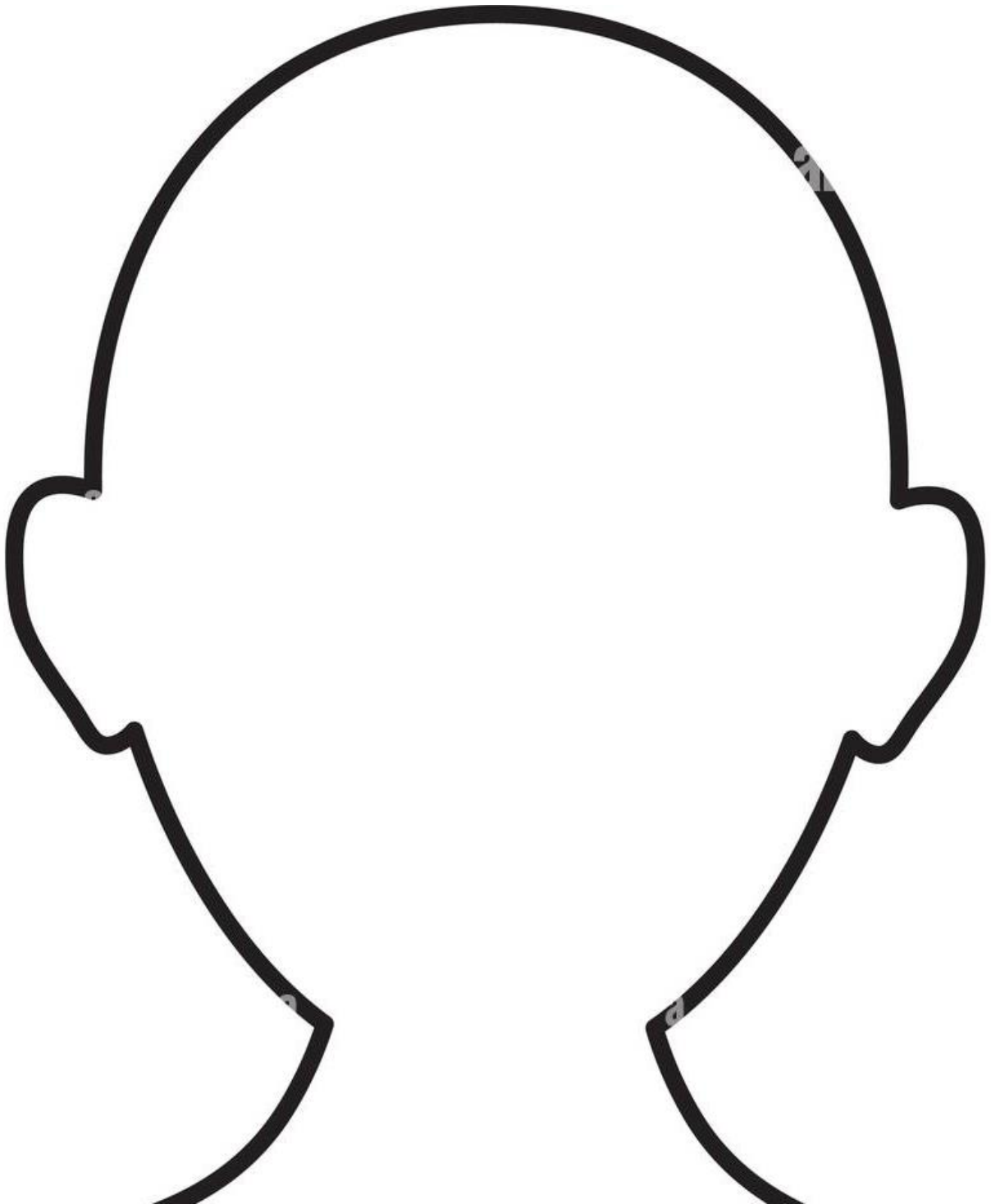


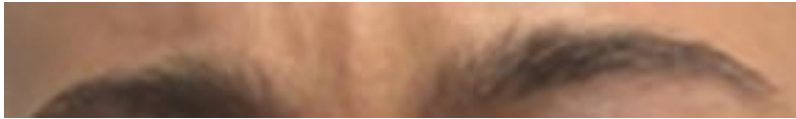
Activity 2

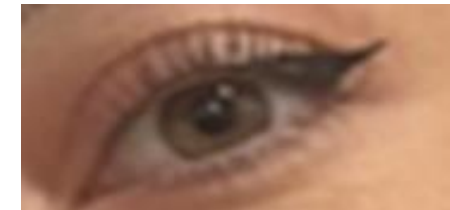
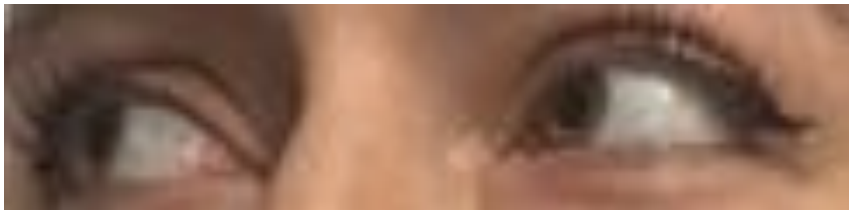
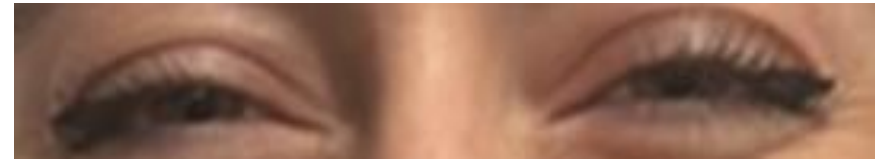
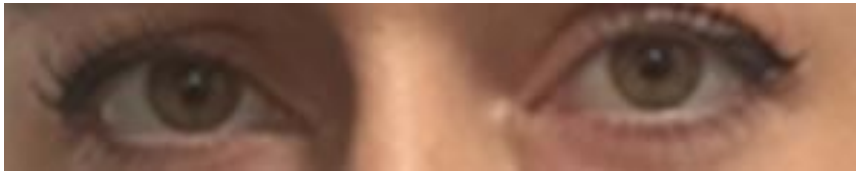


Review

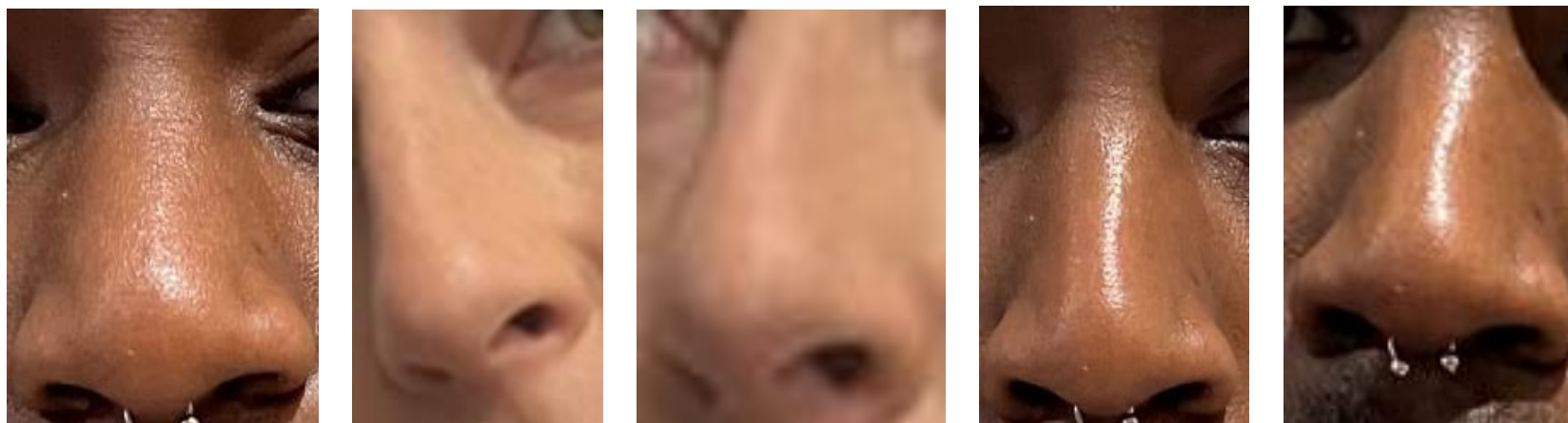
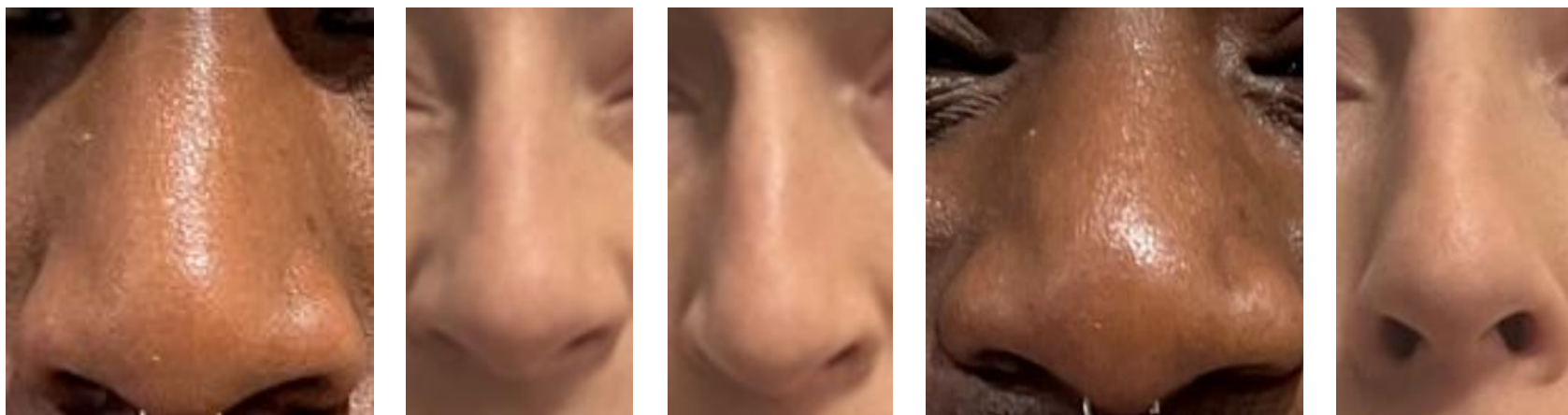


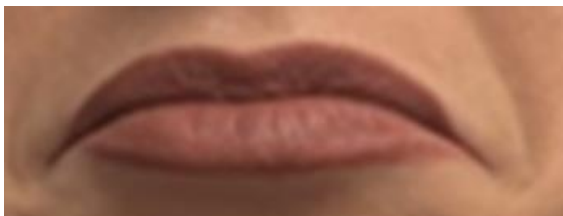
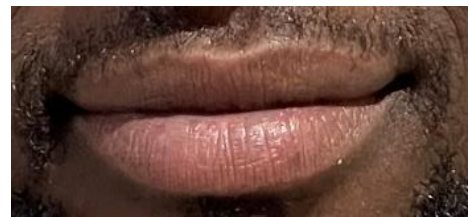
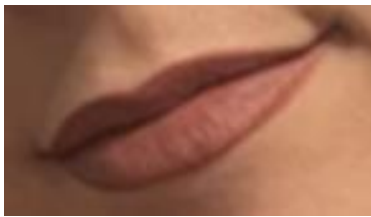
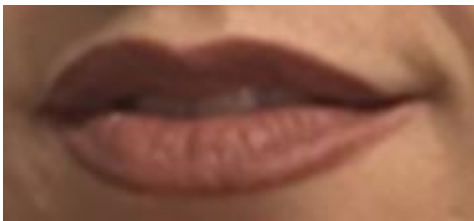
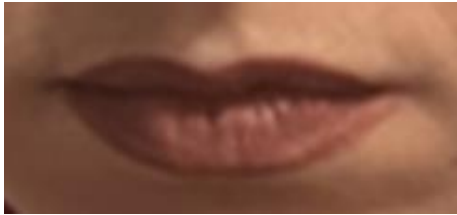






Emotional Language Builders
Targeted Intervention Group to Support SLCN
RESOURCE: Face Features - Nose





Happy



Sad



Worried

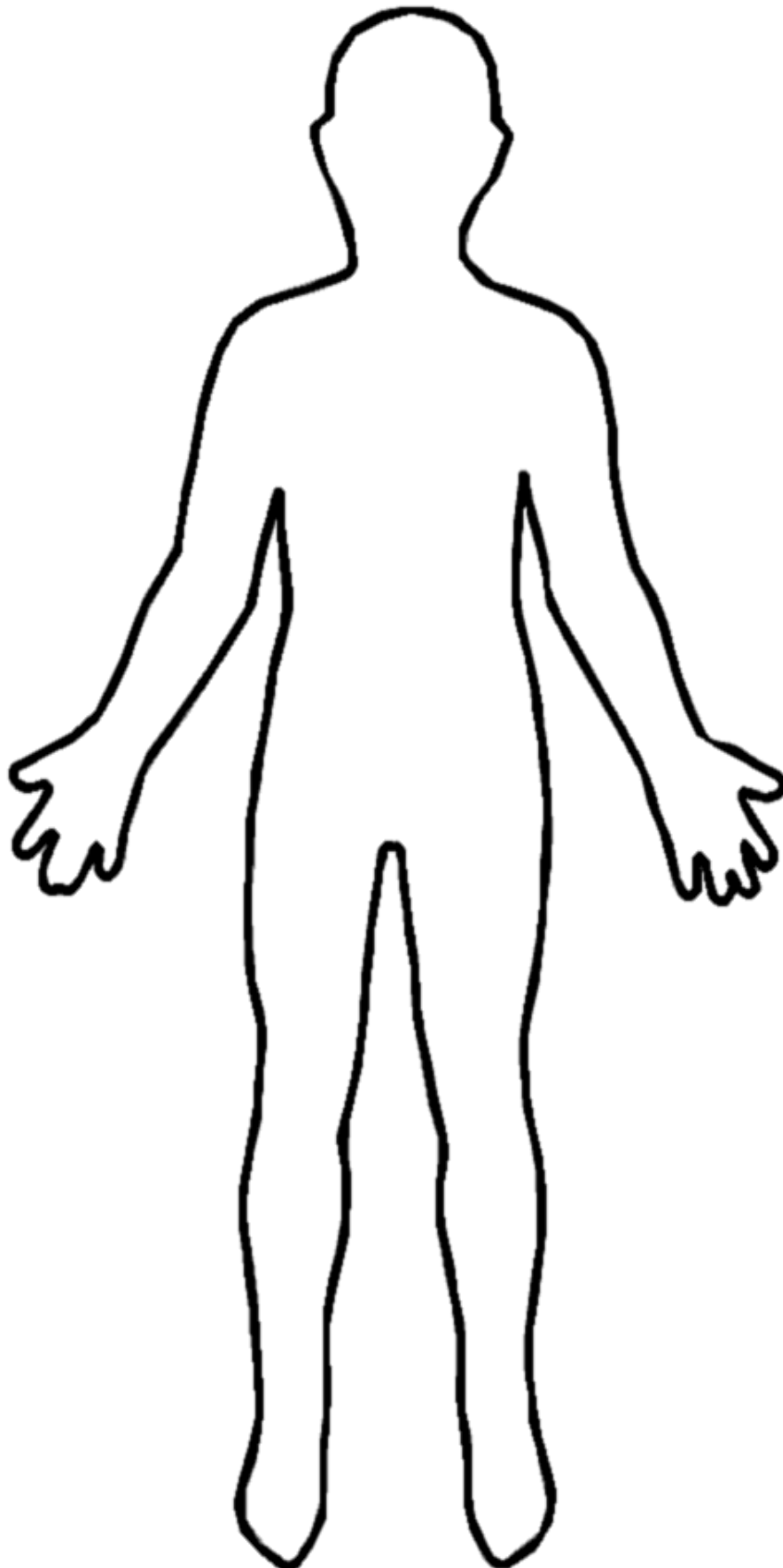


Annoyed



Ok





Smile	Eyes wide open	Jump around
Cry	Have dimples	Eyes glistening / shining
Dancing	Relaxed body	Feeling energised
Frown	Teary eyes	Have an upside-down smile
Yell	Raised eyebrows	Heavy, Slow Movements
Shrug	Eyes wide open	Restless
Sigh	Biting nails	Look down
Shout	Heavy breathing	Hand placed on the mouth
Clapping	Stamp feet	Turn away from people
Fidgeting	Scrunched up face	Mouth in a straight line
Stern face	Open arms	Neutral Facial Expression
Feeling tense	Waving arms	Look like you're thinking
Look down	Narrowed eyes	Scrunched up eyes
Laugh	Clenched fists	Clenched jaw
Open mouth	Arms crossed	Push out bottom lip

Happy	<ul style="list-style-type: none"> • Smile • Eyes wide open • Jump around • Laugh • Have dimples • Eyes glistening/shining • Feeling energised 	<ul style="list-style-type: none"> • Clapping • Dancing • Waving arms • Scrunched up eyes • Open mouth • Open arms
Sad	<ul style="list-style-type: none"> • Cry • Teary Eyes • Frown • Have an upside-down smile • Look down • Heavy, Slow Movements • Push out bottom lip 	
Worried	<ul style="list-style-type: none"> • Frown • Raised eyebrows • Eyes wide open • Yell • Have an upside-down smile • Hand placed to the mouth • Fidgeting 	<ul style="list-style-type: none"> • Restless • Biting nails • Feeling tense • Look like you're thinking
Annoyed	<ul style="list-style-type: none"> • Frown • Scrunched up face • Eyes wide open • Narrowed eyes • Shout • Stamp feet • Clenched fists • Look down 	<ul style="list-style-type: none"> • Clenched jaw • Feeling tense • Sigh • Heavy Breathing • Arms crossed • Turn away from people • Stern Face
Ok	<ul style="list-style-type: none"> • Mouth in a straight line • Relaxed body • Neutral Facial Expression • Shrug 	

Your friends came to play.

You finished your day at school and your mum says, “shall we invite your friend over for a play date?”. They come to your house, and they play your favourite game in the garden.

How do you feel? Let’s make what that looks like.

Someone gave you a present.

It is your birthday and someone in your family has given you a present that you really wanted. It was the toy on your list.

How do you feel? Let’s make what that looks like.

You did well in a spelling test.

Your teacher has just given you your spelling test results back from last week. You see that you got 10/10.

How do you feel? Let’s make what that looks like.

It is sunny, and you can play outside.

It has been raining all week at school and you have had wet play every day. Today is sunny and the teacher has said that you can go outside and play at breaktime.

How do you feel? Let’s make what that looks like.

You hurt yourself.

You're riding your scooter on the way home from the park and you fall off and hurt your knee.

How do you feel? Let's make what that looks like.

Your friend doesn't want to play with you.

You're about to go out to play at lunch and your friend you wanted to play with is playing with someone else and says, "I don't want to play with you today"

How do you feel? Let's make what that looks like.

Your parent said you can't have another biscuit.

You are eating one of your favourite biscuits and you ask for another one, but your mum/dad says no.

How do you feel? Let's make what that looks like.

The teacher tells you off.

You need a pencil in class so you ask your friend if they can pass you one. Your teacher tells you off for talking to your friends.

How do you feel? Let's make what that looks like.

Scenario 1- You forgot your homework.

You spent all weekend doing your homework. You get to school on Monday morning, and you can't find it in your bag and remember that you left it at home.

How do you feel? Let's make what that looks like.

Scenario 2- Someone is late picking you up from school.

You have just finished school and can't see your family member in the playground. You tell the teacher and must wait in the office because your parent is running late to pick

How do you feel? Let's make

You play a new game with your friends, but you don't know the rules.

Its lunchtime and your friends ask you if you want to play a new game, but you don't know the rules. They start playing but you are unsure of what they are doing and don't know what to do next.

You go to a new friend's house for a sleepover you have never been to before.

You have been invited to a new friend's house for a sleepover. You have never had a sleepover before or been to their house. You don't know what it will feel like or what to do?

Scenario 1- A classmate pushed you at playtime.

You're playing a game and your classmate pushes you during playtime and you fall over.

How do you feel? Let's make what that looks like.

Scenario 2- Someone at all the cake.

You saved a piece of cake to eat after dinner. You go to get it out of the fridge and can't find it. Someone has eaten all of the cake, even the piece you saved. There's none left for you.

How do you feel? Let's make what that looks like.

Scenario 3- You lost a game.

You're playing a game with your friend; you have been concentrating for a long time. They keep winning the game, you keep trying but you cannot win it.

How do you feel? Let's make what that looks like.

Scenario 4- It's raining, and you can't play outside.

You have just been given a new ball and want to play with it outside in the garden but see it's raining. You can't play with it inside and mum says it's too wet to go out.

How do you feel? Let's

Scenario 1- Your day wasn't bad but nothing special happened.

You had a normal day at school. you walked there, did you work, played with your friends, and came home. Your day wasn't bad but nothing special happened

How do you feel? Let's make what that looks like.

Scenario 2- You had a normal walk to school.

You walk to school the same way you do every day. You're not late or early, you arrive on time but nothing different happened on your way.

How do you feel? Let's make what that looks like.

Scenario 3- You played with your friends, but it wasn't a new game.

It's break time at school, and you played the same game you play every day with your friends.

How do you feel? Let's make what that looks like.

Scenario 4- You had the same sandwich for lunch.

You open your lunchbox and see that your parent has packed you the same sandwich you have every day for lunch. You like it but it's not different.

How do you feel? Let's make what that looks like.

Happy

- Your friends came to play
- Someone gave you a present
- You did well in a spelling test
- Its sunny and you can play outside

Sad

- You hurt yourself
- Your friend doesn't want to play with you
- Your mum/dad said you can't have another biscuit
- The teacher tells you off

Worried

- You forgot your homework
- Someone is late picking you up from school
- You play a new game with your friends, but you don't know the rules
- You go to a new friend's house for a sleepover you have never been to before

Annoyed

- A classmate pushed you at playtime
- Someone ate all the cake
- You lost a game
- It's raining and you can't play outside

Ok

- Your day wasn't bad, but nothing special happened
- You had a normal walk to school
- You played with your friends, but it wasn't a new game
- You had the same sandwich for lunch

Emotional Language Builders: Targeted Intervention Group to Support SLCN Outcomes/Goals Sheet

Child's Name:	DOB:
Date of initial Rating:	Date of Final Rating

Goal/Outcome <i>(To be edited/deleted to meet the child/young person's needs)</i>	Strategies to meet goal
1. To be able to define the following emotions/feelings: - happy - sad - worried - annoyed - ok 2. To be able to consider how facial expressions may change depending on the emotion/feeling being felt and what this might look like. 3. To be able to consider how the body might change depending on the emotion/feeling being felt and what this might feel like. 4. To be able to identify situations/scenarios which may evoke certain feelings and what to do it these situations.	A member of the class team will attend the Emotional Language Builders Learning Workshop prior to setting up and running a group. The member of the class team will run the Emotional Language Builders Group for 30-minutes weekly over a 6-week period. The group will be run by a member of the class team with 3-5 children/young people. A member of the class team will complete a pre and post goal rating using the scale below.

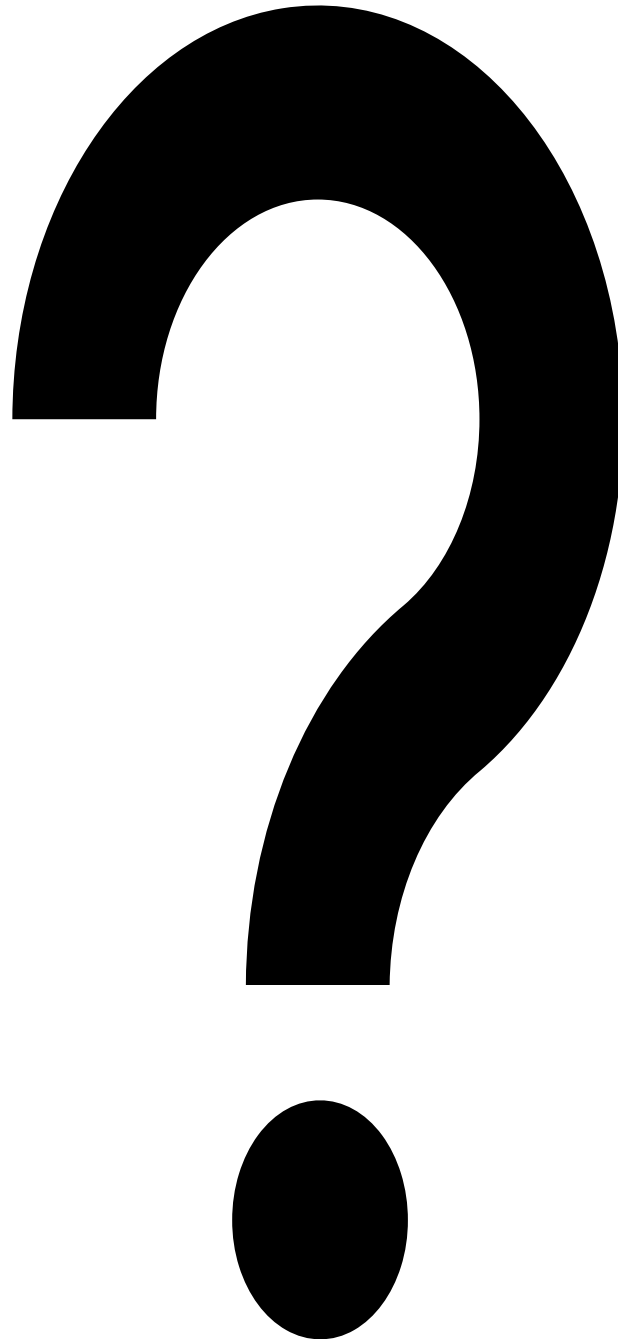
My Goal Progress												
Goal not met at all	0	1	2	3	4	5	6	7	8	9	10	Goal reached

Copies shared with: Parents, Class teacher, SENCo, LSA









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