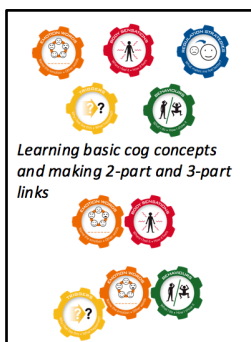


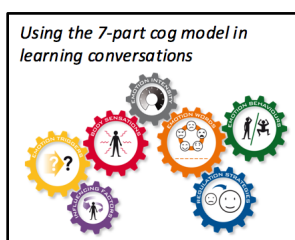
**PART 2: EVIDENCING PRACTICE**

The following slides show some examples of practice from my P1 and P7 class work. I planned and delivered a 6-week Emotion Works series of lessons with each class using activities and ideas that were already part of the term plan.

Knowing my learners, consulting with class teachers, and using Emotion Works guidance, I made a decision about which Emotion Works level would be appropriate for each age-group.



P1 Plan



P7 Plan

1. EW LEVELS & PROGRESSION

5. TEAM APPROACH

4i. RELATIONSHIP - KNOWING A CHILD WELL

**I worked with my P1 group to introduce the different cog meanings and links between them.**

First, I checked their knowledge of emotion words and related concepts to make sure that there was enough emotional language in place before attempting to introduce the cog concepts.



I used my 'Coggle Vision' to identify two useful resources already in school for assessing word knowledge...

2. EW RESOURCES & PROCESSES

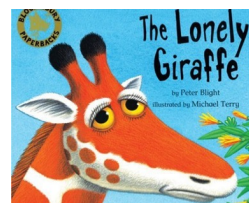
3. EMOTIONAL CONTENT & CONTEXTS

**A song**

- 'I am Very Happy' from 'The Class Moves' Programme

**A story book**

- *The Lonely Giraffe* by Peter Blight, Bloomsbury Paperbacks



**Assessment**

Singing, acting out and talking about the different feelings in the song, and reading and talking about the feelings of different characters in the story reassured me that collectively the children could use language to name feelings (eg. sad, happy, grumpy, scared) and describe emotion behaviours (eg smiling, crying, stamping feet).

1. EW LEVELS & PROGRESSION

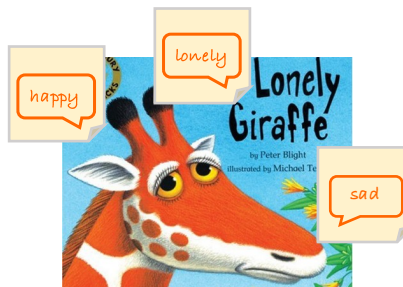
I felt ready to get started teaching them about the 'Emotion Words' Cog concept.

**An outline of a lesson I used to help introduce the *Emotion Words cog* concept:**

I had a discussion with the children about feelings and the words we used to describe them. We read the book, *the Lonely Giraffe* and were able to identify the different feelings the giraffe and the other animals experienced throughout the story. We named the words and I wrote them down on a post-it and stuck them to the front cover of the book. I said these words are 'Emotion Words' (or 'Feeling Words')

We talked about how words can be written down, or spoken out loud.

The children took turns 'reading' and saying the emotion words out loud.



I then introduced the *Emotion Words cog* with the symbol inside that I'd laminated and cut out.

We spent some time looking at it and talking about the colour, the symbol, the dashed lines and thinking of some more emotion words.

After the lesson, the cog was left on display on a wall in the classroom to prompt naming of emotion words and cog references during the week with the class teacher.

3. EMOTIONAL CONTENT & CONTEXTS

2. EW RESOURCES & PROCESSES

5. TEAM APPROACH

4ii. COMMUNICATION SUPPORTS & ADJUSTMENTS

The 'I am Very Happy' song from 'The Class Moves' was a song the children were familiar with as it was part of their 'Shake and Wake' morning warm up routine. As they were all able to sing the song and join in with the actions I felt it would be a suitable for introducing and discussing the cog concepts of *Emotion Behaviours* and *Emotion Triggers*.

Some of my questioning and prompting included...



How can we show the different emotions in the song?  
What do we do to show we're happy, angry, sad etc.?  
Think about a time when you felt happy, angry, sad etc. – what did you do?



Although reasons for feeling emotions didn't feature in the song I was able to build on responses from the previous questions to introduce the *Triggers cog*\*.  
What happened to make you feel happy, angry, sad etc.?  
Why do you sometimes have happy, angry, sad feelings etc.

\* A good follow up activity I used to further explore the emotion triggers cog was to read the story 'Good day, Bad day' and then ask the children to help identify and discuss the triggers for the good day and the bad day.

3. EMOTIONAL CONTENT & CONTEXTS

2. EW RESOURCES & PROCESSES

When Kathryn from Emotion Works came to observe one of my P1 lessons I had already introduced each of the 5 cogs, so my plan for the lesson was to have the card prompts to hand and the 'model in mind' to help me make reference to and highlight emotion cog aspects in a story book as we encountered them. The book was 'Who Feels Scared' by Sue Graves, Free Spirit Publishing.

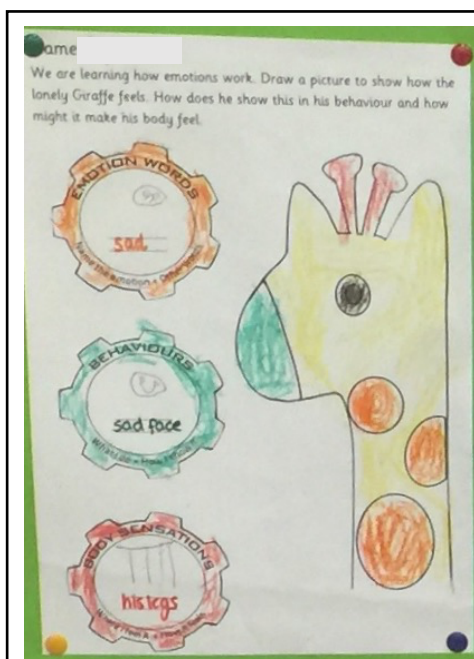
Here's a transcript Kathryn made, which I feel demonstrates the impact of previous lessons on children's learning. It also shows how we can continue to consolidate and extend emotional understanding and language on an ongoing basis once we have established familiarity with Emotion Works concepts and resources.

This snippet is from a point in the lesson when we were looking at an illustration of the character feeling *scared* – talking about *how it looks on the outside* and *how it feels on the inside*...

- Me:** So you can't see it when it's *in your head*. What else might your body feel like?
- Ruby: Shake like an earthquake.
- Me:** Yes, and Reece, you had a good description for *how your body felt the first time you were on stage*. What did you say it felt like?
- Reece: It felt like hot water on my face.
- Me:** It felt like hot water on your face. Why did your face feel like that? What emotion were you feeling?
- Reece: Hot
- Me:** Your face was feeling hot so you were maybe feeling scared?
- Reece: Yeah, *scared*.



- 3. EMOTIONAL CONTENT & CONTEXTS
- 2. EW RESOURCES & PROCESSES
- 6. REFLECTION & IMPACT



To create the worksheet I used some of the visuals from the cog activity sheet.

This is an example of some work I did with the P1s further down the line using the 'Lonely Giraffe' story when they were learning about how the cogs link to each other.

The task helped the children identify an *emotion word*, *behaviour* and *body sensation* in a scenario from the story.

They were asked to colour the cogs and draw something inside to represent each aspect.

When completed, I talked through the worksheets in a way that helped demonstrate the idea that the cogs link together and tell us different things about the same feeling.

- 1. EW LEVELS & PROGRESSION
- 2. EW RESOURCES & PROCESSES
- 3. EMOTIONAL CONTENT & CONTEXTS
- 6. REFLECTION & IMPACT

**My P7 plan for Emotion Works** was linked to a class novel already started by the class teacher: *'The Cay'*, by Theodore Taylor, Puffin Books.



When I first read it through with my coggles on I identified lots of emotional content that would be useful for introducing all of the Emotion Cogs in the 7-part model.

I found the context of the story to be a very helpful way to initiate conversations around emotional topics with pupils.

The visual of the model was a useful backdrop while I took a week by week approach to focussing on particular cogs. Understanding the links between cogs came very naturally for the P7s with the model on show.

Here's a little transcript from Kathryn's visit capturing some learner responses during a recapping session in week 5.

This questioning was accompanied by me holding up the cog each question was related to.

5. TEAM APPROACH

3. EMOTIONAL CONTENT & CONTEXTS

1. EW LEVELS & PROGRESSION

2. EW RESOURCES & PROCESSES

6. REFLECTION & IMPACT

**Me:** *What's a word for how he's feeling?*  
 Child 1: *Worried*  
**Me:** *How can we tell he's worried?*  
 Child 2: *Just sitting there*  
 Child 3: *Slumped*  
**Me:** *How would his body feel?*  
 Child 4: *Lump in your throat*  
 Child 5: *Knot in his stomach*

In *'The Cay'*, the story reaches its climax as a huge storm is about to hit the Island.

*"Timothy knew that there was very little time to prepare. He moved through the camp purposefully and making sure Philip, the young boy was safe. Their future was uncertain".*

This was an excellent time to talk about the build up of the storm and how it was impacting on each of the characters. The idea of a storm brewing was a great way for the children to share their understanding of the word 'intensity'.



Upset

↓

Annoyed

↓

Irritated

↓

Frustrated

↓

Furious

↓

Raging

↓

Ready to Explode

To further explore and talk about the concept of **Emotion Intensity**, the children chose an **Emotion Word** or **Body Sensation** and then wrote down related words to describe increasing intensity. I then asked them to set out the words they had written on a scale from low to high intensity.

1. EW LEVELS & PROGRESSION

2. EW RESOURCES & PROCESSES

3. EMOTIONAL CONTENT & CONTEXTS

### Demonstrating Learning

To demonstrate their learning at our school showcase, Primary 7 chose to create a piece of art work.

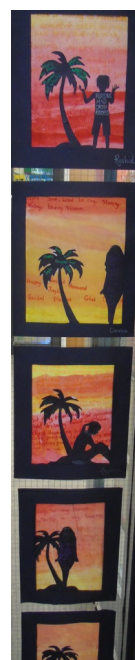
They decided that they were able to connect the colours of the emotion cogs to the sunset on the island in 'The Cay'.

Each pupil chose a silhouette which they felt represented them and an emotion word they could relate to.

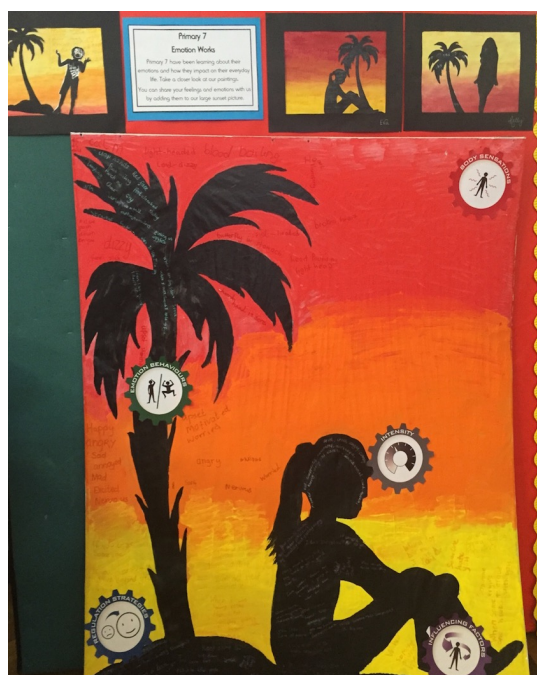


They went on to write all the variations of their **emotion word** along the orange section of their painting, with **triggers** along the yellow section and **body sensations** across the red section. The green on the branches became the behaviours and the body became the space for intensity.

Some of the children found this activity very intense as they recalled situations which had made them feel upset or uncomfortable. This presented opportunities for chats about **regulation strategies** they had used and could possibly use in the future.



6. REFLECTION & IMPACT



### Sharing our Learning with Others

The children in Primary 7 also wanted to share their learning with the whole school so we worked together to create an interactive board based on the sunset theme to display in the dining hall.

Class representatives were allocated a lunchtime slot to stand by the board and encourage other children to share their knowledge and understanding of emotions and write it on the board.

This was in fact slow in getting started. However, once the whole school input was in place and classes began learning about Emotion Works, this had the effect of making the children more confident and willing to write on the board.

The board is still on display and children continue to write on it.

5. TEAM APPROACH

6. REFLECTION & IMPACT

6. REFLECTION & IMPACT

**What did the children say?**  
 At the end of the Primary 7 input I asked the children to complete a questionnaire.  
 Here are some of their comments.

**Q. How can you use Emotion Works in your learning?**

*You can use it to properly understand a chapter you are reading or build a good character, Olivia*

*I can use emotions in my writing, Ali*

*When you are reading something you can break it down, Connie*

*We can use our emotion cogs to understand other people and their emotions and see what happens, Rula*

*You can use it to write better emotion words in writing instead of happy and sad, Xian Jie*

*Help my sister and brother stop fighting (which will help me do homework better), Kitty*

**Q. How could you use Emotion Works in your life?**

*If you are mad you can use your cogs to calm yourself down, Spencer*

*You can use it to help in the future if you have to sit a test or exam, Kayleigh*

*You can use it when you need to solve a problem or when you get into trouble, Eva*

*You can use it to solve problems between friends, Charlie*

*I can use it to talk to my mum about what happened, Brady*

*If you get in trouble you could use your cogs to describe the stages and what happened, Reiss*

*You can use it so we can work out a better regulation strategy, Xian Jie*

**What did the children say?**

**Q. How could you apply your knowledge of Emotion Works when talking to others about feelings?**

*Act it out, talk to them about how they feel. What's the back story, Helen*

*Ask about their triggers. Get their backstory, ask why they behave that way and suggest some regulation strategies, Olivia*

*You can ask them about their triggers and backstory to understand them, Rula*

*Talk it through drama, Aimee*

*You can ask them how they feel and link it to a trigger, Connie*

**Q. Any other comments about the programme?**

*It was an amazing course, very educational, Olivia*

*I really liked doing the art piece, Reiss*

*This programme was awesome, I felt awesome during the programme. Thank you!, Aimee*

*Thank you. You helped me improve, Kitty*

6. REFLECTION & IMPACT