



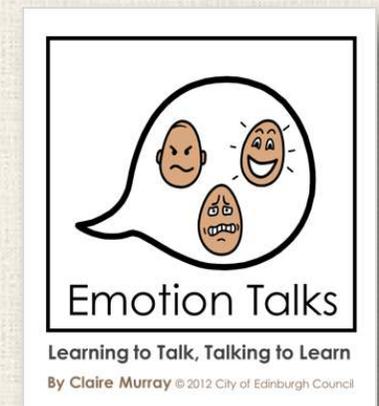
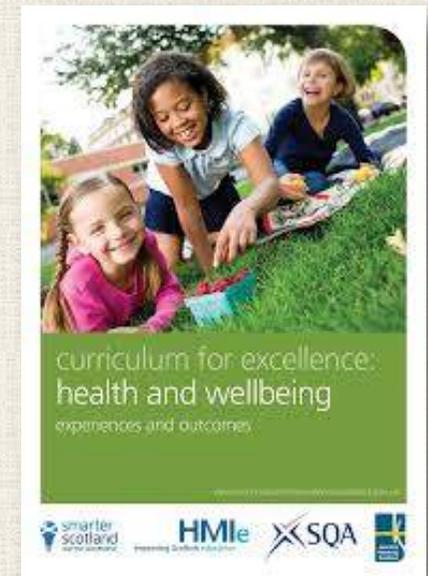
THERE'S MORE TO ME THAN YOU CAN SEE

A collaborative project between Emotion Works and Towerbank Primary School

An initial meeting between Claire Murray from Emotion Works and Joyce Gilmour (head) and Trish Morrison (depute) at Towerbank Primary School, Edinburgh identified an interest in rolling out Emotion Works across the whole school as an interdisciplinary approach to promoting emotional wellbeing.

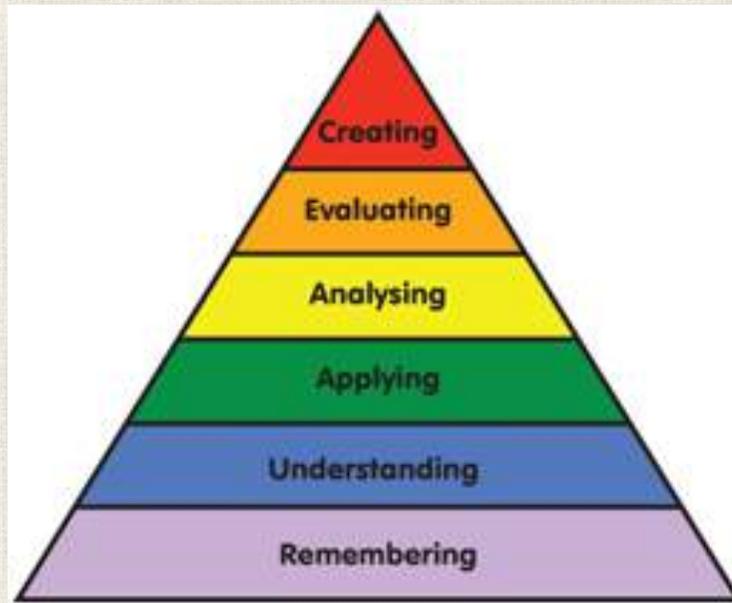
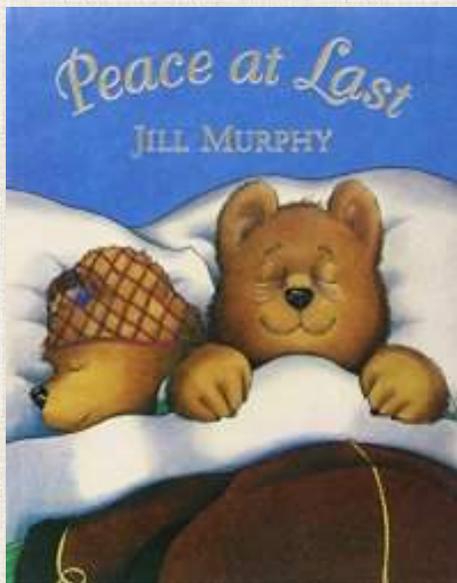
Further discussion revealed...

- Emotional Health and Wellbeing was on the school's agenda for improvement this year
- In terms of Emotional Health and Wellbeing there was already lots in place to build on, for example...
  - previous whole staff training in the 'Confident Staff, Confident Children' programme run by City of Edinburgh Council
  - a number staff of staff were already familiar with the 'Emotion Talks' materials developed by Claire in her previous council role



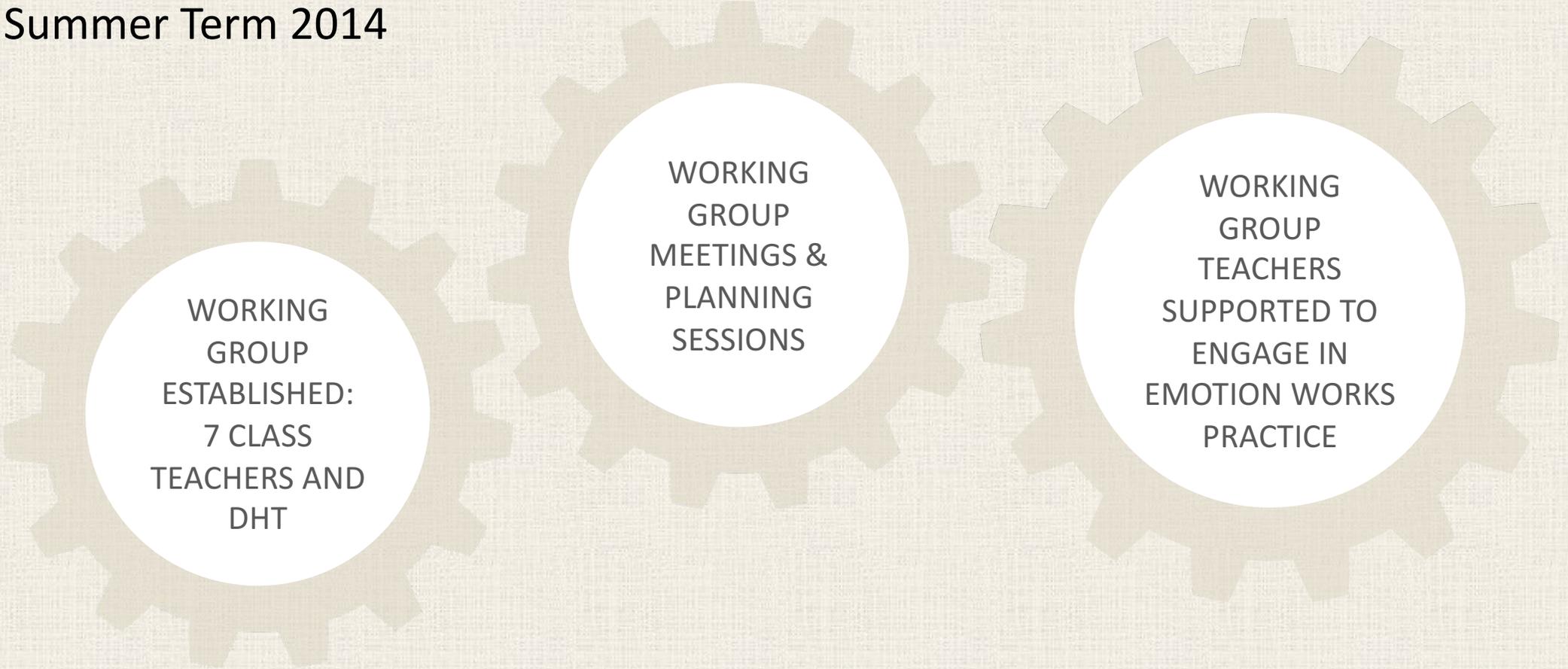
To help set a goal for their project with Emotion Works, Joyce and Trish wondered if it would work to plan something similar to a very successful Literacy project that ran in the school previously.

Their whole school book study and Blooms Taxonomy project had involved every class in the school engaging with the book and learning higher order thinking skills in a variety of ways, culminating in an evening showcase of work for parents to browse and pupils to share.



**This kind of collaborative project suited the Emotion Works way of working perfectly, and so a plan of action was made to take things forward...**

**Summer Term 2014**



WORKING  
GROUP  
ESTABLISHED:  
7 CLASS  
TEACHERS AND  
DHT

WORKING  
GROUP  
MEETINGS &  
PLANNING  
SESSIONS

WORKING  
GROUP  
TEACHERS  
SUPPORTED TO  
ENGAGE IN  
EMOTION WORKS  
PRACTICE

# In-service Training Day August 2014



ALL  
STAFF  
TRAINED

DISPLAYS  
OF  
WORK

and presentations by working group members...

# Class Teacher presentations as part of the in-service day shared class work and planning insights

P1s

P1 – We made use of 2 favourite Fischy Music/Sticky Kids songs to get started introducing cog concepts and links.

The Angry Song – story writing

was angry when I got  
two sweets and holly  
got two sweets but holly  
was greedy and holly  
stole them. I was so angry  
shouted, noisy holly.  
I felt out of control.

Phan... she gave the  
& sweets. I felt happy  
again.

Fobby-Dobby-Dee!  
It's good to be me!

The Angry Song  
Illustrated by  
PIC

Sometimes I feel  
so silly  
Silly

Clench my fists  
I'm  
fists  
not top!

Song book illustration

I can clap my hands - class slide show, Talking and listening activities

Scared and Frightened

I am scared at night time when my house creaks and makes lots of noise.

Sad

I am sad when my Mum and Dad go away.

Your heart might beat faster

Shivering

Your body shakes

What does feeling scared look like and feel like?

Terrifying

Eyes wide awake

You feel jumpy. Your skin feels jumpy

What should you do if you are upset?

Tell somebody. Talk to somebody.

Phone somebody

You can ask someone to join in with their game

Ask for a hug.

Ask a friend to help you make it better.

You might want to be alone for a while

Go to your favourite place.

You might go for a nap or a sleep.

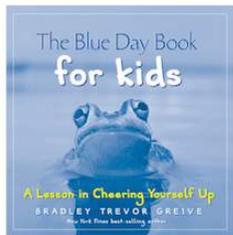
Play with your favourite toy.

Try to think of lots of happy things.

# Class Teacher presentations as part of the in-service day shared class work and planning insights

P2s

P2a – Used a recommended text as a starter to introduce and explore different cogs.



P2b – Used the same text to introduce and explore the cogs in a different way...

## 'BLUE' BODY SENSATIONS...

- 'butterflies in my tummy'
- 'legs that can't move'
- 'heartbroken'
- 'stones in feet'
- 'shaky legs'
- 'hurricane in my belly'
- 'weight of the universe on shoulders'
- 'sellotape on my mouth'
- 'ball and chain around my ankles'
- 'punched in the face'



## HOW DO SONGS MAKE US FEEL?

A 'Blue' song...



P2B love to dance and sing along to this and other songs to make them feel better.

Clap along if you know what happiness is to you. Because I'm happy.



## REGULATION STRATEGIES

- draw a picture or make something
- take my dog for a walk on the prom
- ask my mum for a hug
- take a deep breath and calm down
- find a place to sit by myself
- cuddle my rabbits
- skip or hula-hoop
- do cartwheels
- sing songs or dance



And this is what they look like (in the mirror) when they feel happy again : D



# Class Teacher presentations as part of the in-service day shared class work and planning insights

P3s

P3a – Explored the concept of Emotion Intensity. (Linked with health & wellbeing, science, numeracy, literacy and art)

INTENSITY

MY MANY COLOURED DAYS by Dr. Seuss

Happy

P3b – Created a class book linking **emotion words**, **body sensations** and **behaviours**.

(Tied in with 'My Body' Science Topic)

BODY EDUCATIONS

EMOTION WORDS

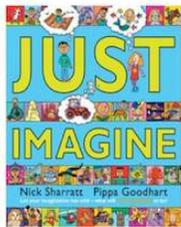
BEHAVIOURS

BODY TALK

# Class Teacher presentations as part of the in-service day shared class work and planning insights

P5

The P5 teacher trialed some ideas from an Emotion Works example topic plan 'Calming Down, Cheering Up and Feeling Better'



Each pupil made their own personalised Regulation Booklet

**Topic, Theme or Context:** Calming Down, Cheering up and Feeling Better **Class/Group:** P5

<p>Talk about everyday emotional events and experiences 'in-the-moment'</p> <p>Model and talk about own regulation strategies in front of pupils.</p>	<p>Talk/write about past events and experiences eg. recent events, longer term memories</p> <p>Talk about a time you did something that made you feel bad. Vocab: Guilty</p>	<p>Talk about future events: eg what if? scenarios, plans</p>	<p>Circle time topics</p> <p>1. A song I listen to to cheer myself up. 2. Something I find very relaxing.</p>	<p>Show and tell / Presentations</p> <p>Telling jokes week – 10:15am 'So you think you're funny' (nb laughter rater)</p>	<p>Writing - composition</p> <p>1. Design and develop a personal prompt board/booklet for cheering up and calming down. 2. Write a letter to say sorry.</p>
<p>Interesting photos / Google images</p> <p>Google image search – calming and lifting images (nb link to nature &amp; senses work)</p>	<p>Movies, film clips and YouTube</p> <p>*Group task – create a happy or calm movie slideshow using google images or photos + suitable music</p>	<p>Works of art, famous paintings, sculpture, artists</p> <p>'A-maze-ing Laughter' by Chinese artist Yue Minjun</p>	<p>Listen and respond to music and song</p> <p>'Smile' – Nat King Cole – is the song cheerful? Bring in own ideas and listen together.</p>	<p>Communal singing and music making</p> <p>*Group task – create a happy or calm piece of music</p>	<p>Movement and dance</p> <p>*Group task – create a happy or calm dance to a suitable piece of music</p>
<p>Storytelling and story books</p>	<p>Information books</p> <p>Just imagine (Nick Sharratt)</p> <p>Nb Emotion Talks Imagination Chat Board</p>	<p>Poetry and song lyrics</p> <p>'My favourite things' lyrics from The Sound of Music (use to inspire ideas for regulation boards)</p>	<p>Drama and role play</p> <p>Role-play calm down strategies – Eg Count to 10, walk away, deep breaths,</p>	<p>Small world play</p> <p>Show and talk about worry dolls.</p>	<p>Art and craft activities</p> <p>Make worry dolls.</p>
<p>Electronic games and fantasy</p>	<p>Sport (watching and playing)</p>	<p>Maths, measure and number</p> <p>1. Talk about degrees of happiness/calm. How can we represent this? 2. Rate the funniness of jokes...laughter rater?</p>	<p>Relaxation, calm time, sensory</p> <p>Relaxation music + breathing exercises.</p> <p>Nb Emotion Talks Relaxation Chat Boards</p>	<p>Playground / interactive / group games</p>	<p>Outdoors and nature</p> <p>Identify sights, sounds, smells, tastes and things to touch in nature that make us feel calm/happy.</p>

Activity Brainstorm Tool © 2014, Emotion Works CIC

emotion works

## Autumn Term 2014

ALL STAFF  
BEGIN TO  
DELIVER  
EMOTION  
WORKS

WORKING  
GROUP STAFF  
MENTOR  
AND  
SUPPORT

EMOTION  
WORKS  
PLANNING &  
CLASSROOM  
INPUT

EMOTION WORKS  
& WORKING  
GROUP  
COLLABORATE  
ON SHOWCASE  
EVENT PLANNING

## January 2015



CLASSES MAKE  
DECISIONS FOR  
A FOCUSED  
PIECE OF WORK  
FOR THE  
SHOWCASE

EMOTION  
WORKS  
SUPPORTS  
PLANNING

**Nursery** – All kinds of feelings (relating to ‘People who help us’ experiences)

**P1** – Mr Men and Little Miss literacy topic

**P2** – The Owl who was afraid of the dark (in the context of ‘Sun, Moon and Stars’ science topic)

**P3** – Charlie and the Chocolate Factory class novel, linked in with ‘Body and Senses’ science topic. Intensity cog learning.

**P4** – A Midsummer Night’s Dream literacy topic

**P5** – Getting Creative...animation, song writing, drama and movie-making projects

**P6** – Emotion Works at School Camp

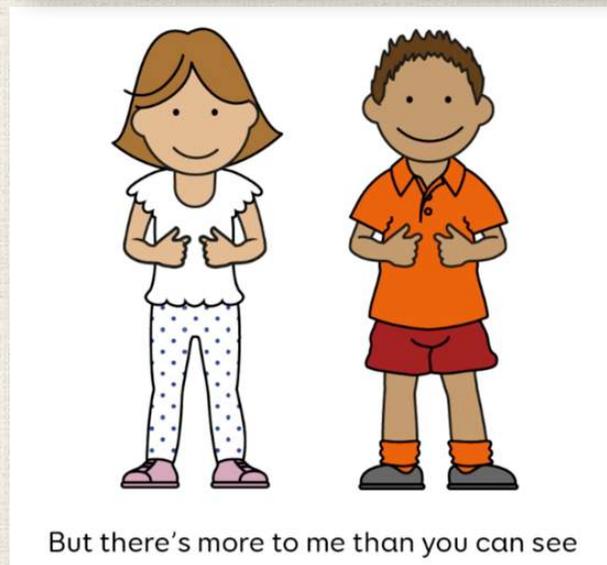
**P7** – High School Transition (with a Pop Art Theme)

**Across the school...** Blooms Taxonomy, Fischy Music, PE, iPad technologies, World Book Day writing project

# THERE'S MORE TO ME THAN YOU CAN SEE

A WORKING  
TITLE FOR THE  
SHOWCASE  
EVENING IS  
DECIDED...

INSPIRED BY  
THE LYRICS OF  
THE FISCHY  
MUSIC/STICKY  
KIDS SONG  
'I CAN CLAP MY  
HANDS'



# BLOOMS MAPPING

(demonstrating that useful approaches taken on in this school are here to stay)

Can you create an animation to show how a character reacts to different events and triggers?

Can you create a play to explore an emotion?

Can you identify the emotion cogs in your friend's poem?

Can you analyse a story and identify the emotion words, triggers, body sensations, behaviours and regulation strategies?

Can you apply your knowledge of the emotion cogs to teach others about emotions?

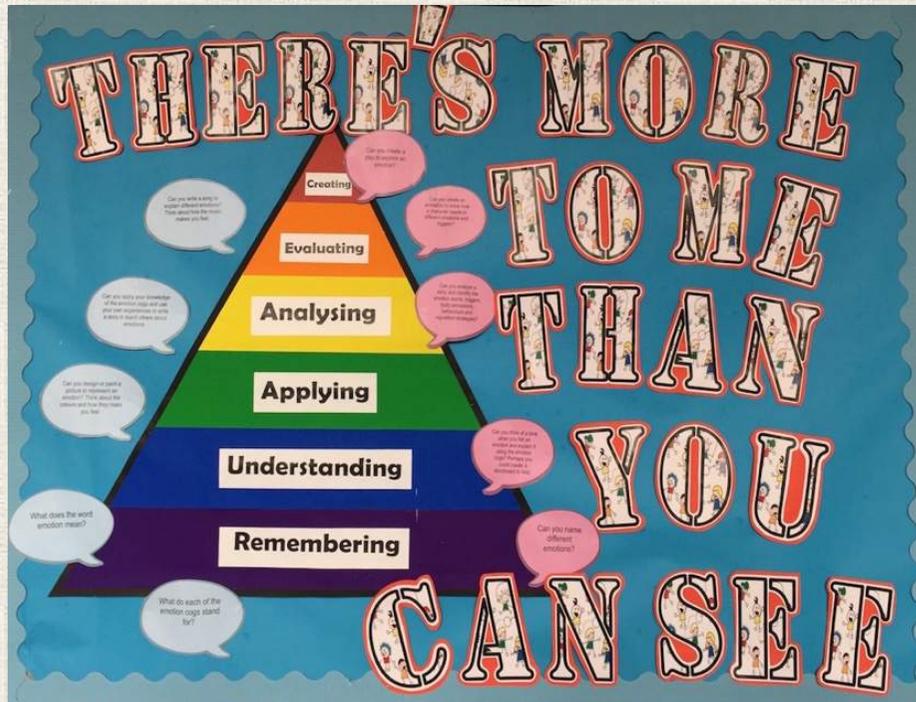
Can you paint a picture to represent an emotion?

Can you think of a time when you felt a strong emotion and explain it using the emotion cogs?

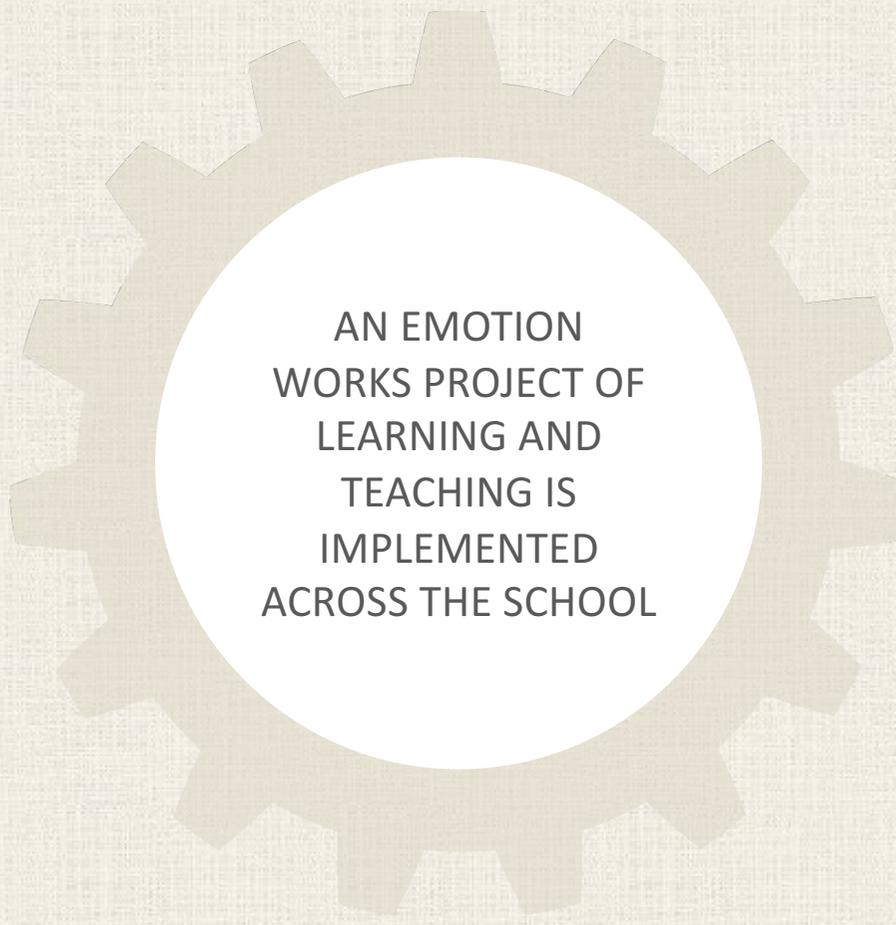
Can you name different emotions?

What does the word 'emotion' mean?

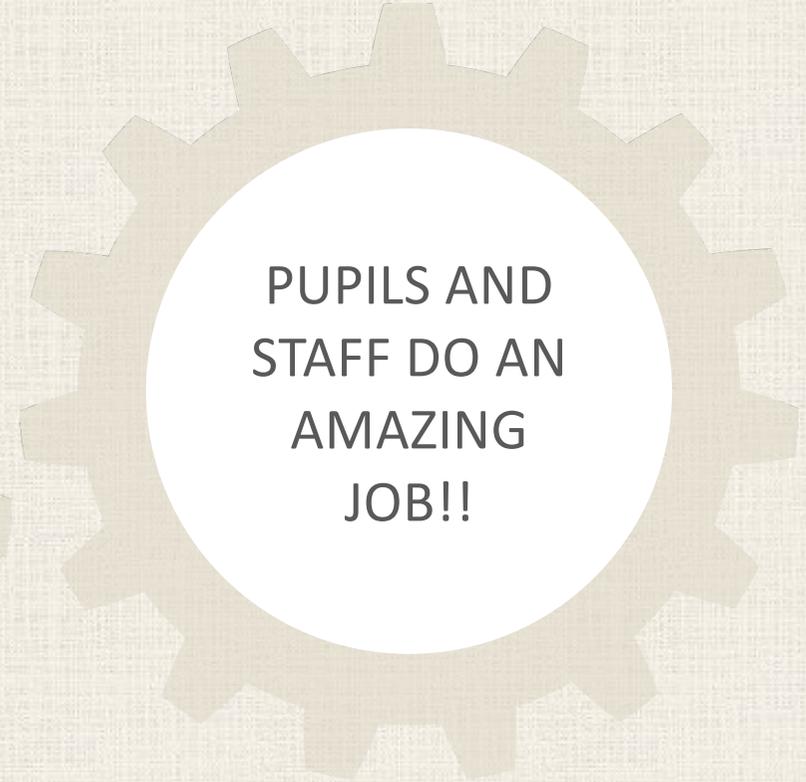
What do each of the cogs stand for?



Spring Term 2015



AN EMOTION  
WORKS PROJECT OF  
LEARNING AND  
TEACHING IS  
IMPLEMENTED  
ACROSS THE SCHOOL



PUPILS AND  
STAFF DO AN  
AMAZING  
JOB!!

[Click here to watch a video of the work presented](#)

**TOWERBANK PRIMARY SCHOOL**  
**EMOTION WORKS SHOWCASE**

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**EMOTIONWORKS.ORG.UK**

## Message to parents...



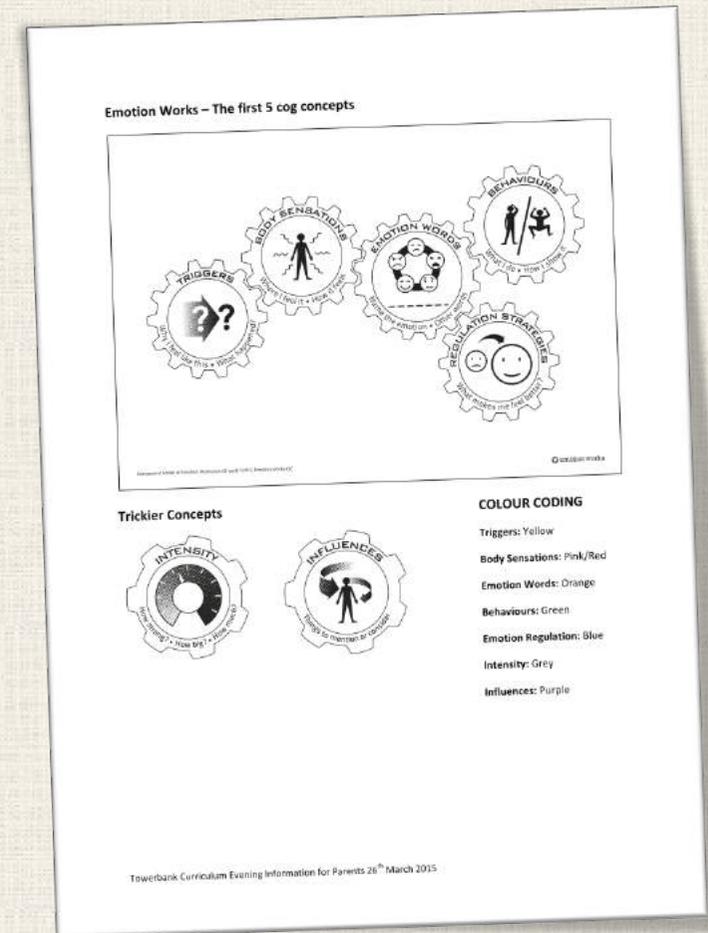
**Claire Murray, Founder and Director  
Emotion Works**

*It has been a pleasure working in partnership with Towerbank Primary School towards their Curriculum Evening showcase of work. As you will see, the staff and pupils have fully embraced the 'Emotion Cogs' and there are many fantastic examples on display of excellent Emotion Works practice and truly effective emotional learning.*

*I'm sure you'll agree that Towerbank is showing just how easily 'Emotional Health and Wellbeing' can be promoted within a learning environment. Staff have incorporated Emotion Works seamlessly into their established programmes of work, and have been extremely creative in demonstrating some new ideas and applications.*

*On the back of this sheet I've provided you with a visual of the Emotion Cogs. It shows our 5-part model summarising the 5 main areas of learning about emotion.*

*From P1 upwards, we have started to introduce these concepts to Towerbank pupils, and in the older classes we are also talking and learning about the concepts of emotion intensity and the different influences that can affect how we feel about things. In the nursery, it's a little different... there we are working on building first emotion vocabulary and simply referring to the various components through everyday learning and talking.*



## Well done to staff...

**JOYCE**

*A huge thank you to everyone who worked so hard and creatively to make last night's curriculum evening such a big success.*

*Brilliant Job! I couldn't have been more proud.*

*The amount of work produced at the curriculum evening was astounding and the learning of emotional wellbeing taught through such a variety of fantastic topics is truly incredible and of such a high standard.*

*Another great team effort!*

**TRISH**

*Thanks to everyone for working with this and helping to build something that I know will inspire more teachers and schools to get involved (and more children to benefit). I appreciate that the lead up to the evening was stressful and you left feeling tired and relieved it was all over, but I hope you reflected with pride and satisfaction at a job extremely well done.*

**CLAIRE**

*Thank you Claire for your great ideas and support during the project and also for the use of your resource which has proved to be an essential tool for health and wellbeing here at Towerbank which we will continue to use.*

*It has been a pleasure working with you and there's still lots to do!...*

### **...Next steps**

*I am now in the process of putting all plans, examples of work, photographs and feedback into a large book. We would like to create plans and a programme for Nursery –P7 for the new session in August, based on our work to ensure that this is embedded at all stages and is part of our year plan, ensuring a progression of understanding and skills.*



**Trish Morrison, DHT, Towerbank Primary School**



Working together for emotional learning, literacy and wellbeing

If you are would like to work with Emotion Works on a shared project, please email  
please get in touch via our website at [www.emotionworks.org.uk](http://www.emotionworks.org.uk)