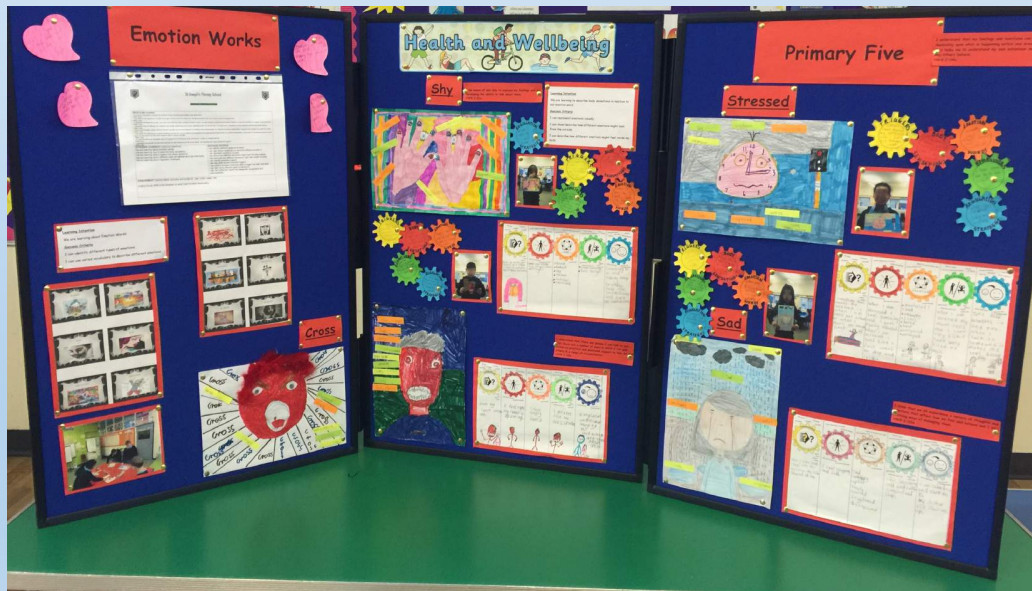


# introducing emotion works

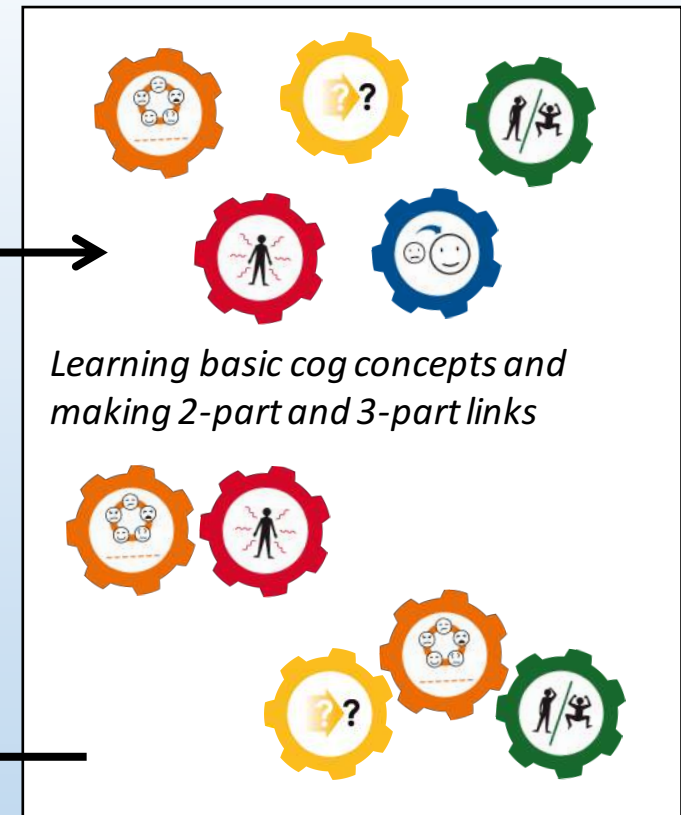
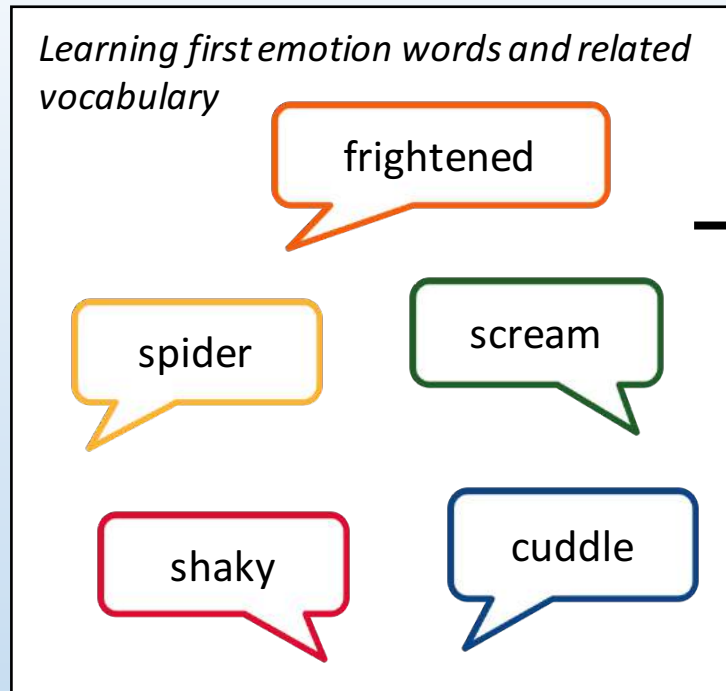
St Joseph's Primary School, Glasgow

Practice Sharing Event February 2015

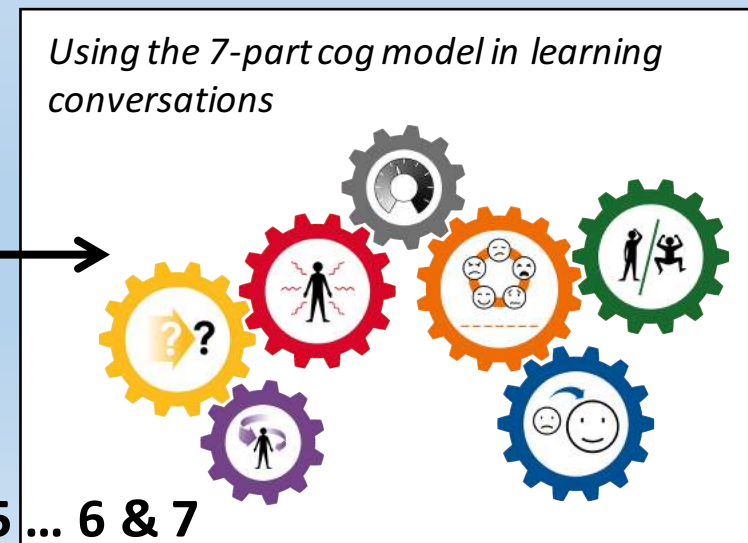
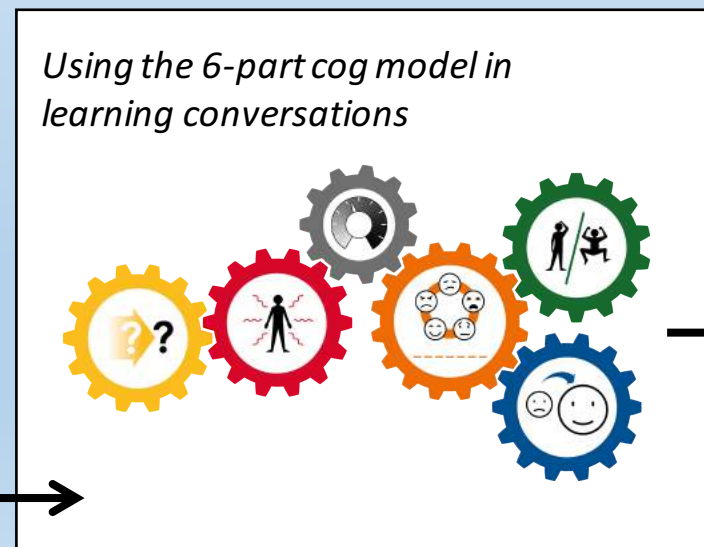
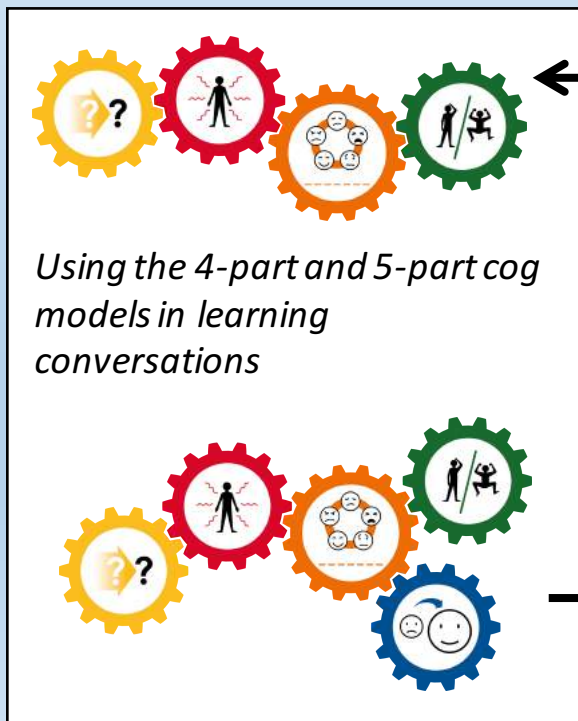


# An excellent example of learning and teaching across Emotion Works Levels

P1 & 2



P3 & 4



P 4 & 5 ... 6 & 7



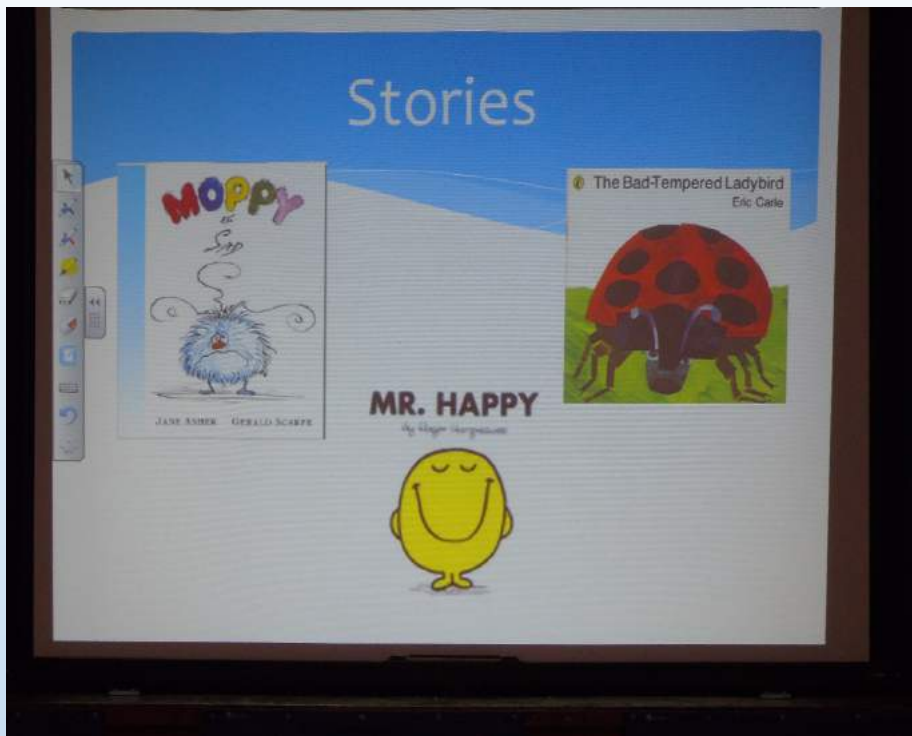
# Primary 1



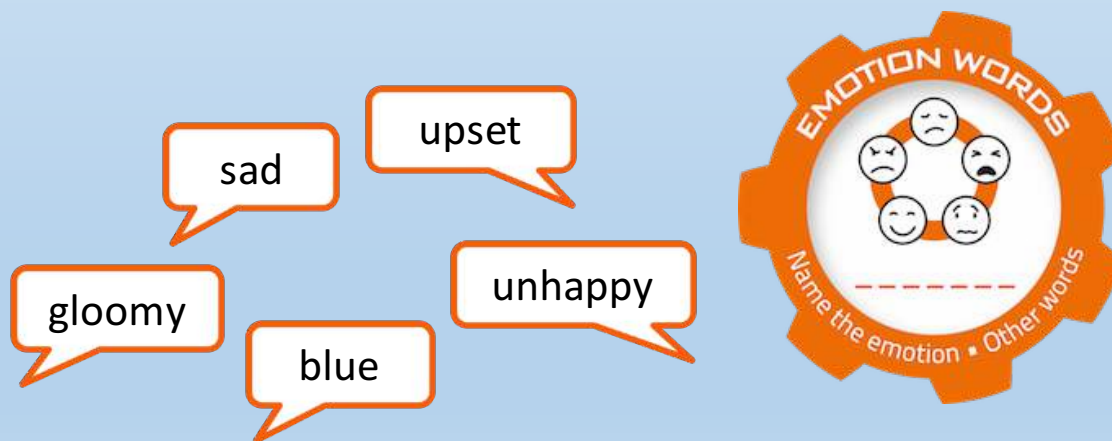
P1 teachers used a mix of story sessions, music, circle time and art activities to reinforce simple emotion vocabulary (**sad**, **happy** and **angry**) and then to introduce the 'emotion words' and 'triggers' cogs over a series of lessons.

They used the cog shaped cards with drawings inside to visually show the link between trigger events and emotion words.

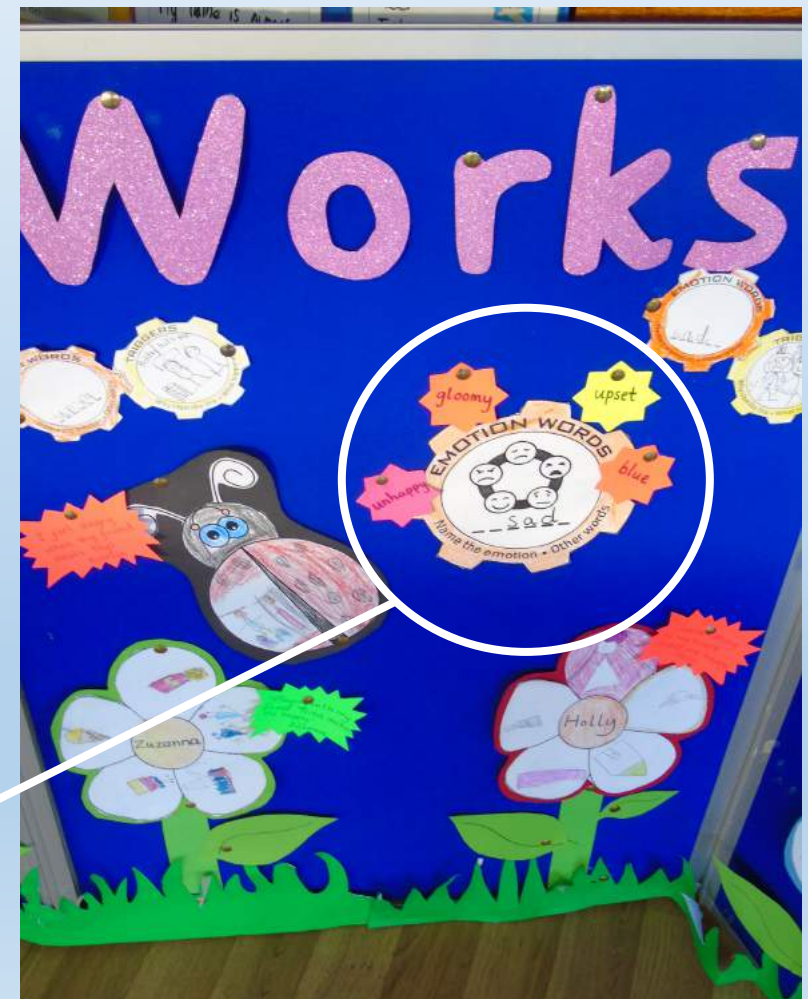




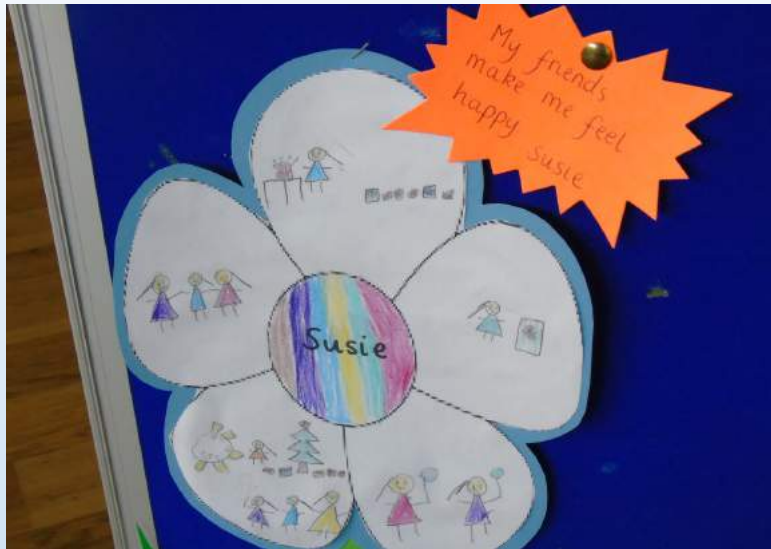
Using a story to help explore each emotion, the P1 teachers were able to use the orange cog as a prompt to extend emotion vocabulary, by asking the children to think about other emotion words that mean the same.



For example, they agreed that **sad** can also be described as feeling **unhappy**, **gloomy**, **upset** or **blue**.

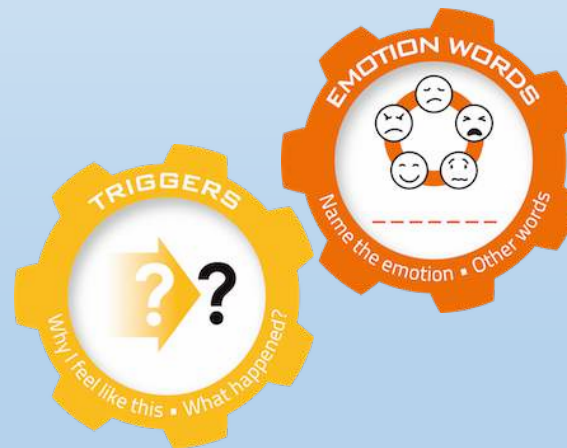
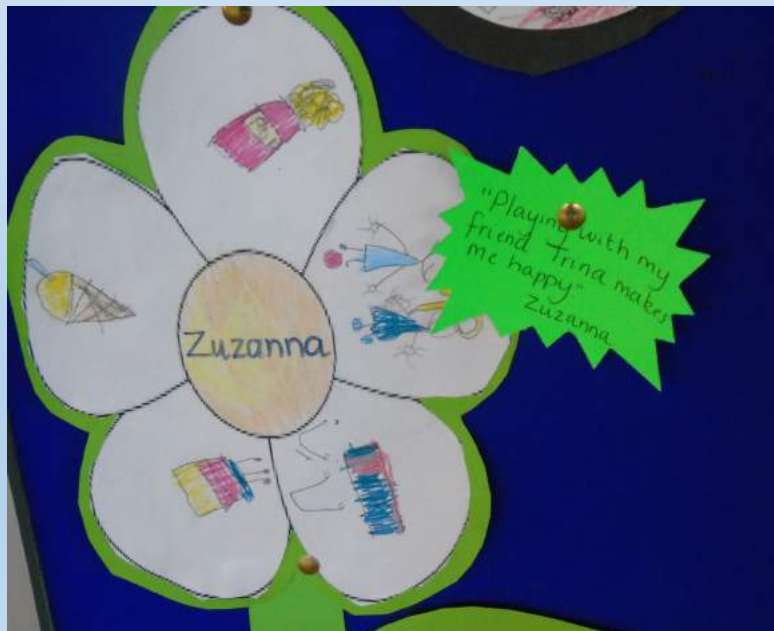






In addition to vocabulary work, teachers also made use of the stories, songs and art activities as a starting point to discussing children's personal experiences of feeling the different emotions.

In circle time, they invited each child say a trigger for each emotion word, using the cog visuals to show the link between the orange and yellow cogs.



# Primary 2

The Primary 2 teacher made a start on discussing emotion words in circle time discussions. The 4 **emotion words** she started with were **scared**, **sad**, **happy** and **angry**.

Afterwards, pupils were asked to add word labels to 4 laminated pictures of **facial expressions**.

Dictionary work helped to extend emotion vocabulary by looking up other words that also meant the same as scared e.g. terrified.







Other activities for the P2s included...

- comparing different **body sensations** for sad, happy, angry or scared - using an outline of a body, pupils labelled where on the body they felt a sensation and were then encouraged to use a word to describe the sensation.

Eg. '**trembly lips** when feeling **sad**'

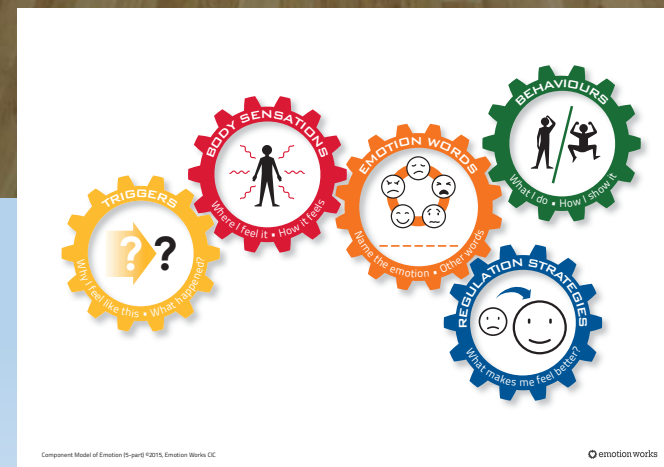
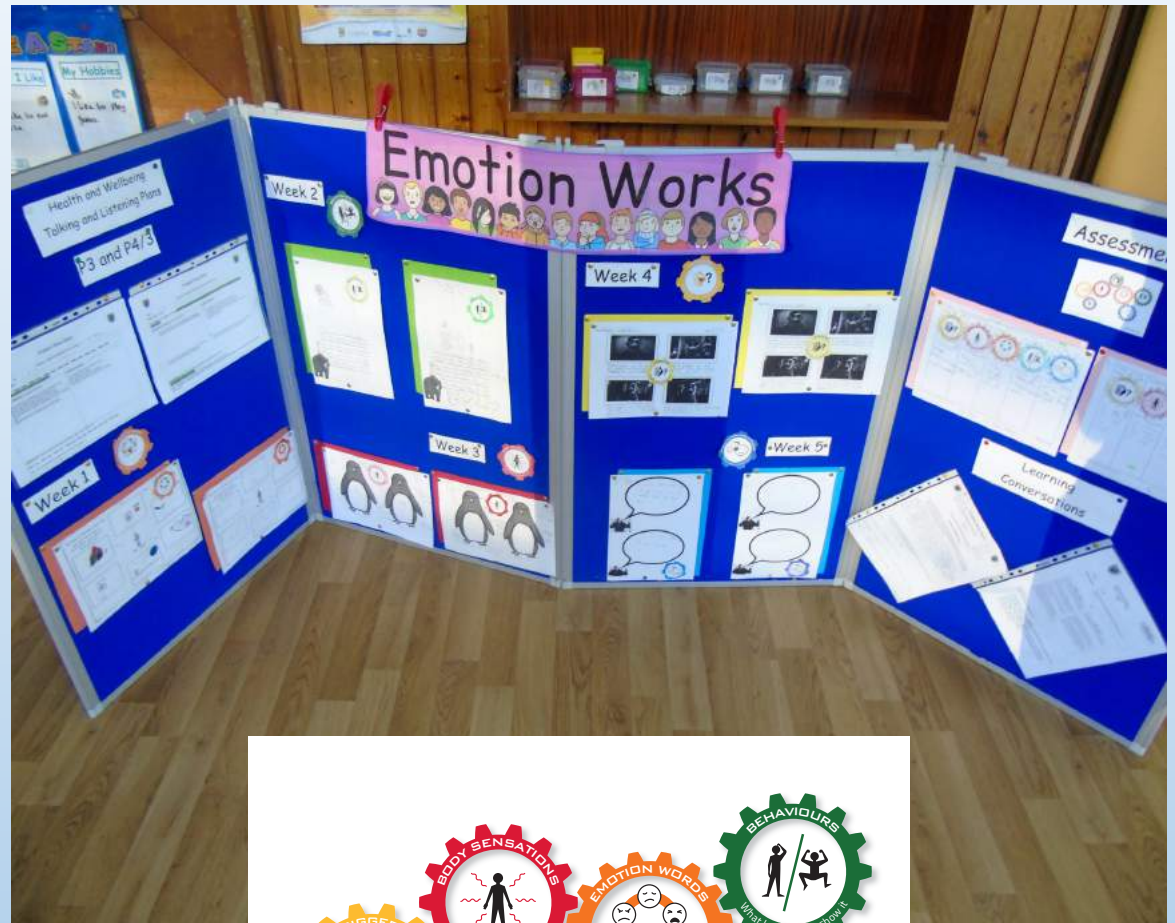
- they also used a selection of story books to explore different types of **emotion behaviours** and **triggers** relating to feeling happy, sad, scared and angry.

# Primary 3 and 4/3

P3 and P4/3 teachers collaborated on a 5-week 'Talking and Listening' topic using adverts as the starter stimuli.

Each week they used a different advert to focus discussions on a cog at a time.

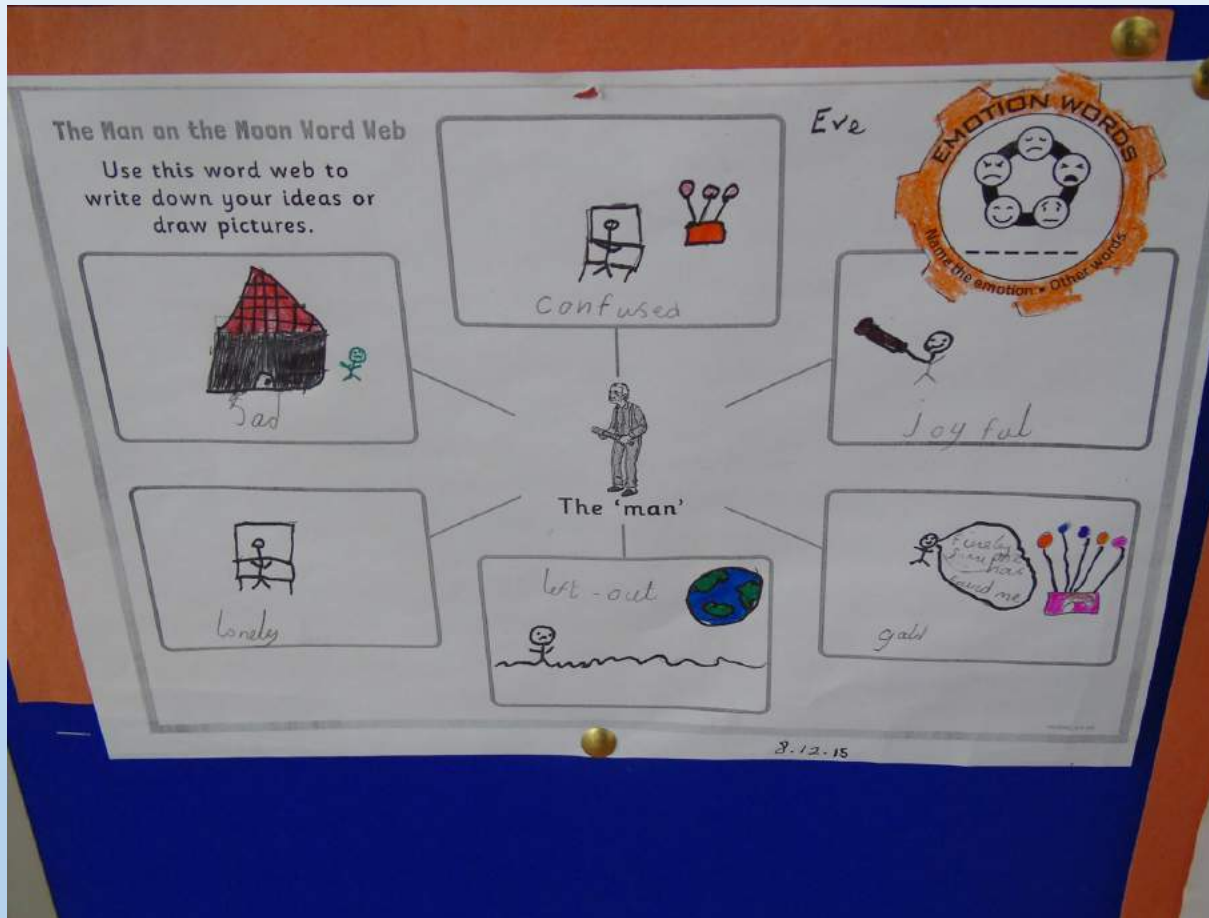
This meant they gradually worked towards introducing their classes the 5-part cog model.







The teachers chose the John Lewis 'Man on the Moon' Christmas advert to introduce the **Emotion Words** cog to children.

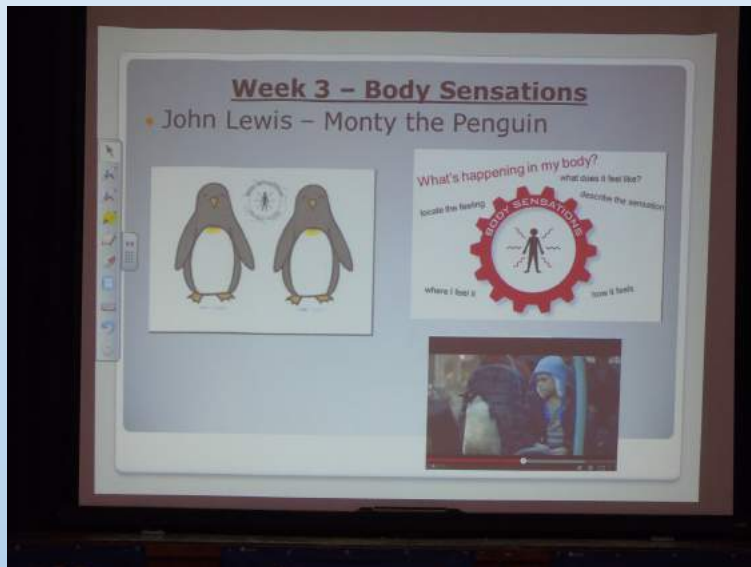


Following discussions, the children completed a worksheet where they drew pictures and wrote a corresponding word for the different emotions they saw the old man experience in the advert.

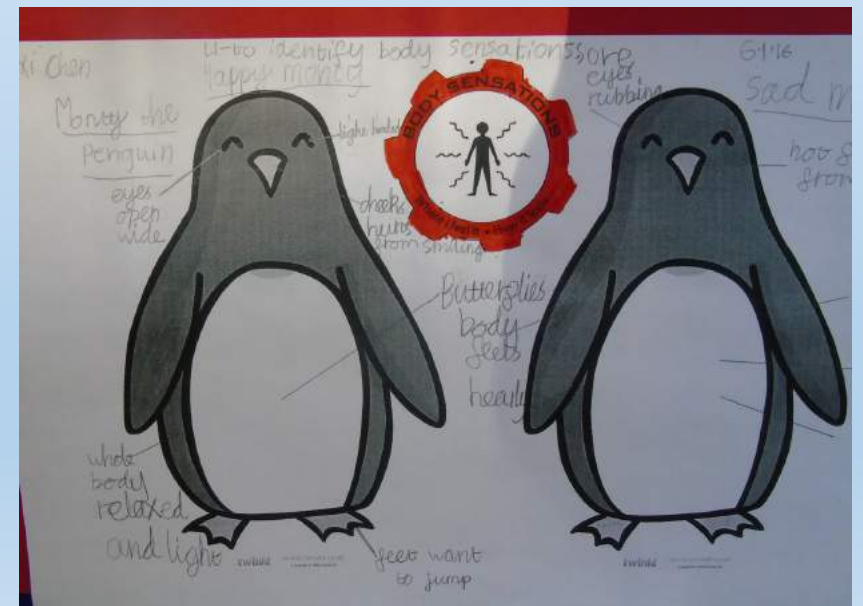
A broad spectrum of emotions were portrayed in the advert and words used by children included **lonely**, **sad**, **left out**, **confused** through to **happy** and **joyful** at the end of the story.



In week 2, the **Emotion Behaviours** cog was introduced using another John Lewis Christmas advert '*The Bear and Hare*', where the bear has never seen Christmas before. The children gave **emotion words** for the different emotions portrayed, and were then asked to look carefully at the characters faces, body movements etc. to describe how they were showing their emotions.



In week 3, the **Body Sensations** cog was introduced through the '*Monty the Penguin*' advert. Body sensations experienced when feeling **happy** were compared with body sensations when feeling **sad**







In week 4, teachers linked in their Spanish lessons with their work on emotions.

Using the Spanish Lottery Christmas advert the children were able to read and recognise some of the Spanish words within the advert.

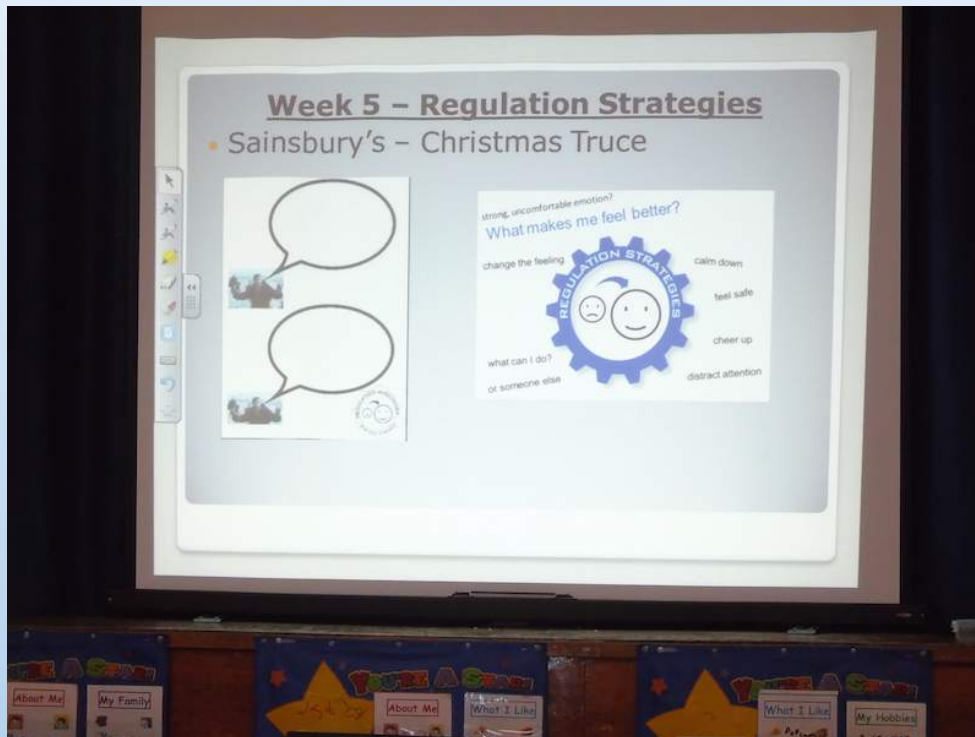
Additionally, they were able to talk about the 3 cogs they had looked at in previous weeks.



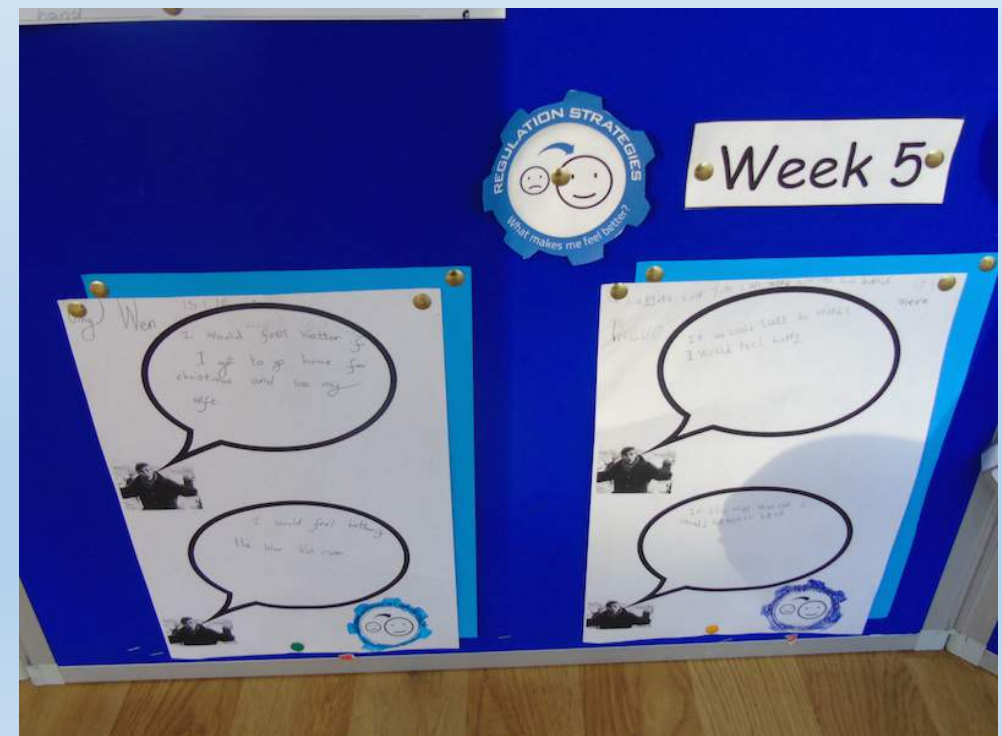
This particular lesson then focussed in on introducing the yellow cog - 'emotion triggers' - by discussing the events in the advert that cause the emotional response from the character.

A follow up worksheet used screengrabs from the advert for pupils to name the emotion shown (**emotion word** & **behaviour**) and then write about what the **trigger** was at that point in the story.

The final lesson in the series used the Sainsbury's Christmas Truce advert to introduce and explore the concept of Regulation / 'Feel Better' Strategies.



*\*NB look out for a more comprehensive account including the plans and assessment aspects of this lesson series in the Practitioner Zone of our website very soon.*





Primary 5/4 began learning about the emotion cogs using a word tree of emotion words as a starting point for role play and drama.

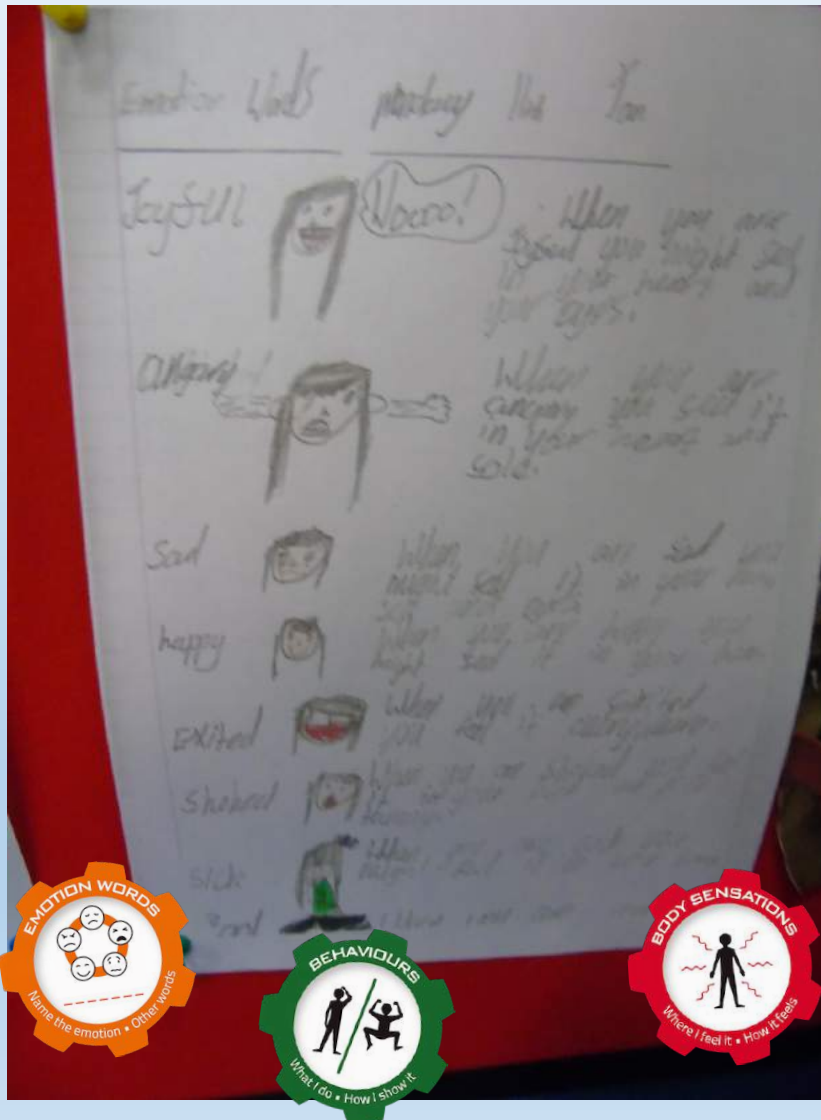
To get started, the teacher gave each pupil an emotion word they had to act out and the rest of their classmates had to guess which emotion they were trying to represent.

A simple and familiar game of charades got them started understanding the emotion word and emotion behaviour cogs and the link between them.



A series of further drama lessons and role play scenarios helped to introduce each of the other cog concepts.

To conclude their work on emotions, the P5/4 class brainstormed a list of emotion words they knew and each child then sorted the words into whether they found the emotions a positive feeling or negative feeling.



They were then set the task to compile an 'Emotion Dictionary' using a selection of positive and negative feelings – each one defined by the **emotion word**, a picture of what it looks like (**behaviours**), and a description of how it feels in the body (**body sensations**).

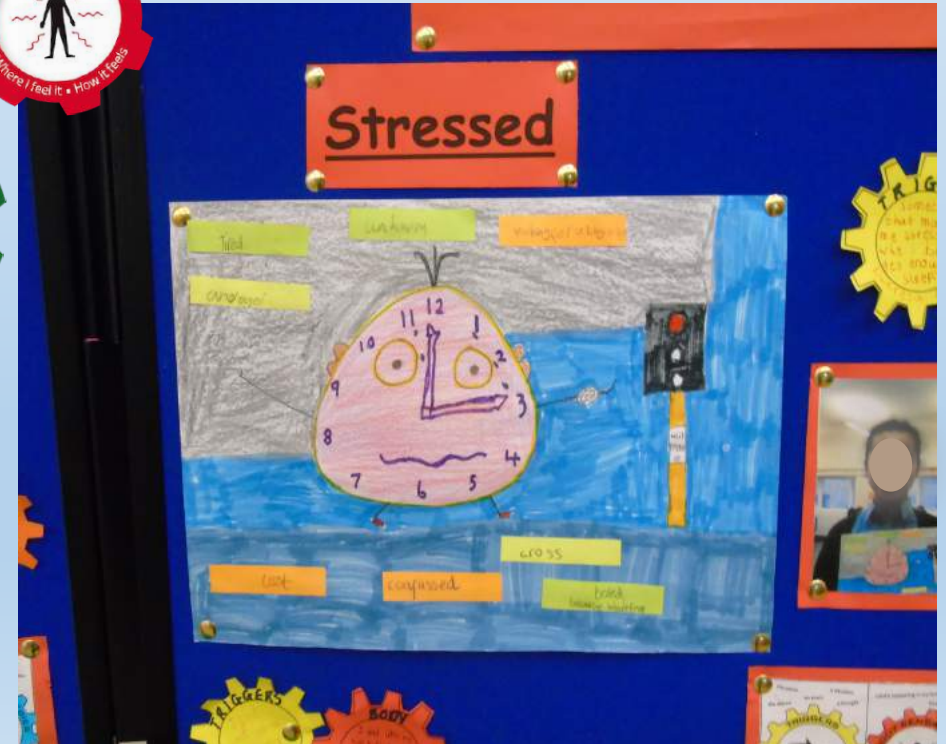


The P5 teacher used a selection of emotive images as a stimulus to get started talking about a range of different emotions. The images she chose allowed her to introduce each of the first 4 cog concepts, linking **emotion words** known with **emotion triggers**, **body sensations**, and **emotion behaviours/expressions**.



The next lesson in the P5 series was an artwork task leading to a 'guess the emotion' activity.

Each pupil pulled an emotion word from a hat and created a piece of artwork to represent it. Peers made guesses about which emotion it was by attaching sticky strips to the pictures.

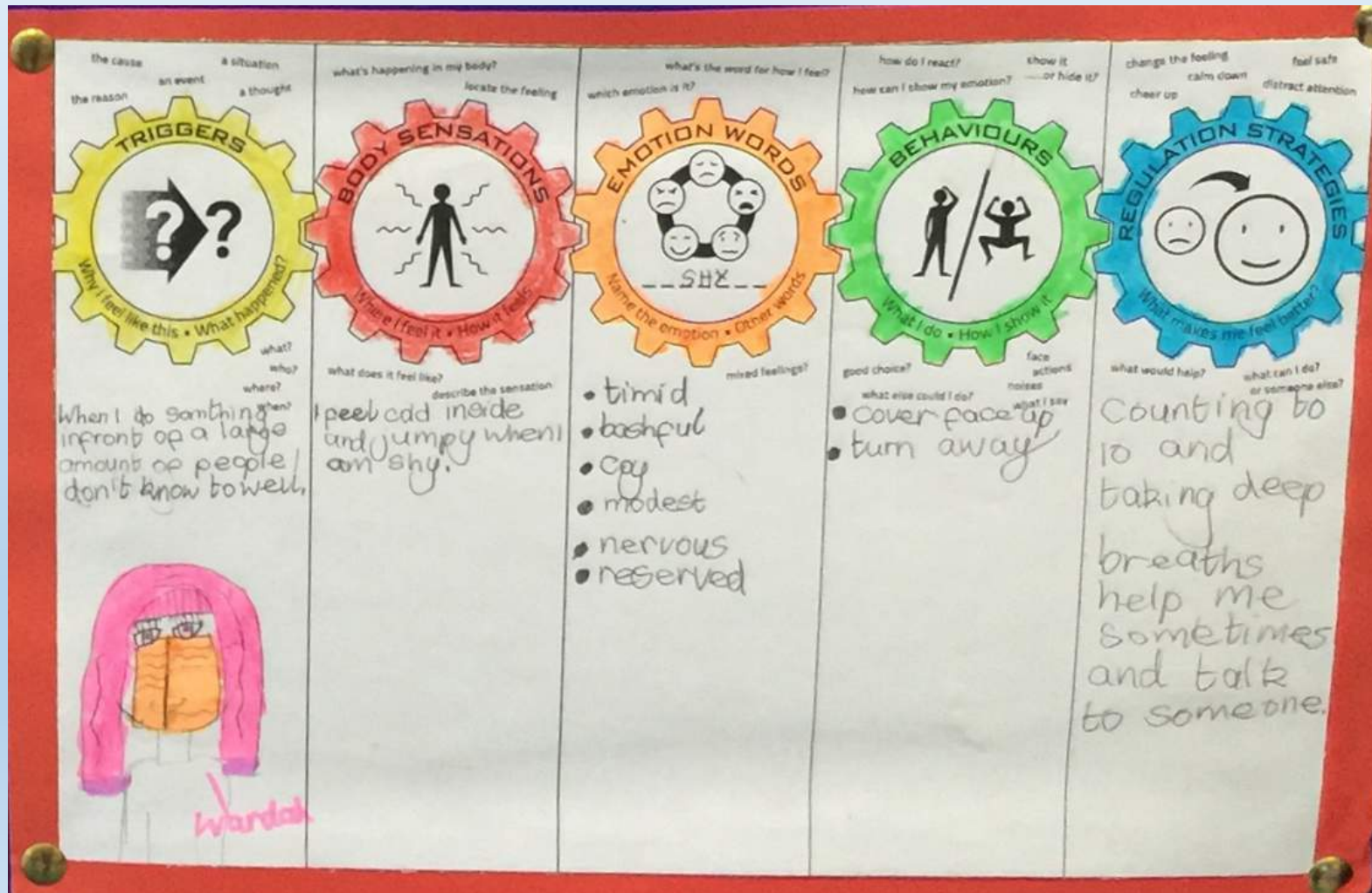






Each pupil then completed an Emotion Works 5-part Storyboard worksheet to describe a time when they had experienced the emotion represented in their artwork.

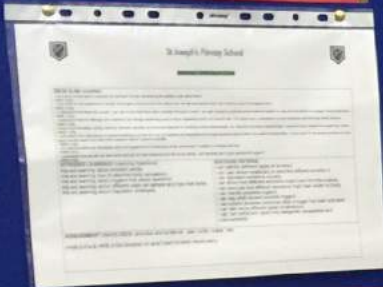
When commenting on this particular example of work, the teacher noted how this pupil had appeared to gain personal insights and usable strategies by exploring 'shyness' through her art and literacy work using the emotion cogs.



We feel this is a really nice example of the potential emotional growth and wellbeing benefits of learning and teaching about emotion at school.



# Emotion Works



**Learning Intention**  
We are learning about Emotion Words  
**Success Criteria**  
1. I can identify different types of emotions  
2. I can use verbal vocabulary to describe different emotions



**Cross**

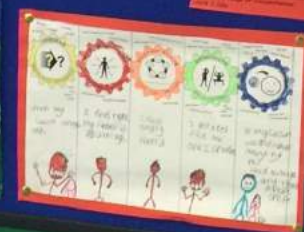
# Health and Wellbeing

**Shy**



**Learning Intention**  
We are learning to describe how shy we feel and how we can overcome it.

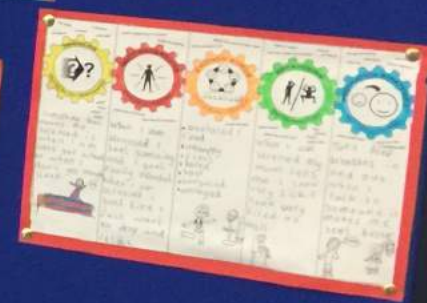
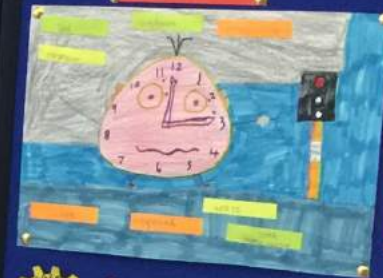
**Success Criteria**  
1. I can describe how shy I feel.  
2. I can describe how different emotions might look from the outside.  
3. I can describe how different emotions might feel inside.



**Learning Intention**  
We are learning to describe how shy we feel and how we can overcome it.

# Primary Five

**Stressed**



**Sad**



**Learning Intention**  
We are learning to describe how sad we feel and how we can overcome it.



The P6 class began their discussions about emotions through artwork.

Pupils composed pictures to represent an emotion e.g. lonely, hurt, scared. Mind mapping activities helped the teacher introduce each of the cogs and introduce the 7-part model.





TRIGGERS	BODY SENSATIONS	INTENSITY	EMOTION WORDS	BEHAVIOURS	REGULATION STRATEGIES
<p>the cause the reason</p> <p>a situation an event a thought</p> <p>What happened? What made this?</p> <p>When</p> <p>annoys me and a friend. when my mum gets me in trouble. when my friend shouts at my face I go really angry.</p>	<p>what's happening in my body? locate the feeling</p> <p>what does it feel like? describe the sensation</p> <p>I feel tired, quiet, hot, dizzy, my nose hurt from tensing my face too much, or just want break down crying and just need rest.</p>	<p>really very 0-10 a lot a little bit</p> <p>How strong? How big? How much?</p> <p>10/10 2/10 9/10 8/10 1/10 0/10</p>	<p>what's the word for how I feel? which emotion is it?</p> <p>Name the emotion • Other words</p> <p>mixed feelings?</p> <p>furious anxiety terrible in side upset frustrated depressed</p>	<p>how do I react? show it hide it?</p> <p>how can I show my emotion? face actions noises what I say</p> <p>good choice? what else could I do?</p> <p>I clutched my fists, I jump around, stomp my feet, I run, throw stuff really hard, shouting.</p>	<p>change the feeling calm down cheer up</p> <p>feel safe distract attention</p> <p>what would help? what can I do? or someone else?</p> <p>I read a book, write in my diary, scribble on paper, lay down, cry it out, take a breath which helps.</p>
<p>things to take into account</p> <p>the bigger picture</p> <p>the back story</p> <p>the wider context</p>	<p>me getting angry with my friend for shouting</p> <p>about the person or people</p> <p>me upset because of [redacted] is mean but acts nice</p> <p>about the situation</p> <p>I like getting in trouble because it scares me.</p>				

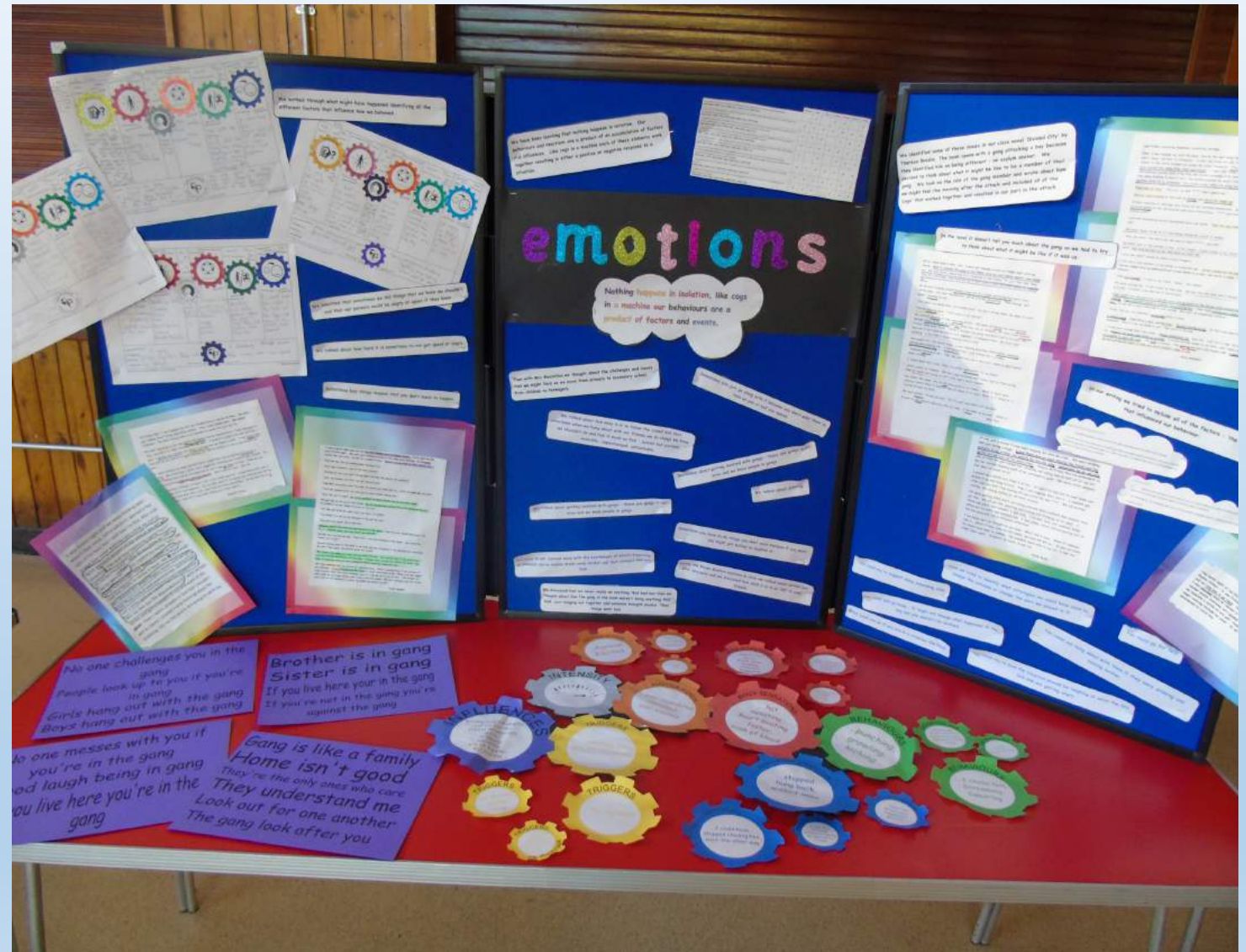
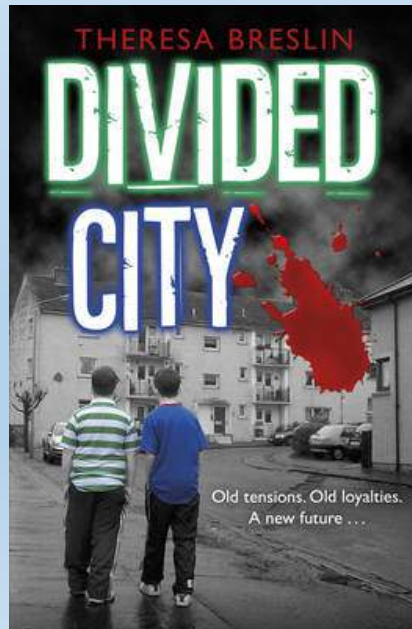
Getting Started Story Board (7-part) ©2015, Emotion Works CIC

Pupils then worked on a story board worksheet to match their emotion word artwork, providing descriptions across all components.

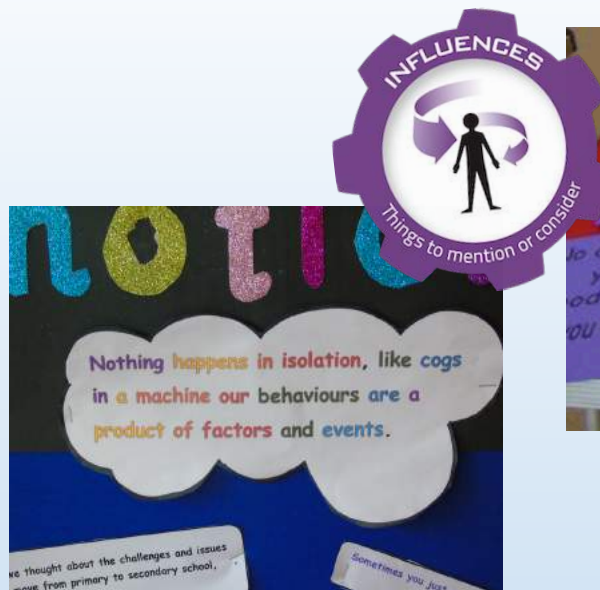


The P7 class had already been introduced to all 7 emotion cogs through previous work with St Joseph's school champion Pauline McKibben.

For her own Emotion Works project, the P7 Teacher decided to use the novel "The Divided City" as her stimulus to discuss transition to secondary school and any issues they may encounter there.



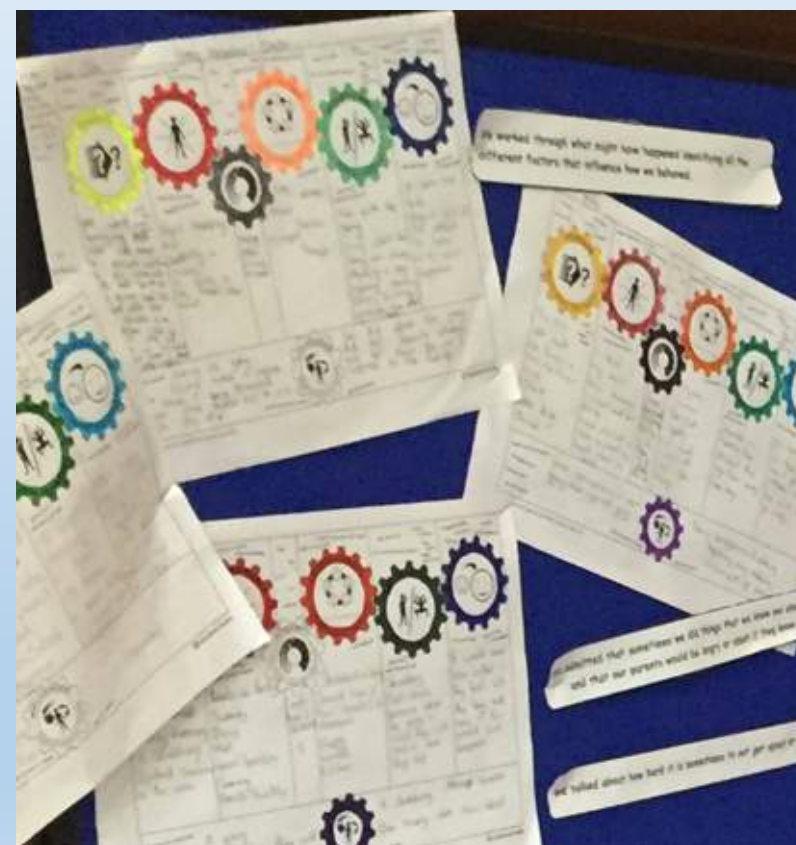




Set in Glasgow, with core themes having relevance to pupil's personal life experiences, the book supported very meaningful discussions around the topic of gang culture.

In particular, the purple 'influences' cog was used to help pupils develop an appreciation of factors that contribute to emotional responses and behaviour choices.

7-part story board worksheets helped 'unpack' emotional episodes involving characters in the book and their own experiences.





Following on from the comprehension tasks, pupils then wrote their own emotionally rich stories similar to the novel they were studying.

These were then read by one of their peers who's task was to highlight where in the story there was emotional content and indicate which cog concept this information belonged to.

This was done using Emotion Works cog colours that corresponded to the emotional content in each story.



Last Friday something happened, something terrible...

Okay, I was hanging out with the gang, they're the best thing that ever happened to me although they aren't always the best of influences. Arthur and Chloe are like the leaders, the masters, the Darth Vaders to the storm troopers (us being the storm troopers). They had an idea that they would bring some cocaine and vodka from their apartments. I don't like things like that, my big brother Gibson unfortunately passed away from drug and alcohol poisoning after being pressed into it by Chloe. Anyway they were drinking (I wasn't) and a boy walked passed, he wasn't from our area and Arthur, being the massive racist he is, screamed, "You asylum scum, what cha doing here?"

There was no reply. "Hey you, ya wee \*\*\*\*\*, don't ignore me!"

The boy took offence at that and he turned and stuck the finger up.

Arthur's reaction to that was very scary yet not entirely unexpected. Both he and Chloe launched a wave of curse words at him and became even more threatening. "\*\*\*\*\* you! Nobody gives a \*\*\*\* about you, asylum scum!"

Loud and threatening words transferred back and forth. Then the boy turned towards me, "hey you, aye you!"

My heart began racing as if I was being chased by a pack of wolves.

"Why you here? You don't look like one of these \*\*\*\*\* , you look..."

My heart sank to the bottom of soul. I felt empty. I had a lump in my throat. My eyes started to water, how dare he turn on me, how dare he insult me.

"Leave her alone!" yelled my fellow storm troopers.

I felt like a true member of the group, a respected one. Arthur picked up the empty vodka bottle from the wet, soggy alley we were gathered in and threw it at him. He threw it back. He ran. We followed...

"Holly I'm scared" I said to my friend. "Same," she replied.

We were chasing him. I don't know for how long. My legs felt like jelly and I thought they were going to break. I couldn't stop then but I should have.

Chloe caught him and gave him a terrible sore looking punch to the throat that caused him to start choking. Then everyone joined in, kicking and punching him. Then Holly pulled out a knife and stabbed him. It was like it was happening in slow motion. We were all completely stunned.

"Holly! You are...are banished" screeched Chloe in fury.

I looked round. Over there a boy, another boy, He was staring at us. He had seen what had happened. That's it we are going to jail. Yup that's it all over.

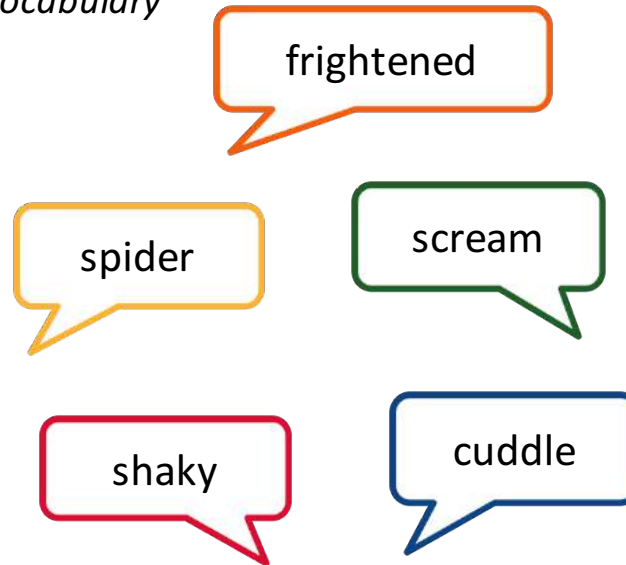
I turned back around and I was alone. They'd abandoned me. Ran off. Left me to take the blame. I ran, honestly I'd never ran faster or further. I finally arrived home to my dark, cold, empty apartment. I struggled to open the door. The fear is woeful. The depression what will happen now. I lay down on my bed waiting for sleep to take over but I couldn't sleep at all.

Watch out for more examples like these coming soon to the 'Practitioner Zone' of our website.

...a database of ideas searchable by levels.

[www.emotionworks.org.uk](http://www.emotionworks.org.uk)

*Learning first emotion words and related vocabulary*



*Learning basic cog concepts and making 2-part and 3-part links*



*Using the 4-part and 5-part cog models in learning conversations*



*Using the 6-part cog model in learning conversations*



*Using the 7-part cog model in learning conversations*

