

## Guidance for carrying out the Emotion Works Timed Assessment – 1. POSITIVE EMOTIONS

This assessment can be carried out with an individual or a group and will provide baseline information for the first 4 concepts of the Emotion Works curriculum. The assessment can be repeated following a series of Emotion Works lessons to measure the impact of the programme on learning and to track progress.

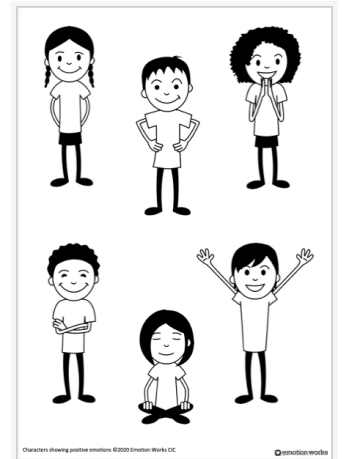
### WHAT TO DO

Show the positive emotion character slide on a computer screen, or as a print-out on A4 or A3 paper. Alternatively make cut outs of all 6 characters and lay them out on a table or attach to a vertical surface.

Have a flip chart/ notepad prepared for recording answers (it will be best if you do the writing for speed).

Use a timer – allocate 1 minute per task for an individual child, or 2 minutes for a group. If carrying out with a very large group, eg. in assembly, you might allocate longer, but keep a note of how long for when you do the follow up.

A recording sheet is provided on the next page.



### SCRIPT

To get started with the task for assessing knowledge of **emotion words**...

**Here's 6 different characters showing good feelings. What do we call some of these feelings?**

To check the task is understood you'll need to generate some emotion words – but try to limit how many are brought up at this stage. Include any answers given during your introduction to the task. This will demonstrate that you'll be writing the words down as they say them. Start the timer with an instruction along these lines...

**In 1 minute (2/3 minutes) – let's see how many words you can think of to name these nice emotions– or any other good feeling words you know.**

**Ready?...how many feel-good emotion words do you know...go!**

You may be given words such as 'smiling' (behaviour) or 'tingly' (body sensations), or you may be given words for uncomfortable emotions such as scared or sad. Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **emotion behaviours** ...use questions such as...

**How can you tell how they're feeling? What are they doing to show their emotions?**

Write down any emotion behaviours given while you're making sure they understand the task.

**Ok so in this next minute (2/3 minutes) – let's see how many behaviours you can name for showing good emotions. Not just these characters – but how would anyone show good feelings. Ready? – go!**

Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **emotion triggers** ...use questions such as...

**What kind of things make us feel good? Why do you think she's happy? What makes you feel peaceful?**

Write down any emotion triggers given while you're making sure they understand the task.

**This time we're going to see how many different things you can think of that might make you or anyone feel these good feelings. Let's set the timer to 1 minute...ready? - and go!**

Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **body sensations**...use questions such as...

**How does your body feel when you're happy or calm or excited? Can you describe the sensations you feel?**

Write down any body sensations given while you're making sure they understand the task.

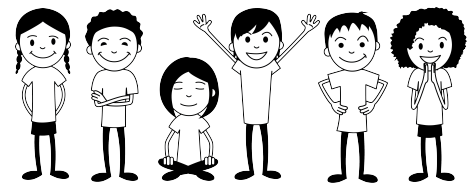
**So for the last one – let's write a list of different things that happen in your body, or in anyone's body when they feel good emotions. 1 minute...ready? - and go!**

Write down all responses. Provide encouragement / prompts if required.

Recording Sheet for the Timed Assessment – POSITIVE EMOTIONS

Name of pupil or group:

Date of assessment:



Emotion Words given for positive emotions (eg happy, excited, calm)	Emotion Words given for uncomfortable emotions (eg sad, angry, scared)	Other words given (eg smiling, tingly, sleeping)

Responses given to name and describe Emotion Behaviours	Other responses given

Responses given for Emotion Triggers and causes	Other responses given

Responses given to name and describe Body Sensations	Other responses given

## Guidance for carrying out the Emotion Works Timed Assessment – 2. NEGATIVE EMOTIONS

This assessment can be carried out with an individual or a group and will provide baseline information for the first 5 concepts of the Emotion Works curriculum. The assessment can be repeated following a series of Emotion Works lessons to measure the impact of the programme on learning and to track progress.

**WHAT TO DO** – NB: complete after carrying out the positive emotion assessment

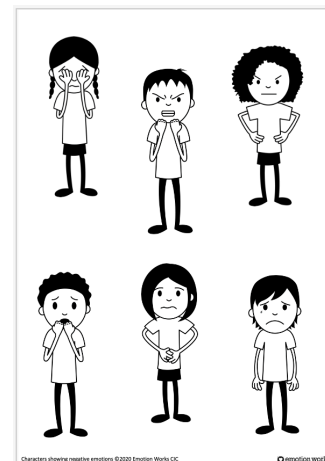
Show the negative/uncomfortable emotion character slide on a computer screen, or as a print-out on A4 or A3 paper. Alternatively make cut outs of all 6 characters and lay them out on a table or attach to a vertical surface.

Have a flip chart/ notepad prepared for recording answers (it will be best if you do the writing for speed).

Use a timer – allocate 1 minute per task for an individual child, or 2 minutes for a group. If carrying out with a very large group, eg. in assembly, you might allocate longer, but keep a note of how long for when you do the follow up.

A recording sheet is provided on the next page.

**SCRIPT** – please refer to the positive emotion guidance sheet for more detail



To get started with the task for assessing knowledge of **emotion words**...

**Here's 6 different characters showing not nice feelings. What do we call some of these feelings?**

**In 1 minute (2/3 minutes) – let's see how many words you can think of to name these not nice feelings – or any other words you know for uncomfortable emotions**

**Ready?...how many words do you know for these kinds of emotions...go!**

Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **emotion behaviours** ...use questions such as...

**How can you tell how they're feeling? What are they doing to show their emotions?**

**Ok so in this next minute (2/3 minutes) – let's see how many behaviours you can name for showing not so nice emotions. Not just these characters – but how would anyone show bad feelings. Ready? – go!**

Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **emotion triggers** ...use questions such as...

**What kind of things make us feel bad? Why do you think he's angry? What makes you feel upset?**

**This time we're going to see how many different things you can think of that might make you or anyone feel these kinds of feelings. Write down all responses. Provide encouragement / prompts if required.**

To move onto the next task for assessing knowledge of **body sensations**...use questions such as...

**How does your body feel when you're sad or frightened or mad? Can you describe the sensations you feel?**

**Let's write a list of different things that happen in your body, or in anyone's body when they feel bad.**

Write down all responses. Provide encouragement / prompts if required.

To move onto the next task for assessing knowledge of **regulation strategies**...use questions such as...

**These feelings and sensations really don't feel nice, do they? What helps when we feel like this? What would help these children feel better? What would help him calm down, or her cheer up?**

Write down any regulation strategies given while you're making sure they understand the task.

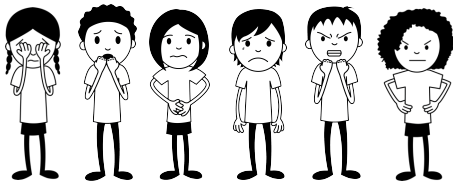
**So this is a new one – just for not nice emotions. Can we write a list of different things that might help you or anyone feel better when they're feeling bad. In 1 minute...ready? - go!**

Write down all responses. Provide encouragement / prompts if required.

Recording Sheet for the Timed Assessment – NEGATIVE EMOTIONS

Name of pupil or group:

Date of assessment:



<b>Emotion Words</b> given for negative/ uncomfortable emotions (eg sad, angry, scared)	<b>Emotion Words</b> given for positive emotions (eg happy, excited, calm)	Other words given (eg crying, butterflies, hiding)

Responses given to name and describe <b>Emotion Behaviours</b>	Other responses given

Responses given for <b>Emotion Triggers and causes</b>	Other responses given

Responses given to name and describe <b>Body Sensations</b>	Other responses given

Responses given for <b>Regulation Strategies</b>	Other responses given

