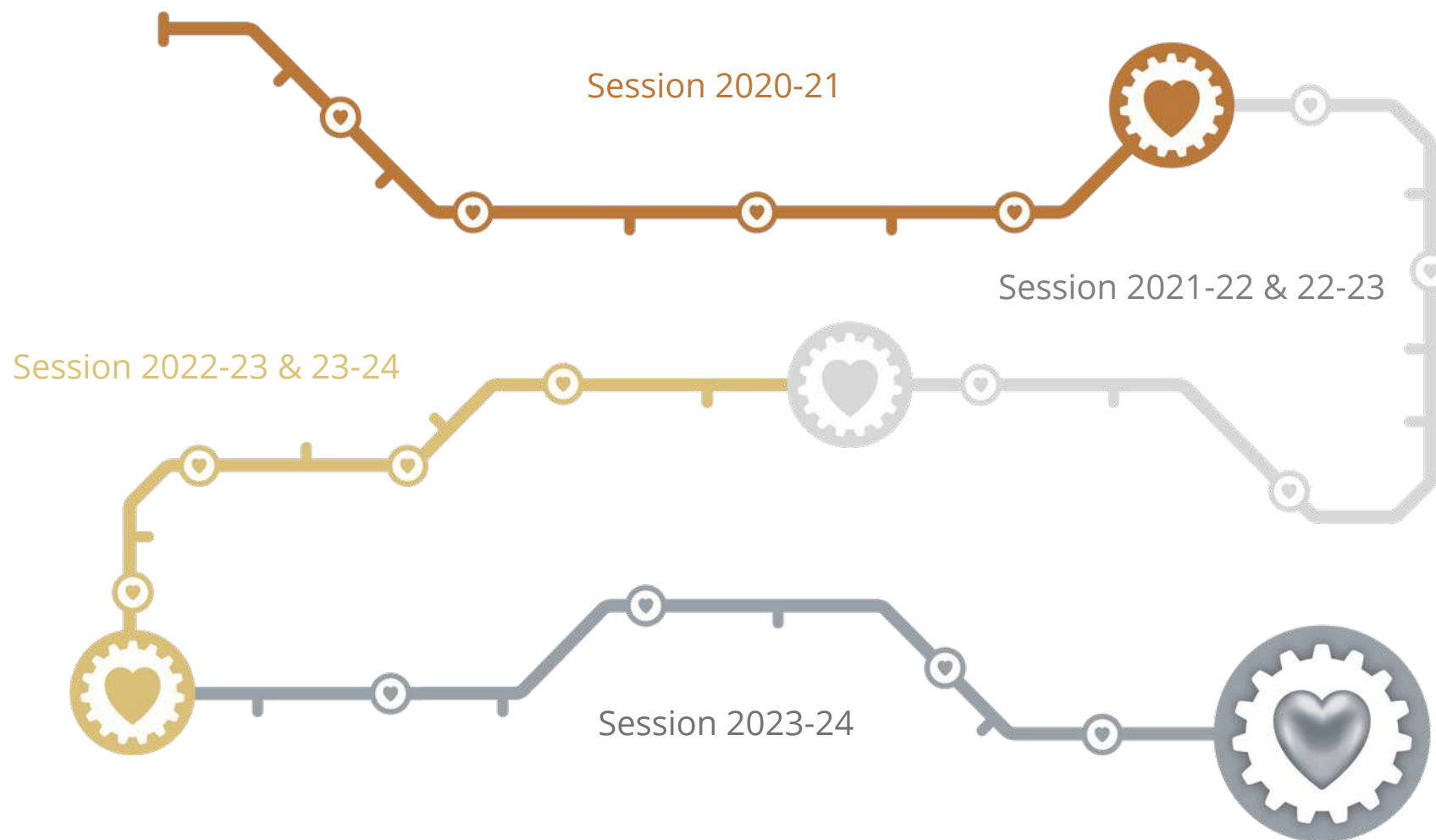


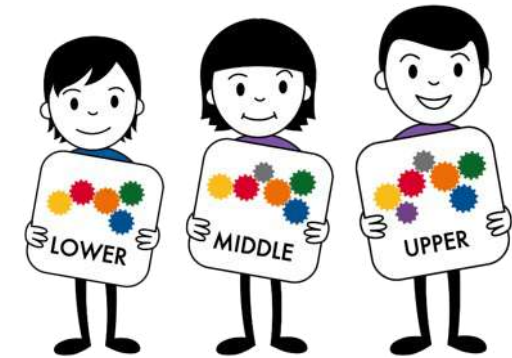




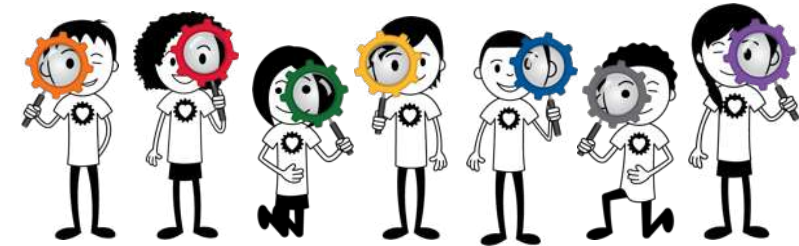
BONHILL PRIMARY SCHOOL: Our Journey to Gold



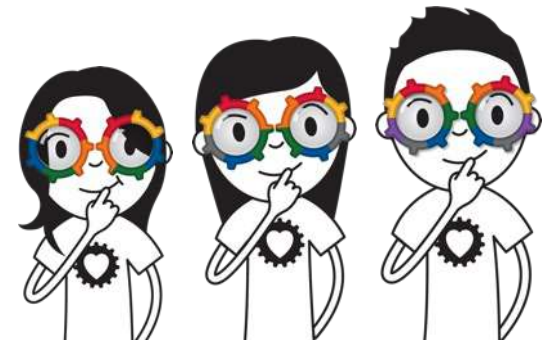
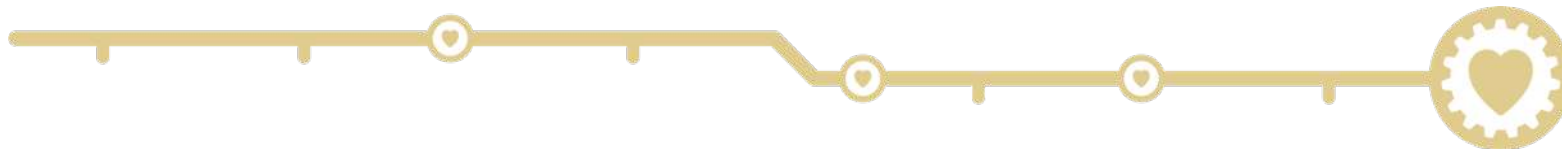
Introductory Training & Teaching: The Cog Model Creating a Cog Learning Environment

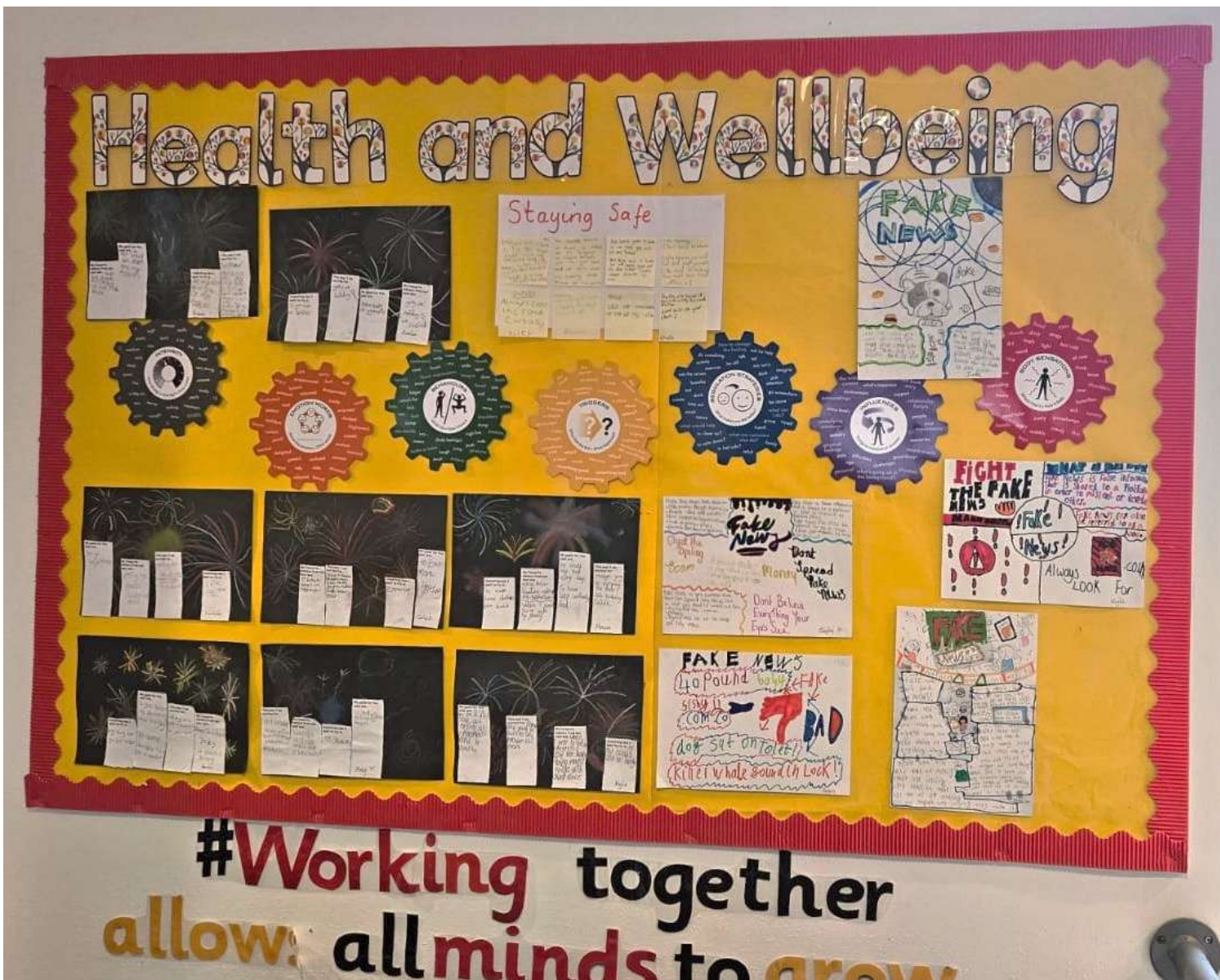


1 Cog-at-a-time Training & Teaching – Whole School Roll-out & Learning Environment



Planning & Teaching Emotion Works through Literacy Collegiate working. Involving Parents.



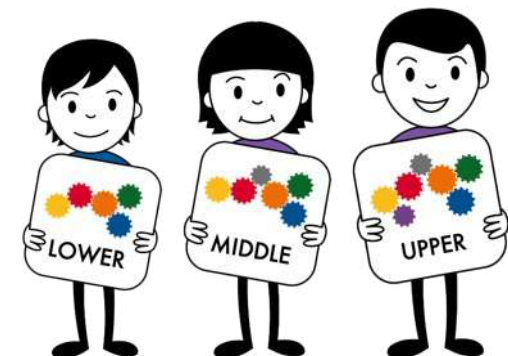


P7 Classroom

All 7 text cogs are on display.

The work changes depending on the Cog conversations and Emotion Works lessons that have been taking place.

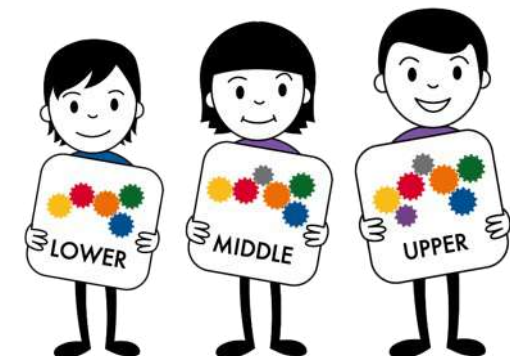
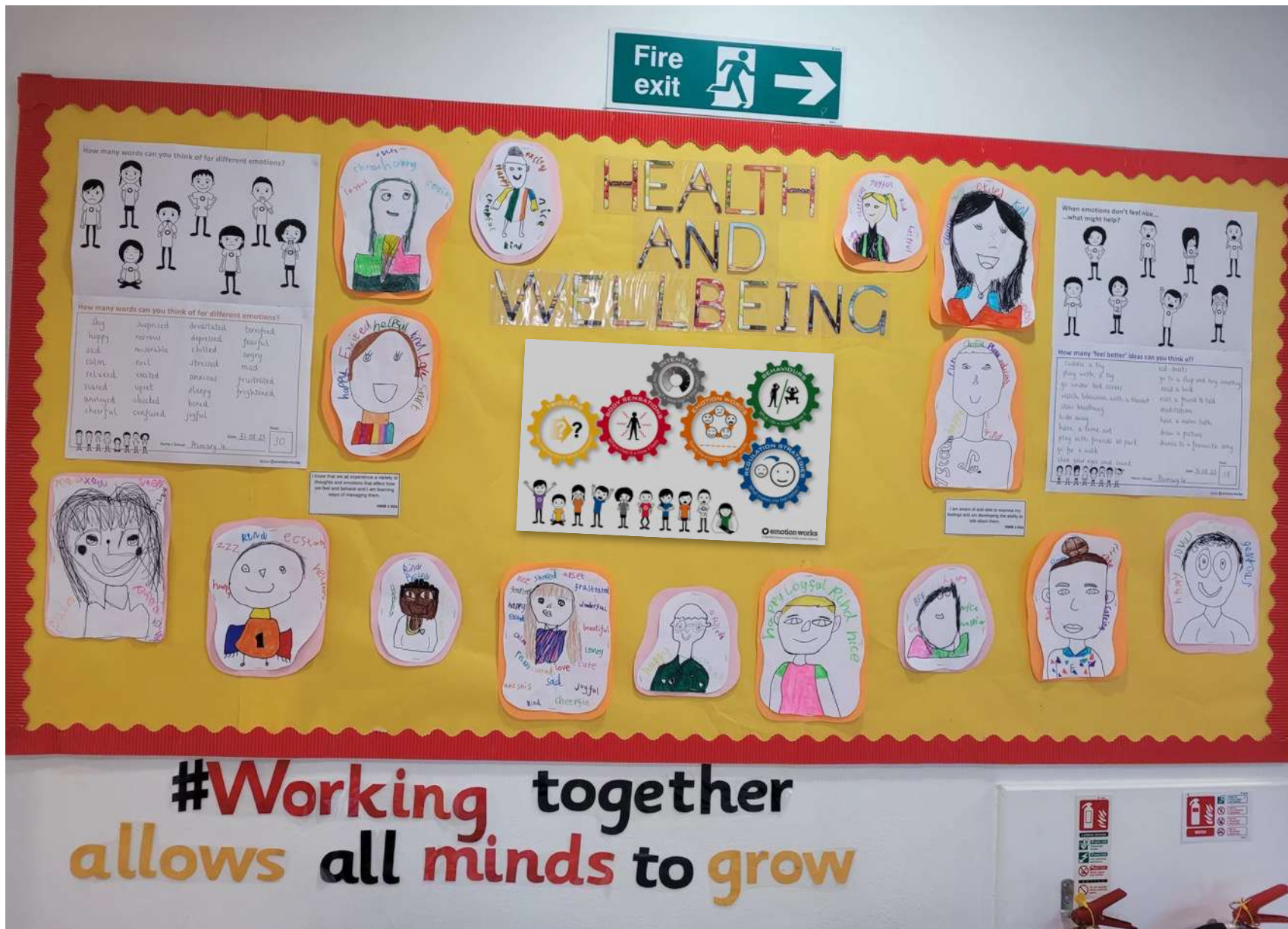
These 2 lessons were linked to fireworks night and the issue of Fake News.



P4 Classroom

The 6 Cog Model poster for reference and to help with reflecting on Self- Portraits.

The Emotion Words and Regulation Strategy Baseline Assessments are also on display.

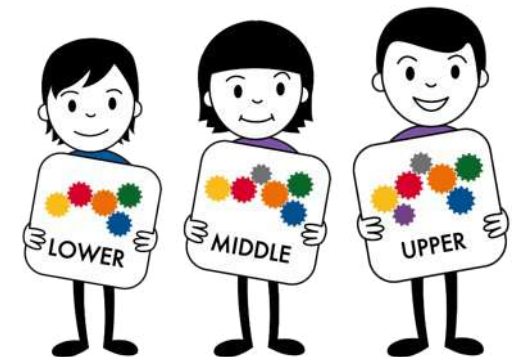


Teaching the Cog Model & creating a Cog Environment



P2 Classroom

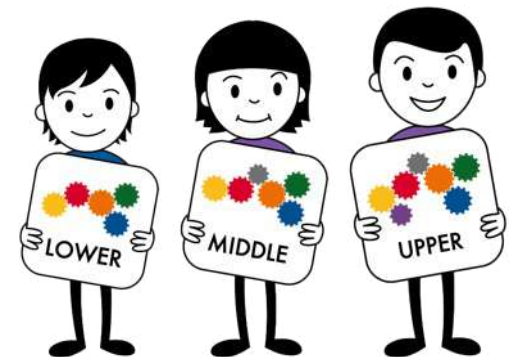
The first 5 cogs are arranged in the 5 Cog Model shape and the symbols and single cog cards are used as an interactive display to talk about different scenarios and events.





A P5 Display of work

The orange Emotion Word symbols show uncomfortable emotions that the children thought about to create Regulation Strategy wheels.

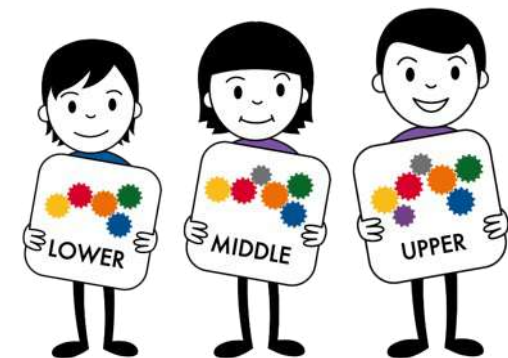


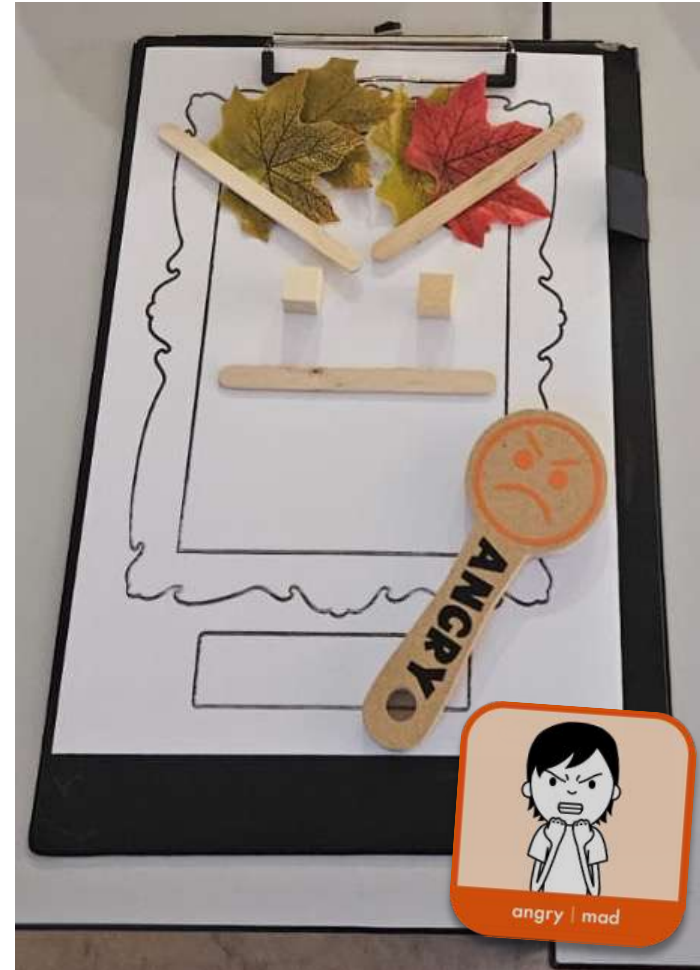
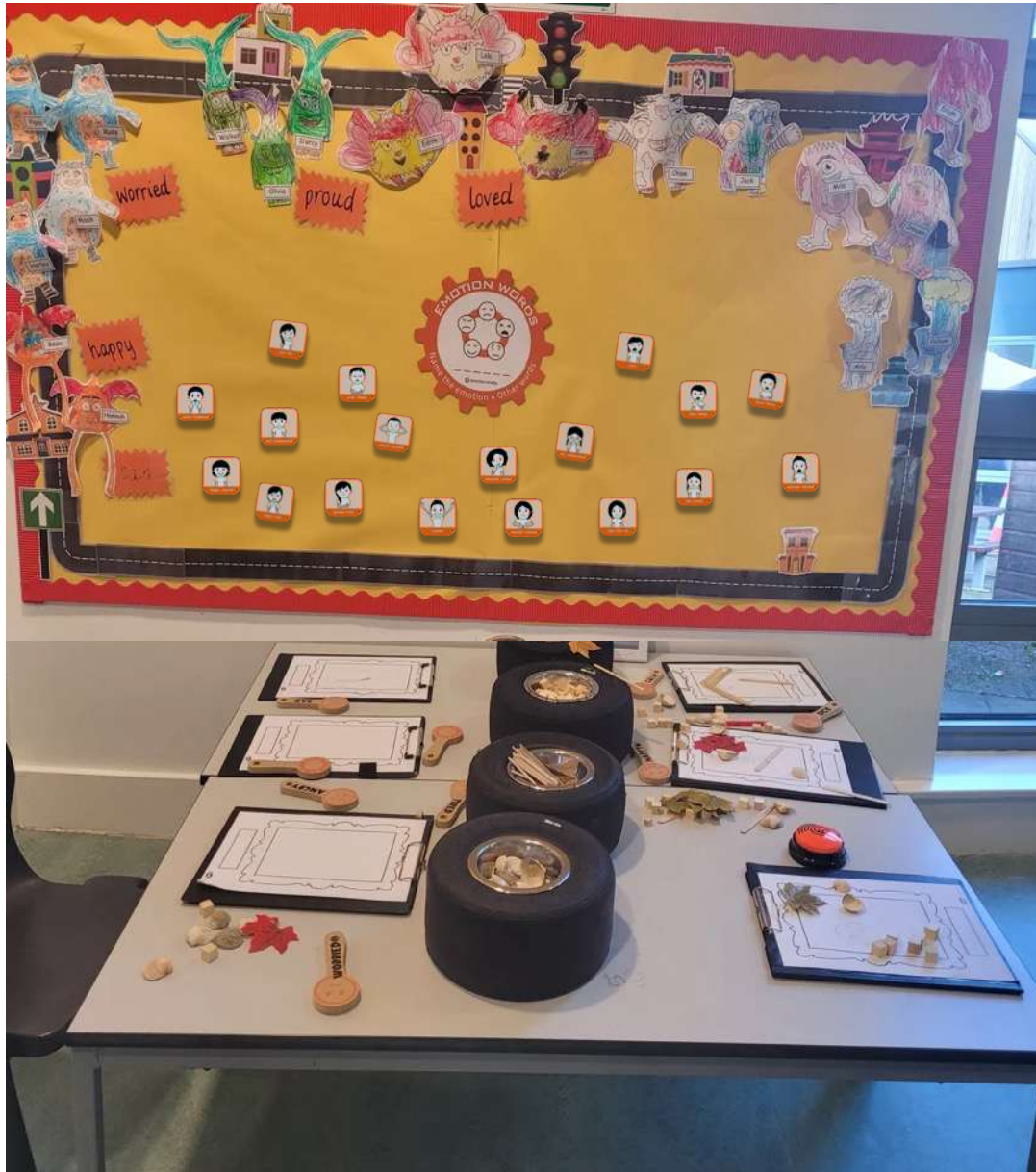


P6 Health & Wellbeing Discussions

This display is inside the P6 classroom.

The children were thinking about positive mindsets and considered how feeling positively about yourself and your work can help you feel better.





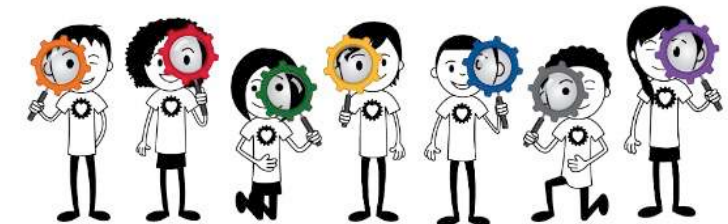
Orange Cog Learning

P1 area and activity
activity for naming and
reading emotion
words.

The loose parts activity
also link in with
naming facial
expressions for
different emotions.

(Green Cog Language)

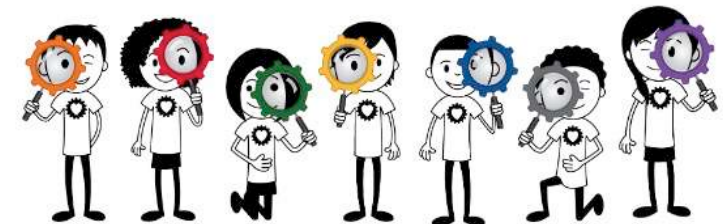
1 Cog-at-a-time roll-out. Single Cog Focus.





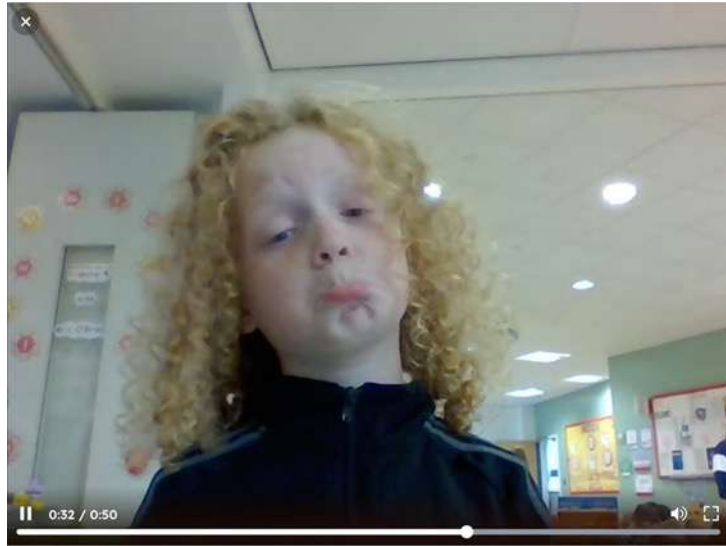
Single Cog Focus Work

Some evidence of our
1 Cog-at-a-time roll-out
from our P4s (Green Cog)
and P7s (Red Cog)



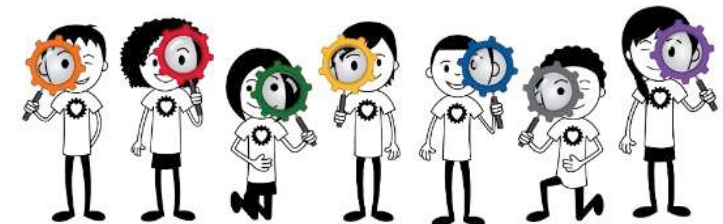
1 Cog-at-a-time roll-out. Single Cog Focus.

*"things to make
me feel better
when I'm feeling
angry or sad"*



A Vlog example of Blue Cog Learning

[Link to SeeSaw](#)



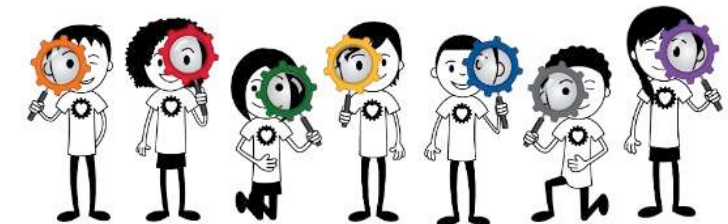
1 Cog-at-a-time roll-out. Single Cog Focus.



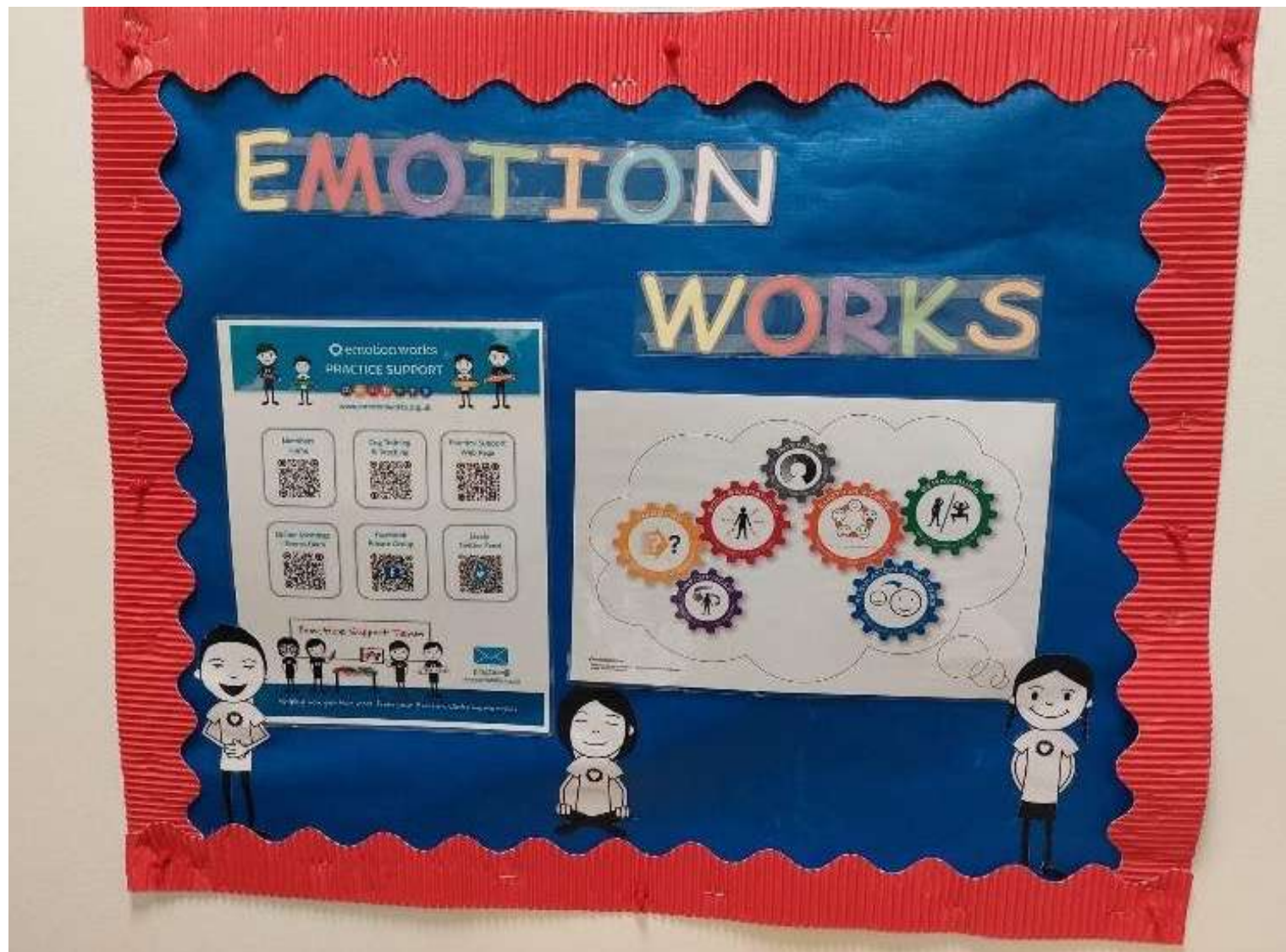
Single Cog Focus

All classes have a regulation station and this is the first point children are directed to when they are not ready for work.

Each class has a selection of different fidget toys, books, etc for children to interact with. There are also cushions etc for the children to use.



1 Cog-at-a-time roll-out. Single Cog Focus.



Staff Reference Points

We have a prominent display in our **Staffroom** and the same display is repeated in our **Staff Base** where most staff do their planning.





This display is in our upper school cloakroom

This area is used by all pupils when exiting the building after lunch.

The display concentrates on emotions and their triggers.

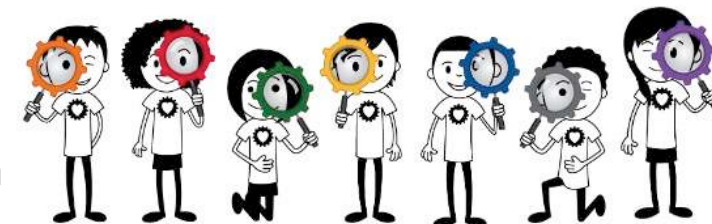




Our **Playground Cogs** are in a prominent position.

There is an area in front of them where classes can hold circle time discussions.

The cogs are also visible to parents and passers by.

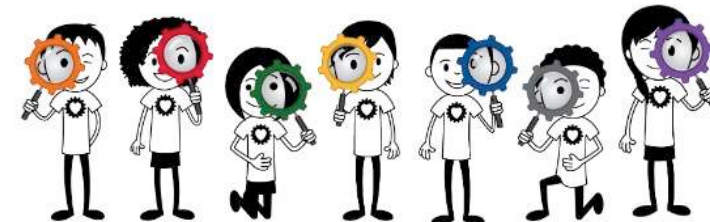




Sports Day

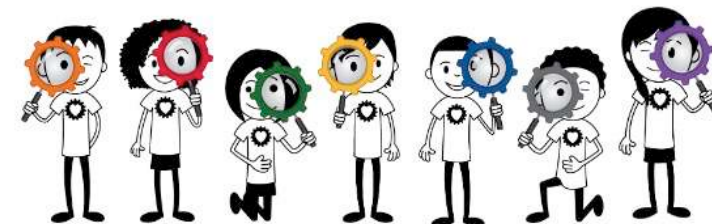
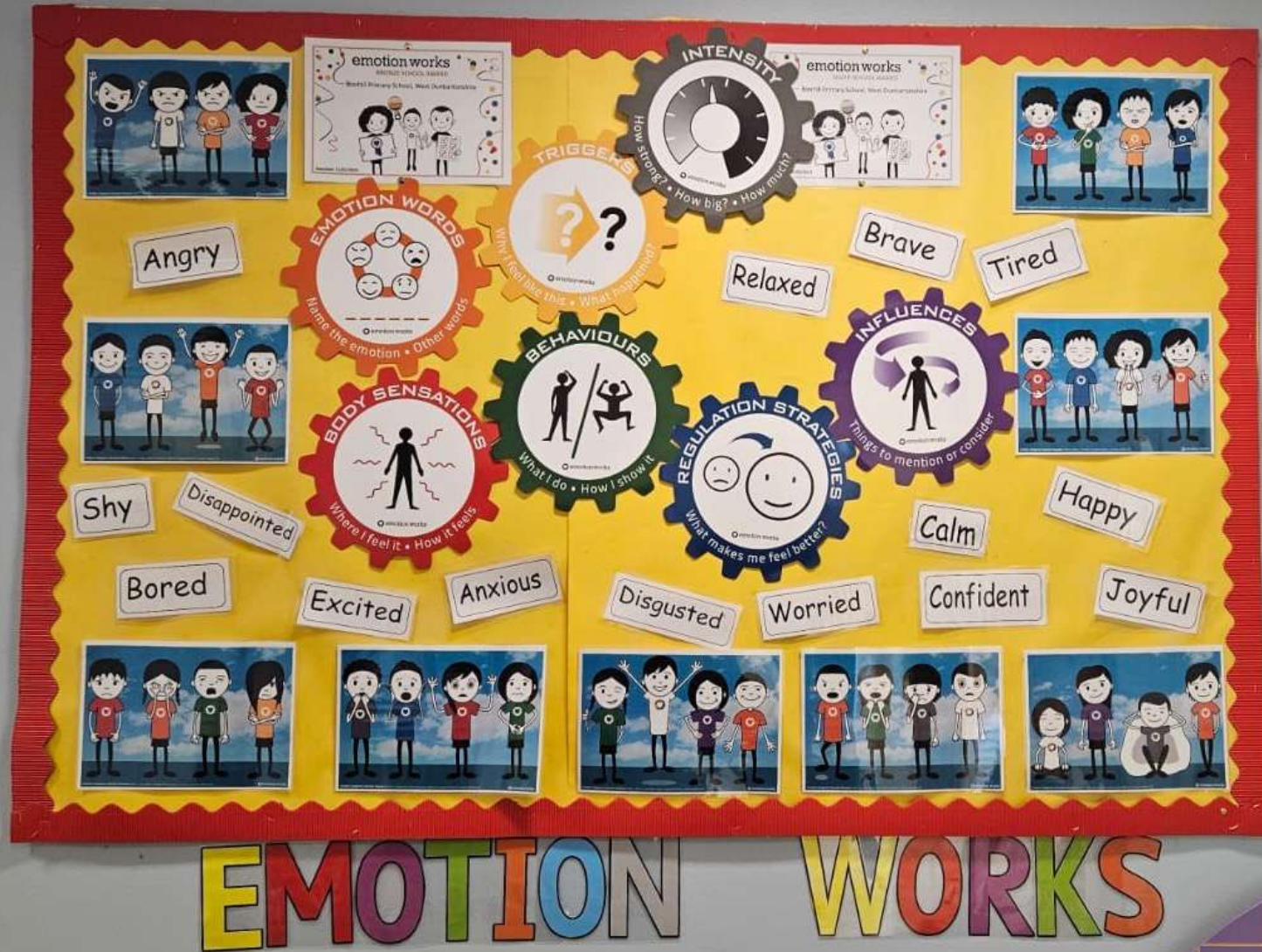
We used stickers with the Regulation Cog on them to praise children who demonstrated good coping skills during Sports Day

We also had Behaviour Cog stickers to reinforce positive behaviours such as supporting others, saying “well done” etc.



Our **Nurture Room** is used for a number of different purposes.

This display can be used by staff and visitors for lots of discussions with individuals or groups



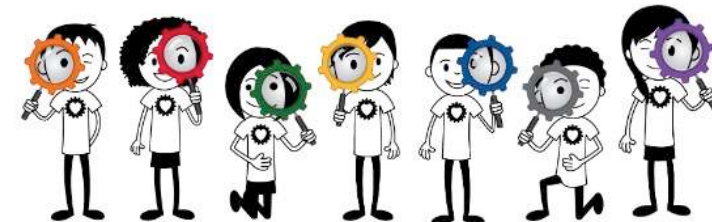


Library Display

– can be used by staff when talking about novels with pupils.

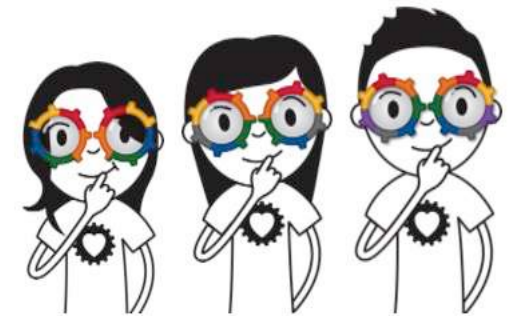


Cog Learning Environment - beyond the Classroom





This is P4 using the
Cogs to examine
the feelings of the
Farmer in The
Sheep Pig





P1 Library Area

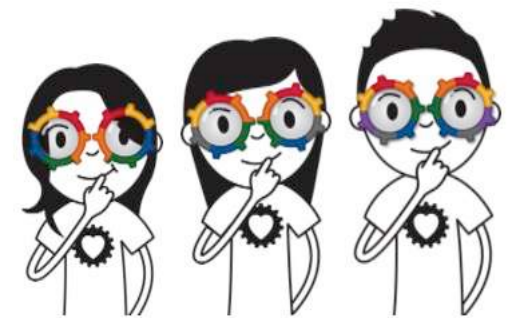
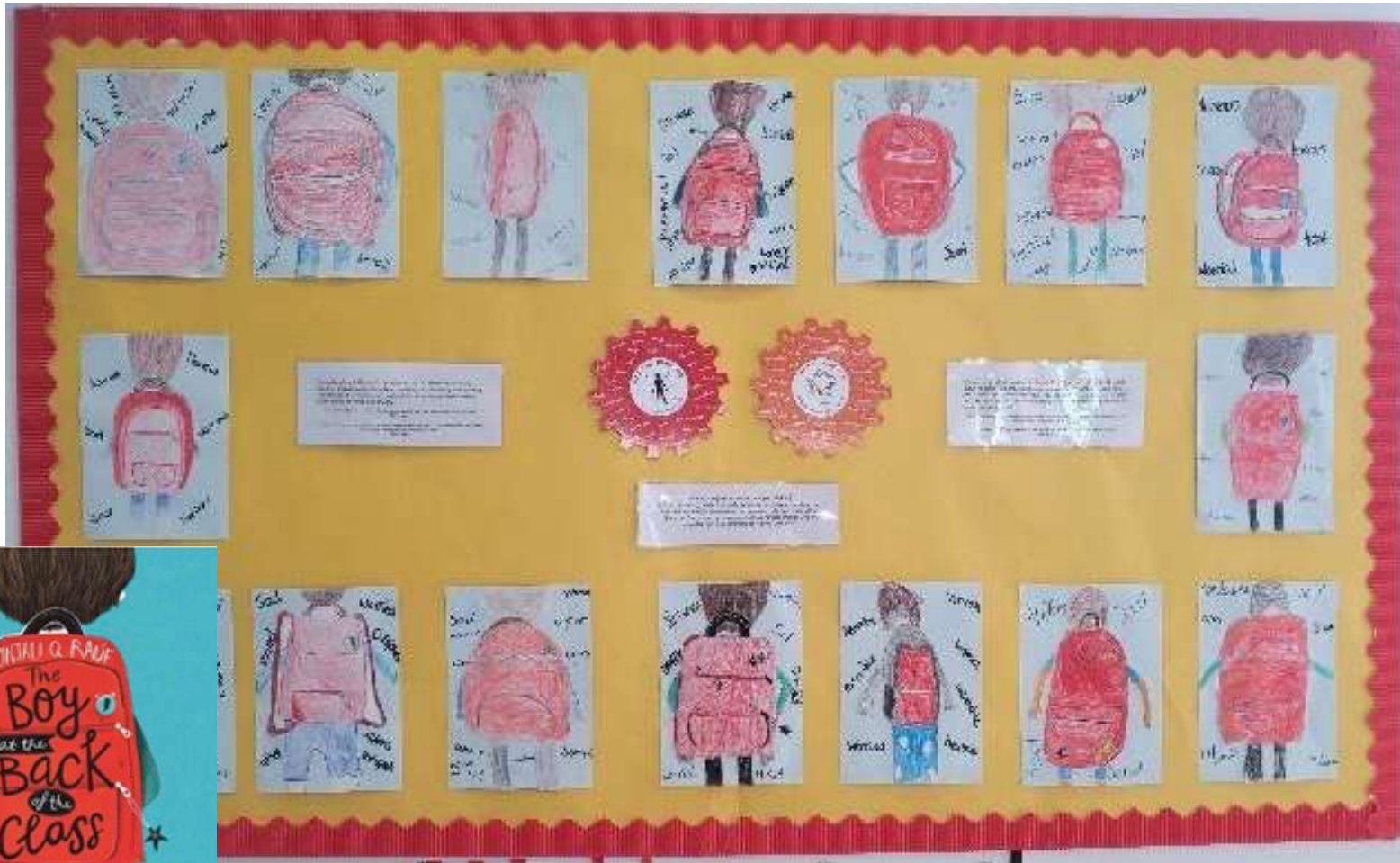
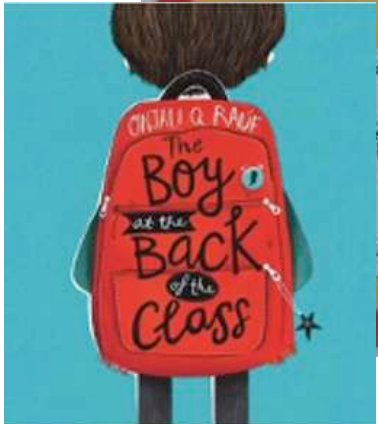
P1 have a blue cog reminder in their library area - to associate reading with quiet time and also to think about 'Feel Better' strategies in their story books.



Novel Work

This is an example of Emotion Works teaching linked to a novel study developed for *The Boy at the Back of the Class*

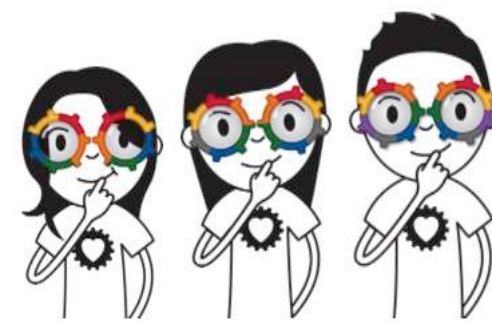
These pictures focus on Emotion Words and Body Sensations





P4 Emotion Vocabulary

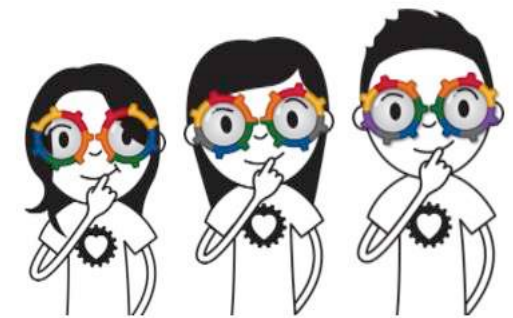
This display was a result of an initial activity which encouraged the children to think about emotion vocabulary.





Wonder-ful Work!

This display is outside one of our P7 classrooms and shows work from their novel study *Wonder*. It was particularly interesting to explore the Body Sensations and Behaviours associated with being kind





Reading - Llama Out Loud (Chapters 20 & 21)

| Remembering | Understanding | Applying | Analysing | Evaluating | Creating |
|-------------|---------------|----------|-----------|------------|----------|
| | | | | | |



Task 1 - Vocabulary

Can you define these different terms in your own words?

| | | |
|------------|--------------|-----------|
| Tendency | periodically | evacuated |
| Protruding | sabotage | pondered |

Task 2 - Knowledge and Understanding



Why was Yasmin's opponent nicknamed Dennis the Menace?



How would you summarise the checkers match?



Can you list the places in the book that are important?



What is Llama's motive for their behaviour? What makes you think this?

Task 3 - Emotion Works



What behaviour shows Yasmin was happy about winning the checkers tournament?

What other body sensations could Yasmin have if she felt happy and proud?

Challenge



We are getting close to the end of the book. Write an ending for the story.



Evidence of Literacy Planning

This is our Novel Study format which incorporates space for Emotion Works tasks meaning teachers frequently revisit the cogs in reading work and literacy lessons.

Task 3 - Emotion Works



Sort these emotion words into two different categories; negative and positive.

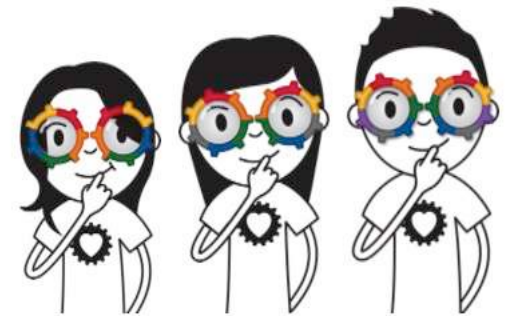
| | | | | |
|------------|---------|-----------|-----------|----------|
| Bored | tired | worried | deflated | grateful |
| Excitement | anxious | defensive | Confident | devoted |



Challenge



Write your own Chapter 16. What do you think should happen next? Will Yasmin have a week undisturbed by Llama?





P6 Poetry & Emotion Vocabulary

After writing poems based on the topic of Remembrance Day our P6 pupils made poppies.

On each petal they wrote words to describe the emotions they felt during the lesson.



P7 Literacy & other Curriculum Links

This display captures some very interesting discussions and learning about online bullying using *Project Evolve*





Here we are in action linking our Online Safety lessons to Emotion Works.
We asked children to imagine the scenario where online bullying and harassment was happening to them. We brainstormed together and then created cogs about the emotions linked to this and strategies to cope.
A lovely wall display is under way reflecting our learning which will be shared!
#workingtogetherallowsmindstogrow



Good morning!

This week in Primary 5/6, we have been learning all about the importance of anti-bullying and the detrimental effects that bullying can have on a person.

We have linked these effects to the Emotion Works cogs. The children used different colours of paper linked to the coloured cogs to show the different ways bullying might affect someone.

Well done Primary 5/6! 🍌



Emotion Works

As part of our health and wellbeing we have been reading Feel-O-Saur. It is a fantastic book and ties in with our Emotion Works perfectly. We spoke about different emotion words using our orange cog and then designed our own Feel-O-Saur characters. We finished off by using the blue cog to consider different regulation strategies and there were some great ideas at the back of the book too!

Sharing Emotion Works learning with Parents

We provide information via Class Dojo.


Here are some examples of posts that have been shared.

Each year, since we started using Emotion Works we have shared an

Information Leaflet with Parents that Sarah produced.

Our leaflet was updated this year to reflect the learning levels that the pupils are now at.

Bonhill Primary School



Emotion Works
Information for Parents



Bonhill Primary School Working together allows all minds to grow

Emotion Works is a visual and colourful educational programme designed to help children...

- Learn emotional language
- Develop emotional understanding
- Manage feelings and emotional behaviours
- Develop resilience

This programme is currently being used throughout our school, from Primary 1 to Primary 7, to ensure our children are happy, settled and confident and ready to learn.

About Emotion Works
Emotion Works is based on the 'Cog Model'



It breaks the topic of emotions down into 7 parts, but also shows how each part links together to help children and young people understand their emotions and how to express and manage them in a healthy way.


We hope that this leaflet will be useful to you when talking to your child/children about their feelings.

Please do not hesitate to contact us if you have any questions or queries.

Working together allows all minds to grow

The Orange Cog – Emotion Words

The orange cog helps children and young people to learn, think and talk about the words we use to discuss our feelings. Increasing the range of vocabulary children know about their emotions will help them to describe how they are feeling more accurately and help them to communicate this more effectively.



The Red Cog – Body Sensations

The red cog helps children and young people to recognise the signs that they feel inside their body which can give clues about their feelings. Thinking about how we feel inside our bodies can be tricky for younger children, so it is important to raise awareness of these.



The Green Cog – Behaviours

The green cog helps children and young people to consider all the different ways that emotions can be expressed in verbal and non-verbal behaviours and matching these to specific emotions. By becoming more aware of the connection between our emotions and behaviours children will hopefully recognise when their actions are not appropriate and to reflect on better ways to communicate their emotions. This cog is important as we need to make sure our children are expressing their emotions in healthy and safe ways. It is also hoped that this knowledge will help children to recognise emotions in others.



Working together allows all minds to grow


The Blue Cog – Regulation Strategies

Through the blue Cog children explore the different strategies that they can use to help calm themselves or to cheer themselves up if they are experiencing a negative emotion. Different children will have different strategies. This may take some time to find what works for our children.




The Yellow Cog – Triggers

The Yellow Triggers cog is introduced as the cog that helps us identify the things that happen at the start of the sequence to cause or 'trigger' our emotional reactions and responses. These triggers could include a playground event, a fall out with a friend, not winning the final game in a tournament, listening to a song.




The Grey Cog – Intensity

The Grey Cog is formally introduced around P4 and P5. This cog helps children and young people to consider the strength of their emotions. Being able to recognise the intensity of their emotions can help children to determine how quickly they need to respond to these.



The Purple Cog – Influences

The purple cog is the last cog which is introduced. The Influences cog helps children consider any other factors that might have an impact on the emotions they are experiencing and the intensity of these. The purple cog can often be the most difficult for children to understand and may require lots of discussion.



Working together allows all minds to grow



We hosted a whole school Parents/Carers Event

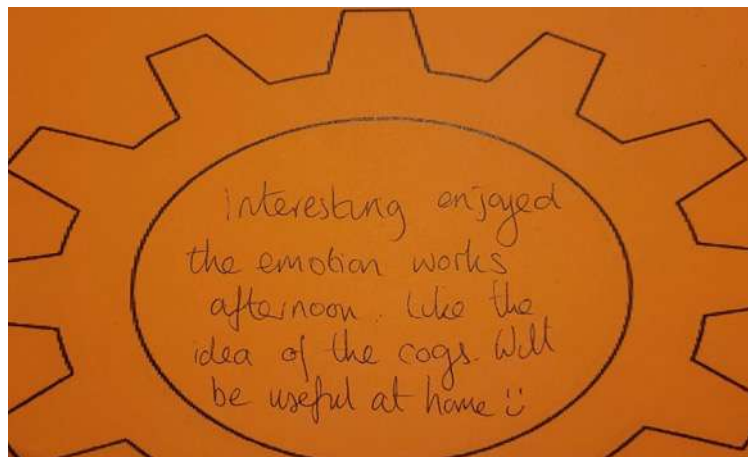
Parents/Carers were invited to a presentation where they were introduced to the Cog model and the function of each cog before visiting their child's class(es) where they were taught more about how we use Emotion Works by the children.



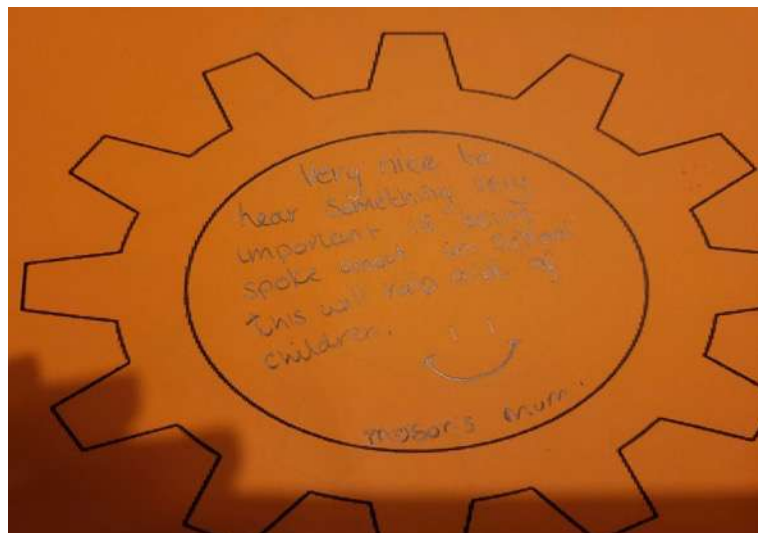


Additional Gold Criteria: Sharing Emotion Works with Parents – Parent Event

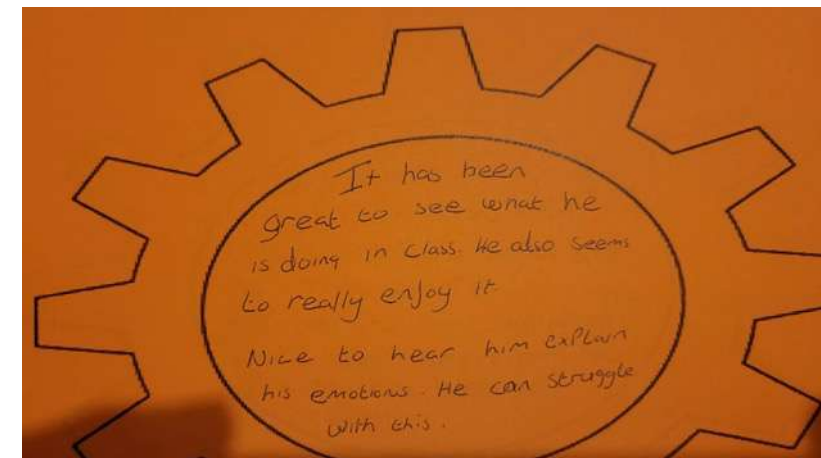
The feedback about our Parent event was very positive



Interesting. Enjoyed the Emotion Works afternoon. Like the idea of the Cogs. Will be useful at home 😊

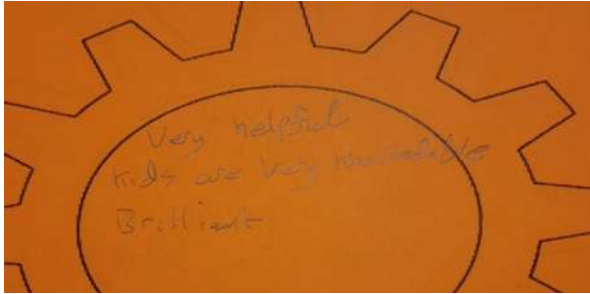


Very nice to hear something very important is being spoke about in school. This will help a lot of children :)

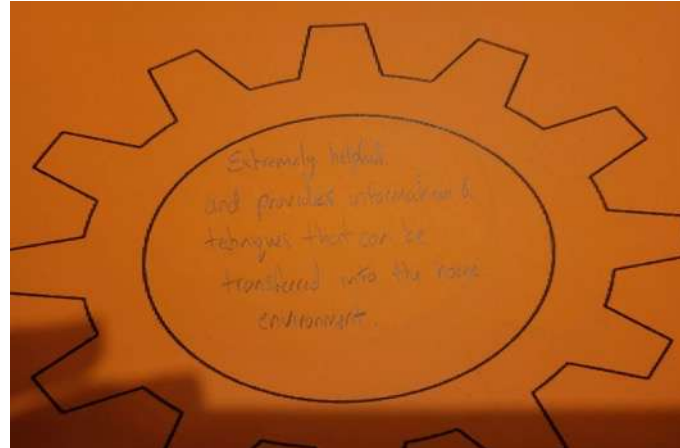


It has been great to see what he is doing in class. He also seems to really enjoy it. Nice to hear him explain his emotions. He can struggle with this.

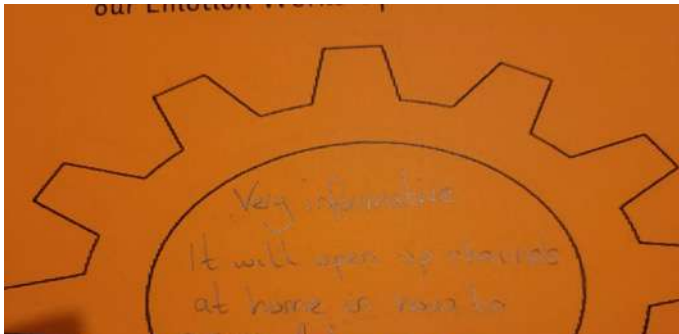
More Parent Feedback



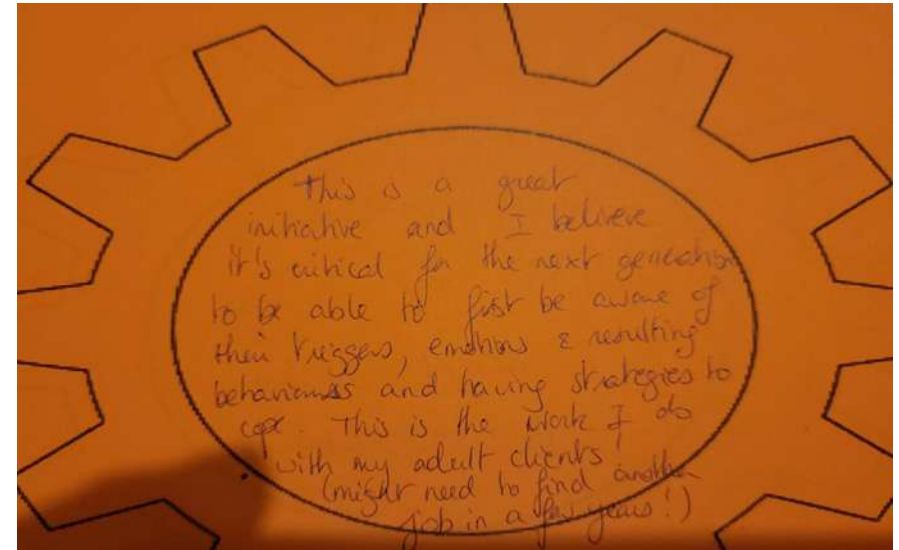
Very helpful. Kids are very knowledgeable. Brilliant.



Extremely helpful and provides information and techniques that can be transferred into the home environment.



Very informative. It will open up channels at home in how to express his feelings in a different way.



This is a great initiative and I believe it's critical for the next generation to be able to first be aware of their triggers, emotions and resulting behaviours and having strategies to cope. This is the work I do with adult clients! (I might need to find another job in a few years!)

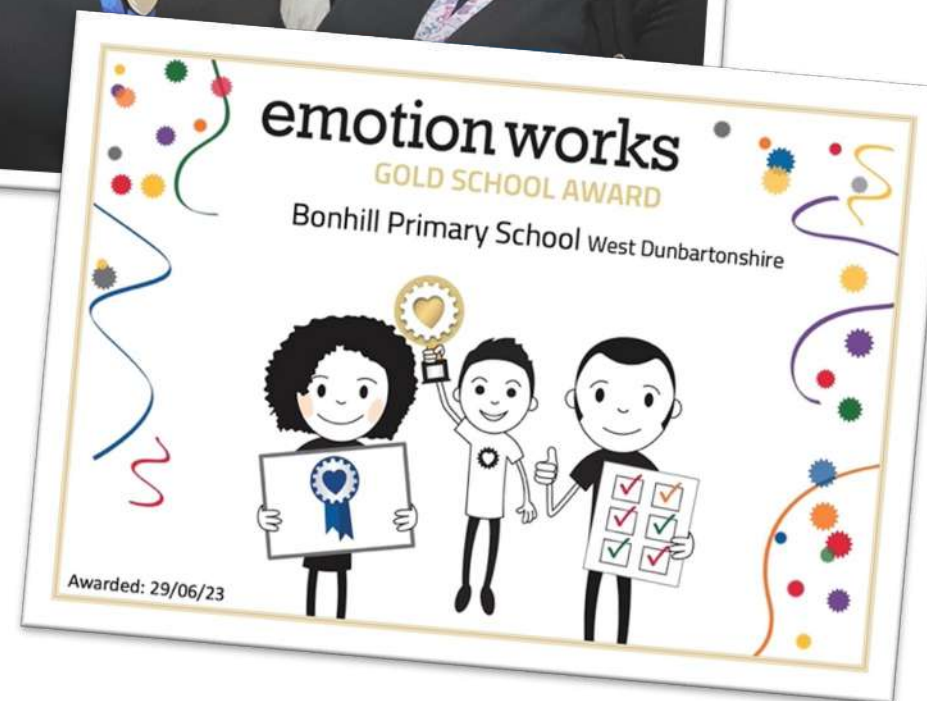




BONHILL PRIMARY SCHOOL

First School to achieve an
Emotion Works Gold Award!

emotion works



Very well deserved 