

What are you feeling?

A guide to help deaf children understand and identify their emotions



**Our vision is a
world without barriers
for every deaf child.**

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Based on the original *What are you Feeling?* resources created by Helen Foulkes née Reed in 2001.

Revision of *What Are You Feeling?* by Diana Harbor at the Ear Foundation.

Introduction

Just as we need words to explain where we are and what we are doing, we also need words to explain how we are feeling. Understanding and identifying our feelings and those of others helps us to develop empathy and problem-solving skills. Learning how to control and manage our emotions is also important.

A deaf child with good emotional health and wellbeing will have the language and skills to communicate and understand their feelings and those of others. However, these skills can be challenging for deaf children who may not have the vocabulary to 'label' their emotions. Without support this can lead to delays in developing personal and social skills and could have a knock-on effect on their academic achievement.

Some deaf children may also have a delay in developing their Theory of Mind – the ability to understand someone else's perspective and to know that this may be quite different from our own thoughts, desires and beliefs. Theory of Mind is at the heart of all activities involving socialising and making friends.

The philosophy of this resource is that we all have the right to express and handle our feelings safely and creatively. If we learn to do this in an appropriate way as children, we can grow into emotionally literate adults, able to manage our emotions in a way that empowers and enriches our lives.

Working with this resource

This resource is a starting point to help deaf children understand and identify the different emotions that we feel. Some children think it is wrong to have ‘uncomfortable’ feelings and that we should be happy all the time. This resource will help children understand that it is OK to have uncomfortable feelings or to not have good days.

This resource is aimed at deaf children at pre-school or in the first few years of primary school. While the activities are at a level that young children will understand, you may need to adapt some of the activities and the language to meet the needs of the group or individual you are working with.

You don’t need to complete every activity in this workbook – simply choose those that are most appropriate. If you’re a teaching professional, you can get advice from other professionals, such as speech and language therapists, on which words are most suitable. For most children we suggest focusing on just five words to begin with.

There are various ways in which you can work with this resource:

- Younger children can colour in the pictures. Afterwards, you can ask them questions about the scenarios and about how the people in them are feeling.
- You can use the simple story beneath each drawing, or ask the children to create their own stories, either in British Sign Language (BSL) or in written English, about a time when they felt one of the feelings in this workbook.
- You could photocopy and cut out and separate the story, spelling sections and sign section on each worksheet and glue/laminate them on to card and then play matching games with them.

It’s important that these exercises are not seen as English lessons. They should enable children to learn about and acknowledge their own emotions in a fun way and to express them within a safe environment.

Role-play

Role-play can be used to explain and understand the emotions described in the worksheet stories. As a starting point, you could perhaps share your own personal experiences with the children.

It’s important that children realise that role-play is acting and that it’s not real life. It may be a good idea for children to wear badges that say things such as “I am acting in a role-play”. Care should be taken to make sure children are ‘grounded’ (see grounding exercises on page 6) after role-play and you should spend a few moments talking about something else with them.

Grounding exercises

Throughout this resource we have recommended that you may need to ‘ground’ the children after certain discussions. This simply means making sure you send children away feeling calm, relaxed and safe. Here are a few practical ideas to choose from, which will need to be adapted depending on the age and physical ability of the children.

Draw a safe space

Invite the children to draw a real or imaginary place that feels safe. This can be done in small groups or individually. Emphasise that this is not a drawing competition and encourage them to add details that are important to them. For example, swings, a trampoline, a lovely shady tree to lie under, or a blanket. Maybe it’s a sandy beach or sitting next to one of their parents or carers on a soft couch.

After the drawing is complete, invite the children to talk about their pictures. Explain to the children that they can ‘go to’ this space in their mind when they are feeling stressed or that they can visit it after discussions that have made them feel emotional.

Tensing and relaxing muscles

Invite the children to do a simple relaxation exercise. Help the children to tell the difference between the sensations of tense muscles versus relaxed muscles. Start with scrunching your face up and then relaxing, drawing shoulders up to the ears and then relaxing. Imagine squeezing lemons in both hands – really squeezing the juice out – and then relaxing. At the end of this activity encourage the children to give themselves a gentle shake and to wiggle their arms and legs.

Deep breathing

Deep breathing is a technique that can be taught to children of all ages and it encourages a child to focus, calm down and relax. It involves teaching the child to take air in and exhale air out in a measured way while associating each breath in with becoming calm and each breath out with feeling relaxed. Having a visual prompt/prop can help younger children with this. One idea is making a simple paper flower or a paper pinwheel.

Instruct the children to take a nice deep breath in through their nose (inhale) to smell the flower, and hold. Then, blow out the breath through their mouth (exhale) as hard as they can, making the real/imaginary pinwheel move around. Repeat several times.

Symbol index

These five symbols are used throughout the teacher's notes to show the different types of work suggested:



Discussion



Project



Role-play



Stretch your thinking

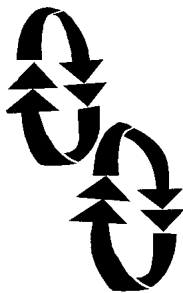


Extend your language

We use directional arrows throughout the worksheets to make any movement involved in the pictured British Sign Language (BSL) sign easier to understand.

A lot of BSL signs involve movement. It is important – apart from hands and fingers making the correct basic shape – that the direction of the sign is also correct.

The arrows below show basic movements.



Alternate hands in a repetitive circular motion up and towards and then down and away from the body.



Circular repetition



Double movement



Single straight movement with abrupt stop



Arch movement



Single straight movement

Teacher's notes – happy

The story

Today is Dan's birthday. He is having a party with his friends. Dan is going to blow out all the candles on his cake and open his presents. He feels very happy.



Discussion

Ask the children to close their eyes and think about a time when they were really, really happy.

- What was happening and what were they doing?
- Were they at their own birthday party or somewhere different?
- Can they describe what happiness feels like? Can they give the feeling a shape, or a colour?

Most of us like sharing our birthday and enjoy the feelings of having friends around us, getting lots of attention and receiving presents.



Project

This project is about being able to understand another person's perspective and think about their likes and dislikes and what would make them happy. You could ask the children to draw/cut out of a catalogue three presents for three different people. Examples could include a family member who loves animals or a friend who enjoys sports. Ask the children to talk about their thinking and decision-making for each choice of present.



Role-play

Ask the children to devise a story about happiness and what it feels like to be happy. What do we look like when we are happy?



Stretch your thinking

If the children had to choose a present that would make someone else happy, what would they have to think about? They could discuss thinking about what the other person's interests are: are they sporty, do they like to read, how old are they?

- Do they think people get more enjoyment out of giving rather than receiving presents?
- Do they think their friends expect them to be happy when they open a present that they've given them?
- What would happen if they were disappointed with the present? What should they do?



Extend your language

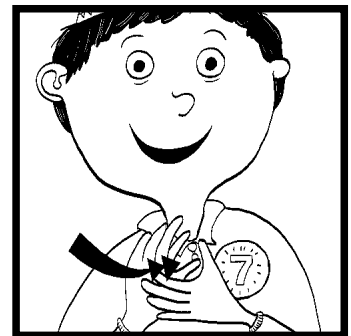
Other words similar to happy: delighted, joyful, glad, ecstatic

Idioms: over the moon, on cloud nine, walking on air, feeling on top of the world, buzzing

Worksheet – happy





Today is Dan's birthday. He is having a party with his friends. Dan is going to blow out all the candles on his cake and open his presents. He feels very happy.



Is feeling **happy** a comfortable  or an uncomfortable  feeling?

h a p p y



h a p p y 

Teacher's notes – sad

The story

Jack's cat has died. He loved his cat and misses him. When Jack looks at the empty basket he feels sad.

This may be Jack's first experience of loss. What can be done to help him through these painful feelings of losing someone or something he loved?



Discussion

Ask the children to talk about when they have felt sad and why.

- Was it like Jack's situation?
- Ask them how they might draw the word 'sad'. What colours would they choose?
- Discuss with the children how they behave when they are sad. (Talk about how it's OK to cry and that it can help.)
- What would they do if Jack was their friend and he told them about his cat?
- Should Jack get another cat?



Project

Choose sadness and two other feelings and make a simple 'feelings mask' (see the worksheet on page 58 for a template). You could give the child a few copies of the mask template and they could decorate these by drawing a facial expression on it or even just colours that they feel match how Jack would be feeling. Ask them to use the mask to show how they really feel. Explain that we aren't always able to show our feelings with everyone, and we may need to wait to share certain feelings with people we really trust like family or friends.



Role-play

Ask a child to play Jack.

- Ask them what it's like to have a pet cat and what he loved about his cat.
- Ask the child how it would feel to see the empty basket and his cat's collar. For younger children you could simply ask what Jack might miss about his cat.

Issues around death and dying may be raised during role-play, so it's important to 'ground' the children after this (grounding exercises are on page 6).



Stretch your thinking

Sometimes we can hide our feelings of sadness behind a 'brave face'. What does this mean? What is the problem with hiding our feelings from others?

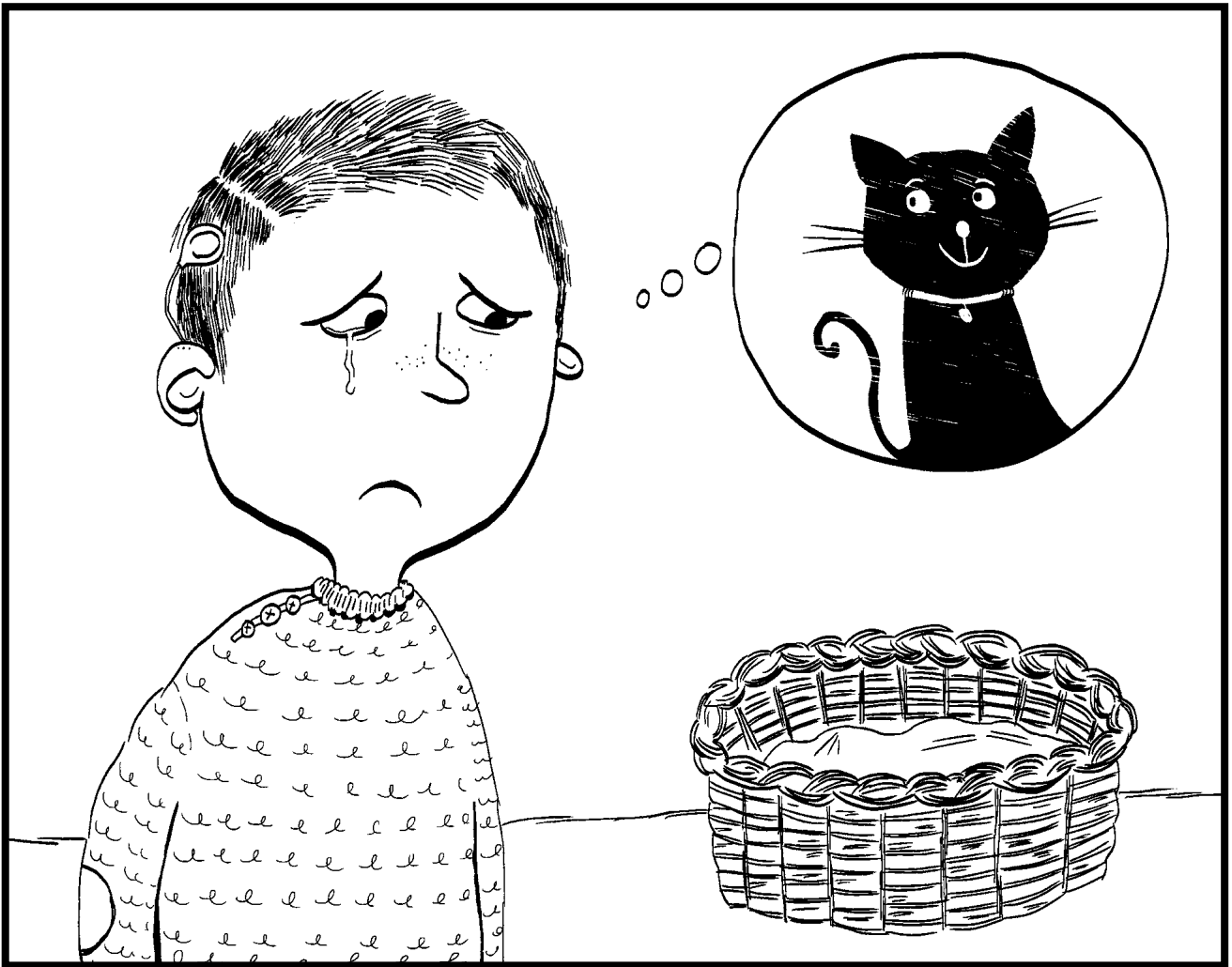


Extend your language

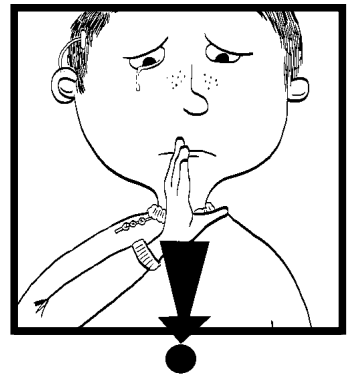
Other words similar to sad: unhappy, miserable, upset, sorrowful, somber



Idioms: feeling rubbish, down in the dumps, feeling low

Worksheet – sad



Jack's cat has died. He loved his cat and misses him. When Jack looks at the empty basket he feels sad.



Is feeling **sad** a comfortable  or
an uncomfortable  feeling?

s a d

Teacher's notes – excited

The story

Christopher and his family are going on holiday to Jamaica by aeroplane, and it will be his first trip overseas. Christopher is feeling very excited.

Holiday destinations make geography lessons come alive for most children. Where is Christopher going and where is it on the world atlas? Could he be going to visit family?



Discussion

Christopher is excited about going on holiday. Can the children think of a time when they felt as excited as Christopher?

- What happened to make them feel excited?
- How long did the excitement last?
- How did they feel when the excitement died down?



Project

Encourage the children to bring in magazine/newspaper clippings/advertisements, holiday photographs or postcards about a holiday or place they would like to go to. Which country or place would they be excited about visiting? What do you know about the place or country they want to visit?



Role-play

Ask the children what it feels like to be excited.

- How do we look when we feel excited? (Perhaps link this to the activity sheet on page 59.)
- What do we feel inside and where do we feel excitement in our bodies?
- How do other people react to us when we are excited?



Stretch your thinking

How would Christopher and his family feel if the plane was delayed by four hours? What would they do to pass the time?

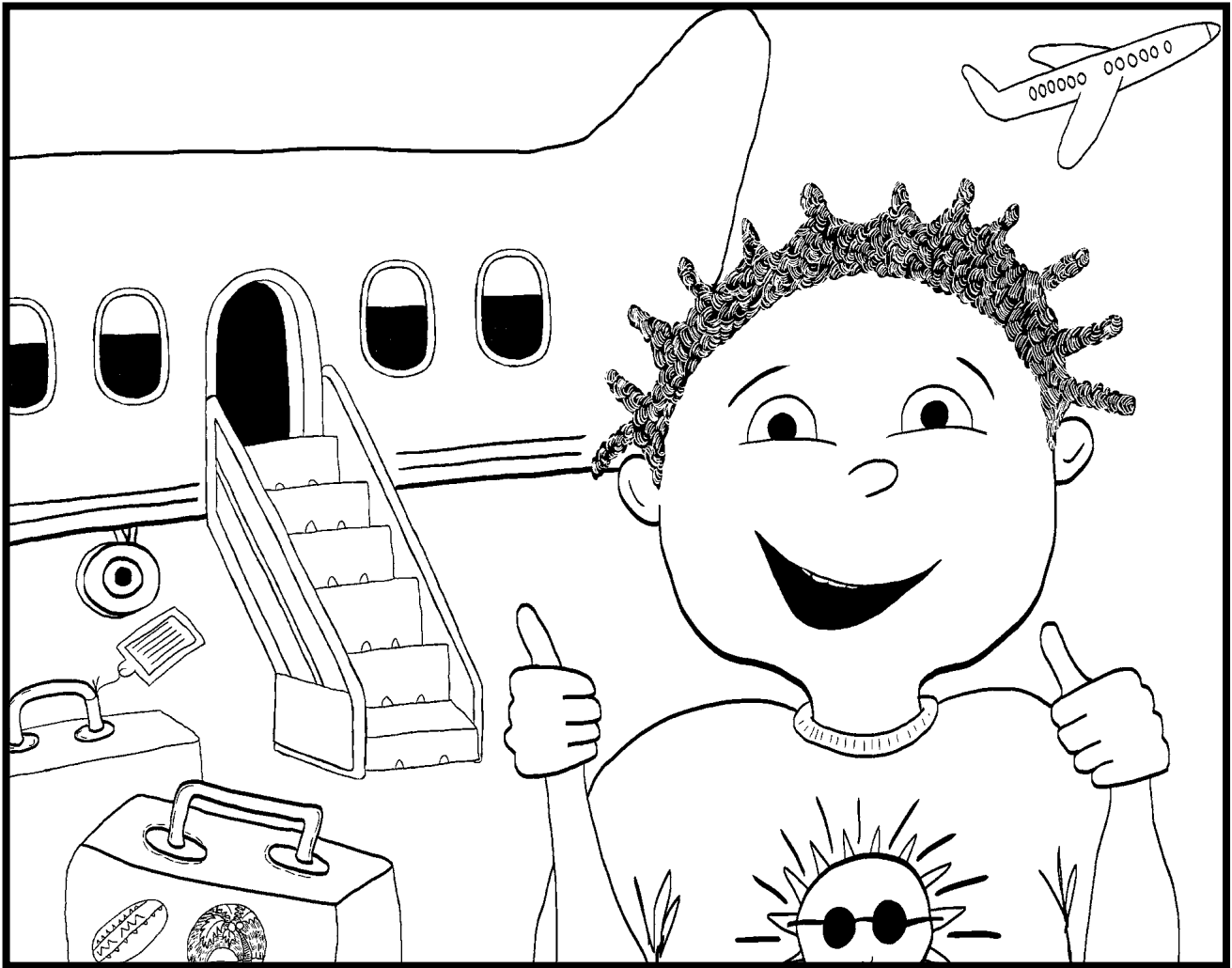


Extend your language

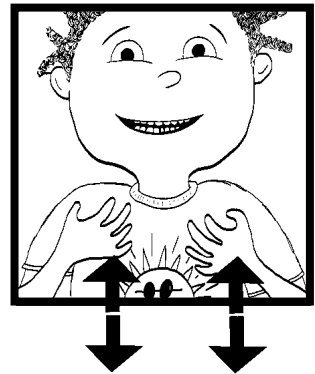
Other words similar to excited: eager, thrilled



Idioms: can't wait

Teacher's notes – excited

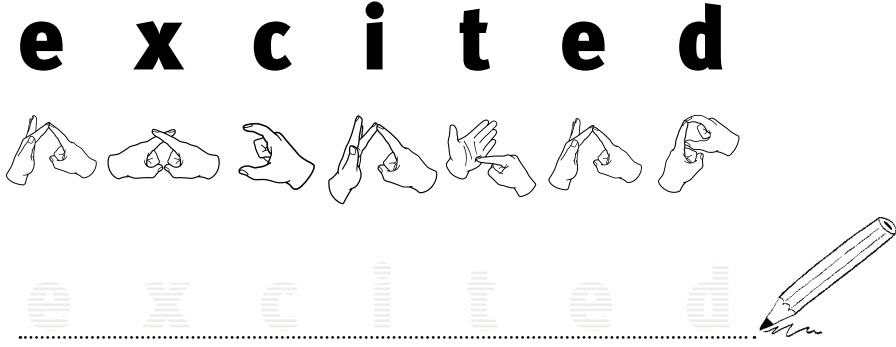


Christopher and his family are going on holiday to Jamaica by aeroplane, and it will be his first trip overseas. Christopher is feeling very excited.



Is feeling **excited** a comfortable 
 or an uncomfortable  feeling?

e x c i t e d



Teacher's notes – angry

The story

Alex had a fight with his brother and both of them got very angry. Their mum told them to stop and took away their computer time. Alex still feels angry with his brother.

Why do some siblings argue so much? Is it normal to have arguments and sometimes fall out with siblings? What about friends? (You might talk about the difference between normal fall outs and bullying with caution.)

What do the children think Alex and his brother were fighting about? (Look at the picture and draw from personal experience.)



Discussion

Encourage the children to think about what makes them feel angry.

- Are there particular people that make them angry?
- How do parents, teachers and friends react when they are angry?
- What might happen if they stay angry? For example, in the story Alex and his brother have their computer time taken away.

Define the difference between feelings and behaviour. For example, it's OK to be angry, but it's not OK to hit others. Encourage discussion around the fact that our feelings are not 'bad', but we do have to be responsible for our actions and behaviour when we're angry.

- How can people show they are angry and still make sure they don't lose control of their behaviour?
- What does it mean to 'let off steam'?



Project

Ask each child to draw a thermometer to explore what makes them extremely angry/very angry/quite angry/a little angry/calm. Then ask what they can do to 'bring the temperature down' and feel calmer, such as breathing, leaving the room, telling themselves it's OK to feel angry, or jumping on a trampoline.



Role-play

Through role-play, examine how the children feel when they are angry.

- What happens to our bodies when we become angry?
- How can other people tell that they are angry; what clues do they give? (This is to explore whether they quietly seethe, suddenly explode or get tearful and angry.)
- What can other people do to help when they are angry? For example, give them space, don't try to comfort or hug them if they don't want it, although others may want to be comforted.



Stretch your thinking

Ask the children to imagine a giant floating iceberg, where what they see is only a small part of the big bit of ice under the surface. Anger can be like that with lots of hidden feelings. Can they think of any? (These may include frustration, feeling hurt, anxious, disrespected or unheard.) You might need to explain to the children what icebergs are before starting this discussion.



Extend your language

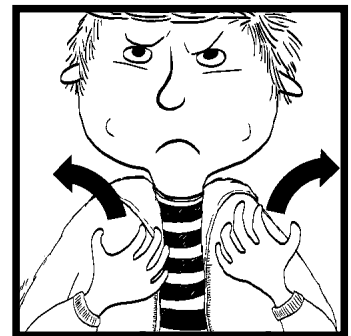
Other words similar to angry:
furious, livid, seething, fuming



Idioms: makes my blood boil, seeing red, going bananas, letting off steam, makes me mad

Worksheet – angry




Alex had a fight with his brother and both of them got very angry. Their mum told them to stop and took away their computer time. Alex still feels angry with his brother.




Is feeling **angry** a comfortable  or an uncomfortable  feeling?

a n g r y



a n g r y



Teacher's notes – tired

The story

Last night Fergus stayed up late playing computer games instead of sleeping. Fergus is now tired at school.

Many children become so interested in watching TV or playing games on a tablet, phone or computer that they go to bed too late. This is especially common now that many children have their own computers and/or TVs in their bedrooms.



Discussion

Encourage the child or children to think about:

- What happens to our brains when we are tired? For example, are we able to think clearly?
- What happens to our moods when we are tired?
- What would happen if we didn't get enough sleep over long periods?
- How can being tired affect friendships? (Talk about feeling grumpy and irritable because we are tired, which make us less appealing to be around.)



Project

What happens to people who are trying to carry out everyday tasks when they are tired?

What are the dangers of not getting enough sleep? Have a think, for example, about drivers and people who operate machinery.



Role-play

Through role-play, encourage the children to act out how they appear when they haven't had enough sleep such as:

- walking around slowly and dragging their feet
- being distracted and not being able to concentrate on conversations
- yawning and being generally tired.



Stretch your thinking

Listening through hearing technology or through lip-reading and signing is tiring and uses up a lot of energy. Do the children think it's even more important to get enough sleep because of their hearing loss? Why do they think this is?

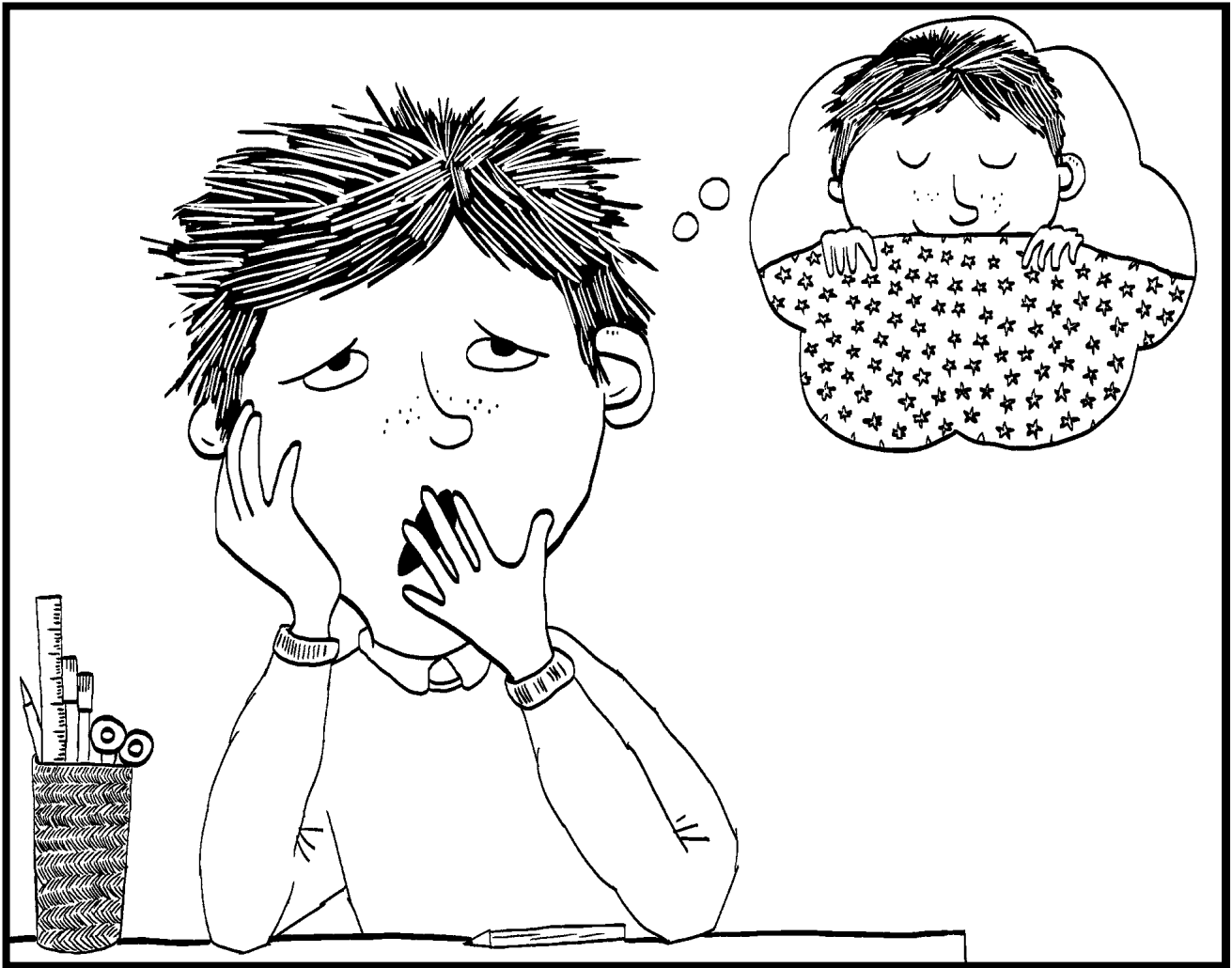


Extend your language

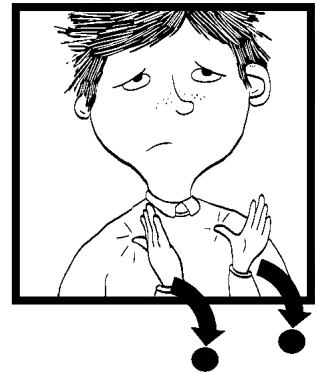
Other words similar to tired:
exhausted, fatigued



Idioms: ready to drop, dead on my feet

Worksheet – tired





Last night Fergus stayed up late playing computer games instead of sleeping. Fergus is now tired at school.



Is feeling **tired** a comfortable  or
an uncomfortable  feeling?

t i r e d



t i r e d 

Teacher's notes – scared

The story

Georgia sometimes wakes up in the night. When she does, she feels lonely and frightened. Georgia does not sleep with her hearing aids on and she is also scared of the dark.

When a hearing child wakes up in the darkness, they can gain comfort from points of reference, such as the sound of a TV downstairs, the murmur of their parents' voices, or even the ticking of a clock. Deaf children can wake up in a sightless, soundless vacuum, and are sometimes afraid of the dark.



Discussion

Deaf children can often be helped to express their fears through group discussion.

- What happens when they wake up in the dark?
- What is it about the darkness that frightens children?
- How do they think they could start to overcome this fear?
- How can parents help? For example, by getting a night light.

Extra care should be taken to make sure children are 'grounded' after this sort of discussion (see grounding exercises on page 6).



Project

Encourage the children to write or draw about a time when they felt scared.

- What was it that frightened them?
- Were they right to be scared?
- Who did they go to with their fears?



Role-play

Through role-play, allow children to experience the feeling of being scared. This can be done by choosing some of the scenarios that the children have introduced in the project above. They may want to act these out and then explore different issues using the questions below.

- How do we look when we are scared?
- What are the things that scare us?
- What is the best thing to do when we are scared?

Extra care should be taken to make sure children are 'grounded' after this discussion and role-play (see grounding exercises on page 6).



Stretch your thinking

Feeling scared is a way of protecting ourselves, for example, feeling scared if we climb too high up a tree. Do the children agree? However, sometimes it's good to do things that scare us a bit. Do they agree?



Extend your language

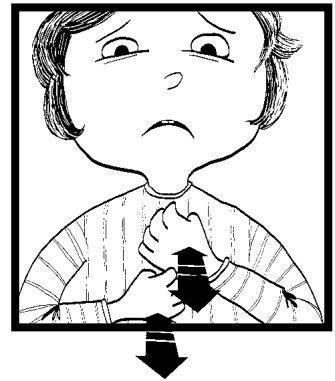
Other words similar to scared: afraid, petrified, terrified, anxious, shaken



Idioms: scared out of my wits, heart in my mouth, jump out of your skin, scared stiff

Worksheet – scared



Georgia sometimes wakes up in the night. When she does, she feels lonely and frightened. Georgia does not sleep with her hearing aids on and she is also scared of the dark.



Is feeling **scared** a comfortable  or an uncomfortable  feeling?

s c a r e d

Teacher's notes – upset

The story

Harry had an argument with his best friend earlier in the day at school. He is now at home but is still thinking about the fight and feeling very upset.

This event happened recently but is still affecting Harry's feelings.



Discussion

It may be useful to lead a discussion on the children's feelings after they have had a fall out or argument with someone they are close to, such as a friend or family member.

- Ask the children what the argument between Harry and his friend could have been about. This encourages them to think about somebody else's perspective, thoughts and feelings.
- What do they think Harry's friend is feeling? Could he be thinking about the argument too?
- What could Harry do to make himself feel better? This should include talking to an adult about what has happened.



Project

Ask the children to draw pictures about times when they have felt upset and write about what they could have done to make themselves feel better.

Extra care should be taken to make sure children are 'grounded' after this sort of work (see grounding exercises on page 6).



Role-play

It's not only arguments that make us upset. Sometimes there are other things that may happen to upset a deaf child. For example, some deaf people get upset when someone else says "Oh, it doesn't matter" or "it wasn't important" when they ask for what's been said to be repeated.

- Can the children role-play any situations about being deaf that may upset them?

Caution should be taken as this could be an emotional activity and space, time and sensitivity is needed (see grounding exercises on page 6).



Stretch your thinking

Sometimes feelings of worry and upset can be similar, like feeling worried about an upcoming test at school.

- What could Harry be worried about in the story?
- Have the children ever upset someone?
- What did they do and how did they make it better?



Extend your language

Other words similar to upset: hurt, worried, down, dismayed, rattled, unsettled



Idioms: down in the dumps

Worksheet – upset

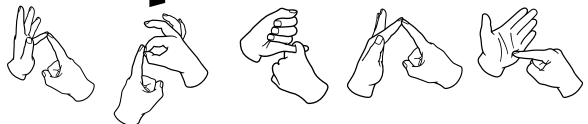


Harry had an argument with his best friend earlier in the day at school. He is now at home but is still thinking about the fight and feeling very upset.




Is feeling **upset** a comfortable  or an uncomfortable  feeling?

u p s e t



u p s e t



Teacher's notes – calm

The story

Kim and her dad read her favourite stories at bedtime. Kim looks forward to doing this and spending time with her dad. The stories make her feel calm before she goes to sleep.

In this scenario, Kim and her dad are reading a bedtime story. They may have both looked at the pictures first to make sure that Kim can follow the story when it is read out to her. Or perhaps Kim likes to read bits of the story to her dad. Some children have stories signed to them.



Discussion

Ask the children what they do before going to sleep.

- Does what they do they before bed affect how well they sleep?
- What makes them feel calm, and can they use this to help them control feelings that may cause them to lash out or become aggressive when they're angry?
- Do they have a favourite toy to help calm them and make them feel safe, or did they have one when they were younger?
- Do any of them like to read before bed?



Project

The saying “Keep calm and carry on” is very popular. It was originally said a lot during World War Two to remind people to stay calm. It's now being changed and used in a lot of funny ways, for example, “Keep calm and let it go”, “Keep calm and eat pizza”. Can the children think of any more examples?



Role-play

In role-play, examine ways of making people calm down – perhaps when they feel angry.

- How do they help people to calm down, and how can they help people to stay calm?
- When they are angry/scared/afraid, what can they do to help themselves calm down?

As a group, try a calming, short session of mindfulness. This could involve trying at least one of the activities suggested in the grounding exercises (see page 6).



Extend your language



Other words similar to calm: cool, still, tranquil, peaceful, restful

Idioms: cool, calm and collected

Worksheet – calm

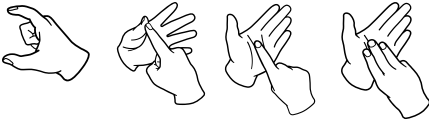



Kim and her dad read her favourite stories at bedtime. Kim looks forward to doing this and spending time with her dad. The stories make her feel calm before she goes to sleep.

Is feeling calm a comfortable  or an uncomfortable  feeling?



c a l m



c a l m 

Teacher's notes – frustrated

The story

Amy could not do the work the teacher gave her. She thought the work was too difficult. Amy became very frustrated.

Amy is not coping with her work. She sees her classmates working around her and she feels frustrated because she fears being left behind.



Discussion

Discuss what it feels like to be the 'odd one out'.

- What would they do in Amy's place?
- Does Amy deserve sympathy? If so, how would they support her?
- How is Amy's frustration likely to show itself in her behaviour?
- Is Amy likely to behave differently in the playground or at home because of her feelings of frustration?



Project

Ask the children to look at the sign for 'frustrated'.

- Where is frustration felt in the body?
- How do people feel frustration (for example, as a tightening of the chest)?
- What else might we feel in our body when we are frustrated? Ask the children to write up a list of what these might be.



Role-play

Enable the children to experience Amy's frustration.

- How does Amy feel about not understanding what she needs to do? Does she feel that everyone else has knowledge that she doesn't have?
- How does it make Amy feel to see other people working around her?
- What are the attitudes of the other children? Do they feel sympathy when they see her struggling?
- Do the others want to help Amy?
- What are Amy's feelings towards the other children and her teacher?



Stretch your thinking

Quite a few children find homework frustrating, especially weekend homework. What could they do to help themselves when they feel frustrated? For example, they could break tasks down into smaller chunks or build in a reward when they have finished part of their homework.

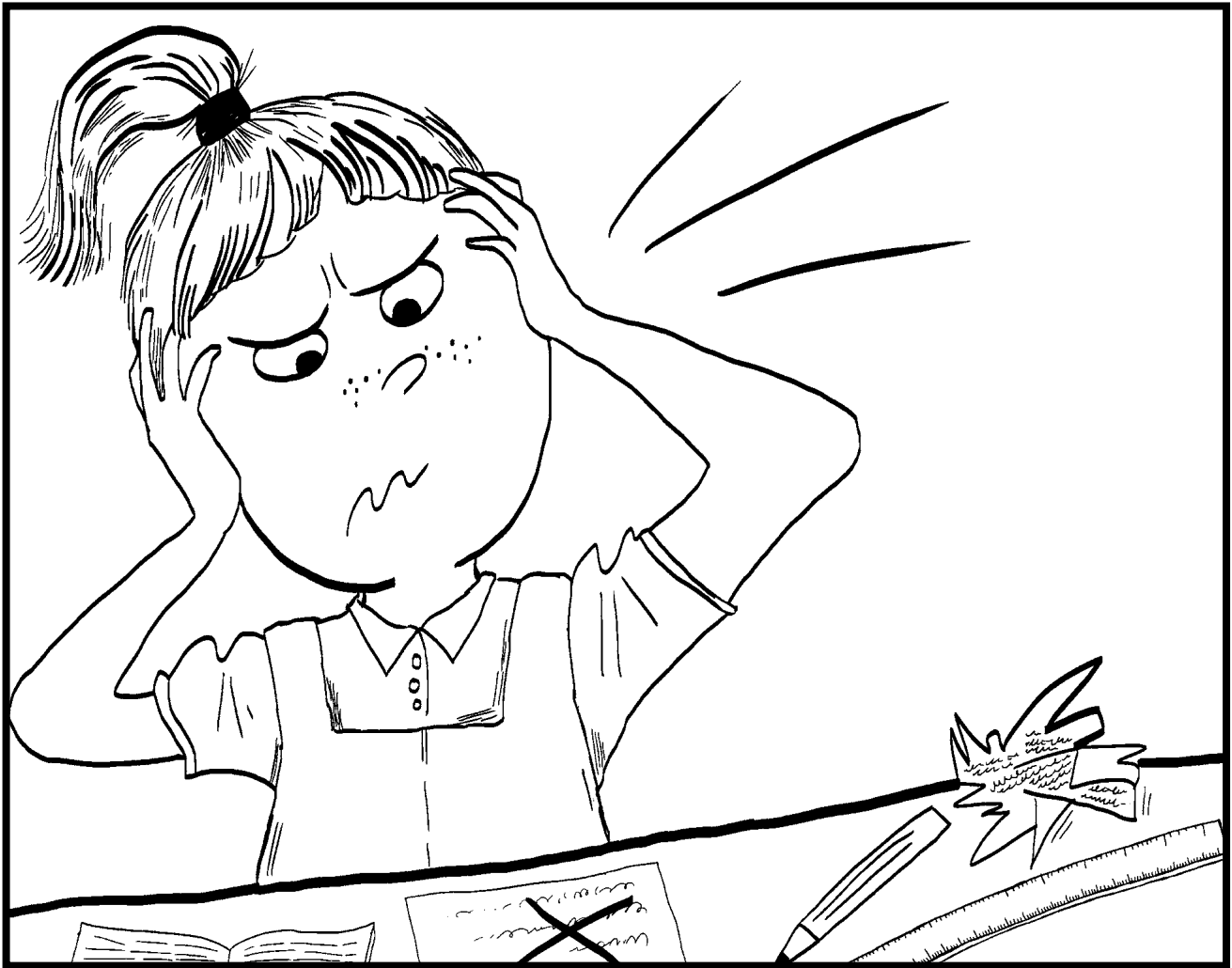


Extend your language

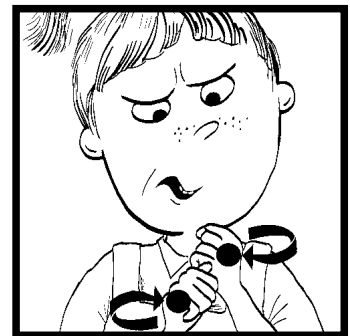
Other words similar to frustrated: fed up, disheartened, discouraged, irritated



Idioms: bugs me, can't bear it

Worksheet – frustrated



**Amy could not do the work the teacher gave her.
She thought the work was too difficult.
Amy became very frustrated.**



Is feeling **frustrated** a comfortable 
or an uncomfortable  feeling?

f r u s t r a t e d

f r u s t r a t e d

Teacher's notes – bored

The story

Will is on his way to school and it's a long journey. The car is stuck in a traffic jam and can't move. Will is bored and wishes the car would start moving.

Some children travel a long way to school and this often makes the school day longer. Some children enjoy being with their friends during this time, while others can become bored and restless.



Discussion

Even if the children don't travel a long way to school everyone has been in a car, on a bus or a train on a long journey or has had to wait in a long queue at the shops. Or maybe they had to stay at home and felt bored.

- What is boredom?
- What makes them bored?
- How do people look when they're bored?
- Is it possible to avoid being bored? How can boredom be avoided?
- If they are bored on the journey, what can they do to reduce this boredom? Can hearing technology help? (For example, streaming music from an iPod.)



Project

As a group project, create a 'beat the boredom' game for a long journey and see who can be the most imaginative. For example, a point for every red car you see, or, five points every time you see a tractor, 10 points if the tractor is moving.



Role-play

Through role-play, try to explore the feeling of being bored. Get the children to think of a situation at school or at home where they have been bored. Now act out two different endings: one where being bored leads to behaviour that gets them into trouble and another ending where they solve the problem of feeling bored by, for example, starting a football game.



Stretch your thinking

What are the advantages and disadvantages of feeling bored? Do they agree that different people get bored more easily?



Extend your language

Other words similar to bored: disinterested, listless, dull



Idioms: bored stiff, bored to tears/death, bored out of your skull

Worksheet – bored





**Will is on his way to school and it's a long journey.
The car is stuck in a traffic jam and can't move.
Will is bored and wishes the car would start moving.**



Is feeling **bored** a comfortable  or
an uncomfortable  feeling?

b o r e d



b o r e d 

Teacher's notes – hopeful

The story

Gemma has always wanted a dog. She would love a puppy. She is hopeful that her parents will buy one for her.

Have any of the children been hopeful about owning a pet?



Discussion

Ask the children to talk about what it feels like to be hopeful. Ask them to draw or write about a time when they felt hopeful.

- Are they always hopeful about getting things for themselves?
- What do they feel like when their hopes come to nothing?



Project

Ask the children to write down three things they are hopeful might happen at school in the next few months, such as being awarded a prize for good behaviour or making a new friend. Put them in a sealed envelope in a safe place ready to open at the end of term.



Role-play

Ask the children to create two silent group dramas that will be acted out without words. One scene should show someone being hopeful and the other scene should show someone being hopeless. Can the other groups tell which was which just from looking at the body language?



Stretch your thinking

The story illustration shows parents with different expressions on their faces. Can the children guess from their expressions who might be more likely to get the puppy for Gemma? Dad looks keener, but what do they think the mum is thinking? This is about being able to understand other people's perspectives and guess what they might be thinking and feeling. For example, Mum might be thinking that Gemma will forget to walk the puppy, or might not help, when the novelty wears off.



Extend your language

Other words similar to hopeful: optimistic, confident, encouraged



Idioms: the future looks bright, have high hopes

Worksheet – hopeful



Gemma has always wanted a dog. She would love a puppy. She is hopeful that her parents will buy one for her.



Is feeling **hopeful** a comfortable  or an uncomfortable  feeling?

h o p e f u l

Teacher's notes – confused

The story

Richard asks the ice cream seller for an ice lolly. The man is saying something about different ice creams and is speaking very quickly. Richard doesn't understand. Richard feels confused.

Richard has asked the ice cream seller for an ice lolly, but the seller is talking about ice creams. Perhaps there are no ice lollies left and the ice cream seller is offering an ice cream as an alternative, but Richard can't understand the man because he is talking quickly. Maybe the man didn't understand Richard's request. Whatever the reason, Richard is feeling confused over this communication breakdown.



Discussion

The ice cream seller has never met a deaf child before and can't give Richard what he wants. How does Richard feel when he is not understood? What might the ice cream seller be feeling? What could the ice cream seller do to make the situation better for Richard? What do the children feel like when they are not understood? Do they:

- become angry or annoyed?
- run away?
- become really upset?

What do they do with these feelings?



Project

Ask the children to get into groups to design posters with simple top tips for deaf awareness and how to improve communication. These could be distributed throughout your school.



Role-play

Ask one of the children to play the ice cream seller, who has never met a deaf child before. There are no ice lollies left, so they offer an ice cream instead.

The child playing Richard is confused when the ice cream seller offers him the ice cream instead of an ice lolly. The child playing Richard tries to explain that it is not what he asked for and that he can't understand the ice cream seller because he is talking too quickly.

The ice-cream seller is also confused. What can he do to communicate with the child playing Richard more easily?

How can the child playing Richard make their needs clear?



Stretch your thinking

Whose responsibility is it to make sure that communication works and that both the person doing the talking and the person listening understand what is going on? Whose fault is it when someone is confused?



Extend your language

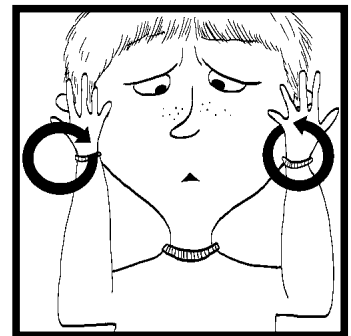
Other words similar to confused:



bewildered, muddled, baffled, perplexed
Idioms: at a loss, have no idea, haven't got a clue

Worksheet – confused





Richard asks the ice cream seller for an ice lolly. The man is saying something about different ice creams and is speaking very quickly. Richard doesn't understand. Richard feels confused.



Is feeling **confused** a comfortable  or an uncomfortable  feeling?

c o n f u s e d



c o n f u s e d 

Teacher's notes – fine

The story

Oliver is walking his dog in the park and meets a school friend, Joe. Joe likes Oliver's dog and stops to pat him. Oliver asks Joe how he is today and Joe says he is fine.

'Fine' is often how we respond when asked how we are. What does 'fine' mean? Is it a sense of wellbeing? Fine is mostly used as a fairly neutral feeling to tell others that we are feeling OK, not extra happy, or sad, just fine.



Discussion

Explore the meaning of 'fine' in a bit more depth. A mind map could even be used. What sorts of things make people feel fine? Does it include feeling safe, feeling healthy, having hobbies and friends to play with?

Friendship is a large part of feeling fine. Encourage the children to think about qualities they like in their friends and then write them down and ask:

- Do they have these qualities themselves?
- Are they good friends to others?
- What do they think makes a good friend special?
- What could they do if a friend says they are 'not fine'?



Project

Think about what it's like to have a hearing loss, and what it's like to wear hearing technology if the children do. In groups or individually ask them to create a page with two columns. In the first column draw or write all the things that are 'fine' about having a hearing loss and in the next column all the things that are 'not fine'. Children might need to be 'grounded' after this exercise (grounding exercises are on page 6).



Role-play

The short story is also about friendship. What do they think could happen next in the story? Make up some endings and act them out.

- Some could end up with the characters feeling 'fine' and others may have a different ending.
- Oliver could invite Joe to have a turn walking his dog, or they could arrange to meet up later.
- Other more exciting and unexpected things could also happen.

Encourage the children to use their imaginations and focus on the characters' reactions. For example, the dog could run off and disappear for a bit – how would the boys feel and what could they do?



Stretch your thinking

Sometimes we use the word 'fine' to hide how we are really feeling because we are not ready to show how we really feel. Ask them to think of a time when they were feeling angry or sad but when asked how they were they replied 'fine'.

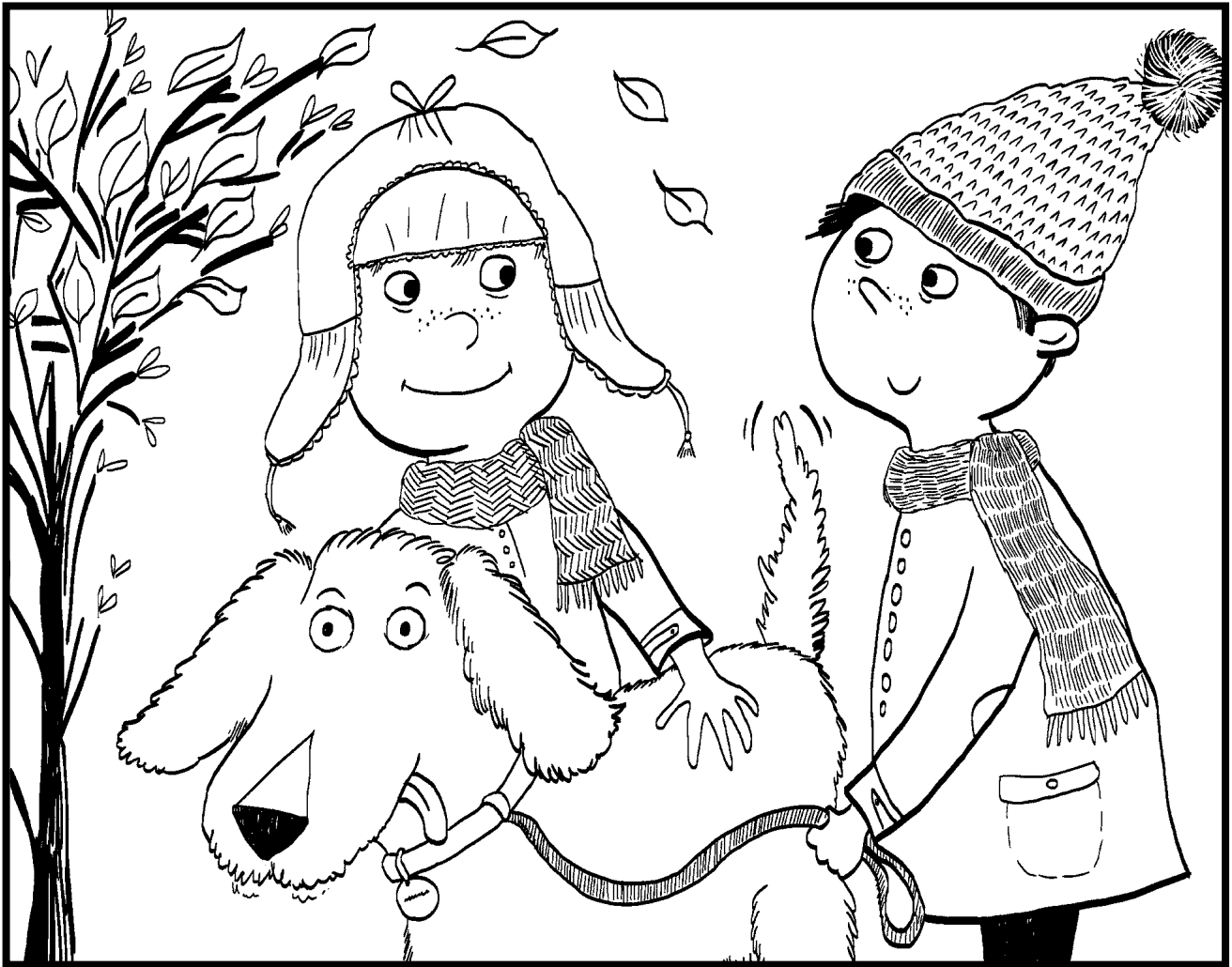


Extend your language

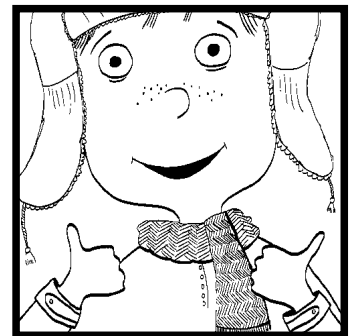
Other words similar to fine: OK, not bad, good



Idioms: in fine feather, fine and dandy

Worksheet – fine

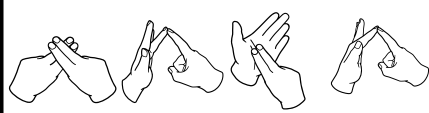



Oliver is walking his dog in the park and meets a school friend, Joe. Joe likes Oliver's dog and stops to pat him. Oliver asks Joe how he is today and Joe says he is fine.



Is feeling **fine** a comfortable  or an uncomfortable  feeling?

f i n e

Teacher's notes – disappointed

The story

Katie has broken her leg and can't go on any of the funfair rides with her friends. She is feeling disappointed.



Discussion

The children could answer several questions that encourage them to see things from Katie's perspective, for example:

- What specific things is Katie going to miss out on?
- What positive things might come out of Katie having a broken leg?
- What could Katie do to still have fun at the fair?
- Do they think Katie's friends could do anything to make Katie feel better? What would they do if Katie was their friend?
- How do they deal with disappointment?
- Is it good to experience disappointment sometimes?



Project

Ask the children to make a poster with things that make them disappointed and helpful ways for dealing with disappointment.

These strategies could include discussing how 'feelings just are', that they are not good or bad, and how sometimes we can't help feeling disappointed and that's OK. When we feel disappointed it helps when someone listens to us and lets us just talk. But sometimes when we feel too disappointed it can make us give up or withdraw into ourselves and feel angry for a long time. We need to find ways of 'bouncing back' to keep on going. We need to learn positive self-talk, which is telling ourselves positive things, such as "you are determined, don't give up", "be brave", "I'm going to try to think about something that makes me feel happy". Encourage the children to think of examples for Katie.



Role-play

Ask the children to devise a story about the picture. Through role-play, examine what it feels like to be disappointed and how they would react to that.



Stretch your thinking

Here is another story about feeling disappointed.

Max has been practising his running and was really hoping to come first in one of the races on sports day. On the day he was accidentally tripped up by his friend and came last in the running race.

How does Max feel and why? What might he do next?



Extend your language

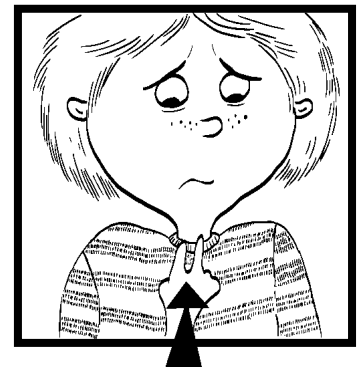
Other words similar to disappointed:
upset, discouraged, disgruntled



Idioms: don't count your chickens before they hatch and you won't be disappointed

Worksheet – disappointed



Katie has broken her leg and can't go on any of the funfair rides with her friends. She is feeling disappointed.



Is feeling **disappointed** a comfortable  or an uncomfortable  feeling?

d i s a p p o i n t e d

d i s a p p o i n t e d

Teacher's notes – jealous

The story

Abi and Sara have been friends for a long time. Sara has made a new friend at school and spends a lot of time with her. Abi feels left out and jealous.

A third person has joined the twosome and now Abi is feeling excluded and jealous. This is a scenario which is very familiar to teachers and parents, and it often makes children extremely distressed.



Discussion

- Why can't all three of them be friends?
- What can Abi do to put away these feelings of jealousy?
- Why is it easier for two people to be close friends? Why is it sometimes more difficult with three people?
- Are the two other children excluding Abi, or is she excluding herself?
- Are Abi's feelings of jealousy ruining her friendship with Sara and spoiling the chance of also being friends with the new girl?
- What happens when Abi goes home? Does she take these feelings with her?
- What else could Abi be jealous about? Perhaps it's the book that Sara and her new friend are holding?

There could also be discussion around being jealous of material possessions.



Project

Ask the children to write an imaginary letter to someone who they trust, expressing their feelings of jealousy. There could then be a ceremony to destroy these feelings. This might involve decorating a 'feelings bin', with the children tearing up their letters into tiny pieces and putting them in the bin to let go of the feelings they no longer want.



Role-play

Through role-play, allow the children to experience Abi's emotions. Abi had hoped she and Sara would always be friends and resents the interest Sara shows in the other child.

- What does it feel like to be an outsider or to be excluded?
- Why is Sara making friends with the other girl?



Stretch your thinking

Ask the children to look at Abi's facial expression and body language. What do they think the two friends are thinking about Abi? Could they guess what she is feeling and thinking?



Extend your language

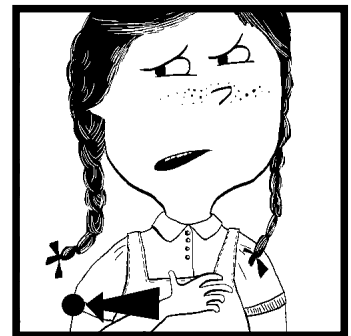
Other words similar to jealous: envious



Idioms: the green-eyed monster, green with envy

Worksheet – jealous



Abi and Sara have been friends for a long time. Sara has made a new friend at school and spends a lot of time with her. Abi feels left out and jealous.



Is feeling **jealous** a comfortable  or an uncomfortable  feeling?

j e a l o u s

Teacher's notes – surprised

The story

Rashida is playing in the garden when she sees her grandmother coming through the garden gate. Rashida is very surprised to see her grandmother, who has brought her an early birthday present.



Discussion

Ask the children to tell the group about a time when they were surprised and what it felt like.

- Was it a nice surprise?
- What about unpleasant surprises – how do they make us feel?
- Can it be dangerous to arrange a nasty surprise (or shock) for someone else?



Project

If they were going to plan a surprise party for their best friend or someone in their family what would they do?

- Would it have a theme? They need to think about what the other person would love and also how they would bring the person to the party.
- What could they tell the person so they would not guess it was a surprise party?
- If that person was deaf, what extra things might they need to think about?



Role-play

Ask the children to create a piece of drama about a nice 'surprise'.

- How do people react when they are given a nice surprise?
- What does it feel like to arrange a surprise for someone they like?



Stretch your thinking

Can the children think of any films or TV programmes that involve surprises? What were the characters feeling and thinking?



Extend your language

Other words similar to surprised:

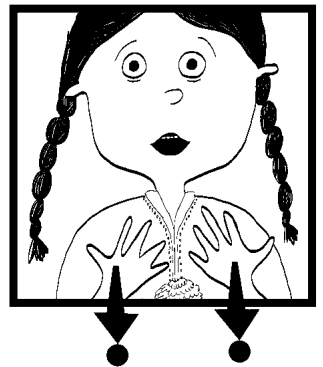
astonished, amazed, shocked



Idioms: element of surprise, bolt from the blue, out of the blue

Worksheet – surprised



Rashida is playing in the garden when she sees her grandmother coming through the garden gate. Rashida is very surprised to see her grandmother, who has brought her an early birthday present.



Is feeling **surprised** a comfortable  or an uncomfortable  feeling?

s u r p r i s e d

Teacher's notes – safe

The story

Joanne is watching the storm. There is lightning flashing across the dark sky and lots of rain. Joanne's mum comforts and reassures her and so she feels safe inside her house.

Most children feel safe at home. In this scenario contrasts can be considered between being daring and venturing out into the unknown, and opting for safety and remaining where you feel secure.

Parents and teachers tell them the rules for how to stay safe and still have fun. But it's also important that as they grow up they become more independent and stay safe, whether they are alone or with friends.



Discussion

As we grow up life is all about the balance between taking risks and learning new things but staying safe and not being reckless. For example, the children may have felt safe when they had stabilisers on their bike.

- Does that mean they should have always kept using them?
- When should they or did they feel ready to get rid of their stabilisers?

Some of us may not feel safe on a bike at all and that's OK!

What about trying new activities or joining new groups? And does having a hearing loss mean there are extra things they need to think about to stay safe? An extra idea would be to discuss what it means to be safe online.



Project

Ask the children to create posters from one of the options below that show ways that they can stay safe:

- at home playing in the garden
- walking to school
- at a swimming pool
- doing sports like rugby, football or karate
- playing computer games online.



Role-play

Following their discussion on feeling safe, ask the children to invent a play and think about scenarios where they would not feel safe. For example, climbing up a tall climbing frame or finding they are lost.



Stretch your thinking

Discuss what it means when someone says, "your secret is safe with me".

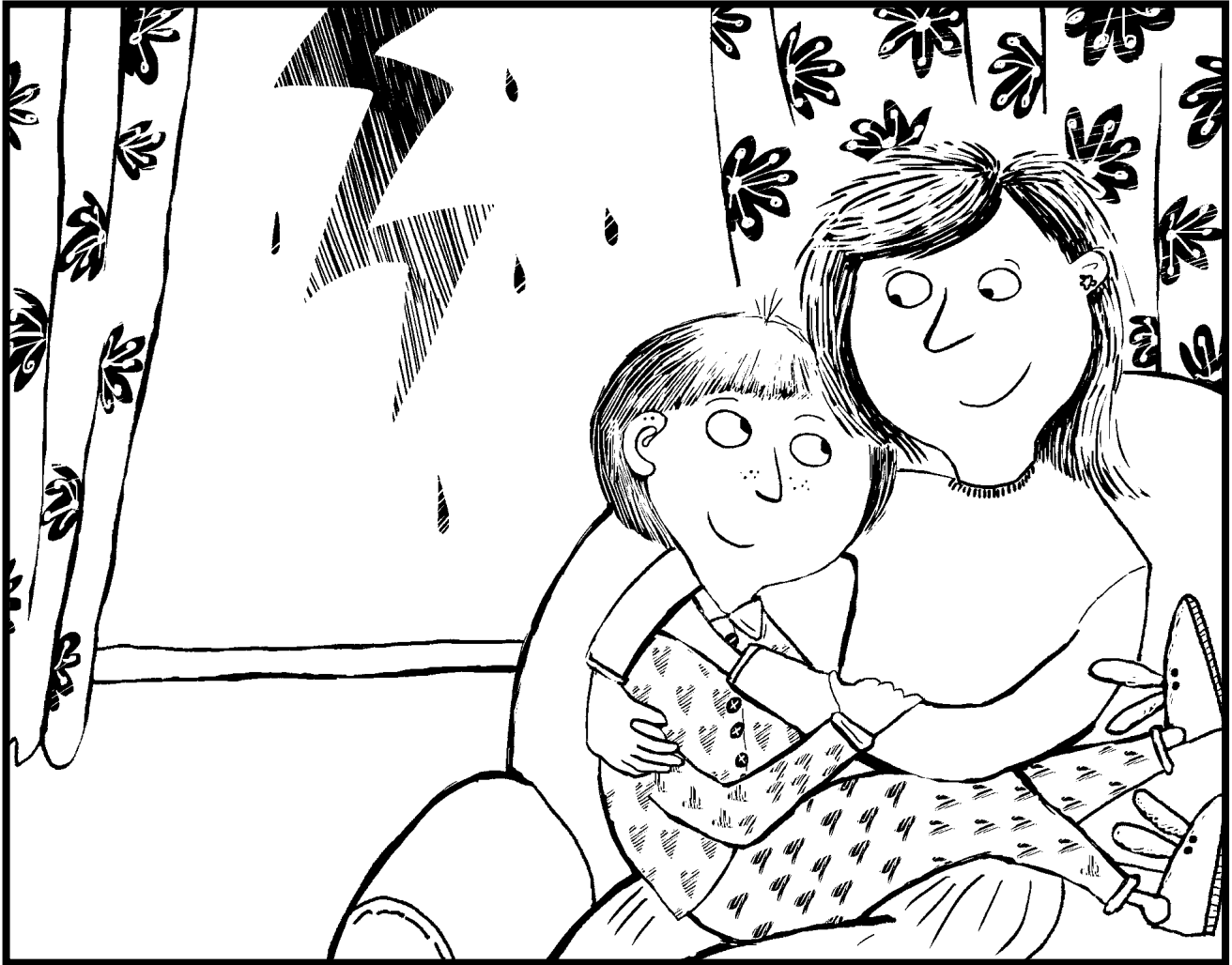


Extend your language

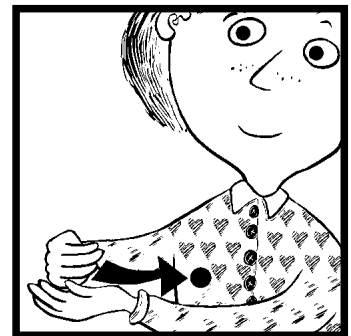
Other words similar to safe:
protected, sheltered, secure



Idioms: better to be safe than sorry, safety net, safe and sound, play it safe, safe as houses, safety blanket

Worksheet – safe





Joanne is watching the storm. There is lightning flashing across the dark sky and lots of rain. Joanne's mum comforts and reassures her and so she feels safe inside her house.



Is feeling safe a comfortable  or an uncomfortable  feeling?

s a f e



s a f e 

Teacher's notes – ashamed

The story

Lucy found learning her spelling words for the class test boring and decided to watch TV instead. It's the day of the test and she decides to cheat and copies her best friend's answers. Her teacher sees her cheating. Lucy wishes she had learnt her words and feels ashamed.



Discussion

Discuss with the group the things we do that we later feel ashamed about. Think about what Lucy could do next to make herself feel better. Could she:

- Apologise to her friend and tell her she feels bad about copying her words?
- Apologise to her teacher?
- Tell herself that this is not the worst thing in the world, that everyone makes mistakes and we learn from them and move on?
- Think to herself that she will try extra hard in the next spelling test?



Project

Sometimes when we do something we feel ashamed about we start to feel a bit stuck. We start to think negative thoughts instead of realising everyone makes mistakes and it does not make us a bad person.

Ask the children to make a list of the things they are good at and think of at least three things that they have done that they are proud of, such as being kind to their best friend. They could use the 'compliments to myself' worksheet on page 66.



Role-play

Through role-play, ask the children to think of another example of something that could make them feel ashamed. However, the most important part is to focus on how to put it right and learn from it.

Also, ask them what the different characters in the role-play may have been thinking before and after they did the wrong thing, and how those thoughts might make the character feel. Give the children an example of a time you did something similar to Lucy so that they can really relate to you.



Extend your language

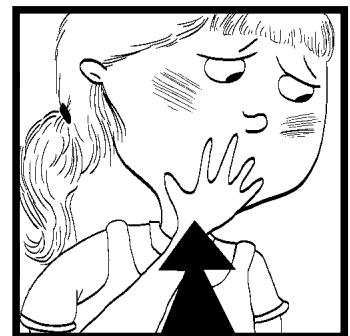
Other words similar to ashamed:
sorry, guilty, regretful



Idioms: name and shame

Worksheet – ashamed



Lucy found learning her spelling words for the class test boring and decided to watch TV instead. It's the day of the test and she decides to cheat and copies her best friend's answers. Her teacher sees her cheating. Lucy wishes she had learnt her words and feels ashamed.



Is feeling ashamed a comfortable  or an uncomfortable  feeling?

a s h a m e d

Teacher's notes – guilty

The story

Molly pushed a child in the playground. The teacher blamed her friend Noah by mistake. Now Molly feels guilty.

Molly sees Noah being blamed for something that she did. She doesn't admit to it. She allows Noah to be punished and feels guilty as a result.



Discussion

This may be a good opportunity to initiate discussion about what we do when we feel guilty and don't know how to make the situation better. What could Molly do that would make her feel less guilty? The discussion might tip into why Molly pushed the child in the first place.

- What do they think the story is about?
- Why does Molly feel guilty?
- Is it important that Molly realises that her behaviour has hurt two people: the child she pushed and Noah who got blamed?
- How can we tell the difference between a mistake and bullying?

This in turn may bring up issues around bullying. If it does come up remember to discuss the difference between one-off arguments or mistakes – like in the story – as opposed to persistent behaviour that they need to tell an adult about.

Extra care should be taken during these discussions as children may disclose information that you need to pass on. Make sure children are 'grounded' after the discussion and role-play (see grounding exercises on page 6).



Project

Ask the children to design an anti-bullying poster and perhaps distribute copies throughout the school. A class presentation/role-play could also be given during assembly to address the topic of bullying.



Role-play

This kind of role-play can bring out lots of feelings of guilt, both for the person who has done something wrong and for those who witness events. Set up a role-play based on Molly's story and then pause and ask them how they feel.

- What should Molly do next?
- Why did Molly not say anything straight away?
- What about other children who might have seen what happened? What should they do?
- What does it feel like to escape blame and then see someone else punished?



Stretch your thinking

Create thought and speech bubbles and ask the children to write what they think each character in the story is thinking and what they might say based on what they are thinking.



Extend your language

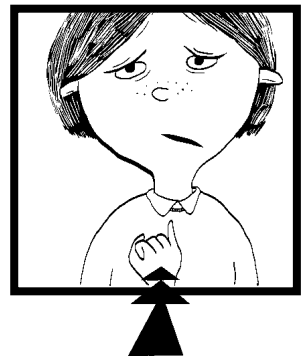
Other words similar to guilty: ashamed, remorseful, sorry, regretful, sheepish



Idioms: guilty as sin, guilt trip

Worksheet – guilty



Molly pushed a child in the playground. The teacher blamed her friend Noah by mistake. Now Molly feels guilty.



Is feeling **guilty** a comfortable  or
an uncomfortable  feeling?

g u i l t y

Teacher's notes – proud

The story

Lee won the running race on sports day. The headteacher gives him a certificate to show how well he's done. Lee feels very proud of himself.

There are many areas where children can succeed and feel proud of their achievements such as in the classroom, on the sports field or in any other activity they do.



Discussion

Ask the children to talk about a time when they felt proud of themselves.

- What did they do to make themselves feel proud?
- Did they receive praise and, if so, how did that make them feel?
- Are they ever proud of the achievements of others?



Project

This activity will help the children to learn how to give and receive compliments.

Asking children to pay their classmates compliments is a very powerful and fun way of healing possible rifts and of raising self-esteem.

Ask each child to write a 'compliments list', making sure they include a compliment for every child in the class. Or you could distribute sheets with each child's name on and ask the class to add their compliments to them. Maybe you should have a sheet too!



Role-play

In role-play children can examine how they feel when they are praised. Ask them to come up with a scenario where they would be praised, for example tidying their room or doing well in a test, and act it out.

- How do they react to being praised?
- What does it feel like to be proud of the achievements of others, and how do they demonstrate this pride?
- How do they feel when they receive compliments?
- How does it change a relationship when they pay someone a compliment?



Stretch your thinking

What is the difference between being proud of yourself and being 'big-headed'? How do they feel when someone is very proud of something they've done and talks a lot about it?



Extend your language



Other words similar to proud: pleased, delighted, thrilled, confident

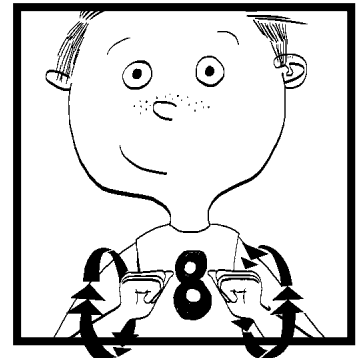
Idioms: proud as a peacock

Worksheet – proud

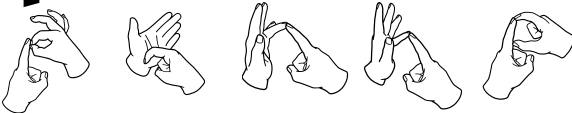



Lee won the running race on sports day. The headteacher gives him a certificate to show how well he's done. Lee feels very proud of himself.

Is feeling **proud** a comfortable  or an uncomfortable  feeling?



p r o u d



p r o u d 

Teacher's notes – determined

The story

Jake really wants to ride his bike without the stabilisers. His dad has been telling him it takes lots of courage and practice. Even though Jake has fallen off again he gets back on his bike. He is determined to ride for at least two minutes by himself.

Being determined means not giving up even when we fail or find things difficult. It is the ability to pick ourselves up and keep on going.



Discussion

We know that deaf children have already learnt to overcome barriers and learn new skills like managing their technology. This can make them determined and inspire them to persevere in other areas of their lives.

Do the children remember learning something new like riding a bike or learning to skip?

- How did they manage and were there times they felt like giving up?
- When they feel like giving up what helps to keep them determined?
- What do they think about failing at something?



Project

Create a logo or advert that encourages other people not to give up.



Role-play

Ask the children to imagine that they are coaching a young sportsperson who wants to be in the Olympics one day. Ask them to make up a play that tells them about a time when an athlete wanted to give up and what they told them to do as their coach. They could choose any of the Olympic sports.



Stretch your thinking

In the stories *Finding Nemo*, *Finding Dory*, *Ice Age*, *Frozen* and *Charlie and the Chocolate Factory* all the characters showed us examples of being determined. Can they think of any other stories that include examples of determination?

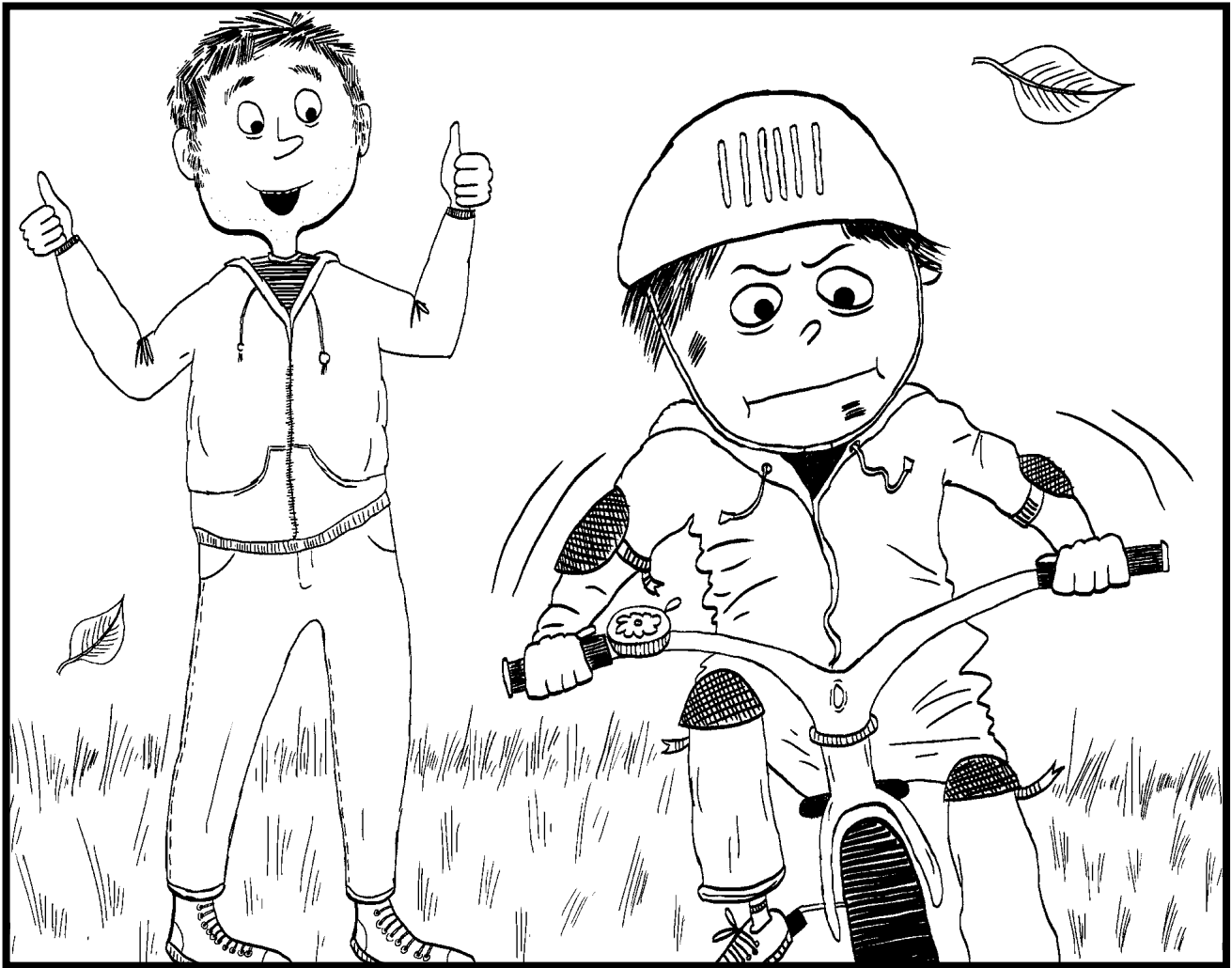


Extend your language

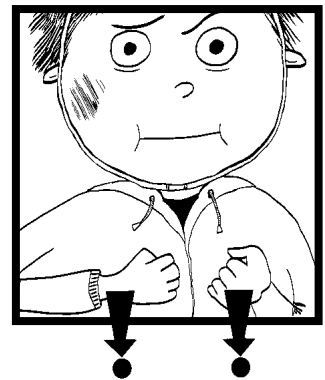
Other words similar to determined: unwavering, driven, purposeful, enthusiastic

Idioms: blood, sweat and tears, like a dog with a bone, stick to one's guns

Worksheet – determined

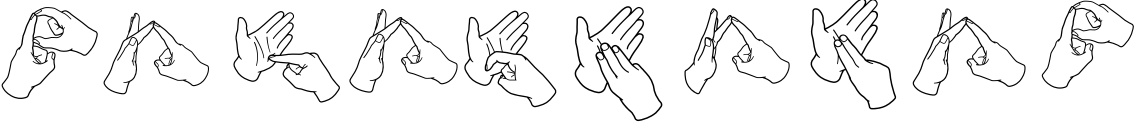



Jake really wants to ride his bike without the stabilisers. His dad has been telling him it takes lots of courage and practice. Even though Jake has fallen off again he gets back on his bike. He is determined to ride for at least two minutes by himself.



Is feeling **determined** a comfortable  or an uncomfortable  feeling?

d e t e r m i n e d



d e t e r m i n e d 

Teacher's notes – embarrassed

The story

Seth arrives at his friend's party dressed up as a superhero only to find everyone else is in football gear. It is a football party and next week is the superhero party. Seth and his mum have got the invitations muddled. Seth feels very embarrassed.



Discussion

This mix-up could have happened to anybody.

- Has anything like this ever happened to the children?
- Can they think of a time when they were embarrassed about something that happened or that they accidentally did?

Watch the video below with the class – it's part of our Look, Smile, Chat campaign. The campaign aims to improve understanding of deafness among teenagers and help deaf and hearing teenagers to communicate with each other. The clip is called *Make Sure I Know What you are Talking About*.

<https://youtu.be/BtxVFGaYtpk>

- Discuss why the boy was embarrassed.
- What happened that led to the misunderstanding?
- Whose responsibility was it to make sure the message was understood? (Assist in discussions that show it is a two-way process and everyone needs to take responsibility.)



Project

How do we feel when we are embarrassed? Choose the worksheet on page 63 to draw what happens to the outside of your body and how you feel inside when you are embarrassed.



Role-play

Look at the video clip again and ask the children to role-play different possible endings.

- What happened next and how could the boy react to the situation?
- As they are role-playing the endings ask them to think about what the different characters are thinking and feeling.



Stretch your thinking

Do they think some people feel embarrassed about having to wear hearing technology? Some people feel really proud about it. To show people they are not embarrassed they decorate them or wear fun earmoulds. Have any of the children tried this?



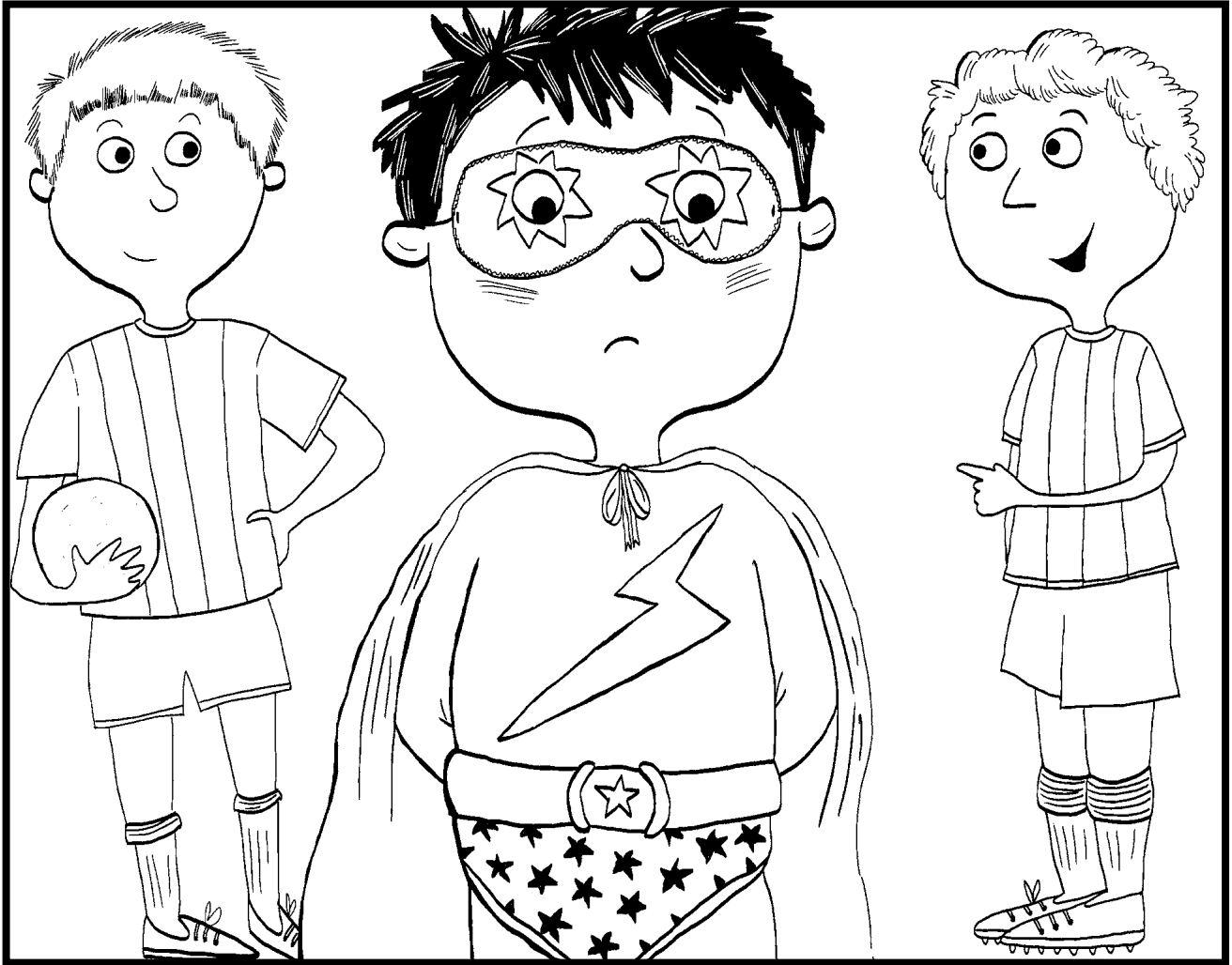
Extend your language

Other words similar to embarrassed:



mortified, awkward, sheepish

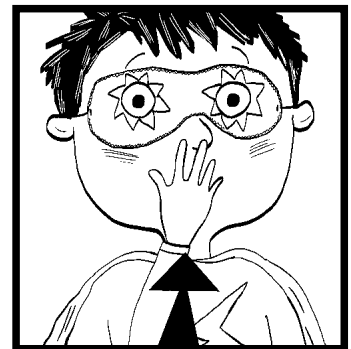
Idioms: don't know where to look, egg on your face

Worksheet – embarrassed



Seth arrives at his friend's party dressed up as a superhero only to find everyone else is in football gear. It is a football party and next week is the superhero party. Seth and his mum have got the invitations muddled. Seth feels very embarrassed.

Is feeling embarrassed a comfortable  or an uncomfortable  feeling?



e m b a r r a s s e d

e m b a r r a s s e d

Teacher's notes – disgusted

The story

Luke watches with disgust as his baby sister crawls in the garden and tries to pop a snail into her mouth.



Discussion

The children can probably all think of times when they have felt disgust, such as being shown something that they did not want to eat, for example, Brussel sprouts. Are there any foods that make them feel disgusted? Sometimes we can feel disgusted when we see people's behaviour, for example when we see people throw rubbish in a beautiful park or when somebody throws chewing gum on the floor and we step on it. Other behaviours that make us feel disgust include when people are not kind to other people or animals. Can the children think of any other examples of this sort of behaviour?

You could show them the clip from our Look, Smile, Chat campaign, called *Face Me When you Talk* to recognise any behaviours that they would not like. For example, when the girl asks the boy to repeat what he has said and he says it "doesn't matter".

https://youtu.be/_dZDFPo5ZGA



Project

It's important to know what people like and how they like to be treated. Someone who has a hearing loss may have certain things that they like people to do, for example, speak clearly, repeat what they say or not talk too quickly.

On a piece of card ask the children to make two columns. Column one is a list of things they would like people to do to support them with their hearing loss. Column two is a list of behaviours that would fill them with disgust if they were treated that way because of their hearing loss, such as someone telling them to go away or that they are stupid because they wear a hearing aid.

Take care with this project to manage potentially difficult thoughts and feelings and use the grounding exercises (see page 6).



Role-play

Split the children into groups and ask each group to think of two scenarios and act them out. The first is a scene about eating something that fills us with disgust. The second is a situation where someone's behaviour towards another person is horrid and fills us with disgust.



Stretch your thinking

It's important to be able to recognise if someone feels disgust about something we are doing. Are the children able to pull a disgusted face? How would they feel if someone was disgusted by their behaviour?

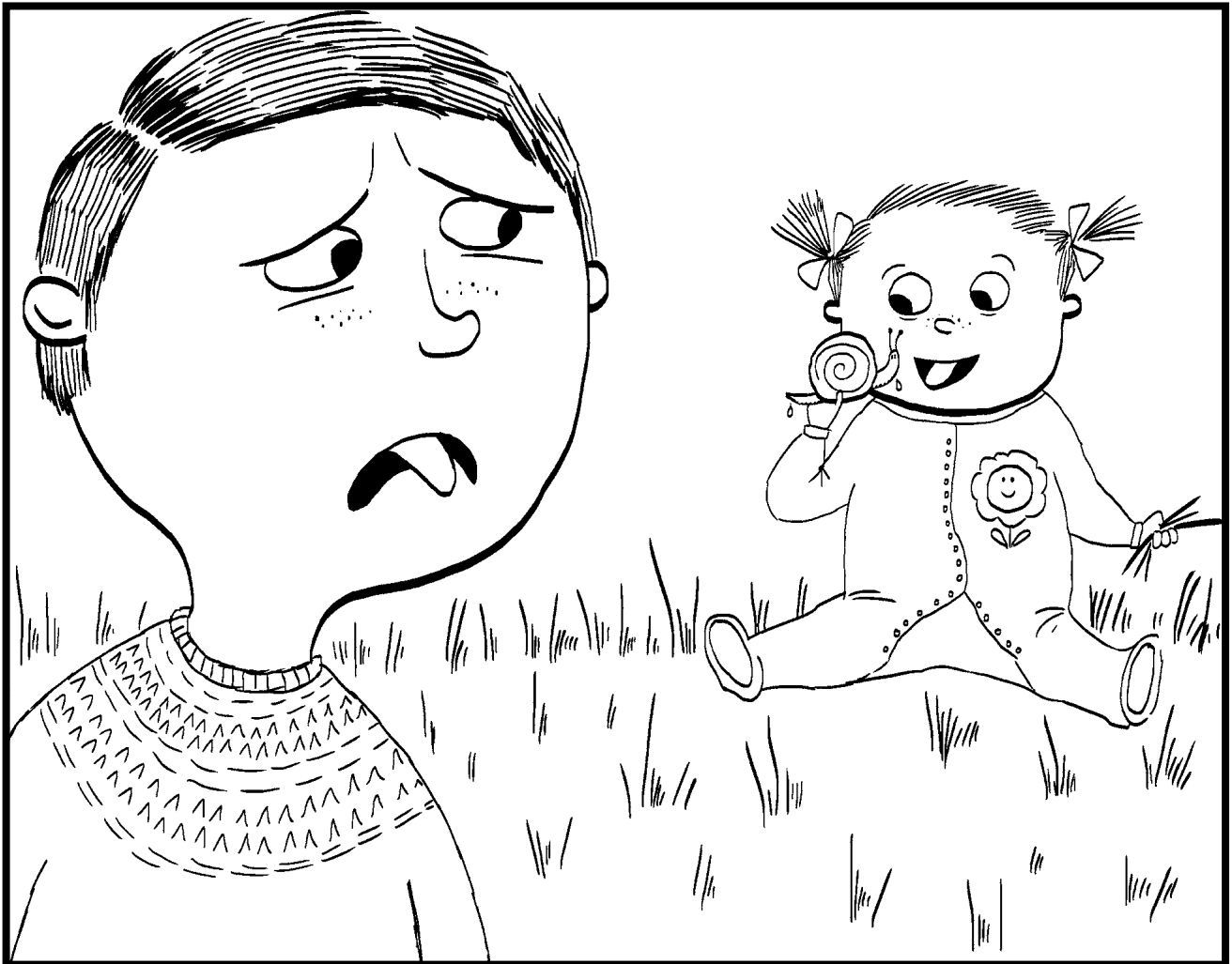


Extend your language

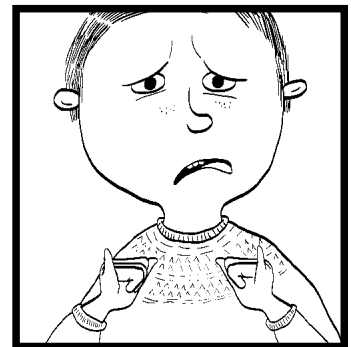
Other words similar to disgusted:
detest, dislike, revolting



Idioms: turns my stomach, makes me sick

Worksheet – disgusted



Luke watches with disgust as his baby sister crawls in the garden and tries to pop a snail into her mouth.



Is feeling **disgusted** a comfortable  or an uncomfortable  feeling?

d i s g u s t e d

Games

You can print out the pictures from this resource and use them for games.

Here are some ideas for creating games:

- **Feelings Bingo cards**
Print out a variety of emotions and give the children nine each and tell them to put them in three rows of three. Whoever gets three in a row or diagonally first wins!
- **Feelings jar**
Find an old jam jar and decorate it. Pop the different feelings inside and have the children take turns to pick a feeling and act it out or share a story.
- **Memory matching game**
Copy each feeling twice and play a game of matching pairs.
- **Snap**
Create a set of feelings cards and play a quick game of feelings Snap.
- **Guessing game**
Give each child a set of five pre-chosen feelings (choose 10 or more if they are older). Now make a face and ask them to choose the card they think it is and name the feeling.

Activity sheets

The following pages contain additional activities sheets, which may be useful for extra work in parallel with the emotions worksheets.

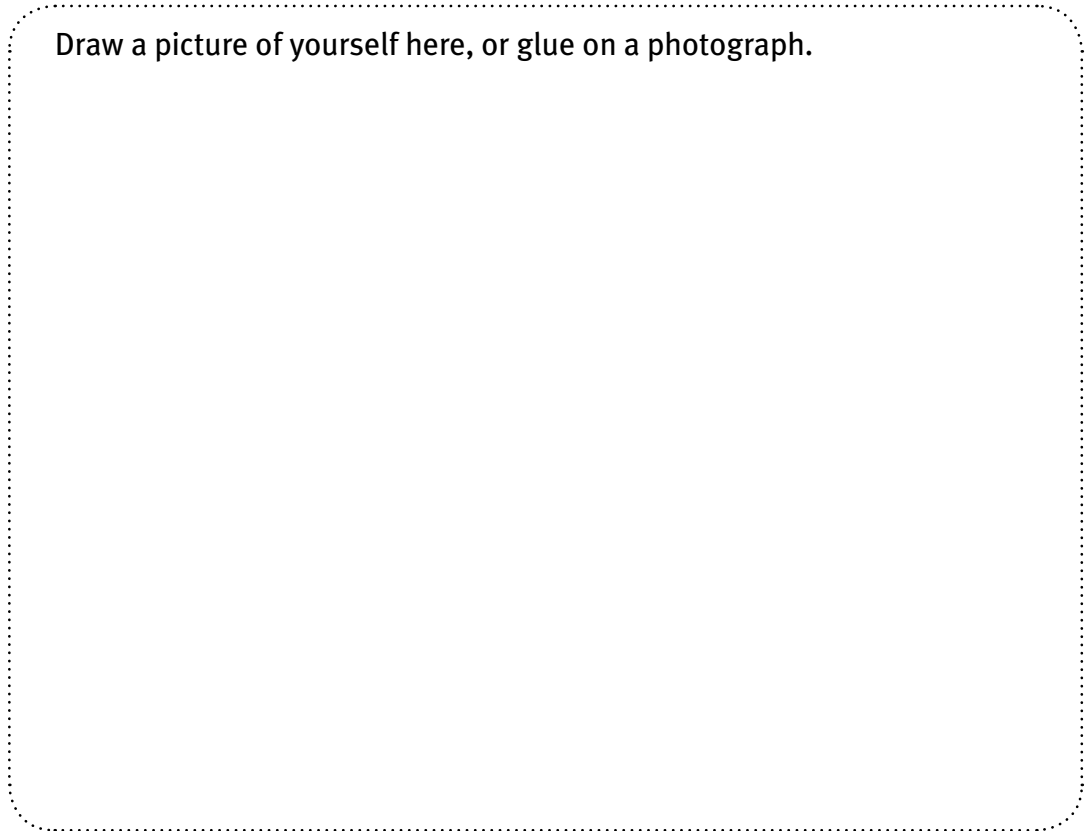
- 56 Who am I?**
- 57 Feelings collage**
- 58 Make yourself a mask**
- 59 My different faces**
- 60 Comfortable feelings**
- 61 Uncomfortable feelings**
- 62 How we feel and how we look (1) – What am I feeling inside?**
- 63 How we feel and how we look (2) – How do I behave?**
- 64 Be a film director**
- 65 Three wishes**
- 66 Compliments to myself**

Who am I?

Name Date

Who am I?

Draw a picture of yourself here, or glue on a photograph.



How tall are you?

I am tall

What colour are your eyes?

My eyes are

What are you wearing now?

I am wearing

What colour is your hair?

My hair is

What are your favourite clothes?

My favourite clothes are

.....
.....

Feelings collage

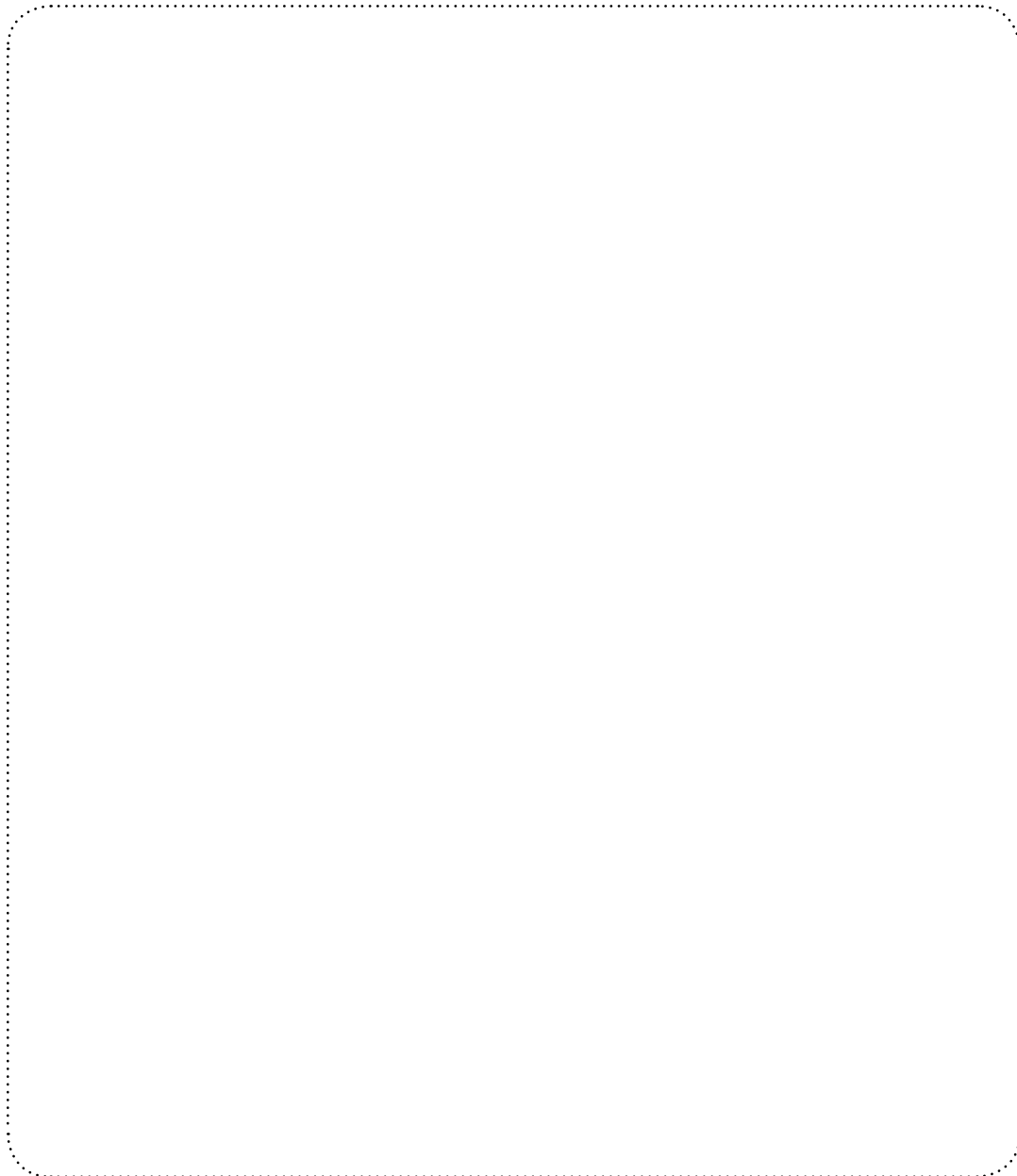
Name Date

Feelings collage

You will need:

- Glue or sticky tape
- Scissors
- A large piece of paper (optional).

Think about a particular feeling. Collect as many pictures as you can from old newspapers and magazines that show that feeling. Stick them here (or on a large piece of paper).

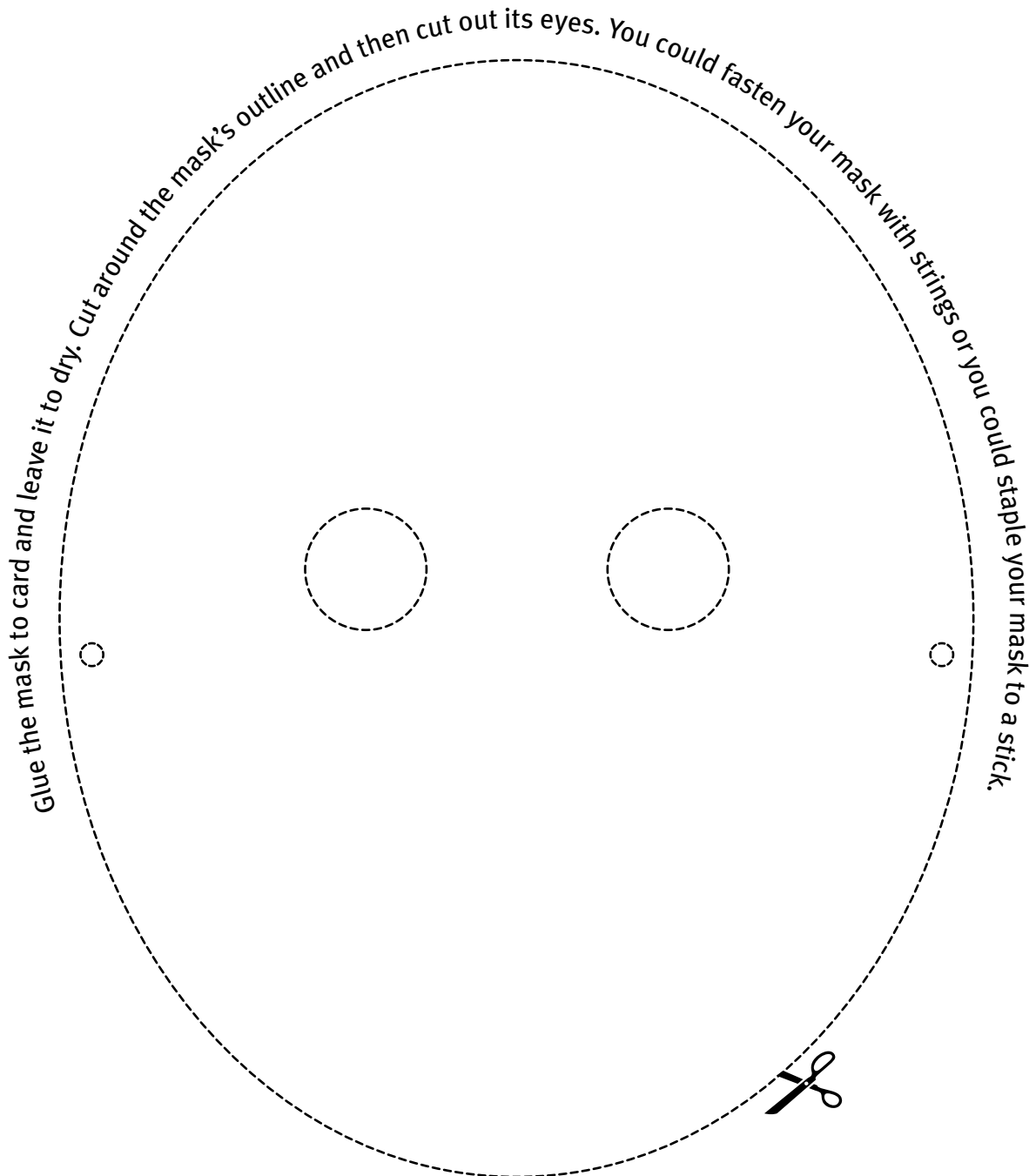


Make yourself a mask

You will need:

- coloured pencils, paints or felt-tip pens
- card
- glue
- scissors
- string, stick or staples.

Decorate and colour this mask. Make it happy, sad or angry.



My different faces

Name Date

You will need:

- a mirror
- coloured pencils, paints or felt-tip pens.

When I feel

I look like this (use a mirror to check what you look like)

Draw your face here



Now draw or write a story about a time when you felt like this.

Comfortable feelings

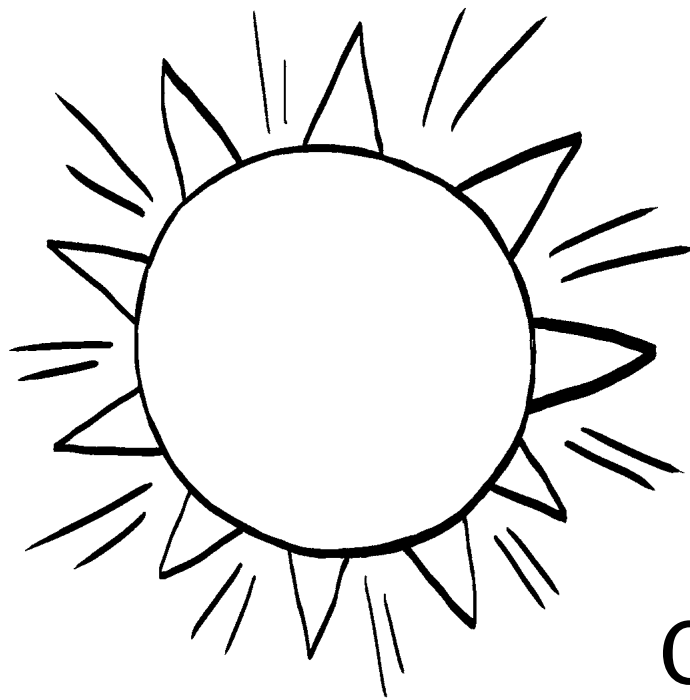
Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

Think about as many different comfortable feelings as you can.

Write all your comfortable feelings around the sun on this page (one example word has been put there already).



Calm

Uncomfortable feelings

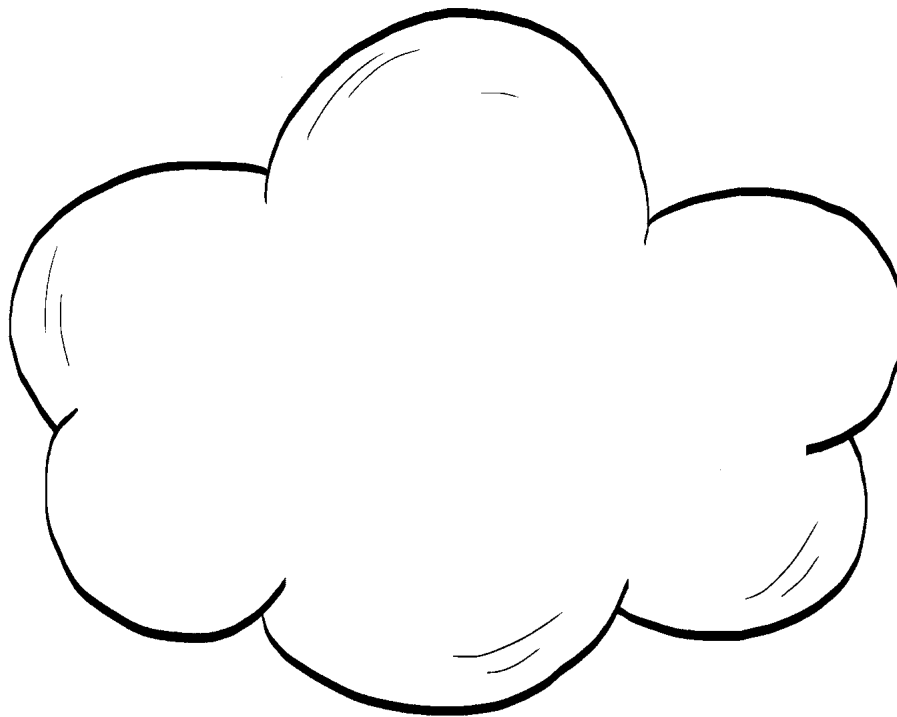
Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

Think about as many different uncomfortable feelings as you can.

Write all your uncomfortable feelings around the cloud on this page (one example word has been put there already).



Angry

How we feel and how we look (1)

Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

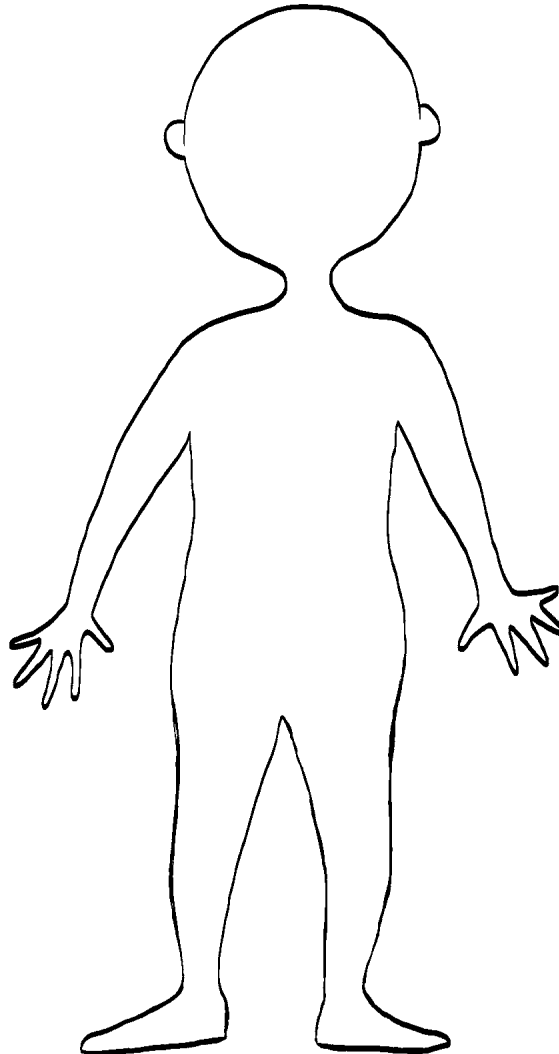
What am I feeling inside?

On this page write how you feel inside. For example: When I feel **happy**, inside my body I feel **warm**.

When I feel

Inside my body I feel

.....
.....



How we feel and how we look (2)

Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

How do I behave?

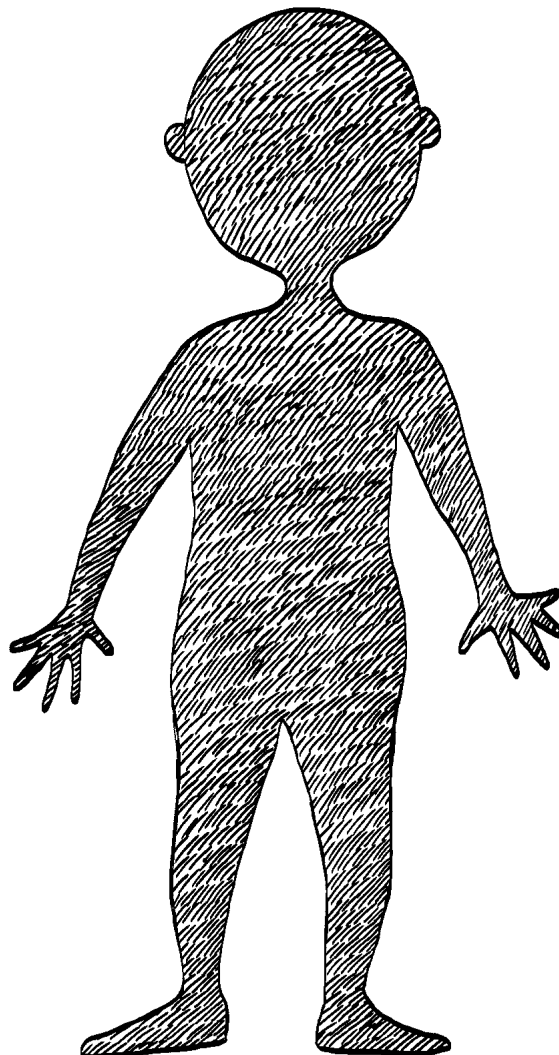
On this page write how you look on the outside. For example: When I feel **angry**, I **clench my fists**.

When I feel

I

.....

.....



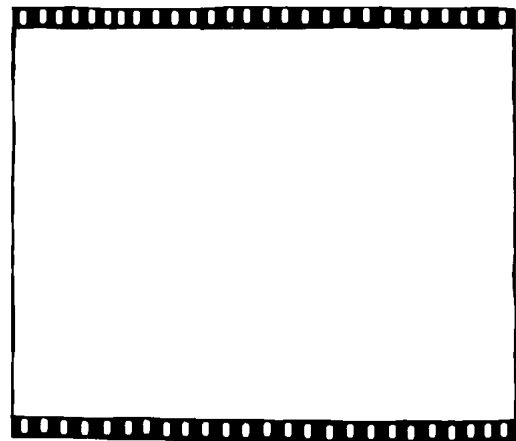
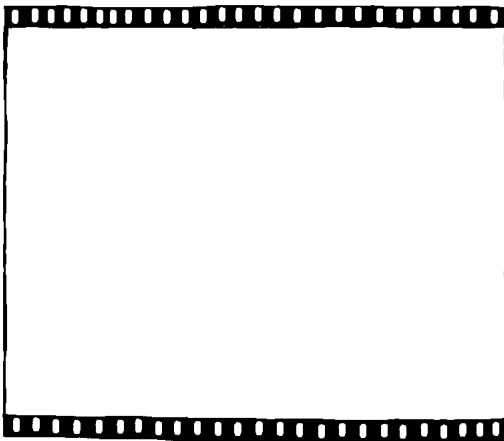
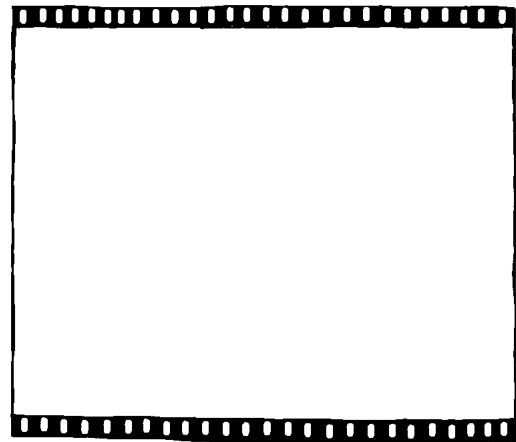
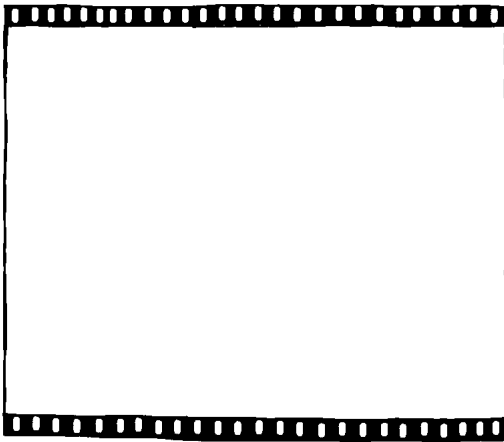
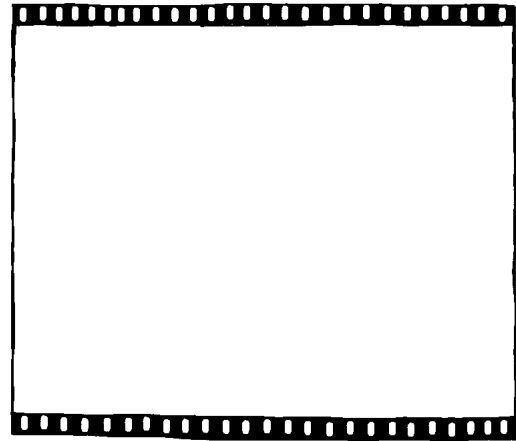
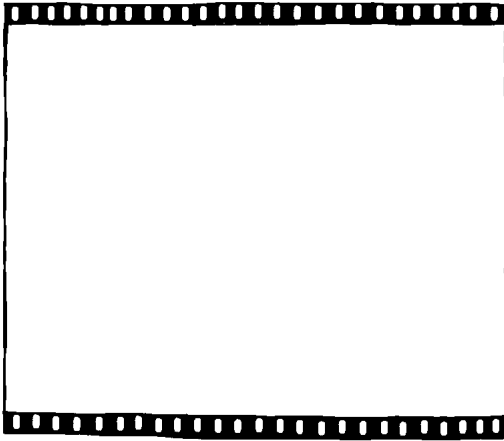
Be a film director

Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

Pretend you are a director making a new film. You need to think of a story about a particular feeling. You also need to get actors to act out your story, for you to video. Draw your film script in the spaces below and write the story on a separate sheet.



Three wishes

Name Date

You will need:

- coloured pencils, paints or felt-tip pens.

You find a magic lamp and rub it clean. A genie appears and grants you three wishes. What would they be?

Wish 1

.....
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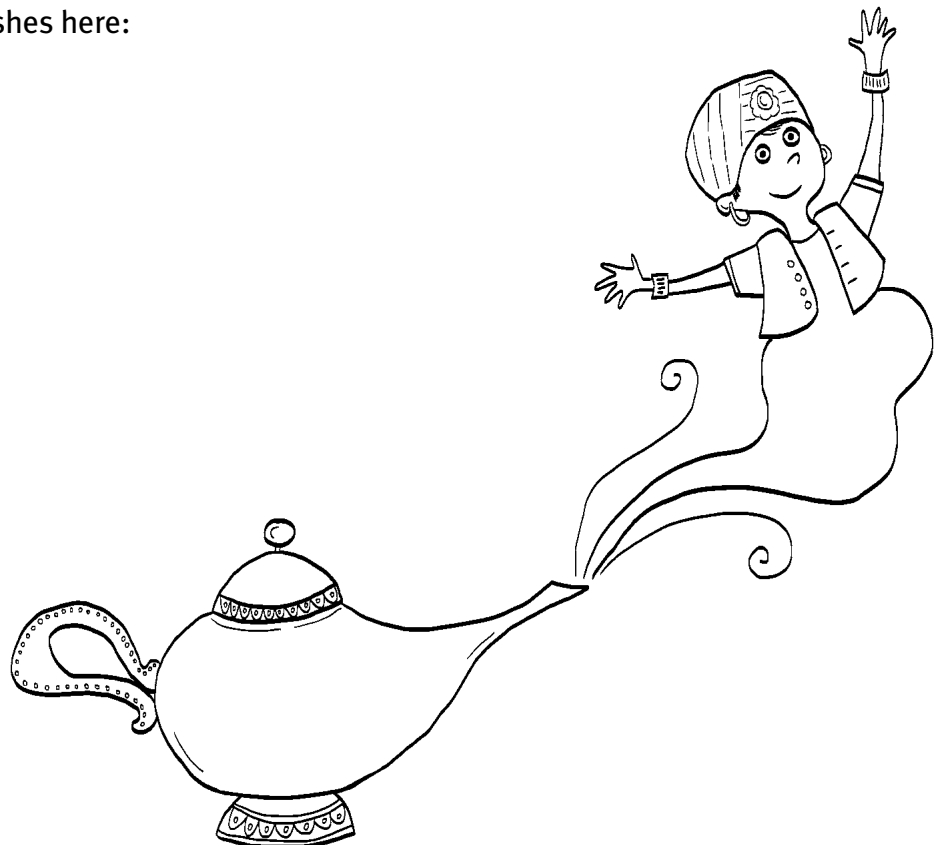
Wish 2

.....
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Wish 3

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.....

Draw one of your wishes here:



Compliments to myself

Name Date

Write down all the things you like about yourself.

Compliments to myself

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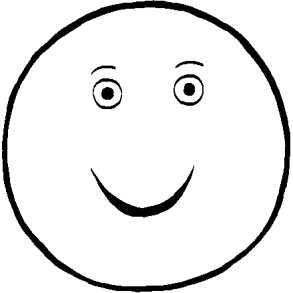
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Reward yourself for all of your hard work

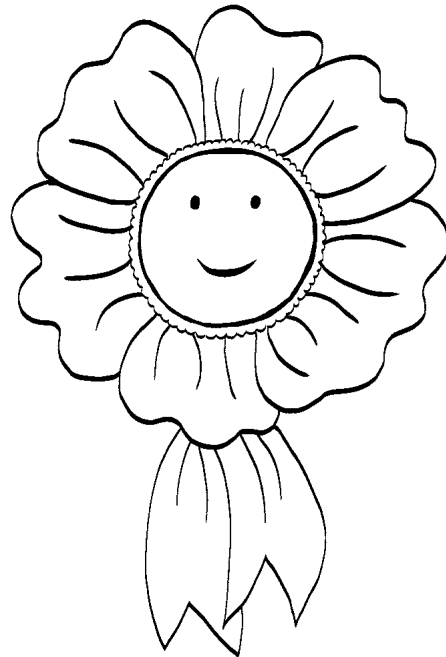


Certificate of Achievement

Name:

Date:

Signs:



Fingerspelling index



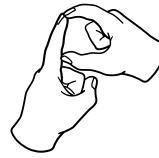
Aa



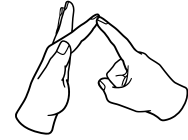
Bb



Cc



Dd



Ee



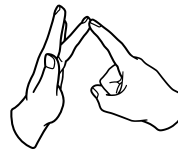
Ff



Gg



Hh



Ii



Jj



Kk



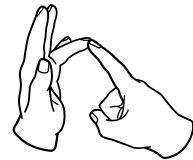
Ll



Mm



Nn



Oo



Pp



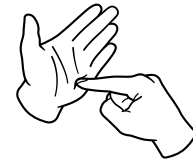
Qq



Rr



Ss



Tt



Uu



Vv



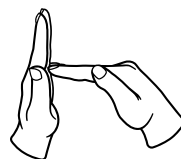
Ww



Xx



Yy



Zz

Useful resources from the National Deaf Children's Society

These are free and available to download from our website at www.ndcs.org.uk/publications or you can order them from our Freephone Helpline.

- *Bullying: Advice for Parents of Deaf Children*
- *Bullying and Deaf Children: A Guide for Primary and Secondary Schools*
- *Buddy Up! A guide to setting up a peer support scheme for deaf pupils*
- *Talking to Your Deaf Friends* postcard and poster
- *Helping Your Deaf Child to Develop Maths Skills (5–11 year olds)*
- *Helping Your Deaf Child to Read and Write (5–7 year olds)* and *Helping Your Deaf Child to Read and Write (8–11 year olds)*
- Information about tiredness in deaf children on our website at www.ndcs.org.uk/tired
- The Buzz website for deaf children aged eight years old or over at www.ndcsbuzz.org.uk

We run family weekends and special events for families of deaf children. More information on our website at www.ndcs.org.uk/events or contact our Events team on events@ndcs.org.uk.

There is also a National Deaf Children's Society group on Facebook.

We also run a wide range of courses and events for professionals working with deaf children. More information is available on our website at www.ndcs.org.uk/training or contact our Professional, Training and Consultancy team at training@ndcs.org.uk.

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

**National Deaf Children's Society's Freephone Helpline:
0808 800 8880 (voice and text)**

helpline@ndcs.org.uk

www.ndcs.org.uk/livechat

www.ndcs.org.uk

The Ear
Foundation



In collaboration with
The Ear Foundation

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Give us your feedback by emailing your comments to informationteam@ndcs.org.uk

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every deaf child