

What are you feeling?

A guide to teaching emotional literacy in the classroom

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

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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 contributes to our emotional intelligence. Deaf children are aware of having feelings, but often lack the vocabulary to ‘label’ them. This often delays the growth of personal and social skills, and has a knock-on effect in their academic achievement. To enjoy a high level of emotional intelligence, it is imperative that children are able to identify and manage their own feelings, empathise with others and their feelings, and develop the appropriate social skills.

Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

(Daniel Goleman: Working with Emotional Intelligence, 1998)

Following the success of the PATHS (Promoting Alternative Thinking Strategies) Project undertaken by the National Deaf Children’s Society, it was recognised that there is a lack of resources for teachers and parents working with deaf children in the field of emotional literacy. By highlighting a few of the everyday emotions we experience, this book provides a means of working with deaf children towards better mental health.

Research undertaken as part of the PATHS Project identified that deaf children experience the same feelings as their hearing peers, but could only label very few of them – ‘happy’, ‘sad’, ‘angry’ and ‘bored’. By learning to expand their emotional vocabulary, the children could also learn to acknowledge more feelings, instead of denying or ignoring them. The children realised that all feelings are okay, even bad feelings – and that the important issue is what we do with these feelings and how we deal with them.

Hopefully, this publication can be used as a starting point. This book is a flexible resource – providing everything from a basic colouring book and matching game for the youngest of children, through to a basis for role-playing and deeper discussion on world events for older children. The topics can be revisited according to the needs of children and the demands of the National Curriculum.

The creativity of the individual teacher using this resource book will dictate how each section of the book is used to its fullest potential. It is vital that teachers create clear ground rules, as trust is an important issue. If the teacher can create an atmosphere of openness and empathy, and also perhaps share some of their own personal experiences with their pupils, the children will be more likely to explore their own issues.

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

Helen Reed
Editor

Symbol index

These three symbols are used throughout the teachers notes – to denote the different types of work suggested.



Project



Discussion

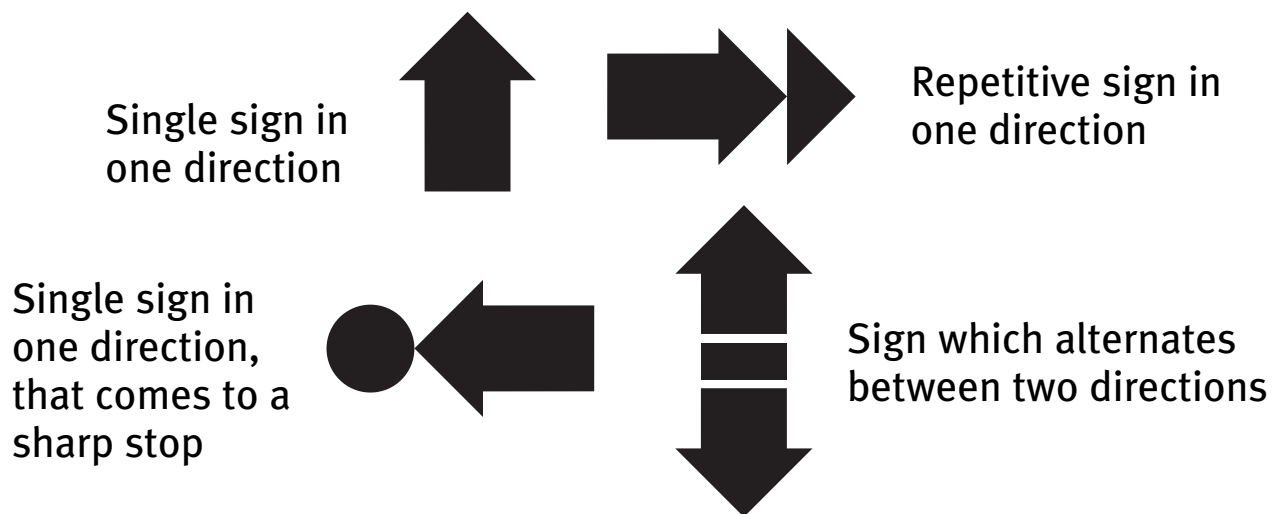


Role play

Directional arrows are used throughout the worksheets - to make any movement involved in the depicted sign easier to understand.

A lot of 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 arrow-heads below depict basic movements:



For signs which are more complex, the arrow-heads are attached to circles etc. which help to describe the direction and flow of the movement.

If a back-to-front letter S is incorporated, then the hands are making alternate movements.



Working with this book

This book helps deaf children to recognise and label emotions, and to learn new emotions signs. There are various ways in which teachers and parents can work with this book:



For younger children, you could use it as a colouring book and ask them to colour in the pictures. When completed, ask the children 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 BSL or in written English.

The pages are ideal for photocopying, so they can be circulated amongst a group for use as activity sheets. They can also be enlarged to poster size for classroom use.



You could cut out and separate the three sections on each worksheet and paste/laminate them onto card:

- **scenario**
- **spelling section**
- **sign section**

and then play matching games with them.

Children could be asked to write their own stories of a time when they felt one of the particular feelings illustrated.



Role-play can be used to explain and understand the emotions described in the worksheet stories. As a starting point, you could perhaps use your own personal experiences to share with children. During role-play it is important that children realise that role-play is not real life; that it is acting.

It may be a good idea for children to wear badges such as “I am acting in role-play”. Care should be taken to make sure children are ‘grounded’ after role-play and spend a few moments talking about something else.



It is 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.

Most importantly – have fun!

Worksheets

The following two page spreads consist of teacher's notes (left) and worksheets (right).

There are 20 spreads in total and the emotions they deal with are as follows:

pages 6–7	disappointed
pages 8–9	happy
pages 10–11	angry
pages 12–13	bored
pages 14–15	hopeful
pages 16–17	sad
pages 18–19	guilty
pages 20–21	proud
pages 22–23	confused
pages 24–25	safe
pages 26–27	jealous
pages 28–29	fine
pages 30–31	ashamed
pages 32–33	tired
pages 34–35	surprised
pages 36–37	upset
pages 38–39	frustrated
pages 40–41	excited
pages 42–43	scared
pages 44–45	calm

The story

Katie wanted some chocolate at lunch time. She opened her lunch box and found an apple. Katie feels disappointed.

This story tells of a girl who usually has a bar of chocolate in her lunch box. She finds the apple a poor substitute.

Discussion



Children could examine several issues, for example:

- How do we deal with disappointment?
- Is it good to experience disappointment sometimes?

Food is an emotive issue for young people today and care should be taken that children are guided towards healthy eating and exercise whilst being aware of the dangers of food disorders.

- Why did Katie's mother put an apple in the lunch box?
- Should Katie be able to choose what she eats? If Katie were allowed to pack her own lunch, what would she eat? Would this food be good for her?
- What would other children choose to have in their lunch boxes?

Issues regarding how females, particularly, are portrayed in the media and on the catwalk could give rise to an interesting and valuable discussion.

Project



Children could participate in a project about healthy eating:

- What do our bodies need in order to make us healthy?
- What happens when we eat lots of sweets or become 'couch potatoes'?
- What are the benefits of exercise and/or sport?

A group collage could be organised to examine the differences between sugars, starches, proteins and carbohydrates.

Role-play

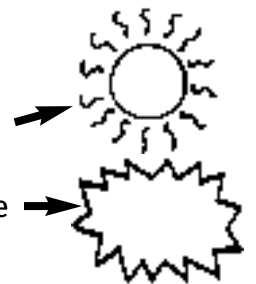


Ask the children to devise a story about the picture. Through role-play, examine what it feels like to be disappointed and how they would react to that feeling.

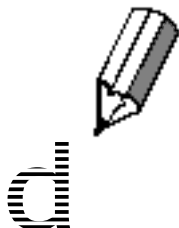


Katie wanted some chocolate at lunch time. She opened her lunch box and found an apple. Katie feels **disappointed**.

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



disappointed



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. He feels very happy.

Discussion



Discuss with the children what happiness feels like. Can we describe the feeling, give it a shape, or a colour?

Most of us like sharing our birthday and enjoy the feelings when

- have friends around us
- receive lots of attention
- accept presents

It may also be useful to think about giving and receiving presents:

- Should we judge how much a person values us by the size of their gift?
- What happens when we would like to buy a present for someone we like but can't afford to do so? If we don't have the money, what could we do to acknowledge their birthday?
- Do we get more pleasure out of giving rather than receiving gifts?

Project



Depending on their age, children may enjoy working on a project to discover the different attitudes to birthdays and celebrations according to religion and culture.

- Is there a difference in the way people of various cultures celebrate birthdays?
- What do people of different races eat as celebratory food?
- In different religions and cultures, what are the significant birthdays and what are the celebrations to mark them?

Role-play



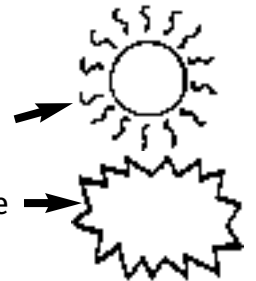
Ask the children to devise a story about happiness and what it feels like to be happy. What do we look like when we are happy?



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. He feels very **happy**.

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



h a p p y



The story

Jack had a fight with his brother. Their mum told them to stop. Jack still feels angry with his brother.

Why do some siblings argue so much? What is it that sparks off such high emotion within families?

Discussion



Encourage children to examine why some children argue so much, especially with their brothers and sisters.

- What particular situations create angry feelings?
- How do parents behave when their children are arguing?
- What are the consequences of staying angry?
- How should we deal with disagreements at home or at school?
- What are appropriate ways of showing anger?
- What are not appropriate ways of showing anger?
- Define the difference between feelings and behaviour, for example, its OK to be angry but it is not OK to hit others.

Role-play



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

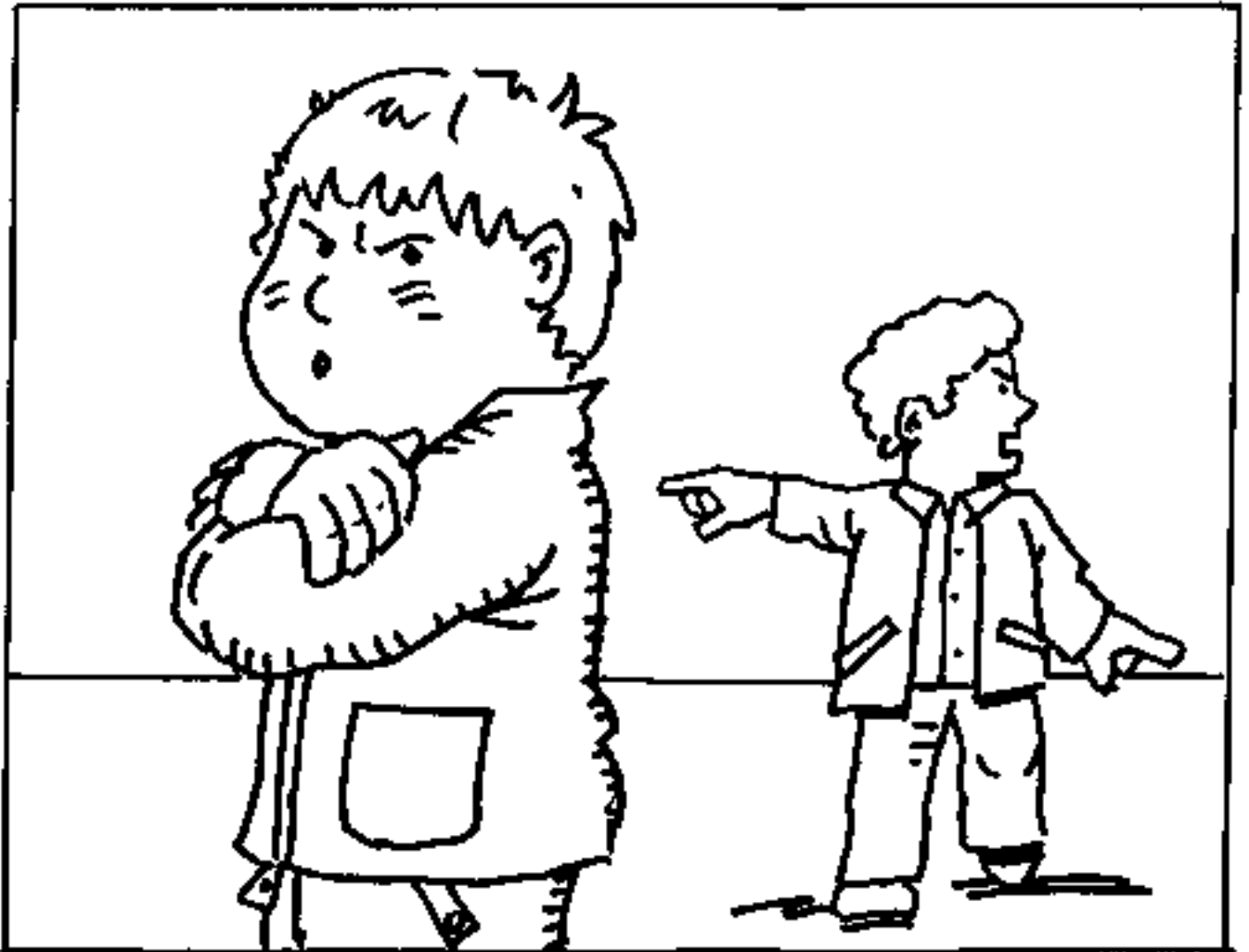
- What happens to our bodies when we become angry?
- Try to imagine how parents feel when their children are arguing.
- How do we look when we are angry?
- How can we rid ourselves of angry feelings?
- Examine ways of dispelling anger and replacing it with calmer feelings.

Project



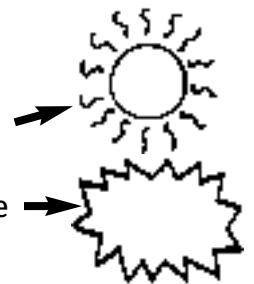
For individual projects ask children to draw a thermometer to explore what makes them extremely angry/very angry/quite angry/a little angry/calm and what we can do to 'bring the temperature down'.





Jack had a fight with his brother.
 Their mum told them to stop.
 Jack still feels **angry** with his brother.

Is feeling
angry
 a comfortable
 feeling or an
 uncomfortable
 feeling?



a n g r y



The story

Wesley is on his way to school in the taxi. The taxi is in a traffic jam and can't move. Wesley is bored and wishes the taxi would start moving.

Many deaf children travel to school in taxis, and this often lengthens the school day quite considerably. Some children enjoy being with their peers during this time, others are bored and often fretful.

Discussion



- What do children do on their journey to and from school?
- What do they like about the journey?
- What do they dislike about the journey?
- How would they like to travel to school?
- If they are bored on the journey, what can they do to reduce this boredom?

Role-play



Through role-play, try to explore the feeling of being bored.

- What is boredom?
- What makes us bored?
- How do we look when we are bored?
- If we are bored, are we boring people?
- How can we avoid boredom – is it possible?

Project

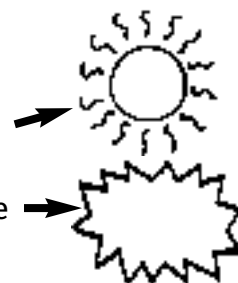


As a group project, ask each child to count certain things they see on their journey, in order to prevent boredom. For example, count the number of red buses, black cars, motorbikes, or how many drivers wear caps. Devise a competition for the end of the week, if appropriate, but care should be taken to avoid exaggeration!







Wesley is on his way to school in the taxi. The taxi is in a traffic jam and can't move. Wesley is **bored** and wishes the taxi would start moving.

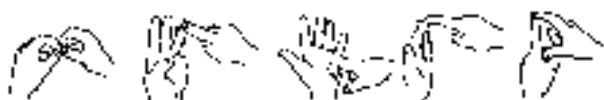
Is feeling **bored** a comfortable feeling or an uncomfortable feeling?



b o r e d



The story

Tracy's mum is going to have a baby. Tracy would like a new sister. She is hopeful that the baby will be a little girl.

This scenario shows a child who is aware of her mother carrying a baby. Questions may arise such as "Where do babies come from?" A class of children may welcome this opportunity for discussion, as well as exploring feelings around family relationships, and how children relate to brothers and sisters, their parents, grandparents and extended family.

Discussion



Allow children to talk about what it feels like to be hopeful.

- Ask children 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?
- How much are children told about where babies come from?

Role-play



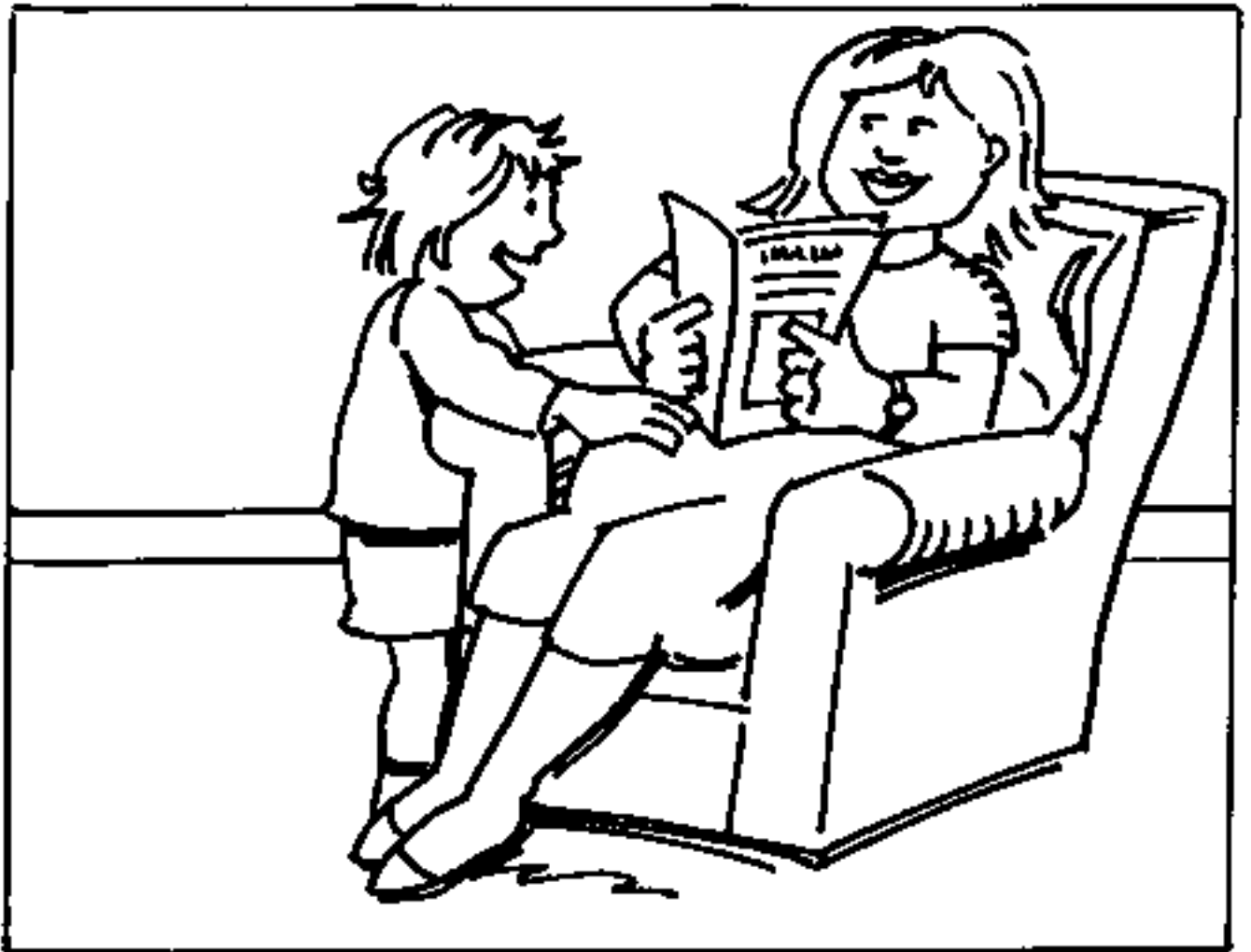
Ask children to create drama about family life and the arrival of a new baby.

- Examine feelings around having a new baby in the house.
- What happens when they see their family and friends making a fuss about the new arrival?

Project

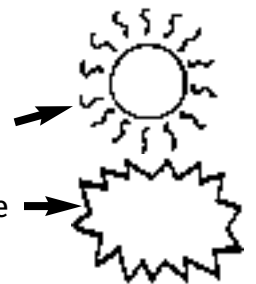


If children in the class are of an appropriate age, a project could be started around reproduction. If children are very young, this could involve information about the animal world, rather than human biology.





Tracy's mum is going to have a baby. Tracy would like a new sister. She is **hopeful** that the baby will be a little girl.

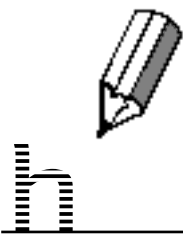
Is feeling **hopeful** a comfortable feeling or an uncomfortable feeling?



h o p e f u l









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 bereavement?

Role-play



It may be useful through role-playing to:

- Ask the child playing Jack to talk about what it is like to have a pet cat.
- Ask the child to show everyone a photograph of their cat.
- Ask the child to talk about the feeling of being sad.
- Ask the child how it would feel to put away the cat's basket and collar for the time-being.

Issues around death and dying may be raised during role-play.

Discussion



During discussion, ask other children to talk about their own pets.

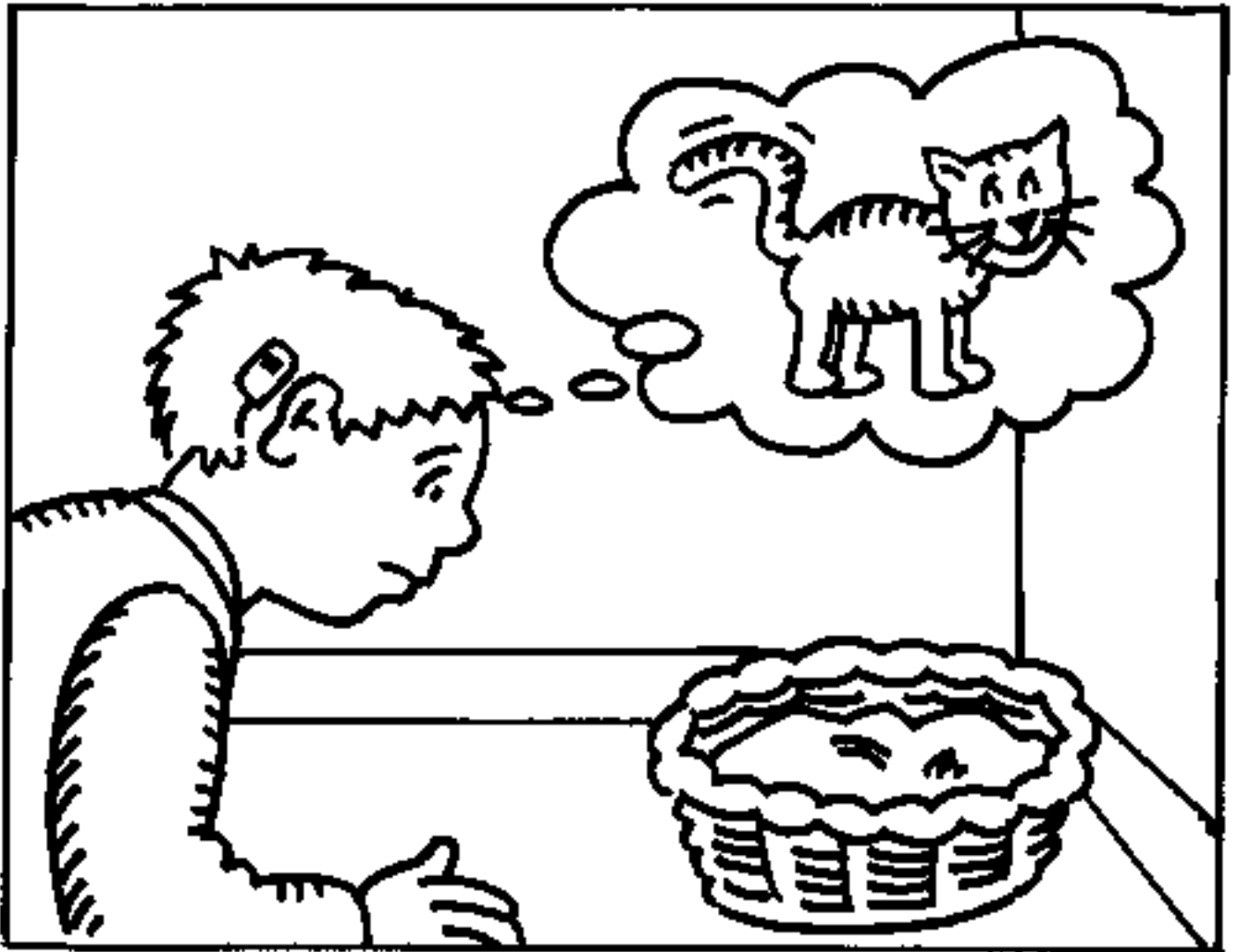
- Should Jack get another cat?
- How seriously do we take our responsibilities for owning a pet?
- What are the benefits of owning a pet?
- What pets do we have at home, and what differences do they have? For instance – compare dogs/cats/rats/snakes/birds.

Project



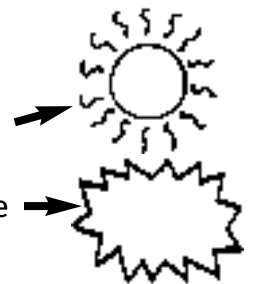
A project about owning pets (which ones are suitable as pets, and which are not) could be started – this would involve many children in the group. Children could bring in photographs of their own pets. Those who do not own pets could collect information and pictures about animals which would not be suitable as pets, along with reasons why these animals cannot be domesticated.

Maybe the children could be asked to bring in a pet (if appropriate).

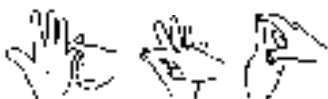


Jack's cat has died.
 He loved his cat and misses him.
 When Jack looks at the empty basket he
 feels **sad**.

is feeling
sad
 a comfortable
 feeling or an
 uncomfortable
 feeling?



s a d



The story

Mollie pushed a child in the playground. The teacher blamed Ahmed by mistake. Now Mollie feels guilty.

Mollie sees Ahmed being blamed for something which she did. She doesn't admit to it. She allows Ahmed to be punished, and feels guilty as a result.

Role-play



Role-play can bring out lots of feelings around guilt, both for the perpetrator and for those who witness events.

- What should Mollie do next?
- What about other children who might have seen what happened – what should they do?
- What does it feel like to escape blame, and then to see someone else punished?
- What would the teacher feel if the girl confessed? (Teachers don't always get it right!)

Discussion



This may be a good opportunity to initiate discussion about bullying.

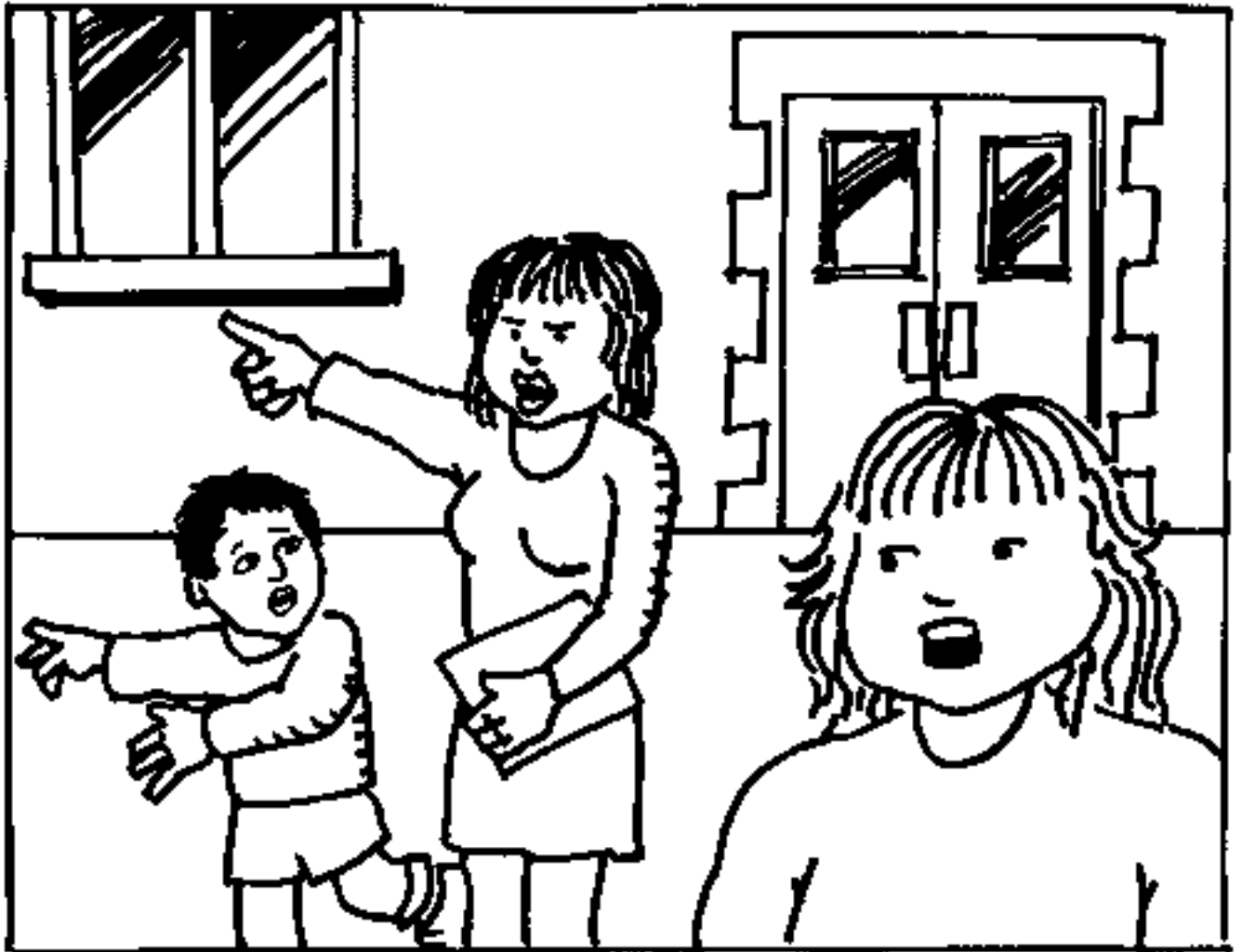
- What does it feel like to be bullied?
- How should we deal with bullies?
- Is there an anti-bullying strategy in place at your school and are the children aware of it?
- What should a child do if he or she is bullied?
- What does it feel like to bully other children?

Extra care should be taken to make sure children are 'grounded' after this sort of discussion and role-play.

Project

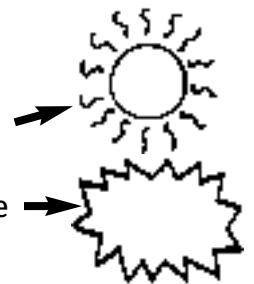


Ask the children to design on computer an anti-bullying poster and perhaps distribute copies throughout the school. A class presentation/role-play could be given during assembly to address the topic of bullying.


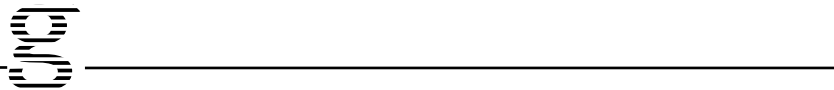



Mollie pushed a boy in the playground. The teacher blamed Ahmed by mistake. Now Mollie feels **guilty**.


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



g u i l t y







The story

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

Some children always seem to do well at sports, others do not. There are many areas where children can succeed and feel proud of their achievements, either in the classroom or on the sports field.

Discussion



Children can discuss a time when they felt proud of themselves.

- What was it they had done?
- Did they receive praise and, if so, how did that make them feel?
- What is the difference between being proud of oneself and being 'big-headed'?
- Are they ever proud of the achievements of others?

Role-play



In role-play children can examine how they feel when they are praised.

- 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 easy is it to receive compliments?
- How does it change a relationship when you pay a compliment to another person?

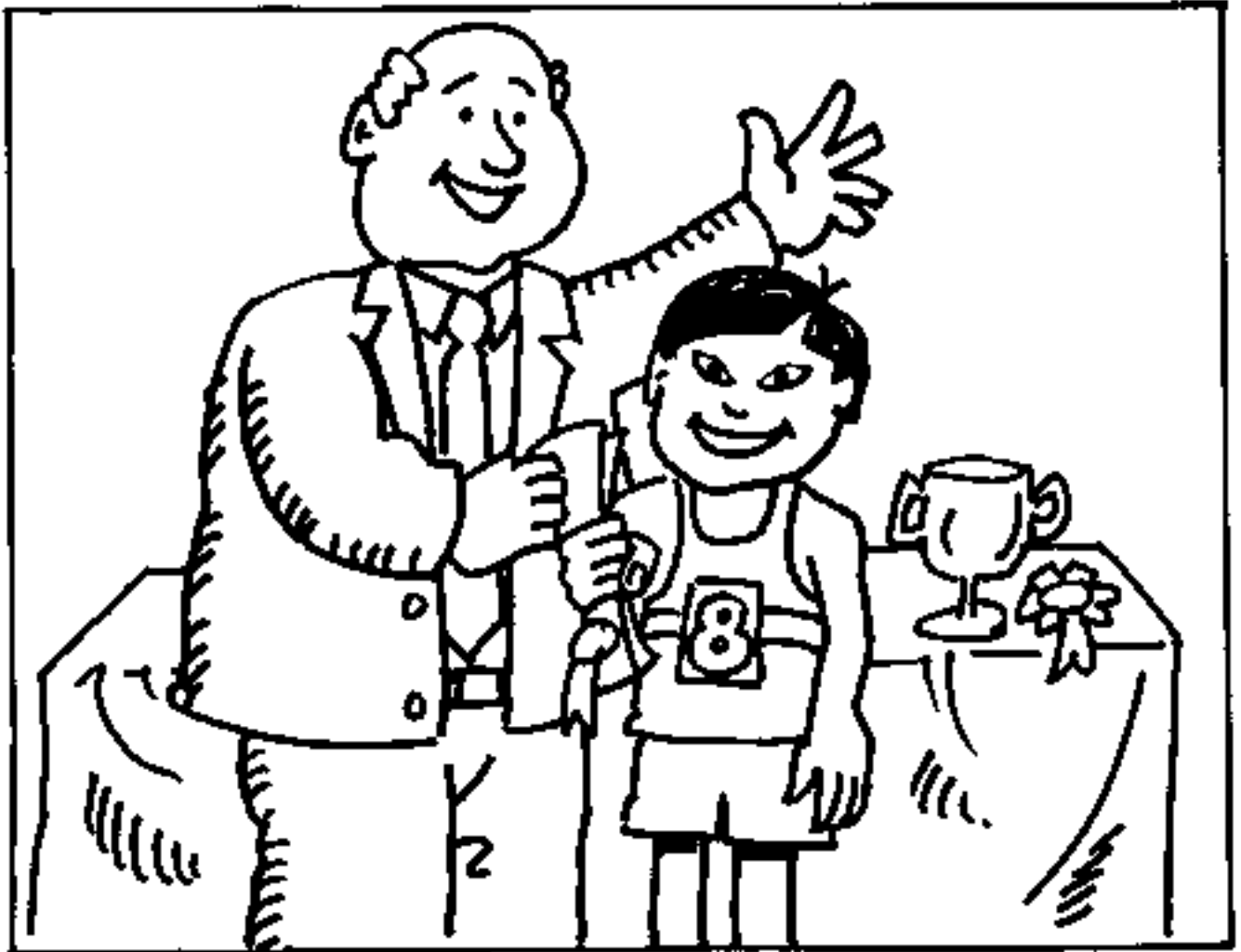
Project



Children can learn how to give and receive compliments.

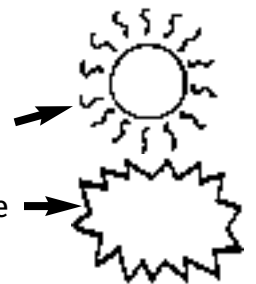
If children are asked to pay their classmates compliments, this is a very powerful and fun way of healing possible rifts and of raising self-esteem.

Ask each child to write a 'compliments list' and make sure that every child receives one. A sheet could be prepared for each child in class showing his/her name, and then distributed for the children to add their compliments to them. Maybe teacher should have a sheet too!




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


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




p r o u d



D







The story

Richard asked for an ice lolly. The man is saying something Richard does not understand. Richard feels confused.

Richard has asked the vendor for an ice lolly. Perhaps there are none left, or the vendor is offering an ice cream as an alternative – but Richard cannot see the man's lips because of his thick moustache. Maybe the man didn't understand Richard's request. Whatever the reason, Richard is feeling confused over this communication breakdown.

Role-play



Role-play may be a good exercise to explore coping strategies for deaf children who often find themselves in this sort of situation in everyday life.

- Someone could play the vendor, who is someone who has never met a deaf child before. There are no ice lollies left, so he offers an ice cream instead.
- The child playing Richard is confused when the vendor offers him the ice cream instead of an ice lolly.
- The child tries to explain that it is not what he asked for; that he cannot lipread the vendor as he has a large moustache.
- The vendor is himself confused – what can he do to communicate with the child more easily?
- What can the child do to make his own needs clear?

Discussion



What is the vendor feeling when he has never met a deaf child before and cannot satisfy Richard's request?

What do we feel like when we are not understood? Do we:

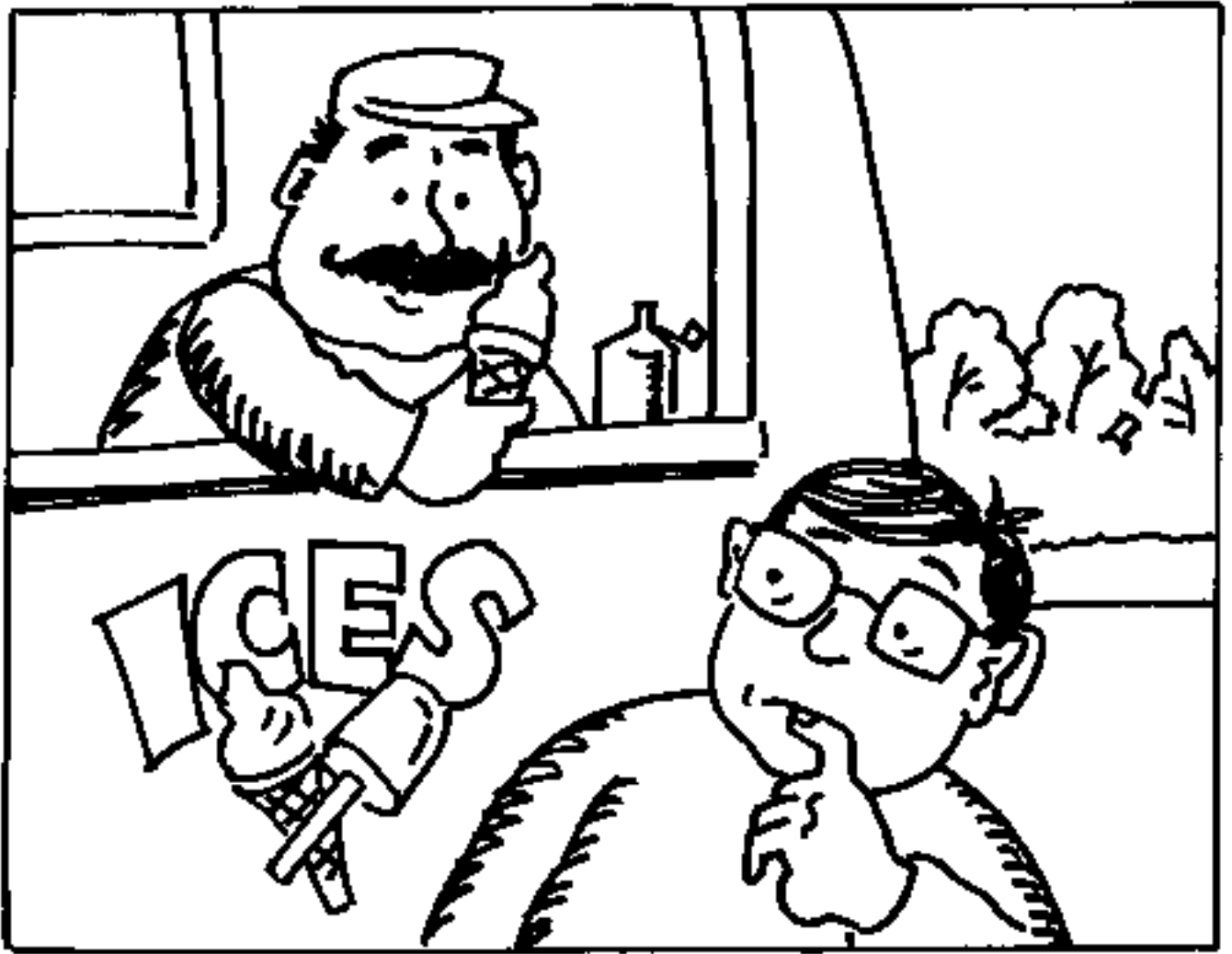
- become aggressive?
- run away?
- break down?

Where do we take these feelings?

Project

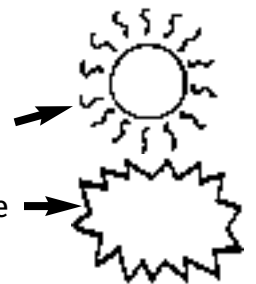


Ask the children (as a group) to design posters on effective communication with deaf children. These could be distributed throughout your school.






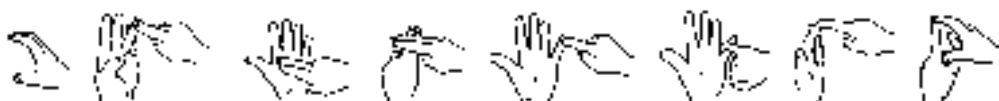
Richard asked for an ice lolly.
The man is saying something
Richard does not understand.
Richard feels **confused**.

Is feeling
confused
a comfortable
feeling or an
uncomfortable
feeling?



c o n f u s e d



The story

Joanne is watching the storm. There is lightning flashing across the dark sky and lots of rain. Joanne 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. It also opens up the possibility of discussion about life for children who do not feel safe at home for some reason.

Discussion



Ask the children to discuss times when they have felt safe. Ask them to imagine what it would feel like to be:

- without a family home,
- homeless,
- living in a war zone,
- displaced – as a refugee,
- living where there is flood, famine, earthquakes or other disasters.

Role-play



Ask the children to devise a play, following their discussion on feeling safe.

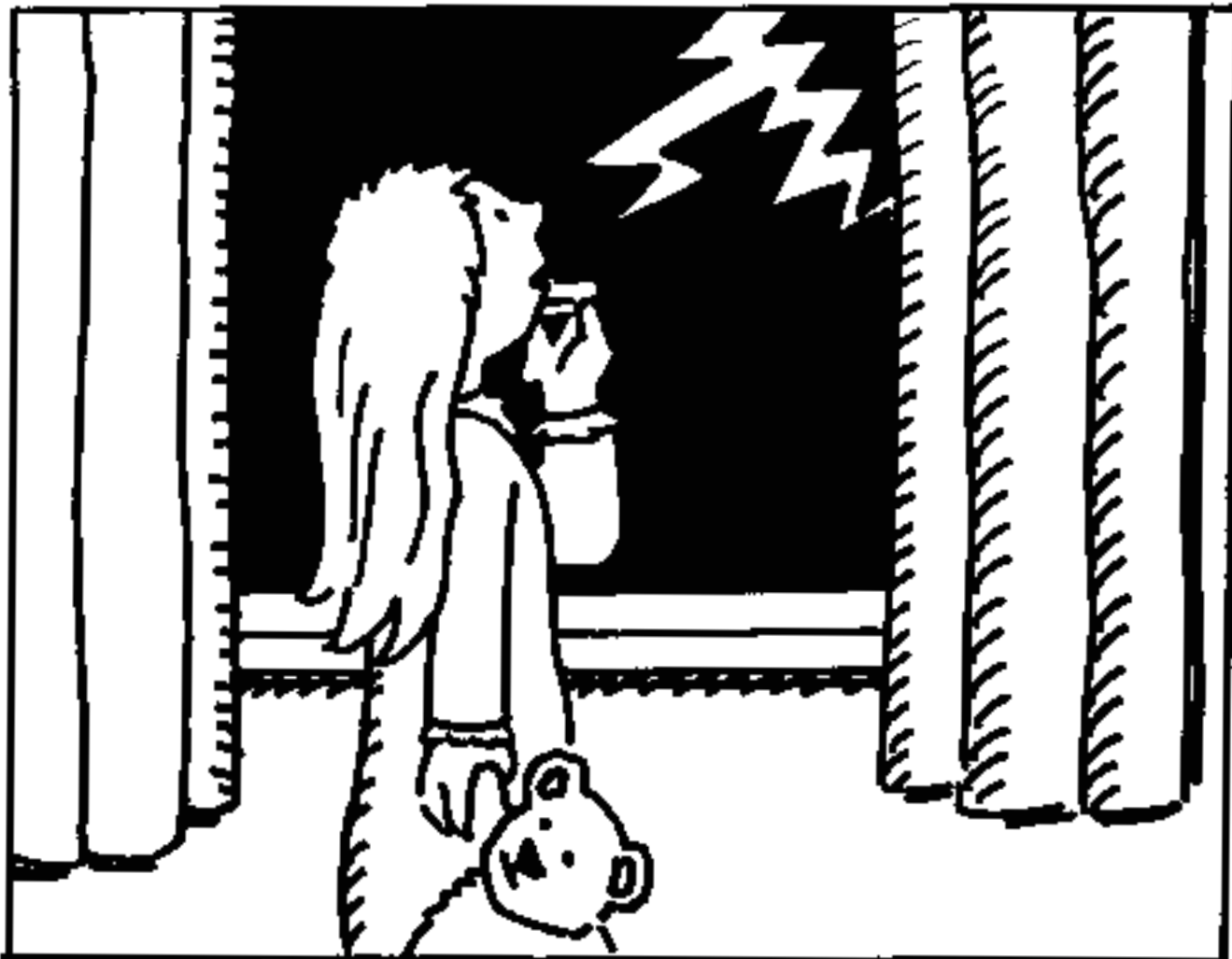
Project



Children could be asked to prepare a project on the lives of children who are not safe. Newspaper articles could be collected on what is happening in parts of the world where there is flood, famine, earthquakes or war. If there is interest, the children could organise some sort of fund-raising for disadvantaged children living overseas, perhaps a school or orphanage for deaf children.

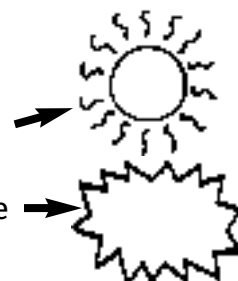
Alternatively, children could be asked to draw or write about a time when they did not feel safe, but this subject should be treated with sensitivity.

Extra care should be taken to make sure children are 'grounded' after this sort of discussion and/or role-play.

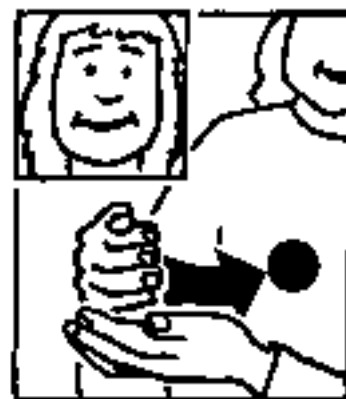


Joanne is watching the storm.
There is lightning flashing across
the dark sky and lots of rain.
Joanne feels **safe** inside her house.

Is feeling
safe
a comfortable
feeling or an
uncomfortable
feeling?



s a f e



The story

Katie and Wesley are friends. Wesley has made a new friend at school and spends a lot of time with him. Katie feels left out and jealous.

A third person has joined the two-some and Katie is feeling excluded and jealous. This is a scenario which is very familiar to teachers and parents, and often makes children extremely distressed.

Role-play



Through role-play, allow the children to experience Katie's motions:

- Katie had hoped she and Wesley would always be friends.
- Katie resents the interest Wesley shows in the other child.
- What does it feel like to be an outsider, to be excluded?
- Why is Wesley making friends with the other boy?

Discussion



There are many issues around this situation which can be used in discussion:

- Why can't all three of them be friends?
- Why is it that two people can be close friends, but the dynamics within three-somes can make friendships difficult?
- What can Katie do to put away these feelings of jealousy and resentment?
- Are the two other children excluding Katie, or is she excluding herself?
- Are her feelings of jealousy ruining her friendship with Wesley and spoiling the chance of also being friends with the new boy?
- What happens when Katie goes home? Does she take these feelings with her?

Project

Ask the children to write to an imaginary 'agony aunt' expressing their feelings of jealousy.

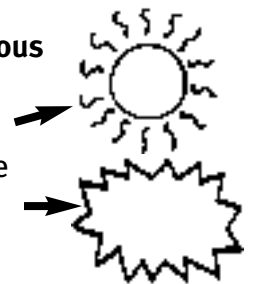


There could then be a ceremony to destroy these feelings. This might involve decorating a bin and labelling it 'Feelings Bin'. The children could tear up their letters into tiny pieces and put them in the bin – to dispel feelings they no longer want.



Katie and Wesley are friends.
Wesley has made a new friend
at school and spends a lot of time with
him. Katie feels left out and **jealous**.

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



j e a l o u s



The story

Jack is walking his dog Arthur in the park. He meets a school friend. Jack's friend likes his dog and Arthur wags his tail. Jack feels fine.

"Fine" is often how deaf children respond when asked how they are. What does "fine" mean? Is it a sense of well-being?

In this story Jack is exercising his dog and perhaps feeling that it is a bit of a chore. He is cheered by the sight of his friend from school. It gives Jack pleasure to show off his dog, and he possibly experiences a warm glow when his friend expresses his liking for the dog. A special bond is formed between the two boys.

Role-play



In role-play, examine what it feels like when you are bored and you see a friend.

- How would it feel if your class-mate ignored you?
- What if he didn't like your dog? How would that make you feel?
- How would it feel if he did make an effort to come over towards you?
- What should Jack do now? What can he do to encourage the friendship?

Discussion



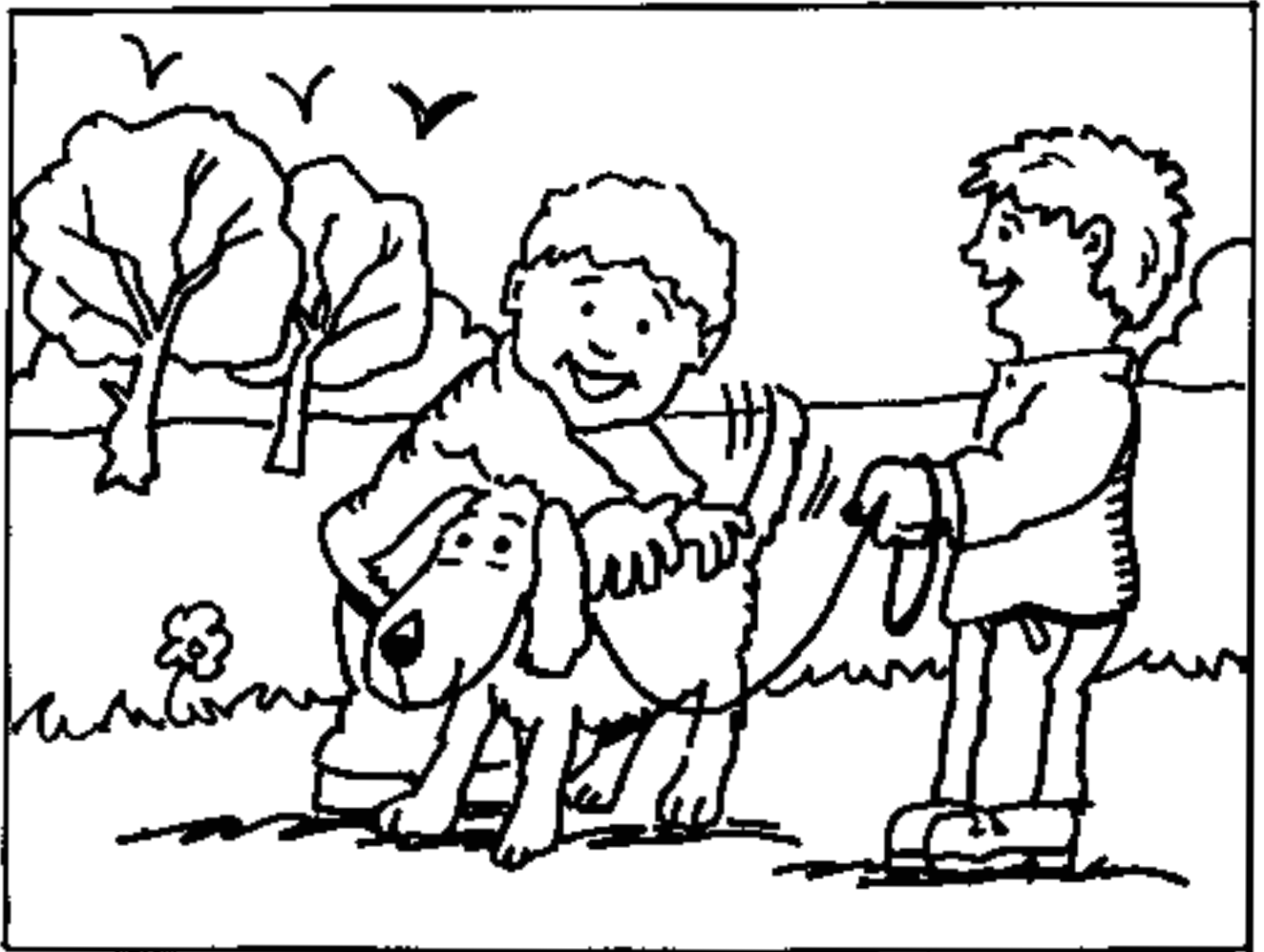
Explore the meaning of friendship and encourage the children to write down the qualities they like in their friends.

- Do they have these qualities themselves?
- Are they good friends to others?
- What was it about the encounter that made Jack feel fine?
- What makes a good friend special?

Project

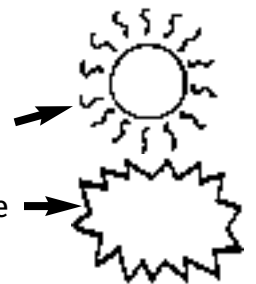


Ask the children to write a letter to their best friend or to a person they like, to thank them for being a good friend.

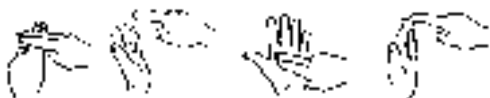


Jack is walking his dog Arthur in the park. He meets a school friend. Jack's friend likes his dog and Arthur wags his tail. Jack feels **fine**.

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



f i n e



The story

Debbie went to get one biscuit from the tin. She ate them all. There are no biscuits left for the rest of the family. Debbie feels ashamed.

Many children head for the biscuit tin when they arrive home from school, especially if they are alone in the house. Is it hunger, boredom, 'comfort eating'?

Discussion



Discuss with the group the issues around over-eating.

- Why did Debbie eat all the biscuits?
- Was Debbie hungry – or bored – or what?
- What else could she have done that would not involve over-eating, but would still have made her feel better?
- What do you think Debbie should do now?

Role-play



Through role-play, examine how it is to feel ashamed. Examine what Debbie can do to make herself feel better:

- Carry on as normal, hoping no-one will notice.
- Apologise to her family and admit she was greedy.
- Say she was hungry/say she was bored.
- Think of ways of passing the time between meals, or eating something that is more healthy.

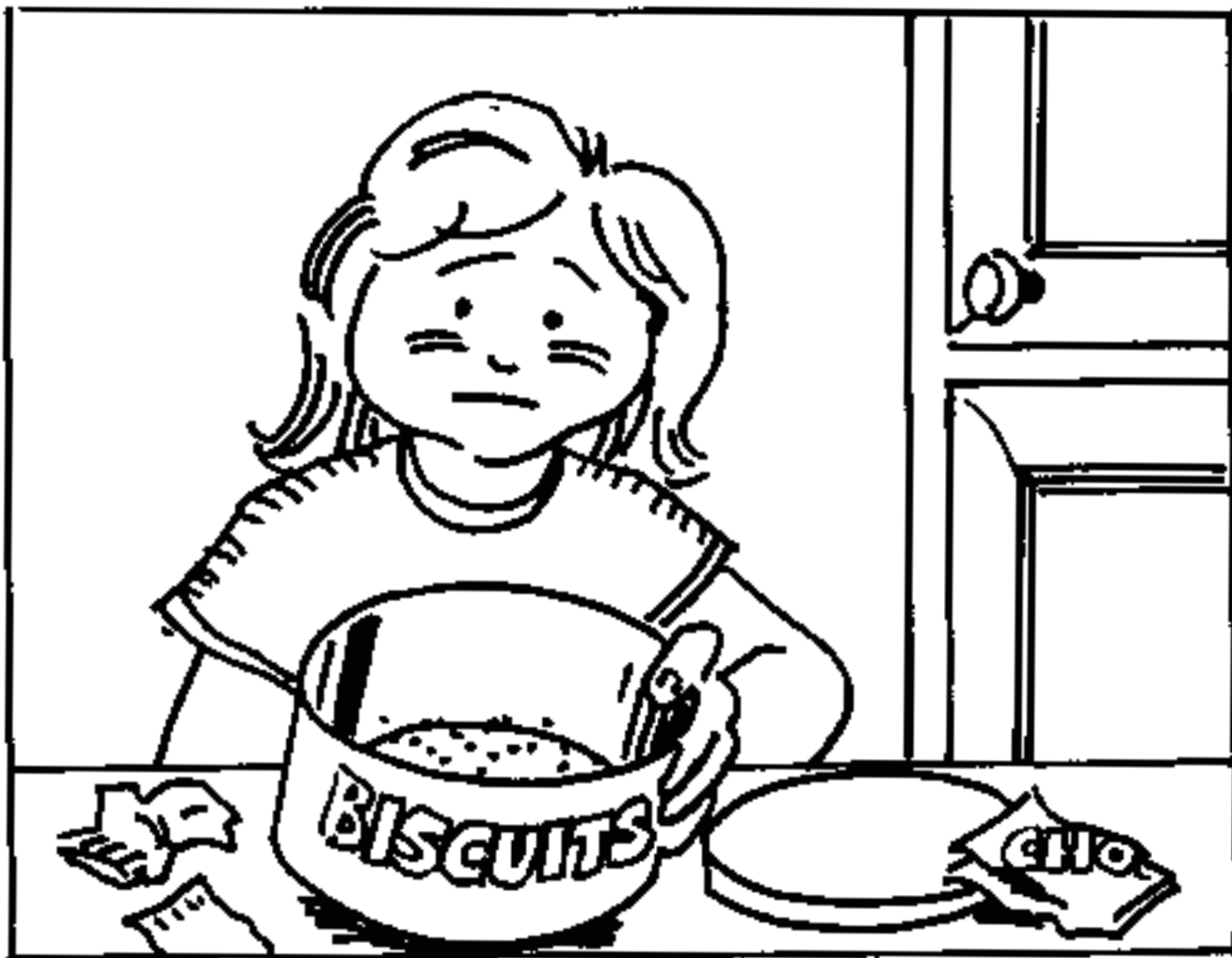
Examine the consequences within the family of any of these options. How do her siblings react? What do her parents say?

Project



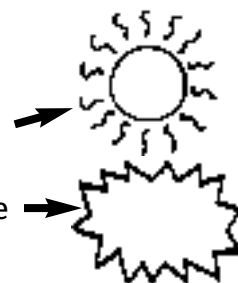
Ask the children to draw or write about a time when they have felt ashamed.

- What had they done?
- What does it feel like to be ashamed?
- What were the reactions of others?
- Did they behave differently when they felt ashamed?
- What can be done to make things better when you are ashamed of something?






Debbie went to get one biscuit from the tin. She ate them all, so now there are no biscuits left for the rest of the family. Debbie feels **ashamed**.


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

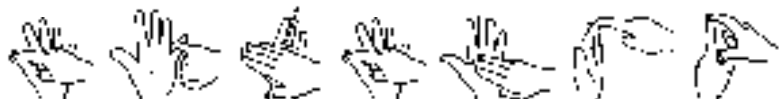


a s h a m e d







The story

Fergus is staying up late. He is playing on his computer instead of sleeping. Fergus will be tired at school tomorrow.

Many children become so engrossed in computer games that they go to bed too late. This is especially prevalent, now that many children have their own computers and/or television sets in their bedrooms.

Role-play



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

- Walking around sluggishly, dragging their feet.
- Being inattentive, not able to concentrate on conversations.
- Yawning and being generally lethargic.

Discussion



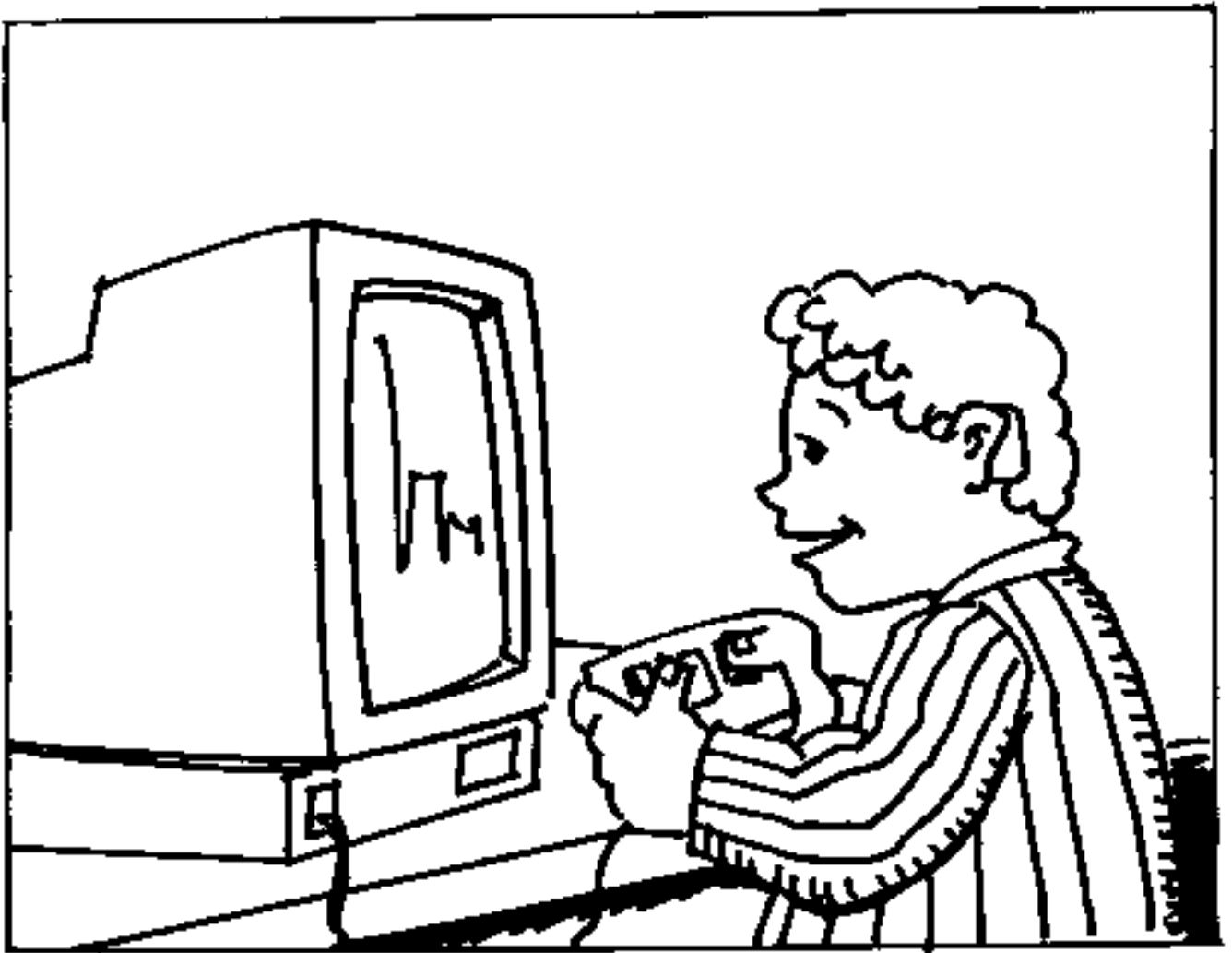
Encourage the group to think about:

- What happens to our brains, and our thinking processes when we are tired?
- What would happen to us if we were deprived of sleep over long periods?
- What are the benefits of being alert as opposed to feeling tired throughout the day?

Project

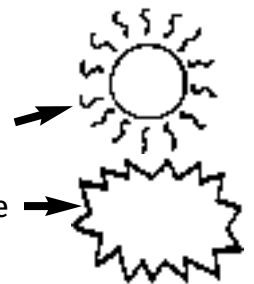


- What happens to people who are trying to carry out everyday tasks when they are tired?
- What are the dangers in being deprived of sleep? (Thinking, for instance, about drivers and those people who operate machinery.)





Fergus is staying up late.
 He is playing on his computer
 instead of sleeping.
 Fergus will be **tired** at school tomorrow.


Is feeling
tired
 a comfortable
 feeling or an
 uncomfortable
 feeling?



t i r e d









The story

Rashida is sitting in the garden reading her book. She looks up at the sky. Rashida is very surprised to see a lovely rainbow.

Seeing a rainbow can be very exciting for children, they often seem impossibly magical and there are many fairy stories and folk-lore involving rainbows.

Role-play



Ask children to devise a piece of drama about 'surprise'.

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

Discussion



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

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

Project



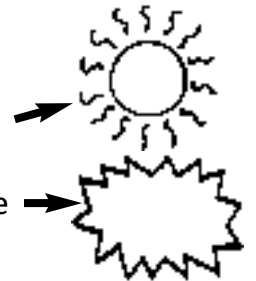
Children may enjoy a project on rainbows. How many colours are there, and in which order do they appear? What makes a rainbow? What defines their shape? Is it possible to reach the end of a rainbow?

If children are of an appropriate age, ask them to write a fairy story involving a rainbow.





Rashida is sitting in the garden reading her book. She looks up at the sky. Rashida is very **surprised** to see a lovely rainbow.


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



s u r p r i s e d









The story

Dan is watching his parents arguing. He worries about what will happen. Dan doesn't want to go to sleep because he feels too upset.

Dan is upset because he sees his parents arguing. This is something children worry about a great deal, particularly deaf children who cannot hear what an argument is about. They often (mistakenly) blame themselves. Perhaps some of the boy's friends have parents who are divorced and he is worried about his own future.

Discussion



It may be useful to lead a discussion on children's feelings about whether parents should stay together – and how they feel about:

- separation,
- divorce,
- step families,
- step-siblings, half-siblings and step-parents.

Role-play



Through role-play, allow children to feel the emotions caused through witnessing an argument.

- What would happen if the boy interrupted his parent's argument?
- What could Dan do next?
- Is the boy to blame when his parents argue?
- How do children behave when they are unhappy and upset?

Extra care should be taken to make sure children are 'grounded' after this sort of discussion and role-play.

Project



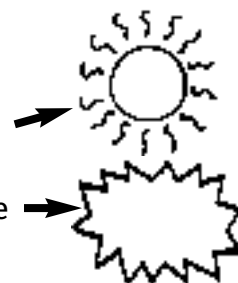
Ask the children to draw pictures about times when they have felt upset, and write about what they could have done to make themselves feel better.

Extra care should be taken to make sure children are 'grounded' after this sort of work.



Dan is watching his parents arguing. He worries about what will happen. Dan doesn't want to go to sleep because he feels too **upset**.

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



u p s e t



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.

Role-play



Allow the children to experience Amy's frustration:

- How does Amy feel not understanding what is required?
- Does Amy feel stupid? Does she feel that everyone else has knowledge that she doesn't have?
- How does 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 – or do they feel that “it serves her right for not doing her homework”?
- What are Amy's feelings towards the other children and her teacher?

Discussion



Discuss with the group 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 'frustration'.

- Where is frustration felt in your body? How do we feel frustration (for example, as a tightening of the chest)?
- What other signs reflect so clearly what is happening in the body? Ask them to draw up a list of these signs.

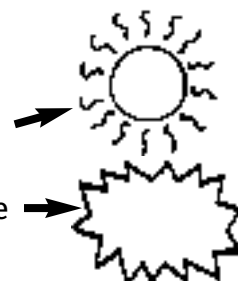


Amy could not do the work the teacher gave her.



She thought the work was too difficult.


Amy became very **frustrated**.

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



frustrated





The story

Dan and his family are going on holiday to America. They will fly away in a big aeroplane. Dan is feeling very excited.

Holiday destinations make geography studies come alive for most children, e.g. where is Dan going, where is it on the world atlas?

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 53.)
- What do we feel inside – whereabouts is the feeling in our bodies?
- How do other people react to us when we are excited?

Project



How do aeroplanes fly? What do the children know about America and its culture?

Children could be encouraged to bring into school postcards, magazine/newspaper clippings/advertisements, holiday photographs or postcards about America.

A collage could be put together about America and its history and varied landscape and mix of cultures.

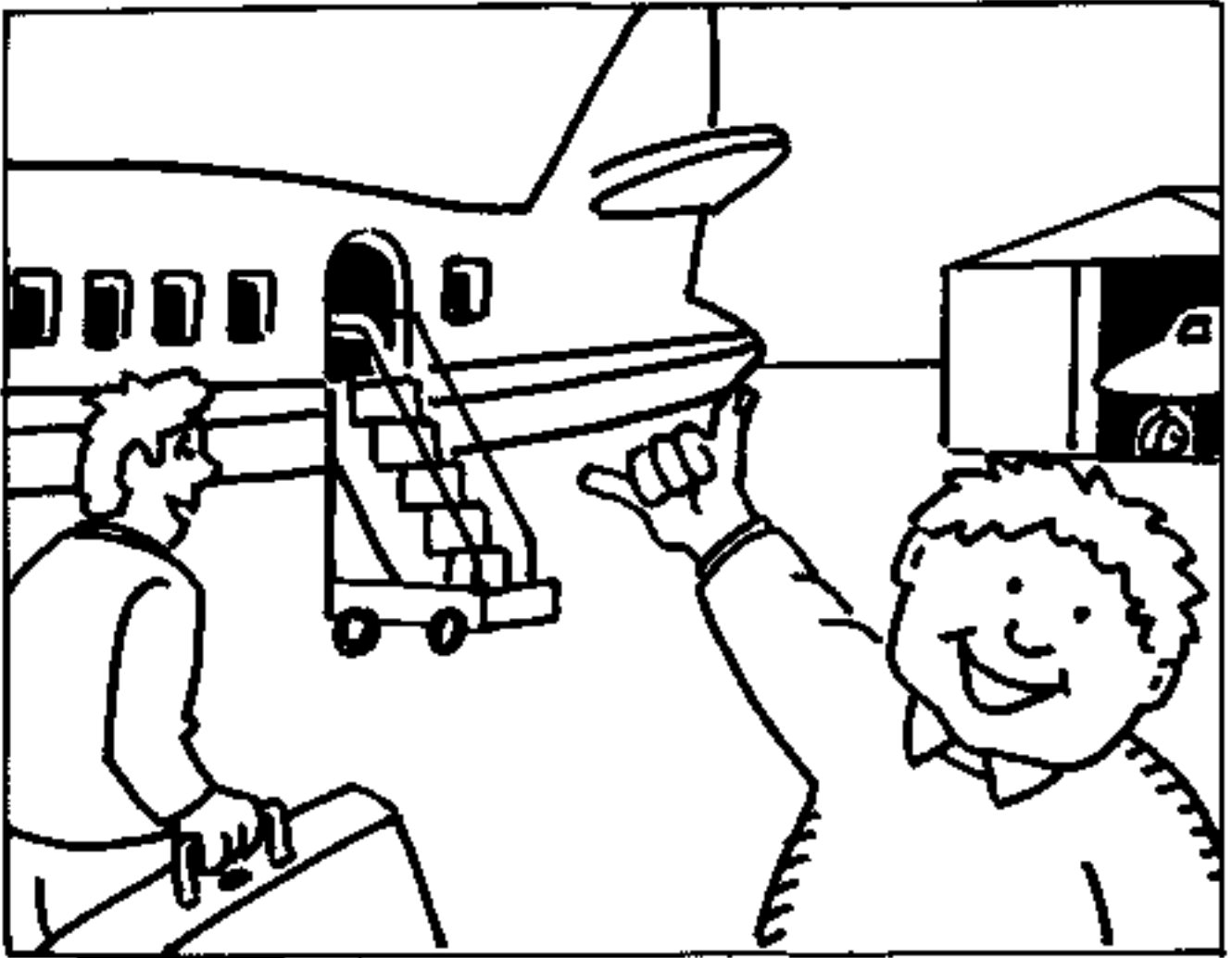
This project could be about any country relevant to children's studies.

Discussion



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

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

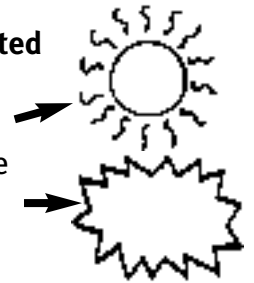


Dan and his family are going on holiday to America.



They will fly away in a big aeroplane.


Dan is feeling very **excited**.

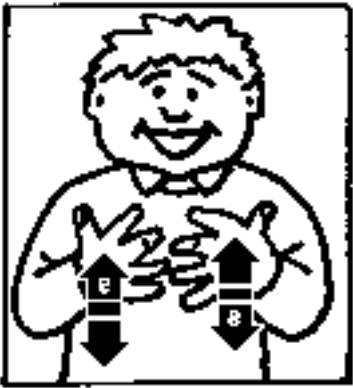
Is feeling **excited** a comfortable feeling or an uncomfortable feeling?

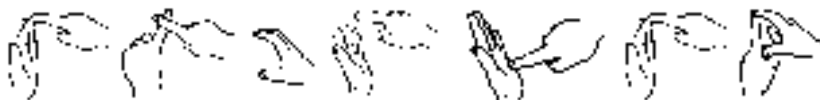


e x c i t e d







The story

Wendy sometimes wakes up in the night. When she does, she feels lonely and frightened. Wendy is scared of the dark.

When a hearing child wakes up in the darkness, she can gain comfort from points of reference such as the sound of a television downstairs, the murmur of her parents' voices, or even the ticking of a clock.

Deaf children awoken in a sightless, soundless vacuum, and are sometimes afraid of the dark.

Role-play



Through role-play, allow children to experience the feeling of being scared.

- 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 sort of discussion and role-play.

Discussion



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

- What happens when deaf children wake up in the dark?
- What is it about the darkness that frightens children?
- What remedies can children think of to overcome this fear?
- How can parents help? (Thinking about night-lights, for instance.)

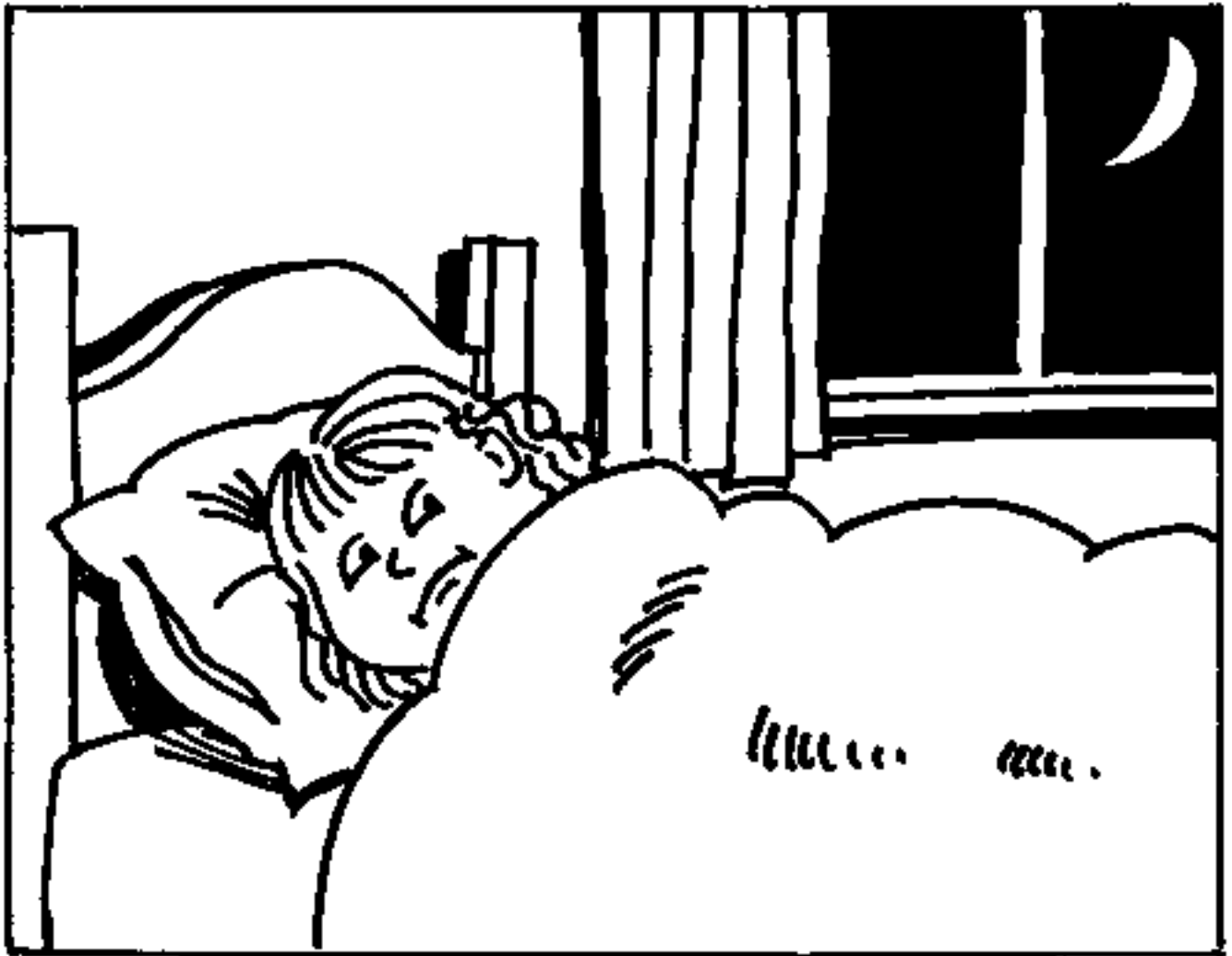
Extra care should be taken to make sure children are 'grounded' after this sort of discussion.

Project



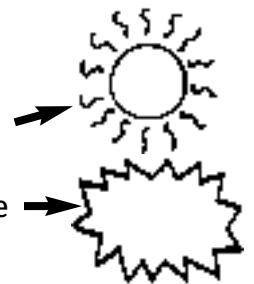
Children could be encouraged to write or draw about a time when they felt scared.

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



Wendy sometimes wakes up in the night. When she does, she feels lonely and frightened. Wendy is **scared** of the dark.

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



s c a r e d



The story

Lucy and her gran read stories at bed-time. Lucy likes doing this. The stories make her feel calm before she goes to sleep.

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

Discussion



- Ask the children what they do before going to sleep.
- Does this influence how they sleep and dream?
- What makes them feel calm, and can they use this to help them control feelings of aggression?

Role-play



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

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

Project



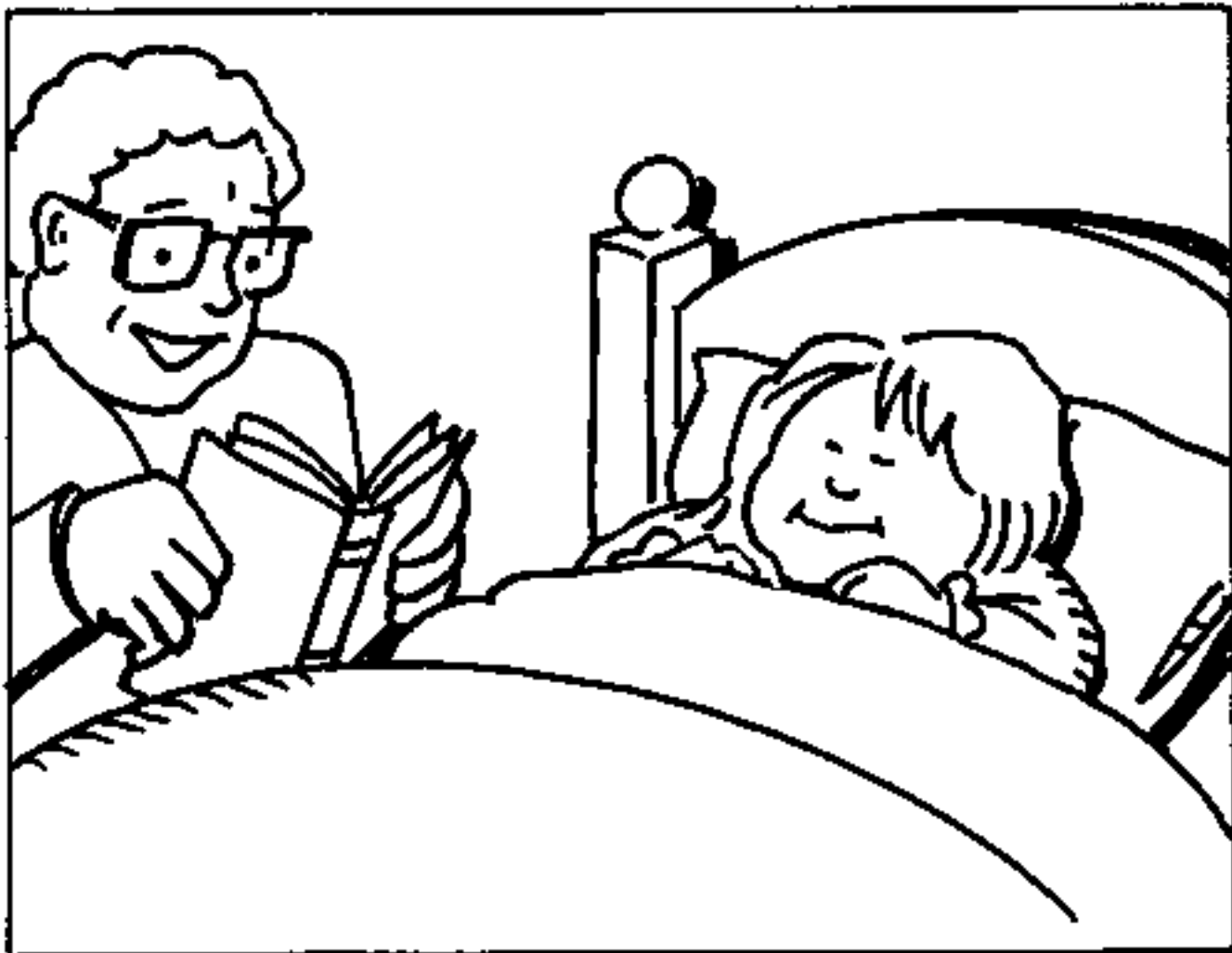
Many hearing grandparents have difficulty in coping with deafness in the family and the usual loving bond between them and a deaf grandchildren can be strained.

It can, however, be very fulfilling for grandparents and grandchildren to have their own time together, where a very special bond can be formed.

A project could be useful in exploring this relationship, for example:

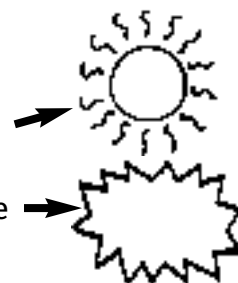
- Ask the children to bring in photographs of their grandparents.
- Encourage children to describe their feelings towards their grandparents.
- If possible, ask children to describe the lives of their grandparents – how they lived, their schooling, what they wore, what they did at work.

If children are of an appropriate age, they could interview their grandparent as if an article were to be published in a magazine. If resources allow, this could be transferred to a computer with photographs scanned in place.

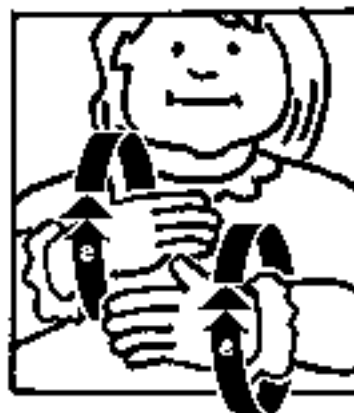


Lucy and her gran read stories at bed-time. Lucy likes doing this. The stories make her feel **calm** before she goes to sleep.

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



c a l m



Activity sheets

The following pages contain 12 additional activities sheets, which may be useful for additional work in parallel with the emotions worksheets.

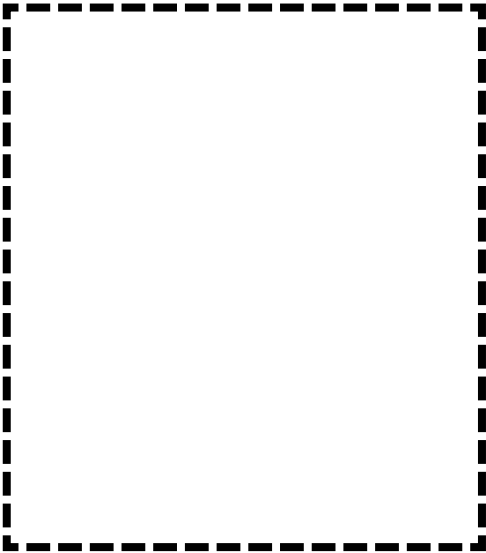
Their titles are as follows

- page 50 Who am I?
- page 51 Feelings collage
- page 52 Make yourself a mask
- page 53 My different faces
- page 54 Comfortable feelings
- page 55 Uncomfortable feelings
- page 56 What am I feeling inside?
- page 57 How do I behave?
- page 58 Be a film director
- page 59 Three wishes
- page 60 I am special
- page 61 Award yourself for all your hard work

Name Date

Who am I?

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

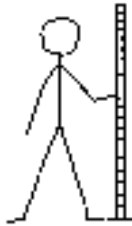


What are you wearing now?

I am wearing

.....
.....
.....
.....

How tall are you?



I am tall

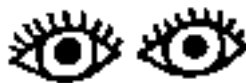


What are your favourite clothes?

My favourite clothes are

.....
.....
.....
.....

What colour are your eyes?



My eyes are

What colour is your hair?



My hair is

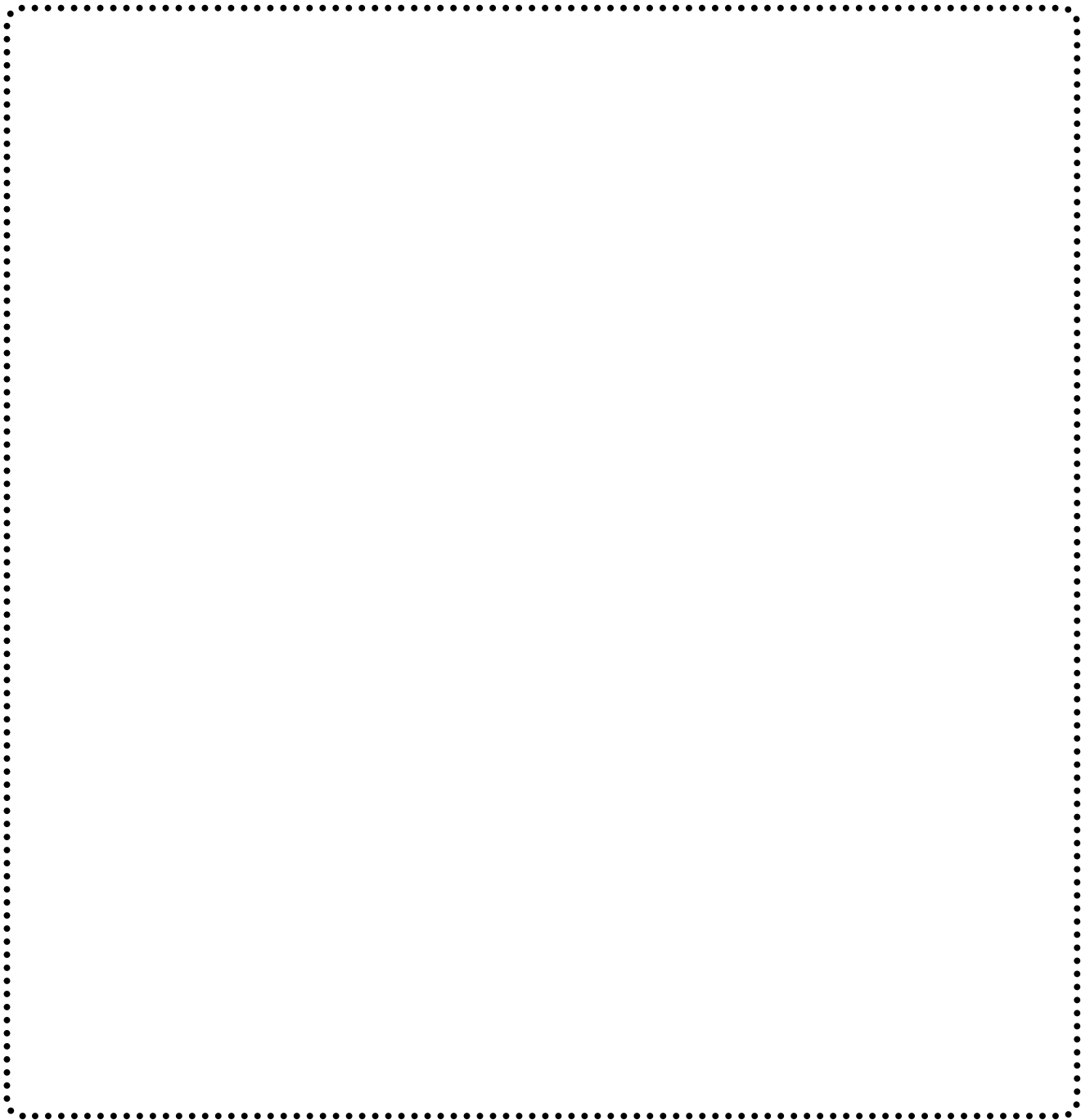
Name Date

Feelings collage

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

You will need:

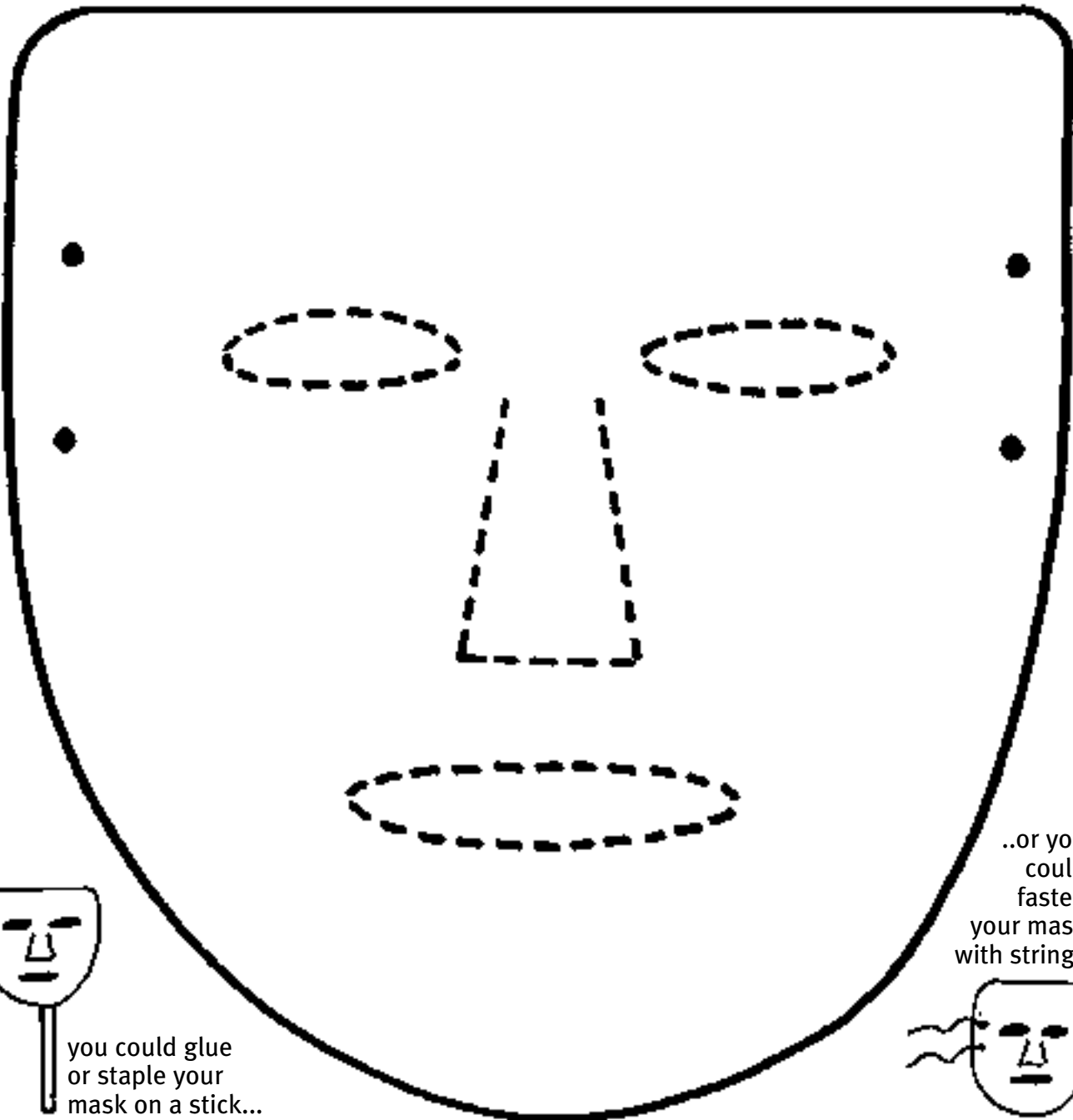
glue
scissors or
sellotape
and – maybe –
paper



Make yourself a mask

Decorate and colour this mask.
Make it happy, sad or angry
Glue the mask to card and leave it to dry.
Cut around the mask's outline and then
cut out its eyes, mouth and nose.

You will need:
coloured pencils
or paints
or felt-tip pens
card
glue
scissors
string or a stick



you could glue
or staple your
mask on a stick...



..or you
could
fasten
your mask
with strings

Name Date

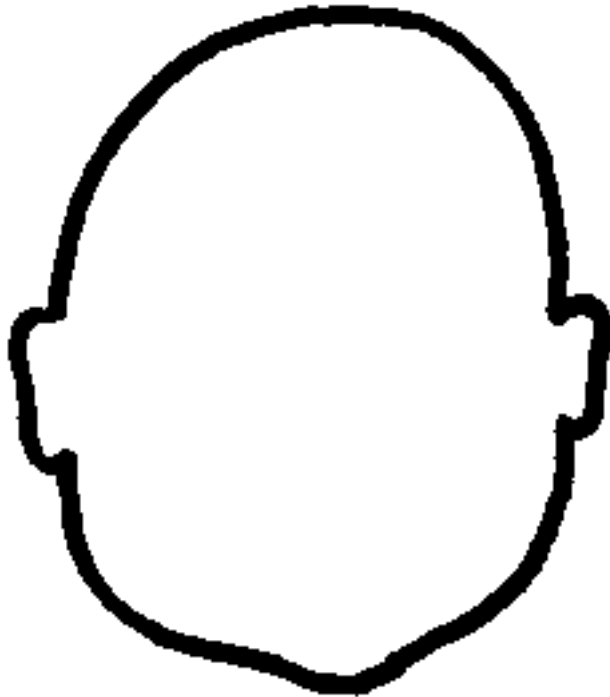
My different faces

You will need:
a mirror
coloured pencils
or paints
or felt-tip pens

When I feel
I look like this

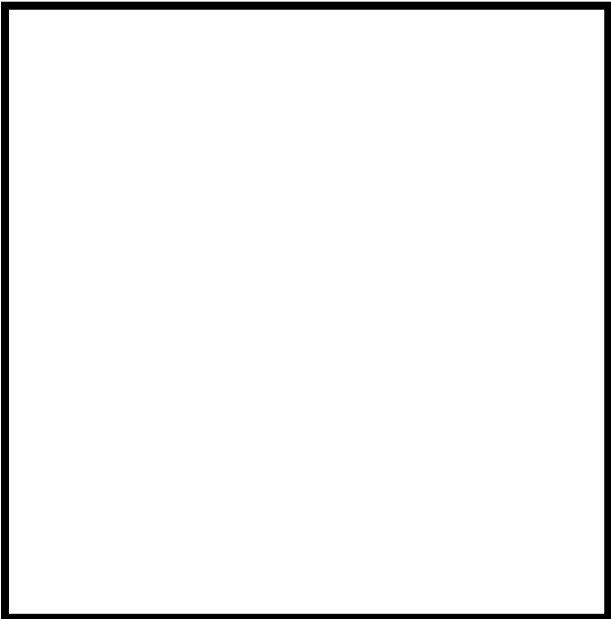
(use a mirror to
check what you
look like)

Draw your
.....
face here



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

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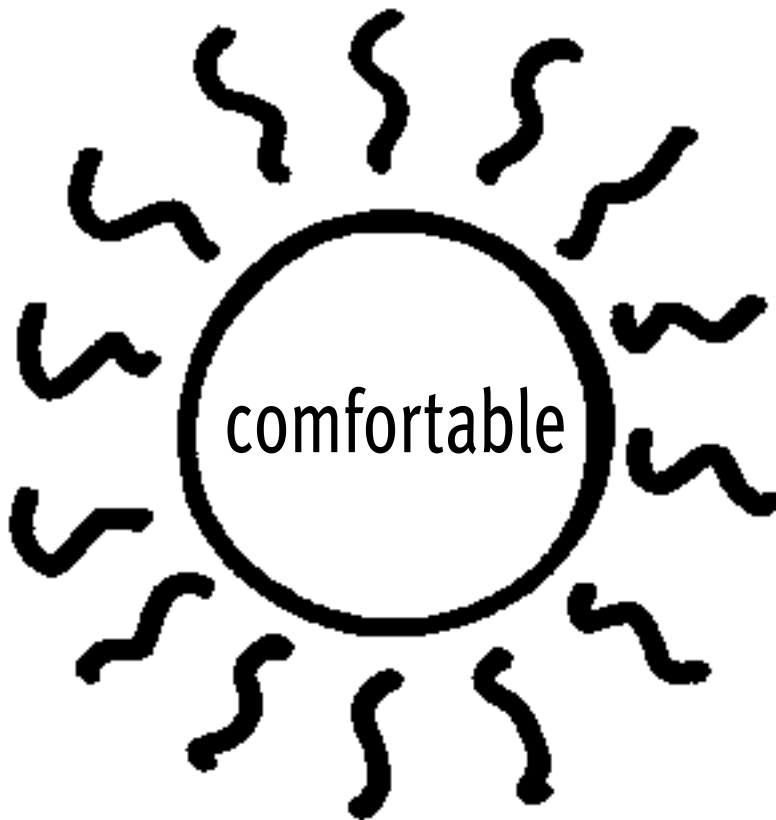
Name Date

Comfortable feelings

Think about as many different comfortable feelings as you can.

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

You will need:
coloured pencils
or paints
or felt-tip pens



happy

Name Date

Uncomfortable feelings

Think about as many different uncomfortable feelings as you can.

Write all your uncomfortable feelings around the flash in the middle of the page

(one example word has been put there already).

You will need:
coloured pencils
or paints
or felt-tip pens



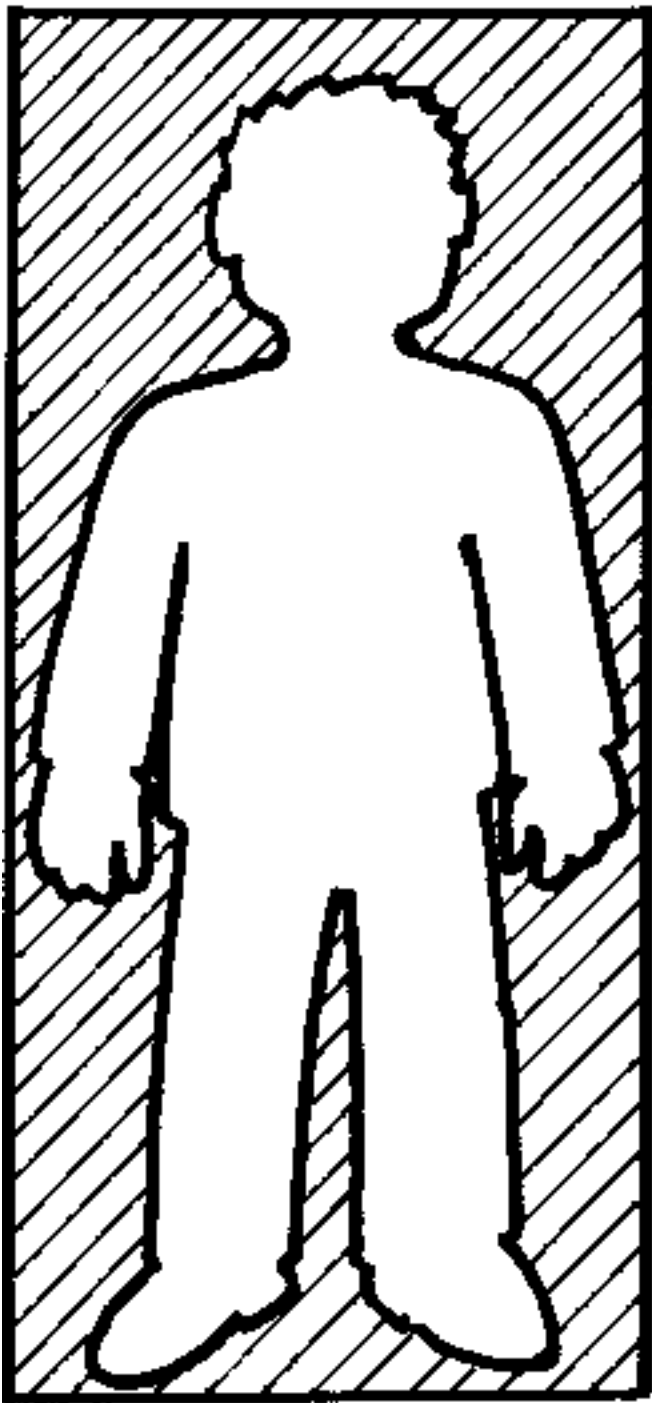
angry

How we feel and how we look

1 – What am I feeling inside?

On this page write how you feel inside.

You will need:
coloured pencils
or paints
or felt-tip pens



When I feel

.....

I feel inside my body:

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For example:

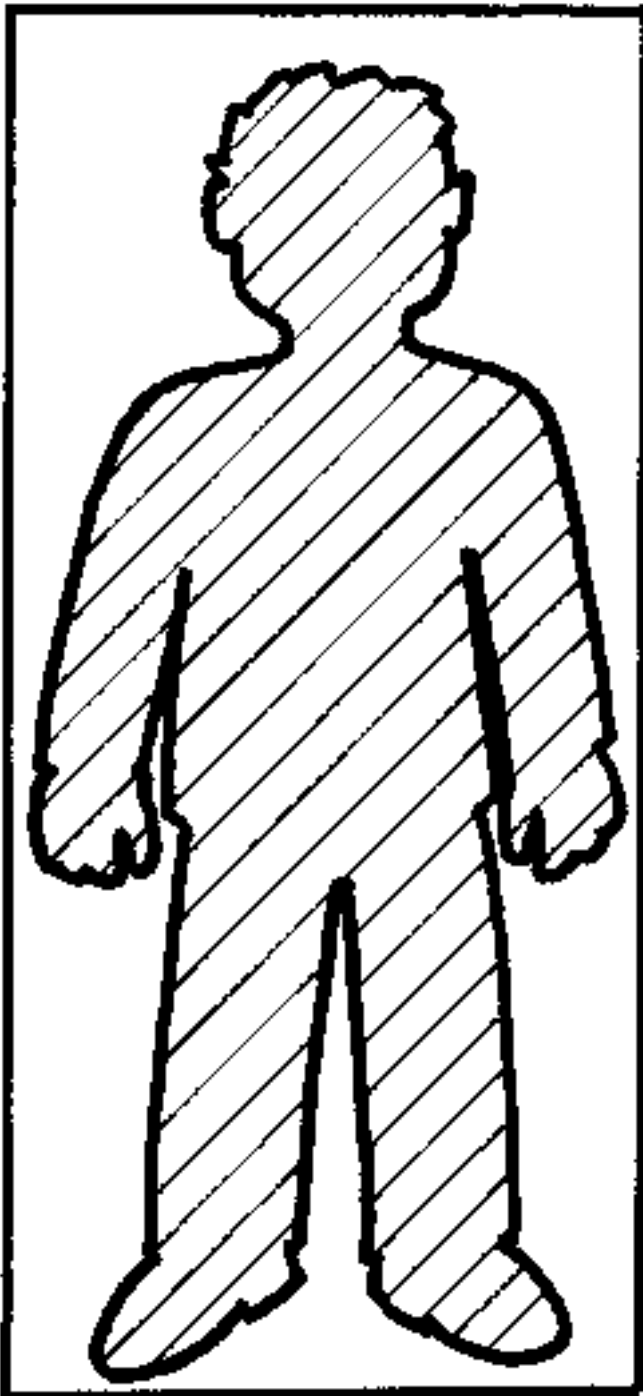
When I am happy I feel warm inside.

How we feel and how we look

2 – How do I behave?

On this page write how you look on the outside.

You will need:
coloured pencils
or paints
or felt-tip pens



When I feel

.....

my body does these things:

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.....

For example:

When I feel angry, I clench my fists.

Name Date

Be a film director



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.

You will need:

coloured pencils
or paints
or felt-tip pens

scene 1

scene 2

scene 3

scene 4

scene 5

scene 6

Name Date

Three wishes

You find a magic lamp and rub it clean. A genie appears and grants you three wishes.

You will need:
coloured pencils
or paints
or felt-tip pens

What would they be?

Wish 1

.....

.....

Wish 2

.....

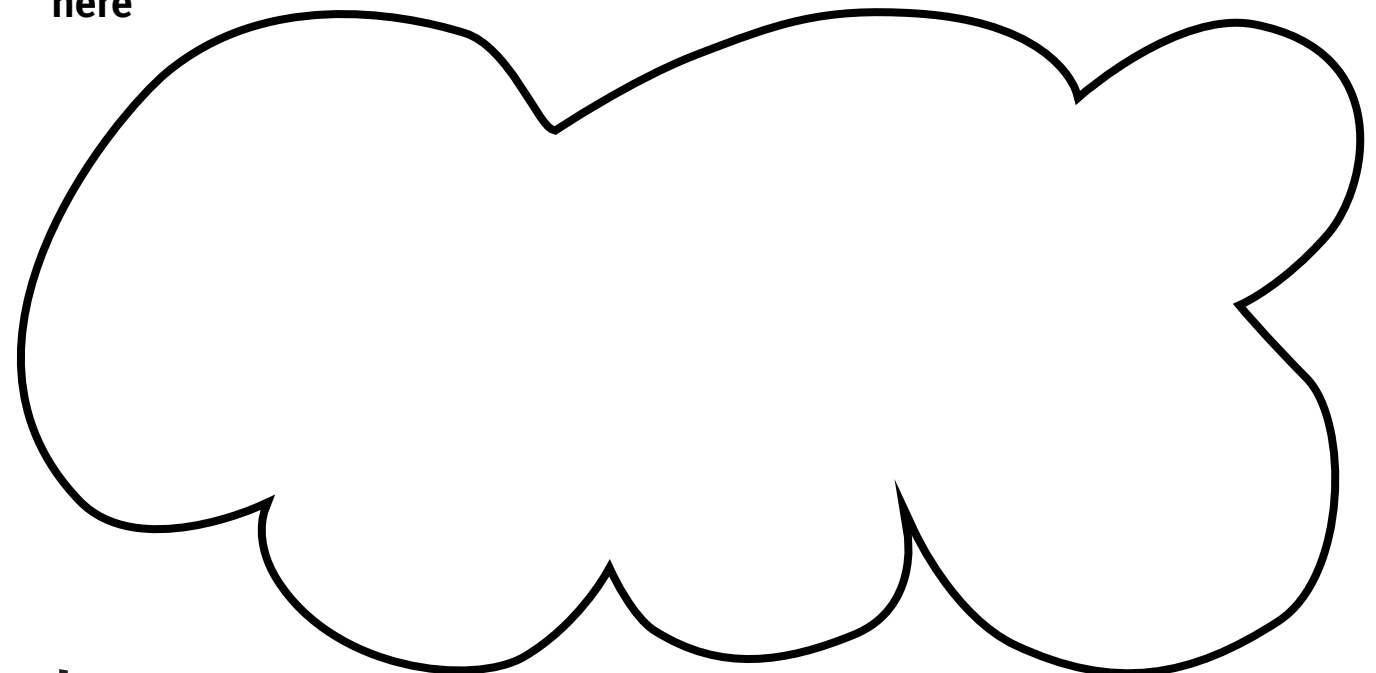
.....

Wish 3

.....

.....

**Draw one of your
wishes
here**



Name Date

I am special

Write down all the thing you like about yourself.

Compliments to Myself

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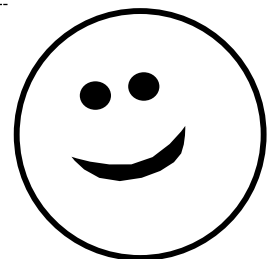
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Name Date

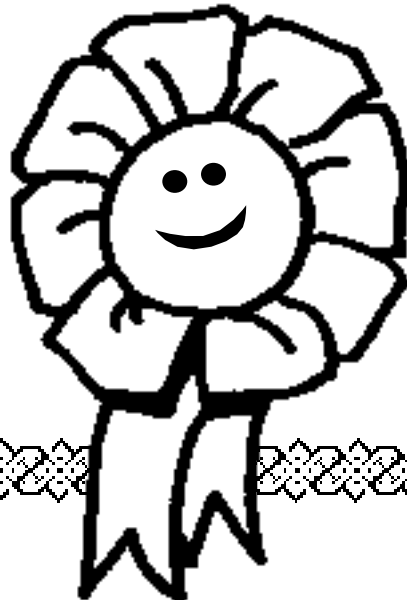
Award yourself for all your hard work

Certificate of Achievement

Name

Date

Signed



Fingerspelling index



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



NDCS provides the following services through our membership scheme. Registration is simple, fast and free to parents and carers of deaf children and professionals working with them. Contact the Freephone Helpline (see below) or register through www.ndcs.org.uk

- A Freephone Helpline 0808 800 8880 (voice and text) offering clear, balanced information on many issues relating to childhood deafness, including schooling and communication options.
- A range of publications for parents and professionals on areas such as audiology, parenting and financial support.
- A website at www.ndcs.org.uk with regularly updated information on all aspects of childhood deafness and access to all NDCS publications.
- A team of family officers who provide information and local support for families of deaf children across the UK.
- Advice on special educational needs (SEN) disability discrimination in education and welfare benefits.
- Representation at SEN and Social Security Appeals Tribunals from our Legal Casework Service.
- An audiologist and technology team to provide information about deafness and equipment that may help deaf children.
- A children's equipment grants scheme and the opportunity to borrow equipment to try out at home.
- Family weekends and special events for families of deaf children.
- Sports, arts and outdoor activities for deaf children and young people.
- A quarterly magazine and regular email updates.
- An online forum for parents and carers to share their experiences, at www.ndcs.org.uk/parentplace.

NDCS is the national charity dedicated to creating a world without barriers for deaf children and young people.

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www.ndcs.org.uk

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