

Module 1 - Emotions

Goal of Module 1

To be able to identify, name and communicate what we are feeling in different situations, and to recognise the emotions that others may feel.

About this Module

Dealing with what disturbs or annoys us in everyday life requires skills that children acquire gradually as they grow up. These skills include being able to recognise our own emotions and understanding how we act when we have troublesome feelings. These skills are very important because they allow us to tell others how we are feeling and helps us to find ways of coping with difficult situations. When children can communicate how they feel, it is easier for them to get help if they need it and to find ways to make themselves feel better in situations which they cannot change.

The ability to recognise other people's emotions is another useful life skill, for both children and adults. It can help us to better understand people's actions and to offer help if they are going through a difficult time.

This first module has two themes – identity (Session 1) and emotions (Sessions 2 and 3).

The **introductory session (Session 0)** takes only 20-25 minutes, so run this session a few days before you start the full programme. Its purpose is to stimulate children's interest in *Passport*.

The **first session** focuses on individual characteristics. Knowing ourselves is important when dealing with difficult situations and helps us find ways to cope that are appropriate and comfortable for us.

In this session, children explore their individual traits – what makes them different from, and similar to, each other. They discuss the value of difference and diversity by doing an activity that focuses on what makes them unique.

In the **second session**, children learn to identify and talk about a variety of emotions that they may feel in different situations. They also discover that different people can have very different feelings in the same situation!

In the **third session**, children work on recognising different emotions that somebody else is feeling. They also discover that in some situations it is possible to experience different feelings at the same time, and that these emotions can even be contradictory. Understanding that we are feeling two different emotions at the same time can help us find ways to feel better.

Session 0

The Meeting


Beginning the adventure



Introduction



- **Explain** that we will soon start a new activity called *Passport*. It will be a bit different to other lessons and will help us learn how to cope with difficult situations.
- **Say** that every week we will read a new comic strip about two children called Milo and Olya.




Goal

- To stimulate children's interest in participating in *Passport* programme activities

Comic strip and discussion



- **Give** each child a copy of Comic Strip 0 - The Meeting, and ask them to read it individually, as a class or you can play the motion comic.
- Once they have done this, **ask** them to summarise the story.
- **Ask** what they think will happen next – but don't reveal what actually happens!
- **Say** that we will continue the adventures of Milo and Olya over the next few weeks. We will find out what happens in the next comic as soon as we start the programme. We will also take part in different activities and talk about how to deal with all sorts of difficult situations.
- **Tell** the children that they can keep the comic strips and colour them in later.



You need

- Comic strip 0 - The Meeting
- A folder for each child (Optional)

Ground Rules



- **Explain** that during the sessions we will be discussing how to cope with difficult situations and they will be encouraged to talk about their own experiences and to help their classmates.
- **Ask** the children to set some ground rules for their *Passport* sessions so that everyone can contribute and get the most from the programme.
- **Write** the first rule "Respect each other" on the board and then take children's suggestions for other rules.

If they don't have any Ideas, you could suggest:

Listen to each other; talk one at a time; keep confidentiality - if someone shares something personal in a *Passport* session, don't pass it on; you don't have to speak if you don't want to.

- You may wish to include the last two rules if the children don't suggest them.
- **Save** the rules to use in subsequent lessons.

Folders (Optional)



- **Give out** a folder to each child and explain that these are special folders for *Passport*, for them to keep the comic strips and other programme materials in.
- **Tell** them to write their name on the folder.
- If there is time, the children can decorate their folders, or they can do this at home.



Session 1

Strange Creatures

Valuing our differences and similarities

55m



Goal

To help children identify, appreciate and value their differences and similarities.



You need

- Comic strip 1- Strange Creatures
 - Images of the story characters (Digital)
 - Passports
 - Information for Families - Module 1
- Optional:
- My Reaction Worksheets (Activity Sheet 1)

Introduction

- **Tell** the children that today we will be starting a new activity called *Passport*.
- **Ask** the children what they remember from the introductory session. Listen to several answers.
- **Remind** them that we have already met the main characters of the story.
- **Tell** them that today we will find out what happened on the other side of the waterfall.

5m



Comic strip and discussion

- **Give** each child a copy of Comic Strip 1 - Strange Creatures, and display the characters on the whiteboard.
- **Ask** them to read the comic individually, as a class or you can play the motion comic.
- When they have all read the comic, **ask** them to summarise the story.
- **Point out** that in the story the children and the dragon noticed that they were very different from each other, and that many of the creatures in the village were also different from each other.
- **Say** that today we are going to talk about what defines us and what makes each of us unique.

10m



Activity 1: My Passport

- **Ask** the children to list things that describe us or make us special – things that make each person unique.
- **Write** their answers on the board or a large sheet of paper.

If the children do not have any ideas, you can **suggest** one or two of these examples:

- Our physical features
- Our personalities
- The things we like
- Our hobbies and activities
- Our family members
- The communities we live in
- Our friends
- Our school
- The place where we were born

After giving one or two suggestions, **ask** the children again for more ideas.

20m



- **Give** each child a Passport. Explain that these Passports belong to them and will help them record what they learn from each activity. Because their Passport represents them, they can personalise it.
- **Say** that we are going to discover things that make us special and show who we are.
- **Ask** the children to open their Passports to the first page and fill out the I.D. page. Tell them that they can write more than one thing on each line.
- ✓ *Children should answer as well as they can and do not need to finish all of the sentences.*
- ✓ *If you like, you can fill in your own Passport before the session and show it to the children to get them started.*
- **Tell** the children that they can draw themselves or add a photo of themselves to the I.D. page, if they wish.
- **Move around** the classroom to offer help completing the I.D. page.

15m



Activity 2: Sharing our differences and similarities

- **Ask** the children to move around the classroom and share with each other what they have written on their I.D. page.
- ✓ *If some children don't want to share their personal information with their classmates, they don't have to.*
- **Tell** the children to:
 - Find children with whom they have something in common.
 - Find children who are different from them.
- ✓ *Respecting other people and their differences is essential.*
- Once back in a group, **ask** some children to share the similarities and differences that they discovered with their classmates. Point out that even if we are different, we can all be friends. For example, Jack likes to swim, but Kim prefers playing basketball. Even so, they are still good friends.

5m



Feedback and conclusion

- **Thank** the children for participating.
- **Ask** some of them to say what they liked and what they learned from the activities. Focus on what they learned from the activity, instead of what happened in the story.



KEY MESSAGE: Remind the children that each of us has many characteristics which make us who we are and make us different and special. In our class, the differences between us are a source of strength and we can bring all our talents together.

- Optional. **Ask** the children to fill out the My Reaction worksheet (**Activity Sheet 1**).
- **Give** each child a copy of the Information for Families sheet, and ask them to take it home to share with a family member.