

MODULE 1

Emotions

- Session 0 Beginning the adventure
- Session 1 Valuing our differences and similarities
- Session 2 Understanding and expressing our emotions
- Session 3 Recognising other people's feelings



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. Ask the children whether they would like to read the first comic strip now, before the programme starts.



Goal

- To stimulate children's interest in participating in *Passport: Skills for Life* programme activities

Comic strip and discussion



- **Give** each child a copy of Comic Strip 0 - The Meeting, and ask them to read it individually.
- 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 their own time.



You need

- Comic strip 0 - The Meeting
- A folder for each child

Folders



- **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.

Introduction

5m



- **Tell** the children that today we will be starting a new activity called *Passport: Skills for Life*.
- **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.



You need

- Comic strip 1- Strange Creatures
- Characters sheet
- Passports
- My Reaction worksheet (optional)
- Information for Parents sheets

Comic strip and discussion

10m



- **Give** each child a copy of Comic Strip 1 - Strange Creatures, and a copy of the Characters sheet.
- **Ask** them to read the comic individually, and explain that if they don't recognise a character they can refer to the sheet.
- 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.

Activity 1: My Passport

20m



- **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.

- **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 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 have fun sharing 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.

- **Ask** the children to fill out the My Reaction worksheet (optional).
- **Ask** them to write one of the sentences from their I.D. page on the front cover of their Passport – something that makes them special or different from other children.
- **Give** each child a copy of the Information for Families sheet, and ask them to take it home to share with a family member.

