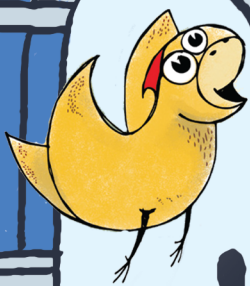




LEVEL 2 HOME KITS

WEEK #11 – PASSING CLOUDS





PASSING CLOUDS

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Recognise and name different feelings
- Introduce a strategy to help children have control over their own feelings

RESOURCES

- None

VOCABULARY

- | | |
|---------------|-----------|
| • Embarrassed | • Excited |
| • Frightened | • Furious |
| • Unhappy | • Relaxed |

ACTIVITY

- Name the different emotions in the vocabulary list.
- Take time to explain what embarrassed, scared, sad, excited, angry and calm mean. For further understanding, try to provide examples of when your children experienced these emotions so they can remember how they felt at that time.
- Advise your child of the steps to follow to feel normal again.
 - Close your eyes, take a deep breath, sing the song (below), and then slowly count to ten.
 - Open your eyes again. How do you feel?
- Tell your child they can remind themselves that feelings come and go by taking a deep breath, singing the song (below) and counting slowly from 1 to 10.
- End the activity by letting your child know that there may be times when they feel big emotions, and that's okay.

SONG (to the tune of "This Old Man" or just chant it as a poem)

Feelings come, feelings go

I don't always understand why

If I close my eyes and breathe deep and slow

They will pass like clouds in the sky

(Repeat)

PASSING CLOUDS

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Recognise and name different feelings
- Introduce a strategy to help children have control over their own feelings

RESOURCES

- Mirror
- Blanket

VOCABULARY

- | | | |
|---------------|------------|-------------|
| • Embarrassed | • Nervous | • Sad |
| • Frightened | • Confused | • Happy |
| • Unhappy | • Calm | • Shy |
| • Excited | • Sorry | • Angry |
| • Furious | • Proud | • Surprised |
| • Relaxed | • Bored | |

ACTIVITY

- Sing the song from Activity 1.
- Look at the pictures below together and ask your child to look closely at each face and identify what emotion the boy or girl is feeling.
- Now leading the activity, act out the emotions to each other in the vocabulary list above, and discuss what your faces and body language look like for each emotion.
- Then, take a mirror and show each other your different faces in the mirror, pointing out your different facial expressions for each emotion.
- Together, play Peek-a-Boo and guess which emotion you are acting out. Put your hands together in front of your face (looking at the palms of your hands), and then remove your hands from your face to reveal an emotion. Can you each guess the emotion correctly by looking at your facial expressions?
- Then, briefly discuss how the different emotions can feel in the body. Invite your child to join in and describe what they feel.
 - For example: “When I feel angry, my face feels hot, and I clench my hands. What do you feel like when you feel angry?”
- Remind your child that all feelings are okay and they come and go.

Shy



Happy



Confused



Calm



Sorry



Proud



Bored



Nervous



Excited



Sad



Angry



Surprised



PASSING CLOUDS

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Recognise and name different feelings
- Introduce a strategy to help children have control over their own feelings

RESOURCES

- Scissors
- Recycled Card
- Pens/Crayons/Markers

VOCABULARY

- | | | |
|---------------|------------|---------|
| • Embarrassed | • Relaxed | • Proud |
| • Frightened | • Nervous | • Bored |
| • Unhappy | • Confused | • Sad |
| • Excited | • Calm | • Happy |
| • Furious | • Sorry | • Shy |

ACTIVITY

- If you can conduct this activity outside, it would help a great deal. Invite your child to go outside and watch the clouds. Take a blanket for you both to lie on and look up at the clouds in the sky. What shapes do you see? Observe how the clouds change shape and float across the sky. Explain to your child that our thoughts and feelings can be like clouds; they can come and go and float by like the clouds in the sky.
- Remind your child about the emotions they have been learning about in Activities 1 and 2. Talk about how to identify them, from the different sensations in the body you may feel to what facial expressions and body language may look like for each emotion.
- Ask your child to talk about what makes them feel these emotions. Help them by sharing different situations that you have experienced or observed with siblings or other family members, and ask your child what they feel in these situations. For example: "What makes you feel embarrassed/scared/sad/excited/angry or calm? The other day when your sister/brother took your favourite toy without asking, what did you feel? What do you feel when I say that you must stop playing and go to bed?"
- Invite your child to make faces for different emotions. Draw the outline of 6 clouds on recycled card, then cut them out. Ask your child to draw the facial expressions on the cloud for the vocabulary listed above, reminding them of your faces in the mirror in Activity 2. Afterwards, review the different emotions together. Keep the "cloud faces" for Activity 5.
- To end the activity, remind your child that though we may feel big emotions, just like the clouds, even big emotions come and go. Invite them to close their eyes, take a deep breath together, sing the song in Activity 1, and count slowly from one to ten. Let them know that they can do this to help them feel calm whenever they need to calm down.

PASSING CLOUDS

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Recognise and name different feelings
- Introduce a strategy to help children have control over their own feelings

RESOURCES

- Radio/Music

VOCABULARY

- | | | |
|---------------|------------|---------|
| • Embarrassed | • Relaxed | • Proud |
| • Frightened | • Nervous | • Bored |
| • Unhappy | • Confused | • Sad |
| • Excited | • Calm | • Happy |
| • Furious | • Sorry | • Shy |

ACTIVITY

- Invite your child to play a game. Explain that in this game, you will dance around like the clouds moving in the sky to music. Remind your child that the clouds in the sky are constantly changing shape, and tell them that you can swirl, twirl, jump and skip around whilst the music plays.
 - Then, play music and when the music stops, using the emotions from the vocabulary list, act out an emotion by acting out facial expressions and body language. Take turns and ask each other to guess which emotion it is. Ask what the emotion makes you feel on the inside, or talk about a situation that makes you feel the emotion.
 - For example: "I feel this emotion when a friend doesn't want to play with me. What am I feeling? That's right. I feel sad. My face is red, and I want to shout! What am I feeling? Yes, angry."
 - When you reach the correct answer for the emotions you act out, put the music on again, swirl around like clouds until the music stops, and repeat.
- Afterwards, relax after the game to feel calm again. Take a deep breath in, sing the song from Activity 1, and count slowly from one to ten.
- End the activity by telling your child how much you love them and by assuring them that they can always tell you how they feel and go to you for a hug.

PASSING CLOUDS

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Recognise and name different feelings
- Introduce a strategy to help children have control over their own feelings

RESOURCES

- Cloud Faces from Activity 3

VOCABULARY

- | | | |
|---------------|------------|---------|
| • Embarrassed | • Relaxed | • Proud |
| • Frightened | • Nervous | • Bored |
| • Unhappy | • Confused | • Sad |
| • Excited | • Calm | • Happy |
| • Furious | • Sorry | • Shy |

ACTIVITY

- To start the activity, ask your child if something happened today that made them feel any of the emotions you have been discussing. Why did they feel that way? What sensations did they notice in their body? Share your experiences together, name the emotion, and talk about what it made you feel.
- To help your child develop focus and find calm in the moment, invite them to close their eyes. Ask them to keep their eyes closed but have their ears open to the sounds around them. Allow 30 seconds for this exercise, and then ask them to open their eyes. Ask your child about what sounds they heard. How many things did they hear? What were they?
- Now ask your child to take a deep breath, sing the song from Activity 1, and then count backwards from ten if they can. Help them with this if need be; this is a wonderful way to restore calm.
- Remind them that when they feel big emotions, they can take a deep breath, sing the song from Activity 1 and count slowly from one to ten, and then they can feel normal again. Remind your child that many thoughts and feelings can come and go, just like the clouds come and go and float by in the sky.
- Teach your child “deep belly breathing”. Demonstrate to your child how to fill up your belly with air and then blow it out steadily.
 - Ask your child to put one hand on their belly and take a big breath, so their belly gets bigger like a balloon filling with air. Then blow out with their hand still on their belly, feeling it get smaller.
- Ask your child to do the same now and to feel their belly and chest stretch on the inside when they breathe in and squeeze tighter when they breathe out.
- Tell your child that this deep belly breathing exercise is a good strategy to help them focus or calm themselves whenever they have intense feelings that they want to move on like a cloud in the sky.
- Let your child know that no matter what big emotions they feel, you will always love them and be there to listen to them.

