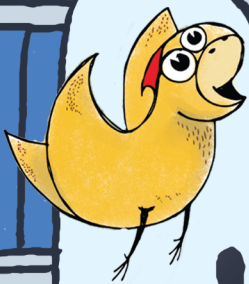




LEVEL 2 HOME KITS

WEEK #6

CURLY THE CHAMELEON





CURLY THE CHAMELEON

ACTIVITY 1

LEARNING GOALS

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

- Name 3-5 emotions
- Identify pleasant and unpleasant feelings and know that it is okay to feel both
- Practice a calming strategy

RESOURCES

- The Mood Meter (see end of the activity)

VOCABULARY

- | | | | |
|--------------|--------------|-------------|-----------|
| • Mood Meter | • Frustrated | • Content | • Excited |
| • Unpleasant | • Pleasant | • Chameleon | • Proud |
| • Worried | • Calm | • Lonely | |

ACTIVITY

- *Please familiarise yourself with the Mood Meter before starting the activity with your child. Refer to the page at the end of this activity.*
- Talk with your child about how unique a chameleon is; it changes colour depending on what it is standing on.
- Talk with your child about the different feelings we feel in our body when we experience an emotion. For example, “when we feel high in energy and anxious, our heart starts beating very fast.”
- Then, point out the Mood Meter to your child, explaining to your child how the Mood Meter works with its two axes of pleasantness and energy. For example: “The Mood Meter helps us to recognise and understand what we are feeling. The red and blue sections are for unpleasant feelings and the yellow and green sections are for pleasant feelings.
- Discuss different emotions you and your child have felt and talk about where they would be plotted on the Mood Meter. Make the distinction between pleasant and unpleasant, high energy and low energy feelings. For example: “When I have felt frustrated, I felt high in energy and not very pleasant, that would go here on the Mood Meter (in the red section). When I have felt sad and lonely, I was low in energy and not very pleasant so that would go here on the blue section of the Mood Meter.”

- Remind your child that all feelings are okay whether pleasant or unpleasant; sometimes we feel angry, we feel sad, we feel lonely. And sometimes we feel happy or calm etc. Feelings come and go.
- To end the activity, chant the poem (below) together.

SONG

Twirly, Swirly, what colour is Curly today?

I can feel different emotions and that's okay

Red or blue? Or yellow or green?

Feelings can be pleasant and not pleasant you see

They can be high or low in energy

My emotions come and go and that's okay,

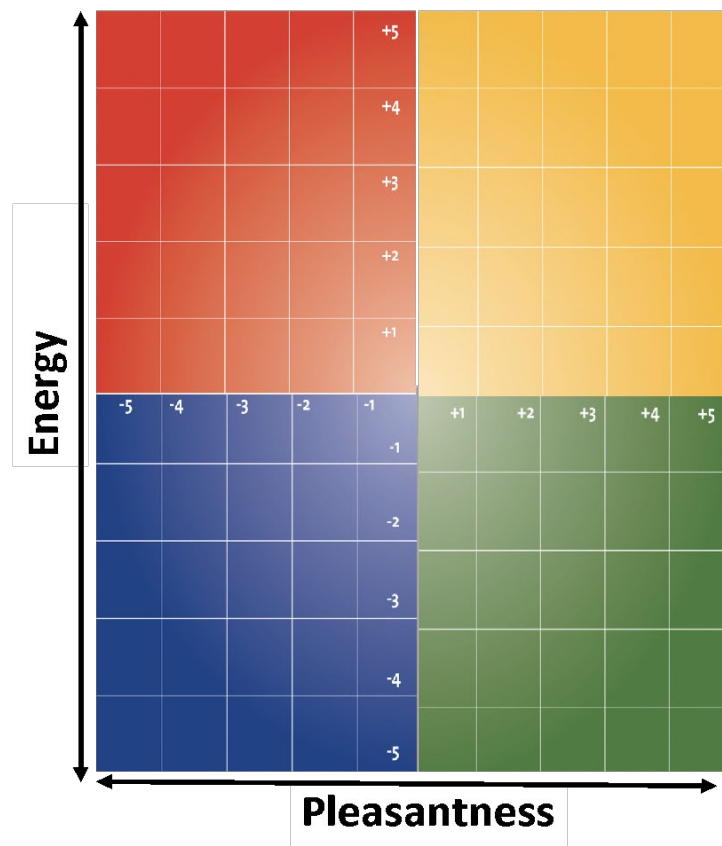
Twirly, Swirly, what colour is Curly today?

(Include actions and gestures when singing, such as making a frustrated/sad/happy face etc.)

Yale Center for Emotional Intelligence - THE RULER PROGRAMME

The Mood Meter

The Mood Meter has two axes (lines of measurement) - the horizontal axis refers to how pleasant or unpleasant the feeling is. The vertical axis refers to how high or low the energy of that feeling is in our bodies.



*The colours of the Mood Meter refer to the emotions. The red area (upper left) is for emotions which feel unpleasant and have lots of energy, such as anger, or fear. The blue area (lower left) is for emotions which feel unpleasant and have little to no energy, such as sadness or boredom. The yellow area (upper right) is for emotions which feel pleasant and have lots of energy, such as excited or happy, and the green area (lower right) is for emotions which feel pleasant and have just a little energy, such as relaxed or calm. **It is important to remember that all emotions and feelings are okay.** By using the Mood Meter, children can learn to recognise and label their emotions, express their emotions, and eventually learn how to regulate them.*

CURLY THE CHAMELEON

ACTIVITY 2

LEARNING GOALS

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

- Name 3-5 emotions
- Identify pleasant and unpleasant feelings and know that it is okay to feel both
- Practice a calming strategy

RESOURCES

- None needed

VOCABULARY

- | | | | |
|--------------|--------------|-------------|--------------|
| • Mood Meter | • Frustrated | • Content | • Unpleasant |
| • Excited | • Proud | • Chameleon | • Pleasant |
| • Worried | • Calm | • Lonely | |

ACTIVITY

- Ask your child how they are feeling today and share how you are feeling too.
- Remind your child that we can experience many emotions and that some are pleasant, and some are unpleasant, and all emotions are okay.
- Explain to your child that we are not our emotions. Feelings come and go, and everyone sometimes feels unpleasant and pleasant emotions.
- Remind your child that we experience feelings physically in the body for different emotions and explain that some feelings come with high energy and some with low.
- Describe times when you have felt pleasant or unpleasant, high or low energy feelings. Then, help your child to remember times when they experienced different feelings with high or low energy. How did it feel? What did they feel in their body?
- To help you feel calm, the next time you feel scared, or angry or nervous, it's good to find a "calm corner" at home or at school, where you can go when you need to calm yourself down. Or you can just stop right where you are, take some deep breaths and feel much better.
- Ask our child to tell you how they will help themselves to feel calm when they feel high energy feelings.
- End the activity by teaching your child how to calm themselves by sitting down in a quiet place and taking 3-5 deep breaths. Ask them to describe how they feel now.

CURLY THE CHAMELEON

ACTIVITY 3

LEARNING GOALS

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

- Name 3-5 emotions
- Identify pleasant and unpleasant feelings and know that it is okay to feel both
- Practice a calming strategy

RESOURCES

- Markers/Paint/Crayons
- Recycled Card/Paper
- A story book your child likes

VOCABULARY

- | | | | |
|--------------|--------------|-------------|------------|
| • Mood Meter | • Frustrated | • Content | • Excited |
| • Unpleasant | • Proud | • Chameleon | • Pleasant |
| • Worried | • Calm | • Lonely | |

ACTIVITY

- Ask your child how they are feeling today. Together share your feelings and why you feel this way. Do you feel this emotion as high in energy or low in energy?
- Now identify whether the emotion/s is/are pleasant or unpleasant and discuss where they should be placed on the Mood Meter.
- Remind your child about how you can help yourself to feel calm by taking some deep breaths or going to their 'quiet corner'. Together, close your eyes, and inhale and exhale deeply for 3-5 breaths. Then open your eyes and sing the song from Activity 1.
- Next, tell your child that you are going to play a game and match the emotion on the Mood Meter.
- Take four pieces of paper or recycled card. Invite your child to colour or paint one red, another blue, another yellow and the last one green.
- Now explain to your child that you will tell them what you feel and why, and then chant "Twirly Swirly what colour is Curly?"
- Invite your child to join in chanting, and then ask them to lift up the corresponding colour, which they think it should be on the Mood Meter. Do the same with the emotions listed in the vocabulary list above.
 - For example: "When I go to play with a friend, I feel excited and happy! Twirly Swirly what colour is Curly?" (Your child lifts up the yellow card). "Yes." and: "I feel calm when I sit in a quiet place and breathe. Twirly Swirly what colour is Curly?" (your child lifts up the green card).
- After you have played the game, invite your child to calm down by sitting together quietly to read a story book.

CURLY THE CHAMELEON

ACTIVITY 4

LEARNING GOALS

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

- Name 3-5 emotions
- Identify pleasant and unpleasant feelings and know that it is okay to feel both
- Practice a calming strategy

RESOURCES

- Push Pins
- Scissors
- Markers/Paint/Crayons
- Recycled card
- Sticky Tack
- Paper
- Photos of family members
- Ruler

VOCABULARY

- Mood Meter
- Frustrated
- Content
- Excited
- Unpleasant
- Proud
- Chameleon
- Pleasant
- Worried
- Calm
- Lonely

ACTIVITY

- Tell your child that you are going to make your own Mood Meter for all the family to use at home (like the Mood Meter at the end of Activity 1 of this week's activities).
- Where possible use a big piece of recycled card and divide it up into four equally sized squares. Explain that you are recycling the card (using it again to save resources and minimise waste).
- Then, using markers, paint or crayons, colour your Mood Meter squares red, blue, yellow and green.
- To represent yourselves on the Mood Meter, you could use photos of each family member or make drawings of each other, or you may like to draw Curly the Chameleon! Place them on the Mood Meter using push pins or sticky tape/or blue tack.
- Next, invite your child to explain how the Mood Meter works to other family members.
- Then ask your child to share with the other family members what they have learnt so far in these activities about emotions (name different pleasant and unpleasant emotions, identify high and low energy feelings and how to practice a calming strategy). Guide your child as they talk about what they have been learning.
- Now, make a family agreement to use the Mood Meter together and display it at home. Explain that it can help everyone to learn about their emotions, and to all support one another to move to the yellow or green side of the Mood Meter if you are feeling unpleasant (red or blue) feelings.
- End the activity by chanting the song together!

CURLY THE CHAMELEON

ACTIVITY 5

LEARNING GOALS

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

- Name 3-5 emotions
- Identify pleasant and unpleasant feelings and know that it is okay to feel both
- Practice a calming strategy

RESOURCES

- Mood Meter (made in Activity 4)

VOCABULARY

- | | | | |
|--------------|--------------|-------------|-----------|
| • Mood Meter | • Frustrated | • Content | • Excited |
| • Unpleasant | • Proud | • Chameleon | • Worried |
| • Pleasant | • Calm | • Lonely | |

ACTIVITY

- Ask your child how they are feeling today. Using the Mood Meter, talk to each other about the different emotions you have felt through the day so far and place your photos/drawings of yourselves on the corresponding square.
- Next, reflect on how to calm down when you feel sad. What can you do to help yourself feel better? For example: “When you feel sad, you can think of something that makes you feel happy again then you can feel calm.”
- Teach your child that you can say to yourself: “There are rainy days and there are sunny days. Rainy days come, but they also go, and sunny days come again”.
- Ask your child how they could help a friend or sibling if they see that they are feeling anxious and are high in energy. (They could help them to feel calm by showing them how to take a few deep breaths; they can remind them also about “rainy days and sunny days”).
- End the activity by telling your child how proud you are of them knowing that they would help their siblings or friends to feel better and what a kind friend/sibling they are for being so thoughtful and for helping them.

