

# 6 SESSION FEELINGS PROGRAMME GUIDE

Work around feelings and emotional intelligence is an important aspect of work with children and young people who have been affected by abuse or violence. Emotional intelligence is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour.

The following is a 6 session Feelings Programme, it details activities which can be completed with a child or young person who has lived with domestic abuse which may have impaired their ability to understand emotional situations and respond appropriately. They may not be able to control their emotions, therefore allowing emotions to control them and their behaviour.

It includes the key messages that run through all of the work that should be given to the child or young person and reinforced throughout the programme and beyond. Most sessions detailed run for approximately 60 minutes, in some sessions there may be extra activities listed for you to choose from. This can be linked to the Feelings Resource Pack for interchangeable activities where needed.

## AIM

- To increase children's recognition of their feelings (including physical/somatic sensations)
- To increase children's vocabulary and ability to explain their feelings
- To validate feelings, and help children to understand that it's okay to have different and/or very strong feelings
- To give helpful strategies to express feelings in ways that are safe

**Key Messages to be given to the child or young person during Feelings work**

- Feelings are ok, they have a purpose
- It is normal to have lots and lots of different feelings
- It is normal to have positive and negative feelings
- It is normal to feel angry, sad, scared, happy, excited
- It is normal to feel strongly
- It is normal to have 100's of different feelings in one day
- Everybody in the whole world has all these feelings
- Feelings can affect how we behave
- It is important to listen to the message our feelings are trying to tell us
- People can't make us feel things, we can choose how we respond
- Hurting other people because we feel bad is not ok
- Feelings kept inside too long can cause aches and pains, sore heads and tummies
- Sometimes it is easier to talk about our feelings when we have words to describe them

## SESSION CHECK IN

When working regularly with a child or young person it is useful to check in at the beginning and check out at the end of the session. Tools used for these elements of the session also give the child or young person the opportunity to take a break or stop an activity if it is too difficult for them.

Simply using traffic lights, smiley faces, or a mixture of both will enable you to identify how the child is feeling before you start any work. At times this check in may alter the course of your session if the child has had a particularly difficult week.

When introducing the traffic lights/smileys let the child or young person know if they find something too difficult to talk about and they want to stop talking about it but maybe are too shy to say, they can show this using the red/sad card, passing it to the worker.

For older young people a simple chat about the week may be an appropriate check in, and at check out a challenge for the week may help them remember the work and have a focus.

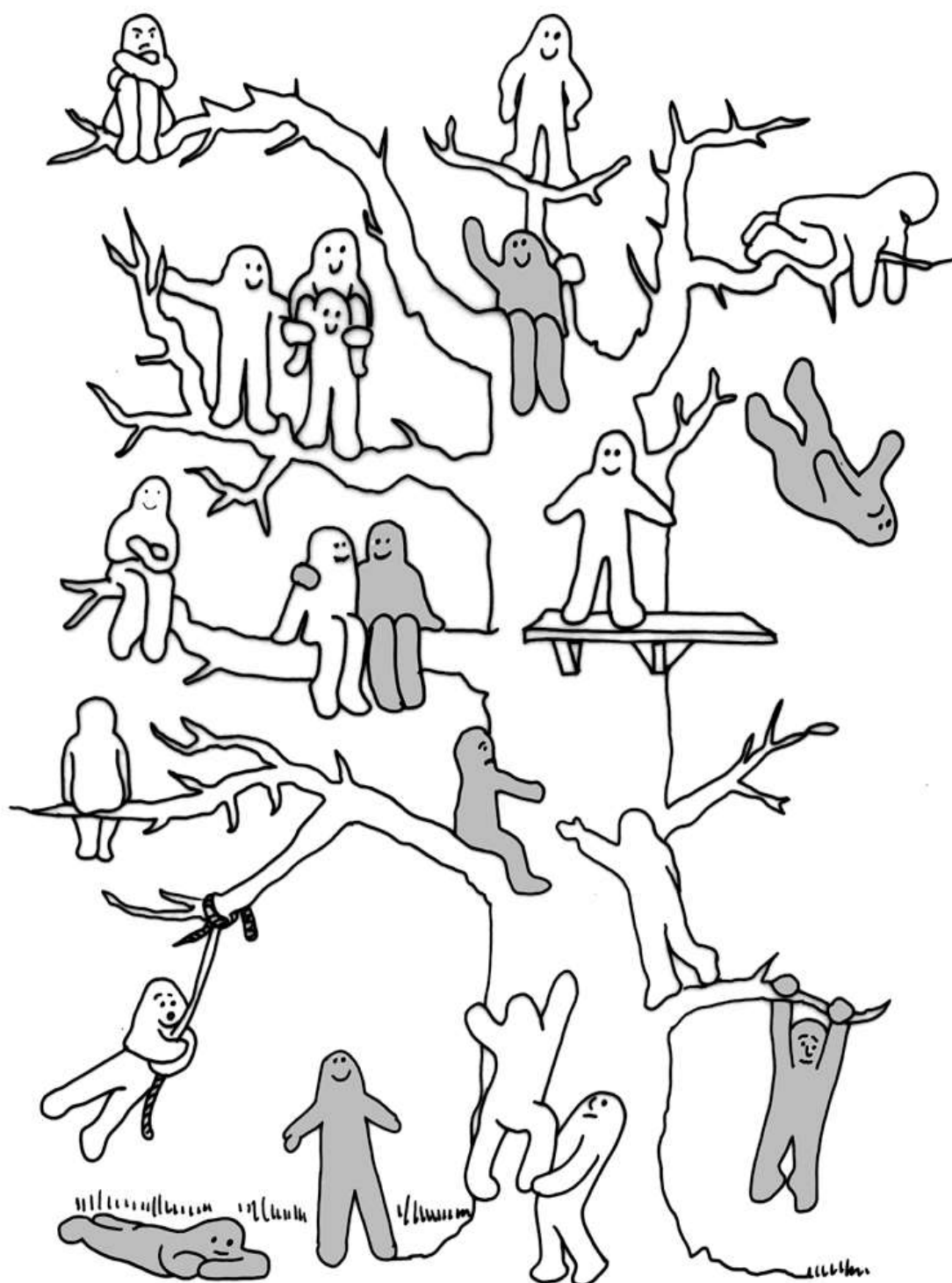
Alternatively ask the child or young person to identify a 'Blob' on the blob tree that shows how they are feeling today, they can colour this in.

## SESSION TIMES AND DURATION

- All activities detailed are shown at between 30 and 60 minutes.
- Please consider the age, ability and attention span of the individual you are working with when planning sessions.
- Also take into account any lessons they will be missing, you will have to consider their personal preferences to ensure you get their full attention and their mind is focussed on you rather than what they are missing in class.



## Blob Tree



## FEELINGS PROGRAMME

### SESSION 1

#### AIM

- To allow the child or young person to explore all the different feelings they can identify.
- To begin to introduce some additional feelings through scenario questions.
- To enable the child or young person to understand we all have feelings and these can be different for each of us even when faced with the same situation.
- To have a resource available for a child or young person to use to show their feelings to others.

#### ACTIVITY- FEELINGS TREE (20-40 MINS)

- Introduce the activity, you are going to make a tree together and on the tree you are going to place leaves all with different feelings on them.
- Give the child or young person the option of how they would like to make their tree, pencils, paint, or felt tips. Or if they are creative and you have the resources and time they may choose to make a 3 dimensional tree with junk materials.
- While you are making the tree talk about the leaves and how the child or young person wishes to make them. They may choose to draw their own leaves or may wish to use a template you have printed which you can get by searching for images online.
- The tree and the leaves can be any colour the child chooses and they can decorate them in any way.
- Ask the child or young person to identify as many feelings as they are able to, ask them to write each individual feeling on a separate leaf.
- If they are struggling to think of feelings you can ask some scenario questions, how would you feel if....?

- For example you could ask:

How would you feel if you had a nightmare.....(*scared*)

How would you feel if you saw a flying pig.....(*shocked, surprised*)

How would you feel if you had been sitting in the same chair in class all day and not moved.....(*bored, frustrated, tired, grumpy*)

If you got an award in assembly.....(*proud, brave*)

If you fell over in front of a new class.....(*embarrassed, upset*)

If someone copied your homework.....(*annoyed, angry*)

- If under 7 and often over 7 you may have to explore some of these feelings briefly like frustrated, generous, and jealous. However at this stage you are just introducing feelings and getting the child or young person to identify as many as they can.
- You can add to this as the work goes on. Tell the child or young person this as they may then refer back and choose to add to it in later sessions.
- OPTIONAL- the child or young person may benefit from using their tree to show others how they feel. When they have lots of feelings on their tree with a variety of positive and negative feelings you may want to laminate the tree then laminate the leaves separately. You can then use blue tac or Velcro to enable the child or young person to place one or two chosen feelings on at one time. An example of use- a young person aged 12 always went to their room on their return from school and their parent was anxious that they were unhappy every day and wanting to alone. Having the tree on the door enabled the young person to show how they were feeling that day without mum constantly asking and knocking on the door. An agreement was put in place that mum could knock on after a specific amount of time to check in.

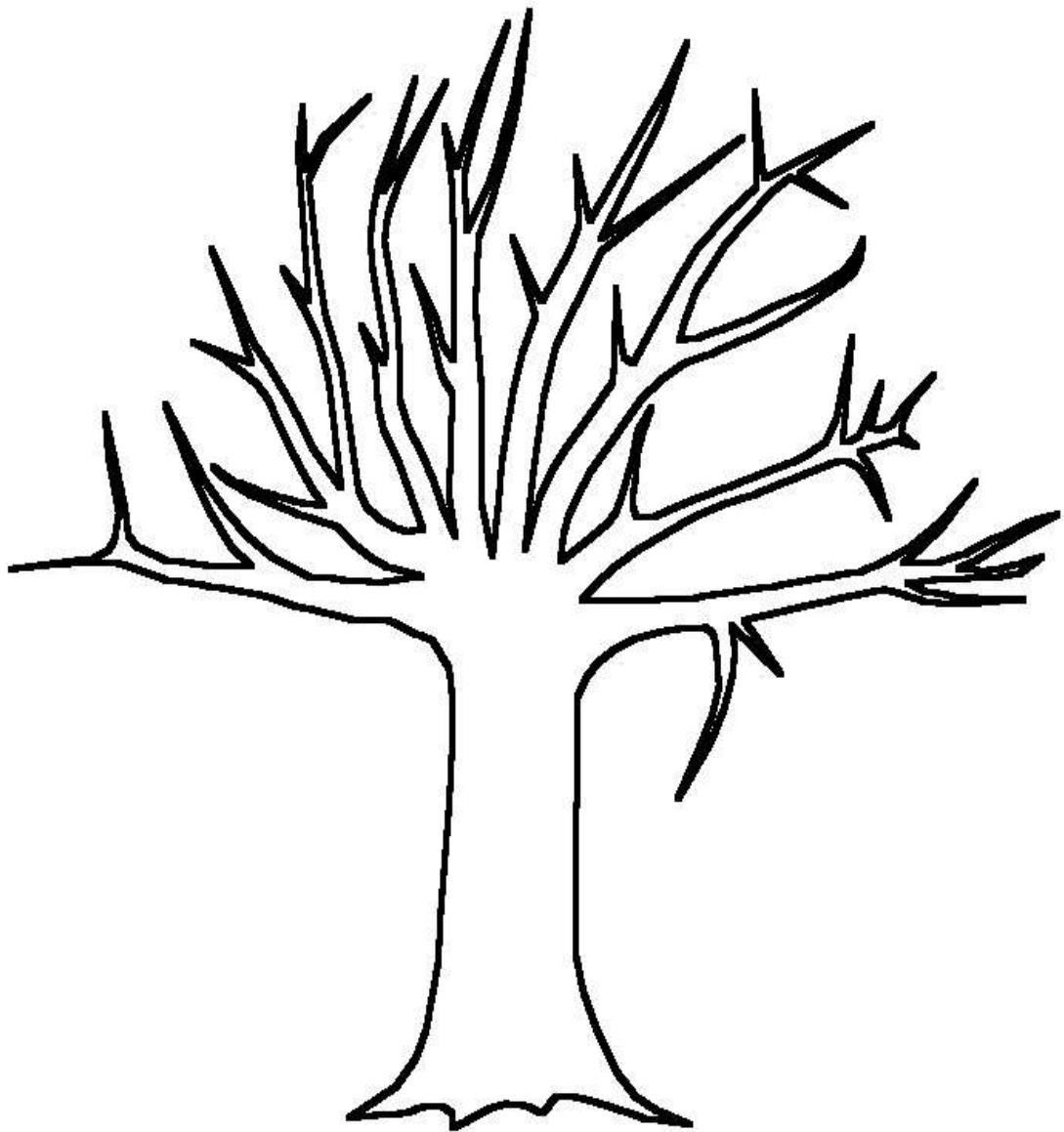
## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy of tree template if required
- Copy of leaf template if required (more than one)
- On-going check in materials





## My Feelings Tree



### ACTIVITY- FEELINGS SCENARIOS (20-30 MINS)

- Introduce the activity telling the child or young person you are going to talk about some different situations that they may have been faced with or they may not. Ask them to answer honestly when giving their response as everybody feels differently so no answer is right or wrong.
- Using the list of scenarios ask the child or young person how they would feel if this happened to them.
- You can ask the child or young person to respond any way you feel is appropriate, they could write it down, they could just tell you, or they could use emotions pictures or emoji's. If using pictures or emoji's ask the child or young person to tell you the emotion they have identified.
- The list of scenarios is not exhaustive, feel free to add others or identify your own. Ensure you include some relevant to domestic abuse and also relevant to the child or young person you are working with.
- Some children or young people may struggle with this exercise. If they have made a feelings tree you may want to have this available. Alternatively there is a list of many feeling included in this exercise that you may wish to let the child or young person see once they have tried to do it without prompts.
- Validate all of the feelings the child or young person identifies.
- If you feel they are holding back it is ok to prompt further to explore their true feelings in relation to the situation you are discussing. Only prompt twice after asking the initial question, more than this may cause the child or young person to close down.

### RESOURCES NEEDED

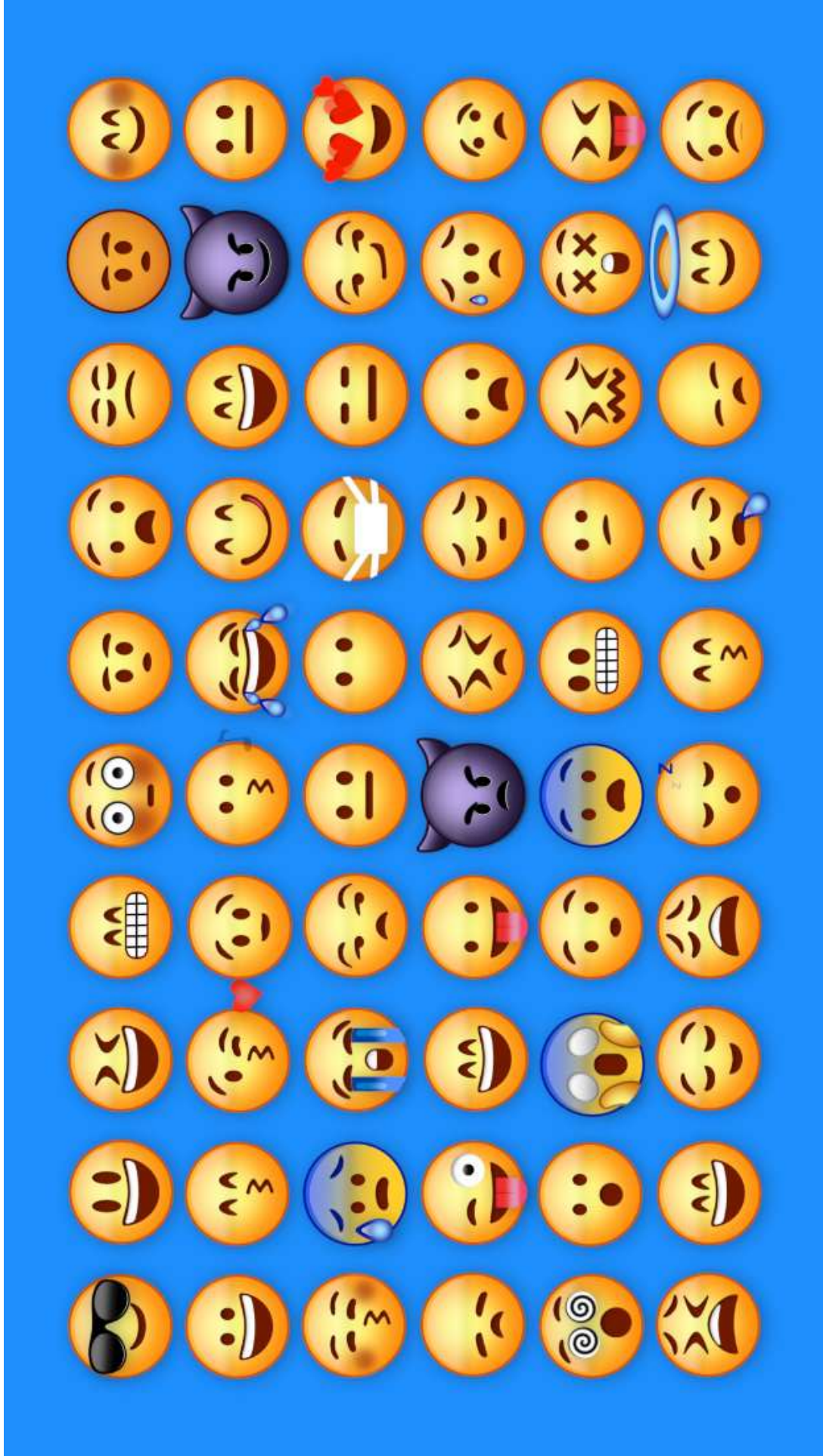
- Pens, pencils or paint
- Paper and other craft materials
- List of Scenario's
- List of Many Feelings
- Page of Emoji's
- On-going check in materials

## FEELINGS SCENARIOS

- You are on your way to the dentist
- You got 20 out of 20 in your spelling test
- You forgot to bring your homework to school but you had done it
- You see your best friend playing with someone else
- Today is the first day of the school holidays
- You feel like everything is going wrong for you all the time
- Your mum tells you that she is really proud of how hard you have been trying at school
- You have eaten the last biscuit but your brother is being told off for it
- You are late for school again
- You really don't understand the question the your teacher is asking you
- You forgot to put your shoes on this morning and you came to school in your slippers
- Your mum is telling you that your bedroom is a terrible mess and she is sick of it
- It is your first day at a new school
- You hear your mum and her boyfriend shouting and arguing
- Tomorrow you are going to a birthday party
- You see someone being bullied in the playground
- You are sitting watching your favourite tv programme cuddling your pet
- You are out playing but all your friend are busy doing something else
- Someone in school calls you names
- Someone you love lives far away
- You have tried 20 times to build a tower of cards and they just keep falling over
- You broke your mums favourite ornament and hid it in the cupboard
- A friend knocks on your door with a present
- Your best friend teases you about your hair
- Your tablet is broken and your sister won't let you borrow hers
- You have worked hard at something and you have earned a treat you can choose
- You have to help your mum go and do the supermarket shopping

**A LIST OF MANY FEELINGS.....(add more if you think of them)**

<i>FEELINGS THAT COME FROM ANGER</i>			
bitter	angry	furious	frustrated
cheated	devastated	irritated	resentful
jealous	envious	hurt	offended
disgusted	betrayed	annoyed	enraged
infuriated	cross	rejected	
<i>FEELINGS THAT COME FROM SADNESS</i>			
hopeless	regretful	tired	inferior
bored	guilty	alone	worthless
stupid	humiliated	empty	shameful
despairing	depressed	lethargic	upset
emotional	distraught	restless	burdened
hopeless			
<i>FEELINGS THAT COME FROM BEING SAFE AND LOVED</i>			
cosy	protected	quiet	calm
warm	safe	cherished	accepted
confident	loved	encouraged	understood
valued	trusting	relaxed	
loved	valued	appreciated	worthwhile
complete	open	respected	empowered
important	sincere	friendly	forgiven
peaceful			
<i>FEELINGS THAT COME FROM BEING SCARED</i>			
foolish	rejected	embarrassed	inadequate
vulnerable	defensive	weak	worried
helpless	bewildered	abandoned	shocked
numb	trapped	confused	overwhelmed
paralysed	confused	threatened	scared
suicidal	lost	cautious	alone
nervous	uncertain	apprehensive	frightened
<i>FEELINGS THAT COME FROM BEING HAPPY</i>			
light-hearted	happy	joyful	contented
alive	excited	thrilled	hopeful
enthusiastic	creative	cheerful	grateful
jovial	pleased	elated	ecstatic
empowered	giggly	delighted	funny





## FEELINGS PROGRAMME

### SESSION 2

#### AIM

- To enable the child or young person to explore the link between their feelings and their experiences of their body.
- To enable the child or young person to understand we all have feelings and we are individual in how we experience them in our body even when faced with the same situation and that we all have lots of different feelings and often many in the same day.
- To link this activity to others where the child or young person identifies feelings that they don't know how to manage appropriately, or which they are keen to do more work on.

#### ACTIVITY- FEELINGS BODY MAP (30 MINS)

- Ask the child or young person to draw an outline of a person. They can choose to do this any size but no smaller than A4, they may choose to draw an outline of themselves, they can do this on lining paper or flip chart paper joined together. They might do this freehand or choose to lay on the paper and you can draw round them.
- Once they have an outline younger children may want to put clothes on or decorate to make it look like them, this is fine and can create a discussion about what they are adding and why.
- Using their feelings tree (if they have made one) as a prompt for them ask the child or young person to show on their picture what it is like when they feel one of the feelings off their tree.
- Start with the easy feelings, happy; sad; upset; angry; excited.
- Ask the child or young person to show on their body things we may see that show other people how they feel. Ask the child to give the feeling a colour.
- This will include smile, crying, sad face, flushed face, maybe jumping about.

- Then ask the child or young person to think of other things that may happen in their body when they have different feelings. Things that other people would not be able to see. This can be difficult for younger children but consider butterflies in the tummy, or a knot in your stomach, clenching fists, feeling sick. Again introduce the idea of the feeling being a colour, ask them to use that colour to show the feeling, does the feeling have a shape? What does it look like?
- Responses to this part of the work will be very individual and specific to the child or young person.
- Validate all of the feelings that have been identified and reflect back to the child or young person the variety of feelings they experience and that other people may not know how you feel by how you look as some feelings are hidden inside. This will lead on to other work about talking about feelings but the message of it being a good thing to talk to a safe adult about how you feel can be introduced in this session.

#### RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Flip chart or lining paper
- On-going check in materials






## ACTIVITY- THINGS THAT MAKE ME FEEL ...(10-30mins)

- Introduce the activity to the child or young person and explain you are going to look at a variety of different feelings and explore what might make them feel like that.
- Worksheets are included but you may feel you want to explore feelings other than those included. This is fine and good practice to tailor the session to the specific needs of the child and young person you are working with.
- This activity will enable you to identify areas for further work based on the child or young person's responses.
- Together look at the worksheets or ask the child or young person to make their own drawing that enables them to explore the same things.
- Discuss with the child or young person each of the feelings you have chosen to work on one at a time. Ask them to identify things that make them feel this way. They may choose to write or draw their responses.
- Validate all of the child or young person's feelings during this exercise.
- Together consider if the child or young person would like to do more work on any of these feelings. You may suggest areas you feel would benefit from more exploration.
- This exercise allows discussion of a variety of situations and the feelings the child or young person may have when faced with this. In addition you may wish to explore how the child or young person manages those feelings, what behaviour do we see when they feel like that? Link it to the first activity about where in their body they feel it?
- Validating feelings throughout this session is important, the child or young person may believe they shouldn't feel like that in those situations but it is essential to state we are all allowed to feel any emotions in any situation and that everybody feels differently, the challenge may be what we do with those feelings because it is not ok to hurt yourself, hurt others, or break things.


## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- “Things that make me feel....” worksheets
- On-going check in materials

Things that make me feel happy...

Things that make me feel sad...




Things that make me feel proud...




Things that make me feel angry...

Things that make me feel calm...

Things that make me feel worried...

## FEELINGS PROGRAMME

### SESSION 3

#### AIM

- To explore what it feels like to the child or young person when they have a worry.
- To explore with the child or young person some strategies to manage worries in a safe way.
- To make a Worry Box for those children and young people who experience lots of worries.
- To explore with the child or young person who they can go to if they need help or don't feel safe?
- To identify a support network of safe adults for the child or young person.

#### ACTIVITY- THE HUGE BAG OF WORRIES (30-40 MINS)

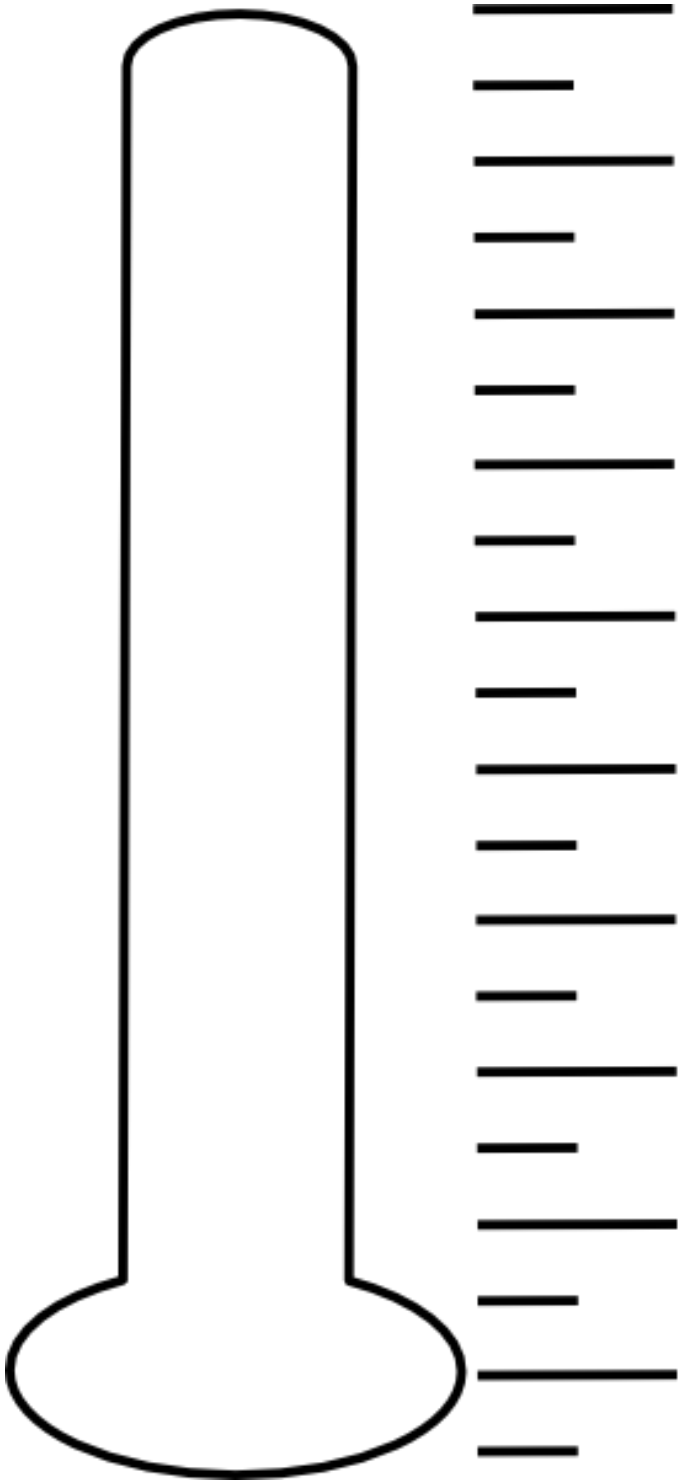
- Revisit any previous work you have done around feelings specifically those that the child or young person have identified.
- Ask the child or young person to think about feeling worried. If they have identified this previously, explore briefly when they may have felt worried. If they have not identified this ask the child or young person if they know what it means. Again explore when they may have felt worried.
- Worried may be on their feelings tree or on their Body Map. If they have completed these exercises, you can refer back to these to find out more about how it feels for them in their body and any possible strategies they may have used when worrying.
- Read together the book "The Huge Bag of Worries" all the way through.
- Look at the book again together and ask questions about each page, i.e. how is Jenny feeling there?.....what does her face show?..... what should jenny do?..... what is under her brothers bed?..... who has worries?
- Go over and over the bag getting **BIGGER AND BIGGER AND BIGGER** as Jenny isn't telling anyone about her worries.
- Ask the child or young person what Jenny could do to stop the bag getting bigger and bigger?

- The secret to sorting worries out is 'to let them out slowly one by one and **TELL THEM TO SOMEONE**', go over and over the importance of telling someone.
- Explore with the child or young person who they might tell if they had worries. This will be a safe adult they can talk to, like a particular teacher, mum or a trusted family member.
- The child or young person can make a worry box out of a shoe box; they can use this to write their worries down, you can help the young person sort the worries out into biggest worry at the top etc. Or use a scale of 1-10 and identify how worried each thing makes them feel, 10 being really worried. An example of a scaling tool can be found with this session.
- Using the worry box during sessions you can talk through any worries the child or young person has had since you last met. Encourage the child to use logic when thinking about these worries to consider how these things may or may not happen.
- Ensure you let the child or young person know that everyone has worries at some time but it is important we let them out so they don't become bigger. Sharing them and being able to talk it through logically will help to make sense of the feelings.
- Once your work has ended the child or young person may take their Worry Box and use it either at school or at home with a safe adult (You will need to talk through this with the safe adult). Ensure you are aware of the home situation and it is safe before sending any materials home.

## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy of "The Huge Bag of Worries"
- Copy of scaling tool
- Shoe box and additional paper, stickers and items to make a worry box
- On-going check in materials

My Scaling Tool





### ACTIVITY- BUILDING A SUPPORT NETWORK (20-40 MINS)

- Revisit the session "The Huge Bag of Worries" with the child or young person and talk about who they identified they might talk to about their worries.
- Together look at the sheet "Building a Support Network" and talk through all the important things to think of when doing this.
- The child or young person may also wish to add other things that are important to them, they can do this on the sheet or in any way they choose.
- Together look at "My Helping Hands Network" and get the child or young person to identify all of the people they feel they could go to if they needed help or support. They can complete the sheet or make their own picture or poster to show who is in their Helping Hands Network using any craft materials they choose.
- Ask the child or young person to make an invitation for each person they have identified to ask them to be part of their Helping Hands Network, an example of this is included.
- You may wish to check with mum/carer who the child or young person has identified as being a safe adult; this is likely to depend on the age of the child. Talk to the child or young person about sharing their Helping Hands network with mum/carer, and where possible do this together.

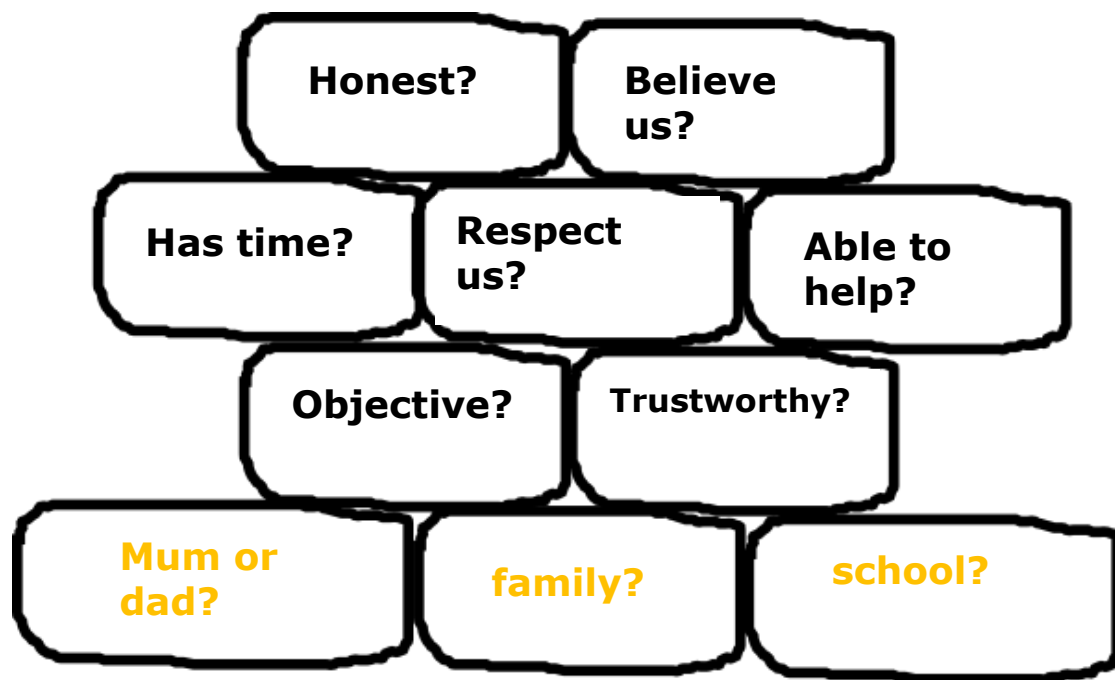
### RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy of "Building a Support Network"
- Copy of "My Helping Hands Network"
- On-going check in materials

# BUILDING A SUPPORT NETWORK

A support network is made up of people you can go and talk to when you are feeling sad, upset, frightened or want to share good times and special things. You might want to include friends as well as adults and maybe Childline. What might be important to think about?

## What Qualities do we expect?



## WHO?

### How do we know these people may help us?

Previous experience? Instinct? Early warning signals? Reputation? Try them out!  
Ask other people!

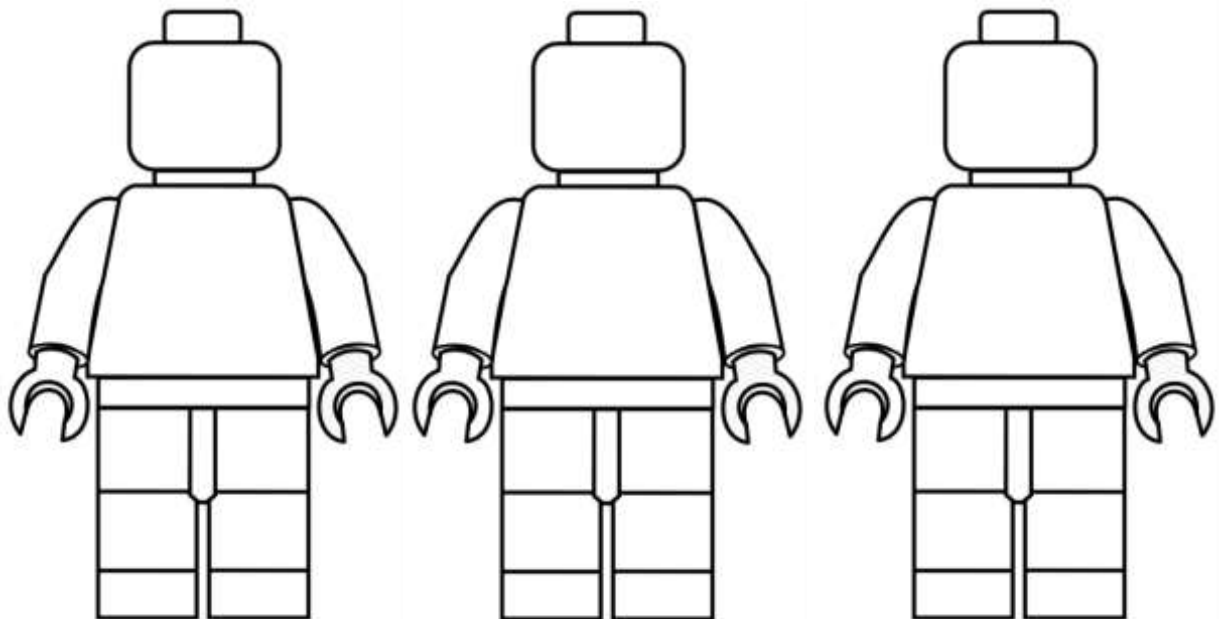
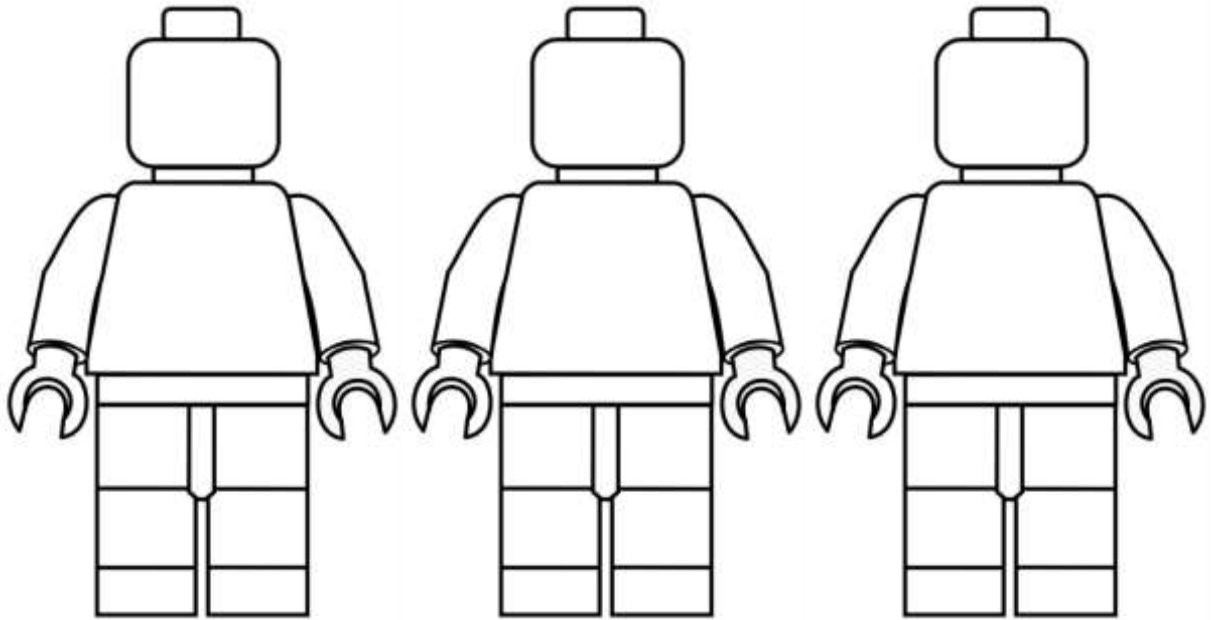


### How do we contact them?

Text? Phone? Visit, Letter, Email, Website?

## MY HELPING HANDS NETWORK

These are the people and places I can contact and talk to if I feel sad, upset or scared. If I have a worry or a problem, they may be able to help. I can also let them know about my good news and special times too.





## **YOU ARE INVITED TO BE ON MY HELPING HANDS NETWORK**

To: .....

I have been talking about how to look after myself and who I can talk to if I am worried, sad or upset. I know that the best way to start to sort out worries and problems is to share them with someone I trust. I know I have the right to feel safe and that there is nothing that is so bad or awful that I can't speak about it to someone. I know that I need to tell someone if I am not feeling safe. My Helping Hands Network is a group of people that I can talk to if I have a problem or feel unsafe.

Being on my Helping Hands Network is like being a friend. I need you to please

**Listen to me**

**Believe me**

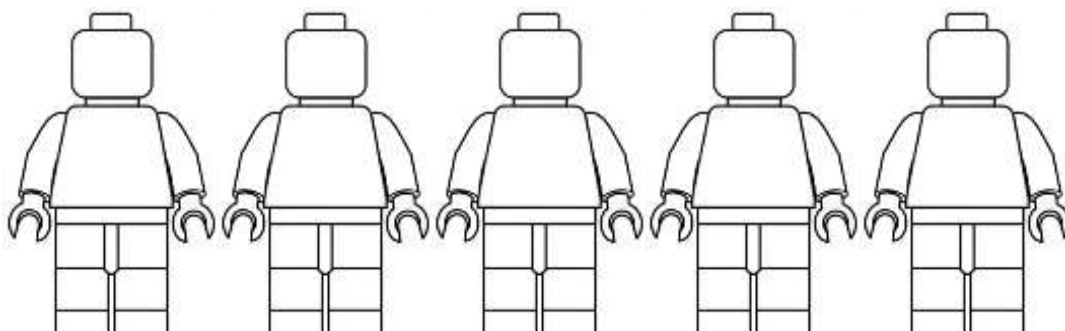
**Help me to feel safe again**

I can also use my Helping Hands Network to share my news and good times too.

Thank you

From: .....

My worker .....has helped me think about my helping hands plan.  
If you want to talk to her about this you can ring her on .....



## FEELINGS PROGRAMME

### SESSION 4

#### AIM

- To allow the child or young person to consider the strategies they currently use to manage their feelings.
- To enable the child or young person to make sense of their current strategies in terms of safety.
- To enable the child or young person to consider other strategies they may be able to use when managing their feelings.
- To help the child or young person to understand being angry is ok. However it is not ok to hurt yourself, to hurt other people or break things when you do get angry.

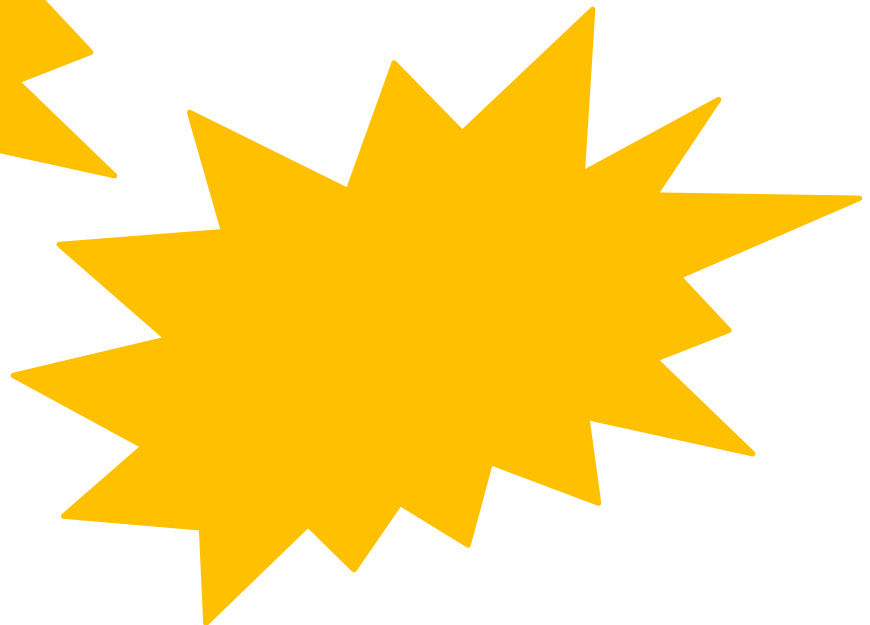
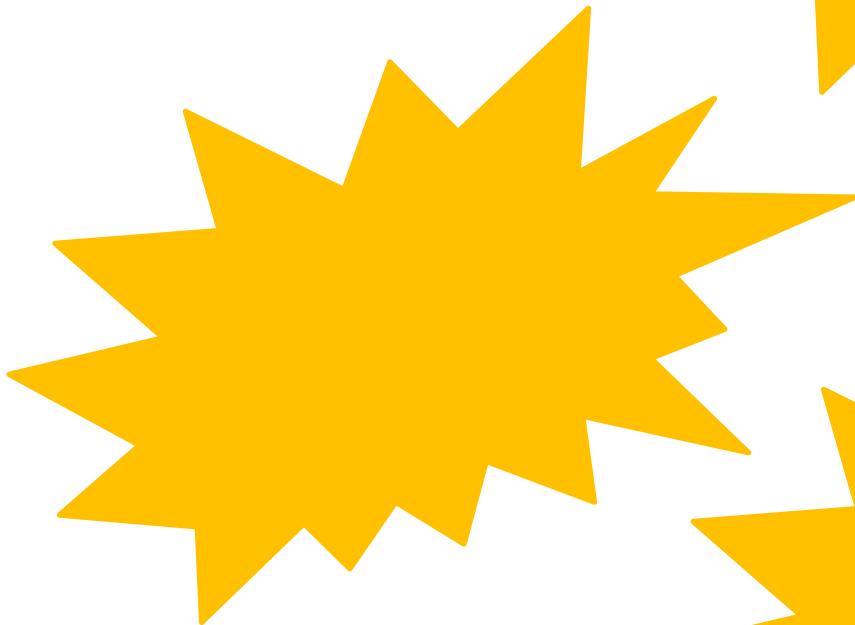
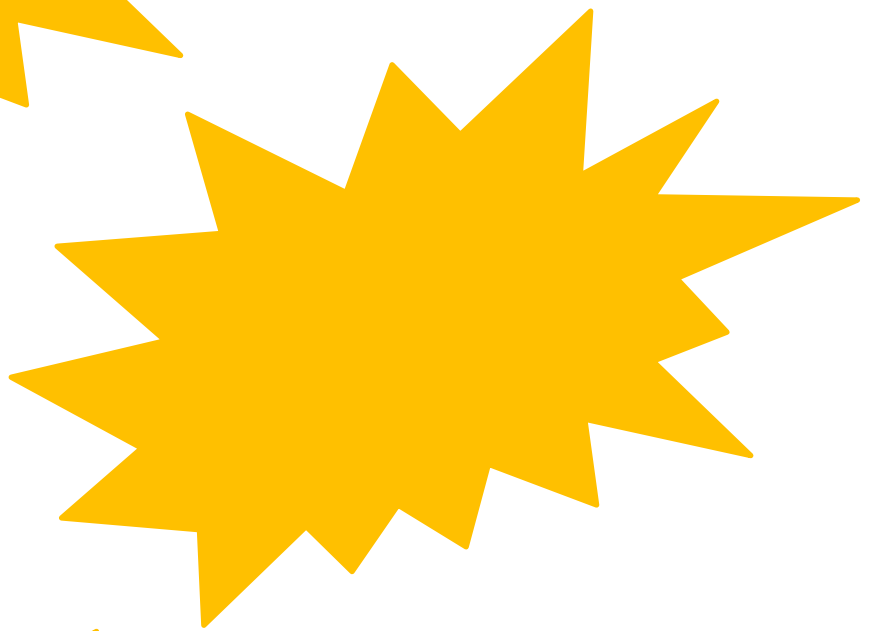
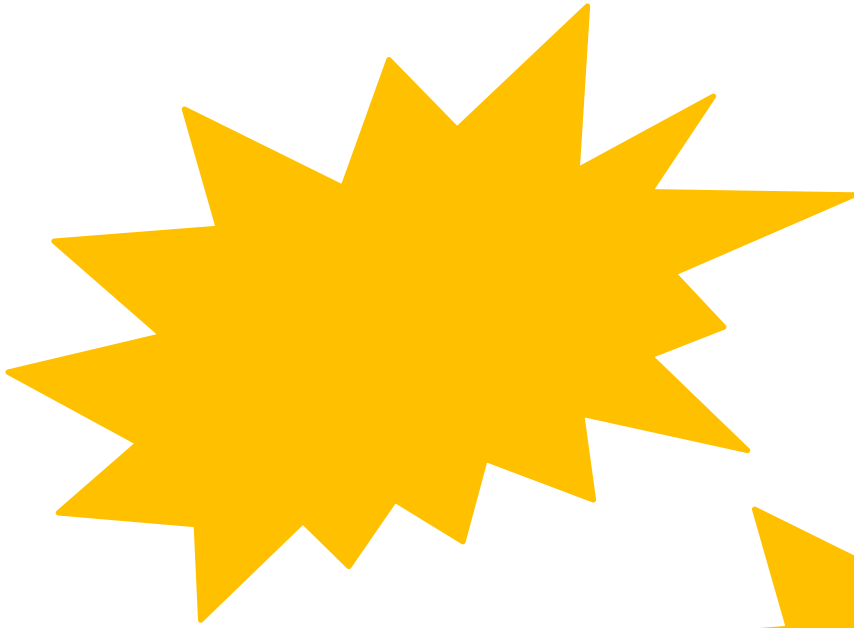
#### ACTIVITY- HOW I GET MY FEELINGS OUT (30 MINS)

- Revisit any previous work you have done around feelings specifically those that the child or young person have identified.
- Ask the child or young person to think about how they manage that feeling? What do they do when they feel that way? Include positive and negative feelings.
- Ask the child or young person to consider which of these strategies are helpful and which are unhelpful.
- Using the sheet "Things I do when I feel bad inside" ask the child or young person to draw or write down some of the ways they get their negative feelings out.
- Now ask the child or young person to think of some other ways they may be able to let those feelings out which will be helpful and do not hurt them or anyone else. They can complete the sheet "Other things I could do when I feel bad"
- If the child or young person is struggling with ideas you could introduce some; physical activities throwing paper balls, kicking a ball as high as you can outside; drawing and painting; singing and music; punching a cushion; scribbling hard with pens; writing about it; talking to someone you trust.

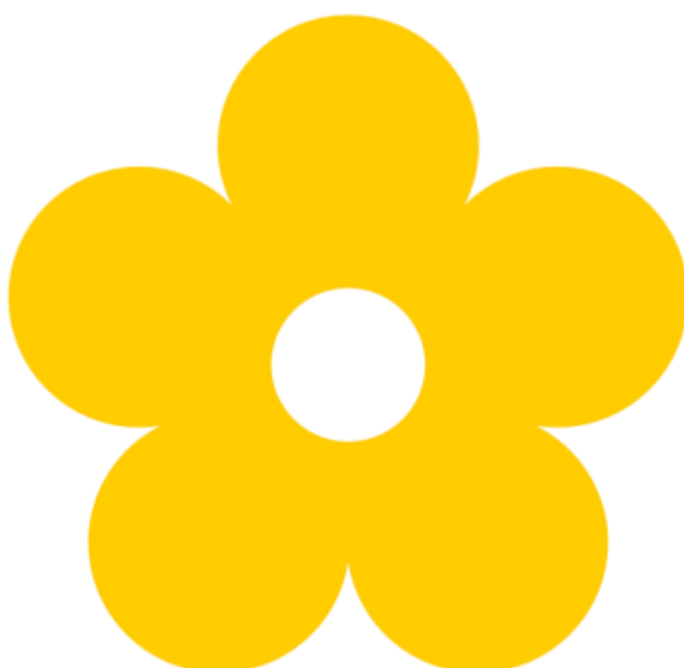
## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- "Things I do when I feel bad inside" worksheet
- "Other things I could do when I feel bad" worksheet
- On-going check in materials

"Things I do when I feel bad inside"



"Other things I could do when I feel bad"





### ACTIVITY- THE ANGER RULES (5-15 MINS)

- Talk to the child or young person about anger. What do they know about it? What do people say about it? What do people say to you if you get angry?
- You may wish to use a book to start talking about anger, there are many available including: *I Feel Angry* by Brian Moses; *Everybody Gets Angry* by Jane Bingham; *Mad isn't Bad* by Michaelene Mundy; and *When Sophie Gets Angry- Really Really Angry* by Molly Bang.
- Ask the child or young person what they think someone should do when they get angry, and then ask them what is not ok to do when people get angry.
- Many children and young people are told it is not ok to get angry, you need to reinforce the message that IT IS OK TO GET ANGRY, it is just what you do with that anger that may not be ok.
- It is not ok to hurt yourself, hurt other people or to break things if you get angry; there are other ways to get your anger out.
- Use the anger rules sheet to clearly show the rules to the child or young person.
- The child or young person may wish to make their own anger rules poster.
- Share the anger rules with mum/carer, materials may not be appropriate to go home but the messages should be shared.

### RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy "The Anger Rules"
- Books about "Anger"
- On-going check in materials

## Anger Rules

**It is o.k. to be angry but...**



\*Don't hurt others



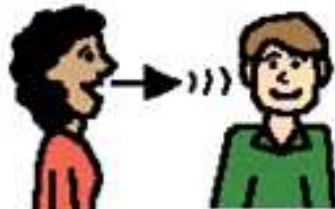
\*Don't hurt yourself



\*Don't hurt property



**Talk about how you feel...**



## FEELINGS PROGRAMME

### SESSION 5

#### AIM

- To help the child or young person to explore their feelings of anger.
- To explore with the child or young person how long their 'fuse' is in relation to feelings of anger.
- To help the child or young person to understand it is ok to feel angry.
- To explore with the child or young person ways of releasing their angry feelings in a safe way.
- To consider how you express your anger and the impact it may have on others.

#### ACTIVITY- ANGER BODY MAP (20-40 MINS)

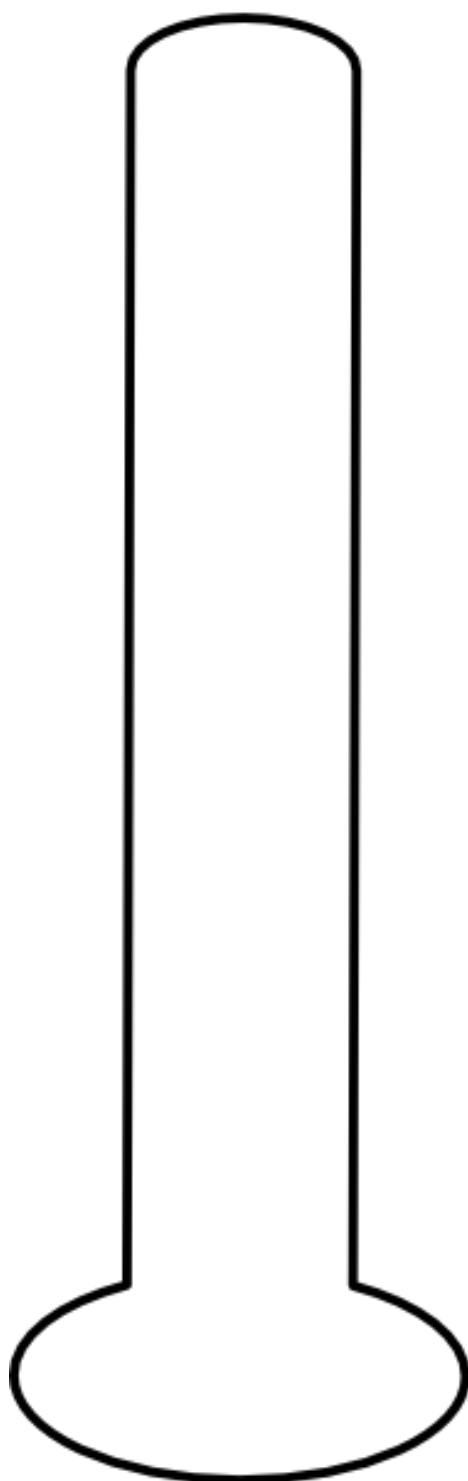
- Ask the child or young person to draw an outline of a person. They can choose to do this any size but no smaller than A4, they may choose to draw an outline of themselves, they can do this on lining paper or flip chart paper joined together. They might do this freehand or choose to lie on the paper and you can draw round them.
- Ask the child or young person to think about their anger 'warning signs', how does their body feel when they start to get annoyed, i.e. flushed face, butterflies in the tummy, jelly knees, clenched fists, etc.
- Ask the child or young person to draw their 'warning signs' on their body map.
- You may need to share some of your own 'warning signs' if the child or young person is struggling with this activity. Choose an acceptable situation of your own that you can share with the child or young person and describe how you feel in your body when you get annoyed or angry. You may wish to draw your own body map to put this on.
- Discuss the anger cues they have drawn on their body, ask them how that feels? Which comes first? Do they all happen every time? Which do they like the least when it happens? How many are things other people can see happening? How many are things you can feel but no one else can see?

- Ask the child or young person how long they think their 'fuse' is? How long does it take for their anger to build up to exploding point? What does each child or young person do when they 'explode'? What behaviour do others see?
- Ask the child or young person to consider their feelings of anger on a scale, start at 0 and go through getting slightly annoyed, more annoyed, beginning to feel angry moving up to 10 and extremely angry, how long does each step take for each child or young person? What 'warning signs' do they feel at each stage? Do other people see any behaviour at different times that would let them know they are getting angry?
- Ask the child or young person to draw a 'fuse' onto the body map of the length they feel represents the time it takes to go from 0-10.
- Talk to the child or young person about their fuse. Highlight that the shorter someone feels their fuse is the more important it is that they are aware of their physical signals for anger.
- Start to discuss with the child or young person if they ever do anything that stops them from getting to 10 when they are annoyed or angry? What has worked for them in the past? Is there anything they have tried that didn't work? Is there anything they or anyone else has done or said that has made their anger worse?
- Refer back to the anger rules and discuss and reinforce any positive strategies that have worked for the child or young person.

## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Flip chart or lining paper
- A copy of a scaling tool
- On-going check in materials

# My Scaling Tool- Thermometer

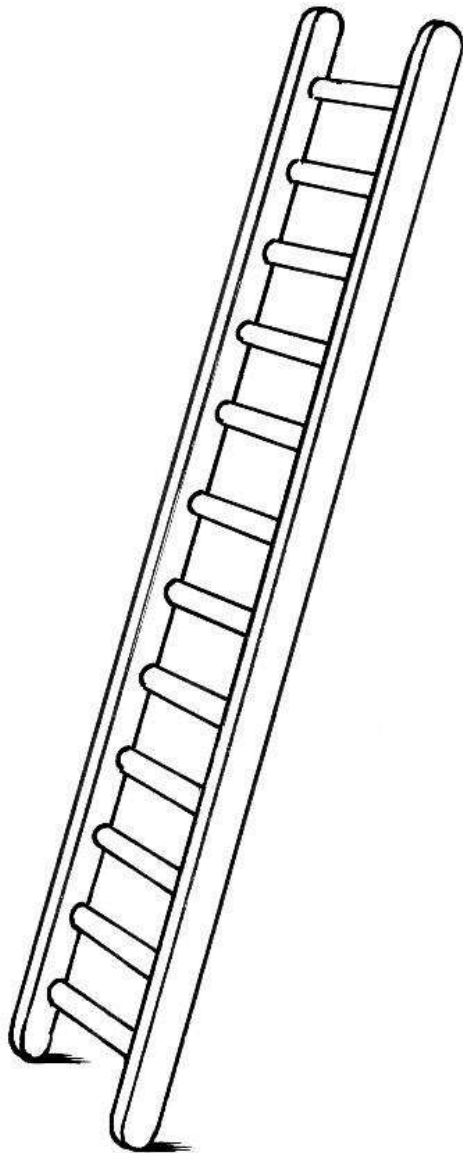


10

0

My Scaling Tool- Ladder

10



0

My Scaling Tool- Firework

10



0

## ACTIVITY- WHAT CAN I DO WITH MY ANGER? (20-40 MINS)

- Talk to the child or young person about the activities they do that make them feel happy, calm and contented. They could make a poster about these or just list them. They may include reading, writing, drawing, playing computer games, riding their bike, playing football, watching TV, or listening to music.
- Now consider what things the child or young person does when they don't feel good. What do they do when they feel sad, annoyed or angry? They could list these or add them to their poster. They may include shouting, hitting, breaking things or putting themselves at risk.
- If age appropriate ask the child or young person to complete the "If I am angry" worksheet. They may choose to add additional acceptable and not acceptable ways of dealing with anger. This will start to highlight that some things are not acceptable to do even when angry.
- Together look at the child or young person's list or poster of ways they manage different feelings. Ask the child or young person to consider the consequences of their activities for both feeling good and for not feeling good.
- This should highlight some negative consequences for any inappropriate activities or behaviours; it is likely these will be linked to feeling sad or angry, however there may be increased risk taking behaviours identified for positive feelings; these will also need to be discussed.
- Using the child or young person's poster or lists ask them to think of different activities they could do rather than those that have negative consequences.
- Show the child or young person the sheet "Safe ways to get anger out", this includes safe and unsafe ways and highlights key messages so they can keep themselves safe. This may give the child or young person additional ideas for strategies to manage their feelings.
- Ask the child or young person to create a new poster that highlights their safe ways of managing their feelings.



## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy of "If I am angry" worksheet
- Copy of "Safe ways to get anger out" sheet
- On-going check in materials

# If I am angry.....

Below are some ways of dealing with ANGER. Read them and put them in either the 'acceptable' or 'not acceptable' column

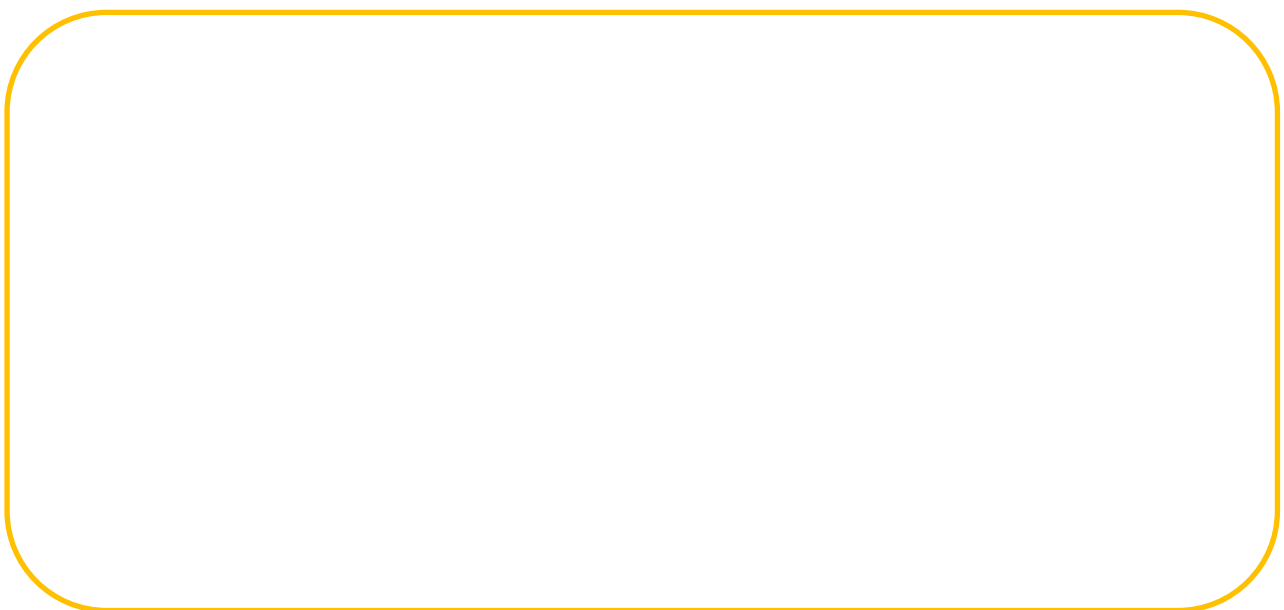
Cry  
Hit someone  
Scream  
Tell someone  
Throw something  
Go to your room

Go for a run  
Ride your bike  
Go for a walk  
Shout  
Breathe deeply  
Hurt yourself

## ACCEPTABLE

## UNACCEPTABLE


**What really makes you MAD? Draw this here.**



# Safe ways to get anger out

- Do some sport or exercise
- Squeeze a pillow for a long time
- Kick a ball around outside
- Scream into your pillow
- Write your feelings down
- Jump on the trampoline
- Do some colouring/drawing
- Do some star jumps
- Do a scribble drawing really fast

**ALWAYS TALK TO A SAFE  
ADULT ABOUT IT**

# **Unsafe** ways to get anger out

- Shouting
- Swearing
- Kicking
- Hitting
- Punching
- Throwing things
- Arguing
- Fighting
- Breaking things
- Hurting yourself

# **Safety Plan**

When you feel angry, frightened, upset or scared.....

- Let your anger out safely
- Use the thinking part of your brain, you can choose what to do
- Talk to a safe adult about what you are feeling –“I am feeling upset because.....”

## **Safe ways to calm down**

- Lie on your bed and have a day dream about something fun and happy
- Go for a walk
- Listen to some music
- Watch TV or a movie
- Have a hug
- Take long deep breaths

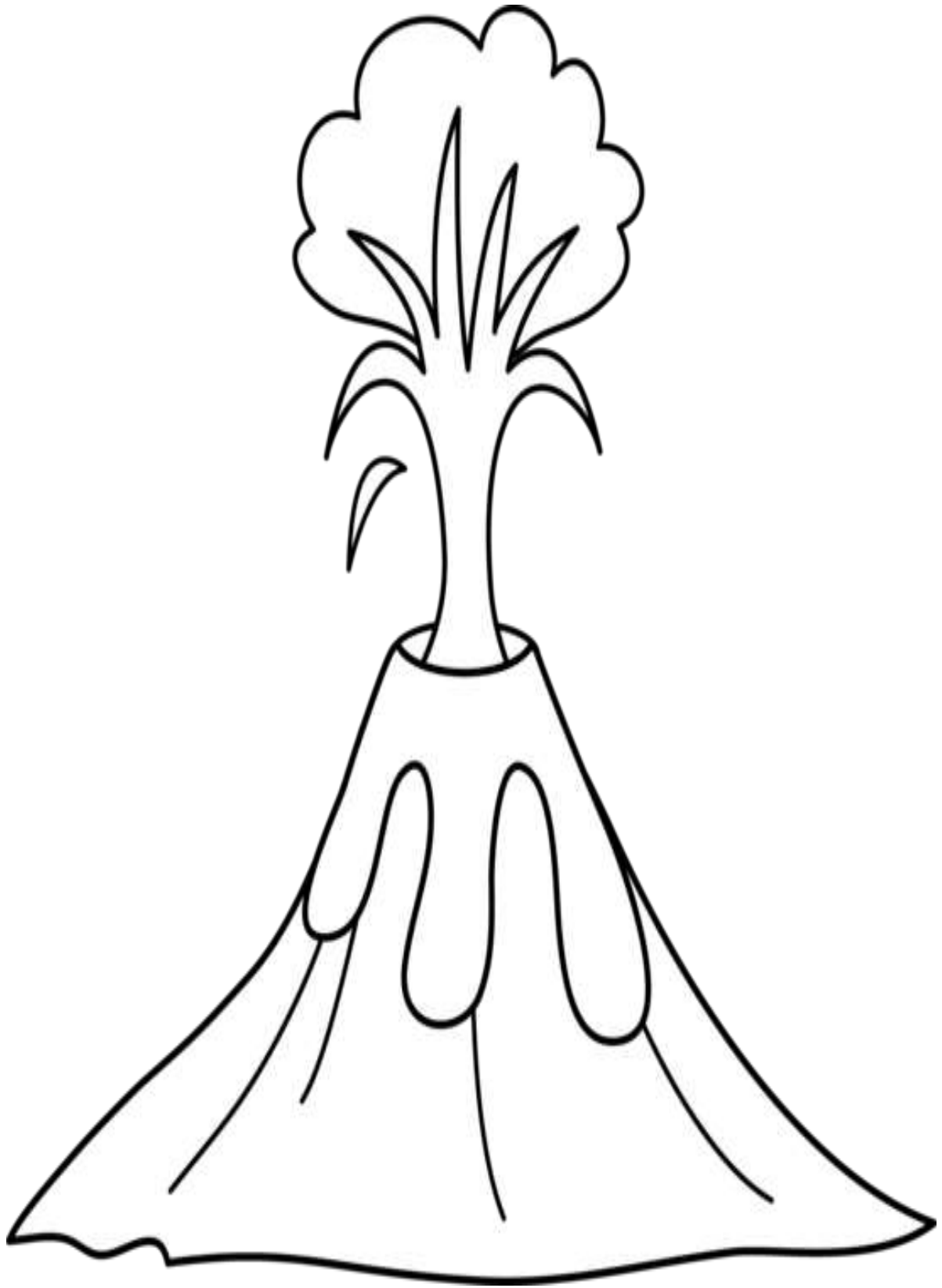
### ACTIVITY- ARE YOU A VOLCANO? (30-50 mins)

- Ask the child or young person if they have ever felt frightened by someone's anger or have felt their anger as an explosion?
- Ask the child or young person if they can identify violent or destructive ways that they have seen anger being expressed? What sorts of things are said or done?
- Discuss with the young person that ANGER is a feeling and it is ok to get angry, however abusive behaviour which you have just discussed IS NOT OK.
- Using the Volcano Worksheet ask the child or young person to write on the flames what happens when they get angry. On the lava flowing down the volcano write words that show the impact of their anger, what are the consequences for them or others around them?
- Link this exercise to other feelings work around managing feelings appropriately.
- Using the volcano worksheet together consider what the child or young person might do with their anger in future, what would they do, how would this impact on others? How might this feel to them managing their anger in a different way?
- If you have a very creative child or young person and have time and resources available you may choose to make a volcano, this can be done using paper Mache, Mod Roc or other craft materials. You may also choose to make the volcano erupt, this can be done a number of ways but it is best to consider what is appropriate for your setting. (details of methods can be found online)

### RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copies of the Volcano worksheet
- Mod-roc, Paper-Mache, cardboard and any other resources if you plan to make a volcano
- On-going check in materials

## **VOLCANO WORKSHEET**



## FEELINGS PROGRAMME SESSION 6

### AIM

- (TFB TRIANGLE ACTIVITY) To help older children and young people to understand the link between their behaviour and their thoughts and feelings.
- (FEELINGS HIDE AND SEEK) To help younger children explore a variety of emotions in a more fun active way.
- To consider which feeling make us feel good and which make us feel not so good.
- (GUIDED FANTASY) To give the child or young person an opportunity to explore their feelings in a creative and non-directive way.
- To identify any further work that may be required with the young person.

### ACTIVITY- THOUGHTS, FEELINGS BEHAVIOUR TRIANGLE (30-50 mins)

- Ask the young person to think of a time when they have behaved in a way that got them into trouble, or had a negative outcome for them.
- Using the TFB Triangle worksheet as them to write down the behaviours that other people will have seen in the box marked behaviour.
- Now ask them to consider how they were feeling when the situation occurred, and write them down in the box marked feelings.
- Finally ask the young person to try to think about what they were thinking at this time. This will be harder for the young person, you are essentially asking them to think about their self-talk in their head, this is likely to be negative if their behaviour is inappropriate and may include swearing and thoughts of "I hate you" "it's not fair" " just get lost". This can be difficult for young people to understand so you may need to give examples that will prompt them.
- Once you have the boxes completed ask the young person what it was they were trying to achieve by their behaviour. What was their desired outcome? Did the actual outcome come close to what they hoped to achieve?

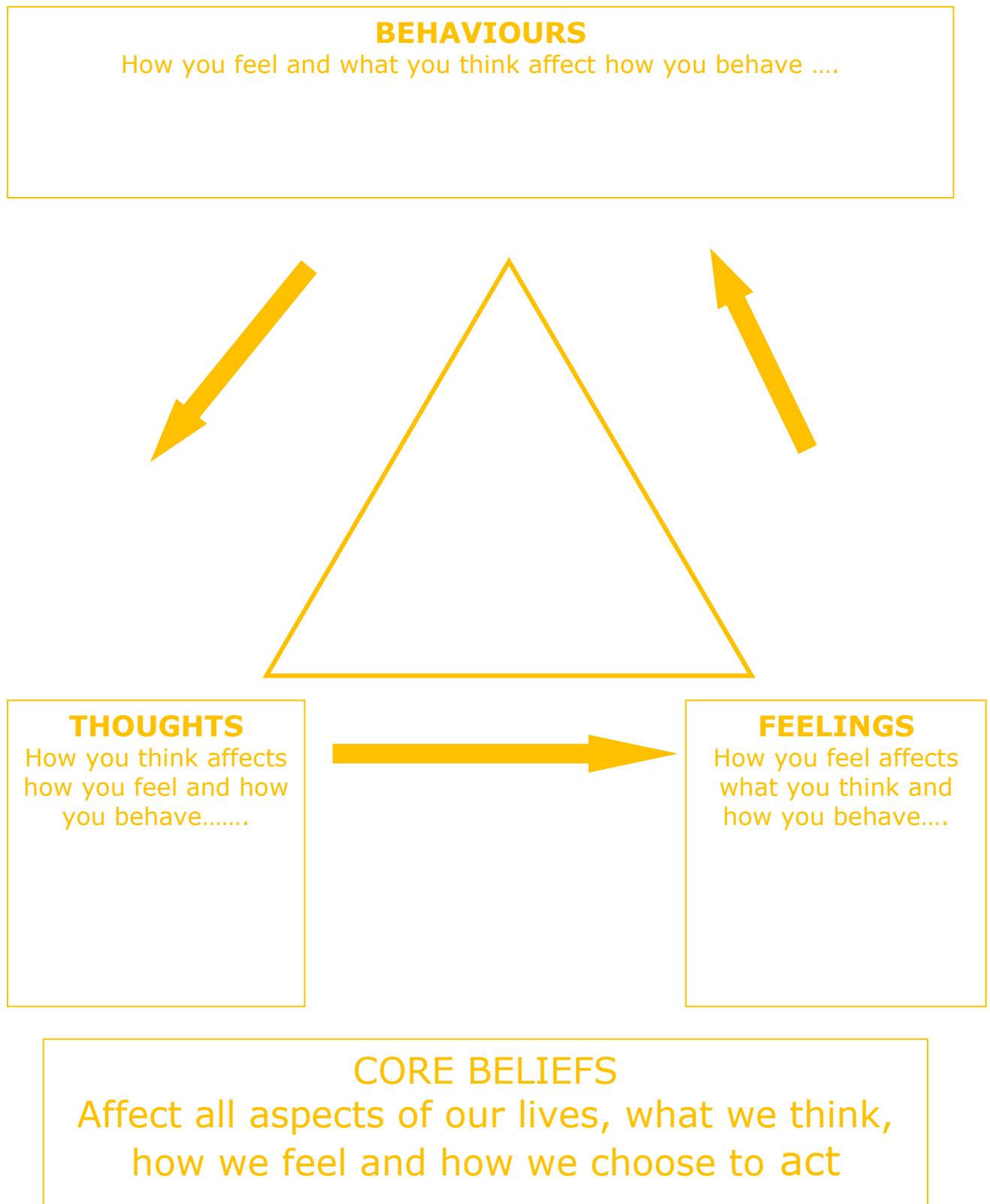


- You could now repeat the exercise with a time when the young person had a positive experience. You may start this from feelings, ask them to choose a time they felt positive. Complete all 3 boxes on the triangle.
- Discuss the differences in each of the worksheets.
- Ask the young person to swap the thought boxes on each of their worksheets, what difference might this then make to the other boxes?
- For the negative situation do they wish they had handled it differently? If so what do they wish they had done? What thoughts and feelings would have to go along with the new behaviour?
- This exercise is about getting the young person to see that their behaviour is linked to how they are feeling and the thoughts they have. And if they are able to understand this they may be able to consider that even if they feel negatively they might be able to do something about their behaviour that may have a better outcome.

#### RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copies of TFB Triangle worksheet
- On-going check in materials

## TFB TRIANGLE: HOW OUR THOUGHTS, FEELINGS AND BEHAVIOUR ARE LINKED



### ACTIVITY- FEELINGS HIDE AND SEEK (10-30mins)

- Prior to the session hide different feelings around the room for the child to seek out, remembering where they are all hidden and how many you have placed. Example feelings are included but you may choose to use others or only use a few dependant on the individual you are working with.
- Introduce the activity to the child and explain you are going to look at a variety of different feelings that all people have.
- Ask the child to find as many as they can, there is no rush.
- As they find a feeling ask them to place them in 2 piles, one for the feelings that make them feel good inside, and the other for the feelings that make them feel not so good.
- Once the child has found as many as they can you may choose to use the hot or cold system to guide them to any remaining feelings.
- Ask the child which pile they want to look at first, together talk about the feelings and what they mean to the child. You may need to ask the child to tell you a time they felt like that to understand fully their perspective.
- The child may not know the meaning of some of the words so you may want to have definitions ready. You may also choose to bring along an Emotionary, for example "Emotionary: say what you feel" published by Palabras Aladads.
- Discussion during this session may highlight that a child may feel bad for being happy or having a positive emotion due to their circumstances, validate to them that these emotions are ok to experience as are all different feelings and emotions.
- You may wish to link this session to The Feelings body Map activity to help explore further what the child feels in their body in relation to both the feelings that make them feel good and those that make them feel not so good.

## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- List if Hide and Seek feelings
- On-going check in materials

## HIDE AND SEEK FEELINGS

Happy	Sad
Angry	Frightened
Jealous	Guilty
Excited	Annoyed
Upset	Worried
Lonely	Amazed
Ashamed	Scared
Confident	Positive
Confused	Calm
Relaxed	Chilled
Silly	Loved
Friendly	Guilty
Great	Safe

### ACTIVITY- GUIDED FANTASY (30-50 mins)

- This activity requires a relaxed environment with no disturbances, be conscious of choosing a room or place where outside noise will not distract the child or young person.
- Using a fantasy such as this requires you to use a fantasy voice. It is told slowly with many pauses to give children a chance to "do" the things you tell them to do. You may wish to close your eyes and go through the fantasy yourself as you tell it. (Once you have used it enough to be familiar with it) This type of fantasy can be used with individuals or groups of children from age 7 up to adulthood.
- Have a variety of paper available, different colour and sizes, different pens, pencils or paint depending on the space available and be clear with the child or young person they can use anything they choose to be creative.
- Before you begin be clear with the child or young person what you are doing during this activity, also letting them know your voice may sound different as you will be speaking slowly and calmly.
- Once you have read the fantasy ask the child or young person to take time to do their drawing.
- If the child or young person is taking time to draw you may wish to give them longer than the 10 minutes.
- Once their picture is complete ask the child or young person to tell you about it. Do not presume you know what anything in the picture is; allow them to talk you through it in the way they choose. You may wish to ask some questions after this to find out about parts they have not mentioned, but again do this in an open way.
- Ask the child or young person to give you a sentence to write on their picture that sums it up and shows their feelings about it.
- This picture and their sentence may give you the opportunity to explore new feelings in further sessions if the child or young person feels able to.

## RESOURCES NEEDED

- Pens, pencils or paint
- Paper and other craft materials
- Copy of The Guided Fantasy
- On-going check in materials

## GUIDED FANTASY

"In a minute I'm going to ask you to close your eyes and I will take you on an imaginary fantasy trip. When we are finished you will open your eyes and draw something that will be at the end of this trip. Now, I'd like you to get as comfortable as you can, close your eyes, and go into your space. When you close your eyes, there's a space that you find yourself in. It's what I call your space. You take up that space in this room and wherever you are, but you don't usually notice it. With your eyes closed, you can get a sense of that space – where your body is, and the air that's around you. It's a nice place to be, because it's your place, it's your space. Notice what's going on in your body. Notice if you're tense anywhere. Don't try to relax these places where you might be tight and tense. Just notice them. Run down your body from your head to your toes and take notice. How are you breathing? Are you taking deep breaths or are you breathing with small, quick breaths? I would like you to take a couple of very deep breaths now. Let the air out with some sound. Haaaaaaah.

OK. I'm going to tell you a little story now, and take you on a make-believe trip. See if you can follow along. Imagine what I tell you, and see how you feel while you're doing it. Notice if you like going on this little trip, or if you don't. When you come to parts you don't like, you don't have to go there. Just listen to my voice, follow along if you want to, and let's just see what happens.

I want you to imagine that you're walking through the woods. There are trees all around and there are birds singing. The sun is coming through the trees, and it's shady. It feels very nice walking through these woods. There are little flowers, wild flowers, along the side. You're walking along the path. There are rocks along the sides of the path and every now and then you see a small animal scurrying away, a little rabbit maybe. You're walking along, and soon you notice the path is rising and you're going uphill. Now you know you are climbing a mountain. When you reach the top of the mountain, you sit on a large rock to rest. You look around. The sun is shining; birds are flying around. Across the way, with a valley in between, is another mountain. You can see that on the mountain there is a cave, and you wish you could be on that mountain. You notice that the birds are flying over easily, and you wish you were a bird. Suddenly, because this is a fantasy and anything can happen, you realize that you have turned into a bird! You test your wings, and sure enough you can fly. So you take off and easily fly to the other side. (Pause to give time for flying.)

On the other side you land on a rock and instantly turn back into yourself. You climb around the rocks looking for an entrance to the cave, and see a small door. You crouch down and open it and enter the cave. When you are inside there's plenty of room to stand up. You walk around examining the walls of the cave and suddenly you notice a walkway – a corridor. You walk down this corridor and soon you notice there are rows and rows of doors, each with a name written on it.



All of a sudden you come to a door with your name on it. You stand there in front of your door, thinking about it. You know that you will open it soon and go to the other side of that door. You know that it will be your place. It might be a place you remember, a place you know now, a place you dream about, a place you don't even like, a place you never saw, an inside place or an outside place.

You won't know until you open the door. But whatever it is, it will be your place.

So you turn the knob and step through. Look around at your place! Are you surprised? Take a good look at it. If you don't see one, make one up right now. See what's there, where it is, whether it is inside or out. Who is there? Are there people, people you know or don't know? Are there animals? Or is no one there? How do you feel in this place Notice how you feel. Do you feel good or not so good? Look around, walk around your place. (Pause)

When you are ready you will open your eyes and find yourself back in this room. When you open your eyes, I would like you to get some paper and crayons, or felt tip pens or pastels, and draw your place. Please do not talk while you do this. If you must say anything, please whisper. If you don't have the right colours for your place, feel free to come quietly and get what you need. Draw your place as best you can. Or if you want to, you can draw your feelings about the place, using colours, shapes and lines. Decide whether you will put yourself in this place and where and how – as a shape or colour or symbol. I don't have to know what your place is all about by looking at your picture; you will be able to explain it to me. Trust what you saw when you opened the door, even if you don't like it. You will have about ten minutes. Whenever you feel ready you can begin."

**Windows to Our Children: A Gestalt Therapy Approach to  
Children and Adolescents 1978  
by Violet Oaklander Ph.D.**