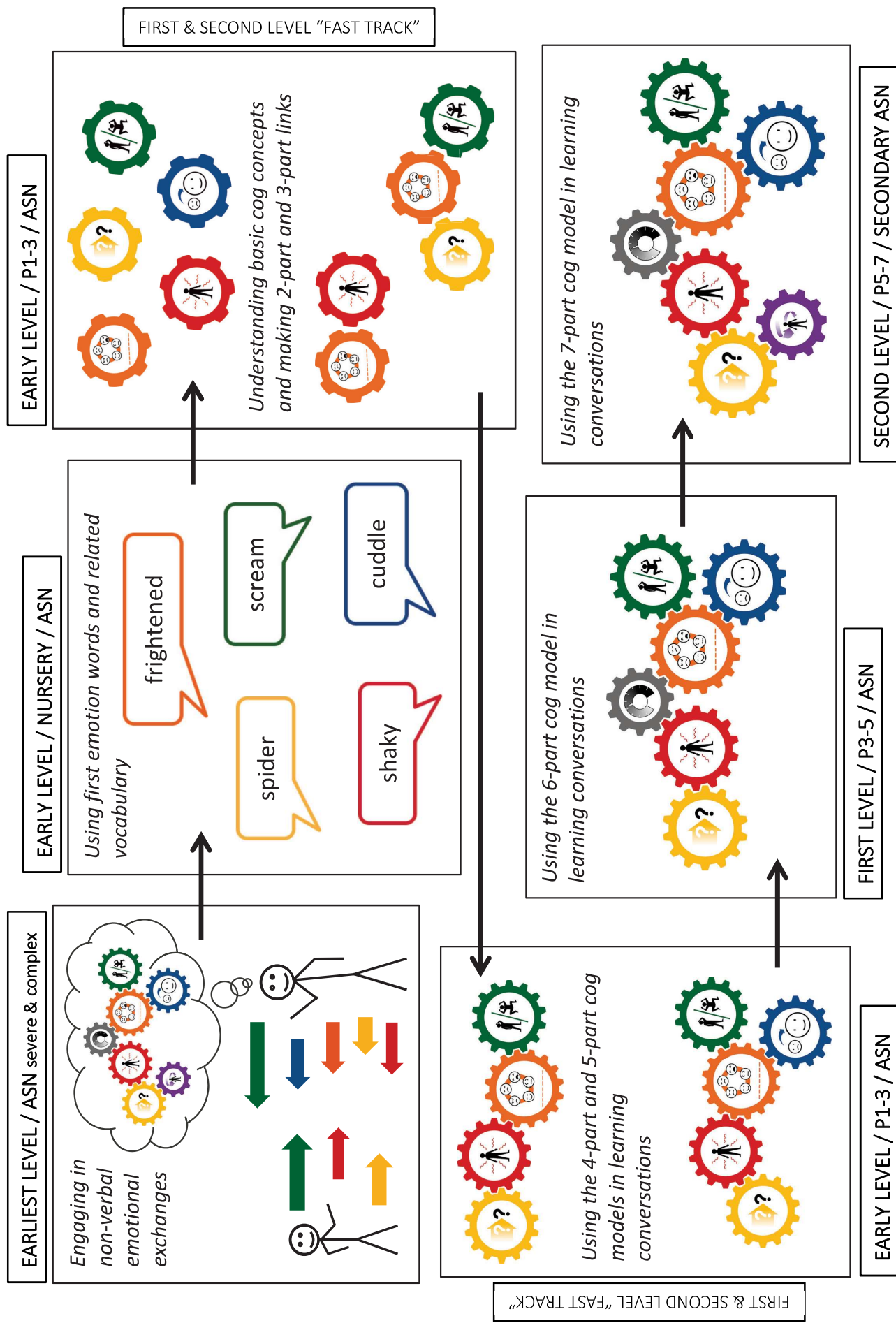
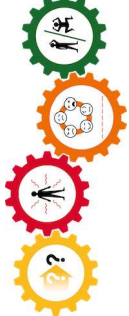




emotion works PROGRESSION DOCUMENT including VOCABULARY, COG LEARNING and COMPONENT MODEL information

EARLY LEVEL	FIRST LEVEL	SECOND LEVEL
THE ONGOING EXPANSION OF VOCABULARY & LANGUAGE ASSOCIATED WITH ALL COGS IS A FOCUS FOR DEVELOPMENT THROUGHOUT THE EMOTION WORKS PROGRAMME *see 'Vocabulary Progression – Emotion Words' document, and Training Document 2 Word Banks		
• FOUNDATION VOCABULARY for COG CONCEPTS BEFORE BEING INTRODUCED TO THE COG CONCEPTS...  <i>I have an understanding of enough foundation language for each cog concept to be able to talk about and give examples of things associated with each cog.</i> *see 'Vocabulary Progression – Foundation Language' doc • LEARNING ABOUT THE FIRST 5 COG CONCEPTS  <i>I am familiar with the first 5 cogs in terms of colour, title and symbol and I can give you examples of things associated with each cog in learning conversations using single cog resources.</i> • UNDERSTANDING LINKS BETWEEN THE COGS <i>I can 'make-a-link' between the orange cog and each of the other 4 starter cogs in a learning conversation using cog resources.</i>  <i>I can make 2-part, 3-part and 4-part links between different cogs in learning conversations using single cog resources and the 4-part model.</i> • WORKING WITH THE 5-PART MODEL <i>I can make links and discuss relationships between the first 5 cogs in learning conversations using the 5-part model.</i> 	Learners at First Level new to Emotion Works can be 'fast tracked' through the first 5 cogs and 5-part model to establish a starting point for First Level work. Alternatively, the 6-part model can be the starting point and all 6 cogs looked at together. • LEARNING ABOUT THE INTENSITY COG <i>I am familiar with the Intensity cog in terms of its colour, title & symbol. I can give a definition of what it represents with examples of emotion intensity descriptions.</i>  • UNDERSTANDING LINKS BETWEEN THE COGS <i>I can 'make-a-link' between the Intensity cog and each of the other 5 starter cogs in learning conversations using single cog resources.</i> <i>I can explain how the grey Intensity cog works alongside the 4-part and 5-part models.</i> • WORKING WITH THE 6-PART MODEL <i>I can make links and discuss relationships between the first 6 cogs in learning conversations using the 6-part model.</i> 	Learners at Second Level new to Emotion Works can be 'fast tracked' through the first 5 cogs and 5-part model, then intensity and 6-part model to establish a starting point for Second Level work. Alternatively, the 7-part model can be the starting point and all 7 cogs looked at together. • LEARNING ABOUT THE INFLUENCES COG <i>I am familiar with the Influences cog in terms of its colour, title & symbol. I can provide a definition of what it represents with examples of positive and negative influences on emotional responses.</i>  • UNDERSTANDING LINKS BETWEEN THE COGS <i>I can 'make-a-link' between the Influences cog and each of the other 6 cogs in learning conversations using single cog resources.</i> <i>I can explain how the purple Influences cog works alongside the 4-part, 5-part and 6-part models.</i> • WORKING WITH THE 7-PART MODEL <i>I can make links and discuss relationships between the first 6 cogs in learning conversations using the 7-part model.</i> 



emotion works VOCABULARY PROGRESSION: 220 words and phrases for foundation language at Early level before starting cog teaching

EMOTION WORDS – words we use to name emotions/feelings		Ready for cog teaching?
Page 1 Happy Cheerful Sad Disappointed Upset Excited Grumpy Cross Scared Frightened Shy Embarrassed Angry Mad Worried Nervous	Page 2 Tired Sleepy Sick Poorly Surprised Shocked Yum Like Yuk Disgust Calm Fine Ok Bored Fed up Interested Curious Relaxed Peaceful	To get started with teaching about the Emotion Works cogs, we recommend that learners can use at least 4-5 words to name their emotions, with an understanding of quite a few more. You can use this list to highlight words already well known and used, and those that seem to be understood, but not yet being used confidently. Also make a note of words known/used that aren't listed but have meaning for a particular pupil. The way we teach about the orange cog (and the other starter cogs) involves providing a definition of the cog with examples of words that belong to the cog category. It is therefore important to make sure that a learner has enough useable foundation language before introducing each cog. In particular, having a usable bank of Emotion Words is a necessary starting point for learning and talking about the different aspects of emotion covered in the Emotion Works programme and represented by each of the other cogs.
EMOTION TRIGGERS – a bank of ideas with words & phrases to name things that bring about different emotions		
Page 1: general topics Family Friends Animals & Pets TV & Movies Books & Stories Music Songs Travel and trips Holidays Activities & Clubs Clothes	Pages 2–5: specific triggers for a variety of possible emotional responses Snakes Losing Awards Medicine Night Dark Being pushed Bath Shower Tablet Gaming High up Heights	Sweets & Treats Taking too long Waiting Barking Dog Dentist Swimming pool Squeezing Moulding Told off In trouble row Insects Crawlies Bugs Loud noises Thunder Lightning Storm Saying goodbye Clown Soft Play Injection Needle Spill Accident Left Out Tricky Hard Difficult Gift Present
BODY SENSATIONS – words to help locate and describe emotion sensations in the body		
Page 1: locating on face Face Eyes Mouth Head Neck Throat Shoulder Arm Hand	Page 2: locating rest of body Tummy Chest Back Skin Heart Need to pee/poo/ the toilet Legs Feet Somewhere else	Page 3: starter descriptions Dizzy Painful Sore Ouch Tickly Fluttery Hot Sweaty Cool Cold Shaky Tense Tight Itchy
Ready for cog teaching? When checking foundation language for the other cog concepts, you will see that the descriptions provided for Body Sensations and Emotion Behaviours are not an exhaustive list and many possible alternatives may be known or used by your learners. These should be recognised and noted as you assess word knowledge and readiness for cog teaching. Similarly, the suggestions made for Emotion Triggers and Regulation Strategies are a useful starter bank of ideas for language that belongs to each category, but if there are personal triggers or strategies shared by pupils – do make a note and count this as foundation language.		

EMOTION BEHAVIOURS – words that help describe how emotions are expressed in behaviour, and some behaviour guidance terms				
Pages 1-2: parts of face and body involved in expressing emotions		Pages 3-5: verb terms for expressing emotion using different parts of body / posture / actions		
Face	Body	Smile	Hug Cuddle	High five
Eyes	Head	Laugh	Cheer jump	Wave
Eyebrows	Shoulders	Wide eyes	Cross arms	Hold Grab
Mouth	Front	Frown	Hide	Make a fist
Cheek	Back	Cry	Fidget	Thumbs up
Forehead	Arms	Yawn	Flap hands	Thumbs down
Teeth	Legs	Nod head	Cover eyes face	Point
Tongue	Feet Toes	Shake head	Run Run away	Clap hands
Nose	Hands Fingers	Close eyes	Slump	Bang hands
Pages 6: using the voice / words		Pages 7-8: verb terms for behaviours that may be difficult / require guidance		Page 9: behaviour guidance language
Sigh Gasp	Stamp feet Swear Sulk Huff Spit Argue Row Whine Complain Mean words Ignore Rude signs			That's good
Shout Yell				That's ok
Scream Shriek				No Not allowed
Talk Use words				Good
Say yes				Ok so-so
Say no				Not good
Hum				Wait
Whistle				Stop
Say how I feel				Go
REGULATION STRATEGIES – a bank of words & phrases for things that can help to regulate emotions when they feel strong or uncomfortable				
Page 1	Page 2	Page 3	Page 4	Page 5
On my own By myself	Music Songs	Rest Relax Be still	Stretch Yoga	Use senses
With an adult	Books Pictures	Move	Tense & Relax	Look
With a friend	Toys & Games	Outside Fresh air	Massage Press	Listen
Tell Talk	TV Movie	Calm space	Rock Sway	Smell
Ask for help	Tablet Gaming	Active Space	Shake out body parts	Taste
Joke Laugh	Play with Stroke a pet	Move away Get away	Squeeze	Hold Touch
Cuddle Hug	Drink	Arts & Crafts	Suck thumb	Close or cover eyes
Say sorry Apologise	Eat	Dance & Rhythm	Deep breaths Blow	Cover ears
Think Imagine	Wash Bathe Shower	Sports Activity	Smile	Sensory Room Kit
EMOTION INTENSITY – general size, amount and quantity terms for Early Level				
Little Small Wee	A little bit Some	Small Smaller	Ready for Grey & Purple Cog Teaching? The kind of language required for grey (Emotion Intensity) and purple (Influences) cog teaching at first and second level is suggested in the Grey & Purple Cog Progression guides.	
Medium	A lot Loads	Big Bigger		
Big Large	Short Little	Long Tall		

	Happiness +	At peace +	Sadness -	Fear -	Anger -	Social + - -	Engagement + -	Mixed/Other + -
Second Level	Content Thrilled Ecstatic	Content Secure Cared-for Peaceful Indifferent	Low Depressed Down Devastated Grief-stricken Regretful	Apprehensive Wary Awkward Concerned Insecure Petrified	Disgruntled	Lost Envious Bashful Humiliated Awkward Regretful Concerned Sympathetic Affectionate	Captivated Enthralled	In-awe Astonished Optimistic Pessimistic Agitated
First Level	Satisfied Delighted Confident Strong Relieved Cheerful	Sure Loved Chilled Settled Fine	Hurt Let-down Miserable Upset Distressed	Terrified Anxious Unsure Uneasy	Frustrated Irritated Annoyed Furious	Alone Jealous Ashamed Guilty Confident Sure Loving	Frustrated Confused Puzzled Curious Fascinated	Impressed Amazed Hopeful Doubtful Stressed Unsettled Hyper
Early Level	Proud Excited Joy Good Pleased Glad	Brave Safe Relaxed Calm Just ok	Disappointed Sorry Upset Unhappy	Shocked Not sure Nervous Worried Afraid	Grumpy Fed-up Upset	Lonely Left-out Sorry Shy Embarrassed Brave Proud	Interested Muddled Mixed-up Bored Fed-up	Surprised Shocked Over-excited
(Foundation Words)	Happy		Sad	Scared Frightened	Angry Mad Cross	Like Not like	Like Not like	
	Happiness	At peace	Sadness	Fear	Anger	Social	Engagement	Mixed/Other



For a more advanced set of words & phrases for all 7 cogs please refer to the 'Word Bank' Training Document 2. While developed to support adult understanding of the cog concepts, the Word Bank document can also be a useful reference for selecting language across teaching levels too.

Emotion Words: ORANGE COG LEARNING PROGRESSION

EARLY LEVEL - NECESSARY FOUNDATIONS FOR LEARNING ABOUT THE ORANGE COG CONCEPT:

- I show an interest in the naming of emotions in myself and others including people in my world and fictional characters*
- I can use 4-5 words to name basic emotions when I see or experience them*

If words for basic emotions are not yet understood and used, then the orange cog as a learning and teaching concept should not be formally introduced. Teachers will have the orange cog concept in mind as they name and label feelings and emotions using orange symbol prompts, and they may use orange themed resources as a backdrop for emotion word learning, but the teaching focus for orange cog learning should be on acquiring word meanings until a learner can use 4 or 5 words to name different types of emotions.

Note: Our Early Years and ASN programmes provide more guidance on this 'earlier' level of learning

EARLY LEVEL P1-3 / ASN	FIRST LEVEL P3-5 / ASN	SECOND LEVEL P5-7 / SECONDARY ASN
VOCABULARY & LANGUAGE <i>I am learning new words and synonyms to name emotions using vocabulary identified for Emotion Works Early Level – up to 50 words.</i> (see the Emotion Words Vocabulary Progression grid)	VOCABULARY & LANGUAGE <i>I am learning new words and synonyms to name emotions using more advanced vocabulary identified for Emotion Works First level – up to 100 words.</i> (see the Emotion Words Vocabulary Progression grid)	VOCABULARY & LANGUAGE <i>I am learning new words and synonyms to name emotions using more advanced vocabulary identified for Emotion Works Second Level- up to 150 words.</i> (see the Emotion Words Vocabulary Progression grid)
KNOWLEDGE OF THE ORANGE COG CONCEPT <i>I am familiar with the 'Emotion Words' cog concept in terms of its colour, title and symbol and I can give you some examples of emotion words during a learning conversation using an orange cog resource.</i>	KNOWLEDGE OF THE ORANGE COG CONCEPT <i>I have a good understanding of the 'Emotion Words' cog concept. I can give you a definition of what it represents and provide lots of examples of emotion words from my growing vocabulary.</i>	KNOWLEDGE OF THE ORANGE COG CONCEPT <i>I can now reliably refer to the 'Emotion Words' or 'orange' cog when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios.</i>
UNDERSTANDING LINKS WITH OTHER COGS <i>I can 'make-a-link' between the orange cog and each of the other starter cogs in learning conversations using cog resources.</i>	UNDERSTANDING LINKS WITH OTHER COGS <i>I can explain the links between the orange cog and each of the other cogs (Including Intensity) using Emotion Works tools and resources</i>	UNDERSTANDING LINKS WITH OTHER COGS <i>I can confidently explain and speculate about the association between the orange cog and all of the other cogs in the component model curriculum, with and without Emotion Works tools.</i>
USING THE COMPONENT MODEL <i>I can refer to the orange cog in the 4-part and 5-part models to identify emotion words relating to an emotional story or event.</i>	USING THE COMPONENT MODEL <i>I can refer to the orange cog in the 6-part model to identify emotion words relating to an emotional story or event</i>	USING THE COMPONENT MODEL <i>I can refer to the orange cog in the 7-part model to identify emotion words relating to an emotional story or event.</i>

Emotion Triggers: YELLOW COG LEARNING PROGRESSION

EARLY LEVEL - NECESSARY FOUNDATIONS FOR LEARNING ABOUT THE YELLOW COG CONCEPT:

- I have some words and phrases to name and describe things that make me feel basic emotions
- I understand and can answer simple questions about emotional causality eg 'what happened?', 'what's wrong?', 'why are you sad?', 'what's making you so cheerful' etc.
- I can use the connective 'because'

The yellow cog should not be introduced as a learning and teaching concept until a learner can demonstrate an understanding that emotions are triggered by events and experiences and some of those can be named. Teachers will have the yellow cog concept in mind when noticing, pointing out and naming different emotion triggers, using yellow symbol prompts where possible, and they may use yellow themed resources as a backdrop to develop trigger awareness and language. However, the teaching focus for earlier level learning relating to the yellow cog will be on...

- activities that involve observing and talking about emotion triggers in real life and fiction
- developing and practising causal language

EARLY LEVEL P1-3 / ASN

VOCABULARY & LANGUAGE

- I can identify and name some emotion triggers for the different emotion words I know
- I can ask and answer questions about the cause of emotions

KNOWLEDGE OF THE YELLOW COG CONCEPT

- I am familiar with the 'Emotion Triggers' cog in terms of its colour, title and symbol and I can give you some examples of emotion triggers during a learning conversation using a yellow cog resource.

UNDERSTANDING LINKS WITH OTHER COGS

- I can 'make-a-link' between the yellow cog and each of the other starter cogs in learning conversations using cog resources.

USING THE COMPONENT MODELS

- I can refer to the yellow cog in the 4-part and 5-part models to identify the starter or trigger component in an emotional story or event.

FIRST LEVEL P3-5 / ASN

VOCABULARY & LANGUAGE

- My vocabulary and the language I use for naming and describing the causes of different emotions is expanding alongside my knowledge of between 50-100 emotion words.

KNOWLEDGE OF THE YELLOW COG CONCEPT

- I have a good understanding of the 'Emotion Triggers' cog concept. I can give you a definition of what it represents and provide lots of examples of emotion triggers for different categories of emotion

UNDERSTANDING LINKS WITH OTHER COGS

- I can explain the links between the yellow cog and each of the other cogs (including Intensity) using Emotion Works tools and resources

USING THE COMPONENT MODELS

- I can refer to the yellow cog in the 6-part model to identify the starter or trigger component in an emotional story or event

SECOND LEVEL P5-7 / SECONDARY ASN

VOCABULARY & LANGUAGE

- My vocabulary and the language I use for naming and describing the causes of different emotions is expanding alongside my knowledge of between 100-150 emotion words.

KNOWLEDGE OF THE YELLOW COG CONCEPT

- I can now reliably refer to the 'Triggers' or 'yellow' cog when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios.

UNDERSTANDING LINKS WITH OTHER COGS

- I can explain and speculate about the association between the yellow cog and each of the other cogs (including Influences) with and without Emotion Works tools and resources.

- I am able to use my knowledge of individual differences and particular contexts to explain different and varying responses to emotion triggers.

USING THE COMPONENT MODELS

- I can refer to the yellow cog in the 7-part model to identify the starter or trigger component in an emotional story or event

Body Sensations: RED COG LEARNING PROGRESSION

EARLY LEVEL - NECESSARY FOUNDATIONS FOR LEARNING ABOUT THE RED COG CONCEPT:

- *I can locate and name external face and body parts (such as eyes, mouth, cheeks, shoulders, hands, legs etc)*
- *I can locate and name some 'inside' and surface body parts (such as skin, muscles, throat, lungs, heart, stomach etc)*
- *I am showing an awareness of the feelings and sensations in and around my body when I experience an emotion and can name some of these*

The red cog should not be introduced as a learning and teaching concept until a learner can name some body sensations associated with basic emotions. Teachers will have the red cog concept in mind when noticing, pointing out and naming different body sensations, using red symbol prompts where possible, and they may use red themed resources as a backdrop to develop body awareness and language. However, the teaching focus for earlier level learning relating to the red cog will be on...

- learning locations and names for external, surface and internal body parts
- noticing and talking about body sensation terms (such as hot cheeks, stinky eyes, heavy shoulders, butterflies in tummy, feeling dizzy etc) in myself and others, and in fiction and real life

EARLY LEVEL P1-3 / ASN

VOCABULARY & LANGUAGE

- *I can talk about body sensations for the emotion words I know by saying where I feel them and providing a descriptive word.*

KNOWLEDGE OF THE RED COG CONCEPT

- *I am familiar with the 'Body Sensations' cog in terms of its colour, title and symbol and I can give you some examples of body sensations during a learning conversation using a red cog resource.*

UNDERSTANDING LINKS WITH OTHER COGS

- *I can 'make-a-link' between the red cog and each of the other starter cogs in learning conversations using cog resources.*

USING THE COMPONENT MODELS

- *I can refer to the red cog in the 4-part and 5-part models to identify the body sensations component in an emotional story or event.*

FIRST LEVEL P3-5 / ASN

VOCABULARY & LANGUAGE

- *My vocabulary and the language I use for naming and describing body sensations associated with different emotions is expanding alongside my knowledge of between 50-100 emotion words.*

KNOWLEDGE OF THE RED COG CONCEPT

- *I have a good understanding of the 'Body Sensations' cog concept. I can give you a definition of what it represents and provide lots of examples of body sensation locations and descriptions when discussing a range of different emotions.*

UNDERSTANDING LINKS WITH OTHER COGS

- *I can explain the links between the red cog and each of the other cogs (including Intensity) using Emotion Works tools and resources.*

USING THE COMPONENT MODELS

- *I can refer to the red cog in the 6-part model to identify the body sensations component in an emotional story or event.*

SECOND LEVEL P5-7 / SECONDARY ASN

VOCABULARY & LANGUAGE

- *My vocabulary and the language I use for naming and describing body sensations associated with different emotions is expanding alongside my knowledge of between 100-150 emotion words.*

KNOWLEDGE OF THE RED COG CONCEPT

- *I can now reliably refer to the 'Body Sensations' or 'red' cog when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios.*

UNDERSTANDING LINKS WITH OTHER COGS

- *I can explain and speculate about the association between the red cog and each of the other cogs (including Influences) with and without Emotion Works tools and resources.*

USING THE COMPONENT MODELS

- *I can refer to the red cog in the 7-part model to identify the body sensations component in an emotional story or event.*

Emotion Behaviours: GREEN COG LEARNING PROGRESSION

EARLY LEVEL - NECESSARY FOUNDATIONS FOR LEARNING ABOUT THE GREEN COG CONCEPT:

- I know 2-3 words or phrases to name different behaviours associated with basic emotions

The green cog should not be introduced as a learning and teaching concept until a learner can use language that demonstrates a knowledge of behaviours that can be associated with basic emotions. Teachers will have the green cog concept in mind when observing, naming and labelling emotion behaviours using green symbol prompts, and they may use green themed resources as a backdrop for behaviour word learning, but the teaching focus for earlier level learning relating to the green cog will be on...

- learning verbs and action words for a range of emotion behaviours in fiction and real life
- talking about and understanding simple rules for 'allowed' and 'not allowed' behaviours

EARLY LEVEL P1-3 / ASN VOCABULARY & LANGUAGE ○ My expanding word knowledge for naming emotion behaviours means I can describe 2 or 3 behaviours associated with each of the early level emotion words I know. KNOWLEDGE OF THE GREEN COG CONCEPT ○ I am familiar with the 'Emotion Behaviours' cog in terms of its colour, title and symbol and I can give you some examples of emotion behaviours during a learning conversation using a green cog resource. UNDERSTANDING LINKS WITH OTHER COGS ○ I can 'make-a-link' between the green cog and each of the other starter cogs in learning conversations using cog resources. USING THE COMPONENT MODELS ○ I can refer to the green cog in the 4-part and 5-part models to identify the behavioural component in an emotional story or event. BEHAVIOUR GUIDANCE ○ I know that there are different ways of showing strong emotions. ○ I can reflect on my own and other people's behaviour choices using my knowledge of rules for what's 'allowed' and 'not allowed'.	FIRST LEVEL P3-5 / ASN VOCABULARY & LANGUAGE ○ My vocabulary and the language I use for naming and describing emotion behaviours is expanding alongside my knowledge of between 50-100 emotion words. KNOWLEDGE OF THE GREEN COG CONCEPT ○ I have a good understanding of the 'Emotion Behaviours' cog concept. I can give you a definition of what it represents and provide lots of examples of emotion behaviours (including facial expressions, gestures, postures, actions, vocalisations, words etc) UNDERSTANDING LINKS WITH OTHER COGS ○ I can explain the links between the green cog and each of the other cogs (including Intensity) using Emotion Works tools and resources. USING THE COMPONENT MODELS ○ I can refer to the green cog in the 6-part model to identify the behavioural component in an emotional story or event. BEHAVIOUR GUIDANCE ○ I can reflect on my own and other people's behaviour choices using my knowledge of rules for 'ok/not ok', 'acceptable/unacceptable', 'appropriate/inappropriate'. ○ I can give you examples of a 'good choice' for expressing strong emotions. ○ I understand the link between strong/intense emotions and acting out behaviours.	SECOND LEVEL P5-7 / SECONDARY ASN VOCABULARY & LANGUAGE ○ My vocabulary and the language I use for naming and describing emotion behaviours is expanding alongside my knowledge of between 100-150 emotion words. KNOWLEDGE OF THE GREEN COG CONCEPT ○ I can now reliably refer to the 'Emotion Behaviours' or 'green' cog when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios. UNDERSTANDING LINKS WITH OTHER COGS ○ I can explain and speculate about the association between the green cog and each of the other cogs (including Influences) with and without Emotion Works tools and resources. USING THE COMPONENT MODELS ○ I can refer to the green cog in the 7-part model to identify the behavioural component in an emotional story or event. BEHAVIOUR GUIDANCE ○ I appreciate the need for impulse control, and a 'stop and think' approach to making good behaviour choices for expressing strong emotions. ○ I'm aware of a number of different factors that can influence the emotional responses and reactions of myself or other people.
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Regulation Strategies: BLUE COG LEARNING PROGRESSION

EARLY LEVEL - NECESSARY FOUNDATIONS FOR LEARNING ABOUT THE BLUE COG CONCEPT:

- *I have language to let you know when something feels uncomfortable or unpleasant for me*
- *I can tell you and talk about things I like and don't like*
- *I have words and phrases to name or ask for things I want or need if I'm feeling over-aroused, uncomfortable or stressed*

The blue cog should not be introduced as a learning and teaching concept until a learner is able to name and talk about objects, activities or experiences that help them to 'feel better'. Teachers will have the blue cog concept in mind when noticing, trying out and naming different regulation strategies, using blue symbol prompts where possible, and they may use blue themed resources as a backdrop to develop language for regulation. However, the teaching focus for earlier level learning relating to the blue cog will be on...

- developing an awareness / ability to say if an emotion or feeling is 'not nice'
- identifying, engaging in, practicing and learning words and phrases for regulation or 'feel better' strategies
- noticing and talking about things that can help when we feel unwell, tired, sad, afraid, cross etc in fiction and real life

EARLY LEVEL P1-3 / ASN	FIRST LEVEL P3-5 / ASN	SECOND LEVEL P5-7 / SECONDARY ASN
VOCABULARY & LANGUAGE ○ <i>I can use words and phrases to name and describe some feel better / regulation strategies for uncomfortable emotions I know.</i> ○ <i>I can distinguish between emotion words that are 'nice' and 'not nice' feelings.</i> KNOWLEDGE OF THE BLUE COG CONCEPT ○ <i>I am familiar with the 'Regulation Strategies' cog in terms of its colour, title and symbol and I can give you some examples of helpful strategies during a learning conversation using a blue cog resource.</i> UNDERSTANDING LINKS WITH OTHER COGS ○ <i>I can 'make-a-link' between the blue cog and each of the other starter cogs in learning conversations using cog resources.</i> ○ <i>I know that the blue cog is useful to think about when emotions feel uncomfortable or unpleasant.</i> USING THE COMPONENT MODELS ○ <i>I can refer to the blue cog in the 5-part model to identify the regulation component in an emotional story or event.</i>	VOCABULARY & LANGUAGE ○ <i>My vocabulary and the language I use for naming and describing regulation strategies for uncomfortable emotions is expanding alongside my knowledge of between 50-100 emotion words.</i> ○ <i>I can distinguish between types of strategies for 'cheering up' and 'calming down'.</i> KNOWLEDGE OF THE BLUE COG CONCEPT ○ <i>I have a good understanding of the 'Regulation Strategies' cog concept. I can give you a definition of what it represents and provide examples of things that can help when discussing a range of uncomfortable emotions.</i> UNDERSTANDING LINKS WITH OTHER COGS ○ <i>I can explain the links between the blue cog and each of the other cogs (including Intensity) using Emotion Works tools and resources.</i> USING THE COMPONENT MODELS ○ <i>I can refer to the blue cog in the 6-part model to identify the regulation component in an emotional story or event.</i>	VOCABULARY & LANGUAGE ○ <i>My vocabulary and the language I use for naming and describing the causes of different emotions is expanding alongside my knowledge of between 100-150 emotion words.</i> ○ <i>I can categorise different types of regulation strategies depending on what's needed eg. 'cheer up' / 'calm down' / 'feel safe' / 'energise' / 'distract etc.</i> KNOWLEDGE OF THE BLUE COG CONCEPT ○ <i>I can now reliably refer to 'Regulation Strategies' or the 'blue cog' when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios.</i> UNDERSTANDING LINKS WITH OTHER COGS ○ <i>I can explain and speculate about the association between the blue cog and each of the other cogs (including Influences) with and without Emotion Works tools and resources.</i> USING THE COMPONENT MODELS ○ <i>I can refer to the blue cog in the 7-part model to identify the regulation component in an emotional story or event .</i>

Emotion Intensity: GREY COG LEARNING PROGRESSION		
EARLY LEVEL P1-3 / ASN VOCABULARY & LANGUAGE - I know words and phrases to help me describe the size, amount and quantity of things – such as big/little, long/short, lots/a little bit, number concepts etc. - I can sort the emotion words I know into how strong (or intense) they feel KNOWLEDGE OF THE GREY COG CONCEPT The grey cog isn't formally introduced at early level although it's likely that there will be reference made to the size or intensity of emotions during Early level conversations and this can be encouraged. For recording purposes – add the intensity term beside the concept being discussed, for example – if the learner reports feeling 'really frightened' then include the word 'really' with the orange, emotion words entry. A 'huge' spider would go in the triggers section, '10/10' shakiness in the Body Sensations section etc.	FIRST LEVEL P3-5 / ASN VOCABULARY & LANGUAGE - I know a variety of words, phrases and numerical ways to rate and describe emotion intensity KNOWLEDGE OF THE GREY COG CONCEPT - I am familiar with the 'Emotion Intensity' cog in terms of its colour, title and symbol and definition. - I can provide intensity ratings and descriptions using grey cog resources. UNDERSTANDING LINKS WITH OTHER COGS - I can explain the links between the grey cog and each of the starter cogs using Emotion Works tools and resources USING THE COMPONENT MODELS - I can refer to the grey cog in the 6-part model to identify the intensity component in an emotional story or event.	SECOND LEVEL P5-7 / SECONDARY ASN VOCABULARY & LANGUAGE - I can rate and describe emotion intensity in increasingly sophisticated and creative ways KNOWLEDGE OF THE GREY COG CONCEPT - I can now reliably refer to 'Emotion Intensity' or the 'grey cog' when reporting on and describing emotional events and experiences across a range of fictional, hypothetical and real-life scenarios. UNDERSTANDING LINKS WITH OTHER COGS - I can explain and speculate about the association between the grey cog and each of the other cogs (including Influences) with and without Emotion Works tools and resources. USING THE COMPONENT MODELS - I can refer to the grey cog in the 7-part model to identify the intensity component in an emotional story or event.

Influences: PURPLE COG LEARNING PROGRESSION		
EARLY LEVEL P1-3 / ASN FIRST LEVEL P3-5 / ASN VOCABULARY & LANGUAGE I have increasing vocabulary and language skills to help me start to understand and explain things that can influence emotional responses and reactions. KNOWLEDGE OF THE PURPLE COG CONCEPT The purple cog isn't formally introduced at early and first level although it's likely that there will be reference made to the different factors that can influence emotional reactions and responses in learning conversations about fiction and real life. This can be encouraged if it's not too distracting from learning about the other cogs. Recording any observations and comments made about background context can be made underneath, or around about the other cogs in a space that suits the comment.	SECOND LEVEL P5-7 / SECONDARY ASN VOCABULARY & LANGUAGE - My vocabulary and language skills help me to understand and explain things that can influence emotional responses and reactions – for myself and others. KNOWLEDGE OF THE PURPLE COG CONCEPT - I am familiar with the 'Influences' cog in terms of its colour, title, symbol and definition. - I can provide insights and ideas when discussing 'Influences' or the 'purple cog' in relation to fictional, hypothetical and real-life scenarios. UNDERSTANDING LINKS WITH OTHER COGS - I can explain the 'influence' of the purple cog on each of the other cogs using Emotion Works resources. USING THE COMPONENT MODELS - I can refer to the purple cog in the 7-part model to identify the contextual component in an emotional story or event.	