

Unit 5 – Take a Moment



Staff information

The main focus of this unit is on helping children to develop the emotional literacy skills they require to navigate their everyday life. We all experience a range of emotions every day, and being aware of these and learning how to manage them is one of the foundational skills of resilience and is important for our health and wellbeing¹. Crucially this is also true when we experience feelings of stress. While overwhelming stress is not good for our health and wellbeing², research has made it clear that mild to moderate stress is vital for getting us out of our comfort zone and helping to motivate us, meet new challenges and enhance our performance³. What remains important is to learn helpful tools and strategies to help us deal with stress and anxiety, and the research shows us many different ways to do this. Ultimately, children who grow up to be adults who manage stress well is largely down to whether they have been helped by adults to establish good ways to regulate stress in childhood⁴.

Key messages to communicate

1. We all experience a range of emotions every day

In this section, children are learning that there are positive moments in life that leave us experiencing emotions such as joy, gratitude, contentment and pride. Equally there are times when we face struggles, setbacks and disappointments, when we can experience feelings of sadness, anger, stress and frustration. All these emotions are normal.

2. Sometimes we feel stressed

Children hear about stress all the time and they may even talk about feeling stress themselves. This section explores what stress is and how it works. It emphasises that stress is normal and can be overwhelming, but actually it also serves a purpose. A bit of stress is necessary to motivate us, get us excited about things and help us to meet new challenges.

3. I have ways to help me cope

The most important thing is not that we experience stress but that we understand that there are helpful and unhelpful ways to manage it. This section aims to begin exploring the kind of strategies (usually different from person to person) that can help us to cope with stressful experiences. These can include taking deep breaths (peace button), changing our posture (power poses), mindfulness, listening to music, getting active, reading and being surrounded by nature. Research has found that being in the presence of things greater than ourselves, which make us feel small and

inspire awe, helps us to lose our sense of self, forget our day-to-day concerns, feel calmer and increase our empathy and connection to everything around us^{5,6}.



Role Model It

Share with your class a time that you felt stressed and how difficult it can be to think clearly in those situations, then go on to share the things you have found that help you to cope with these times.

Assembly notes

Launch Assembly

Suggested music for children entering: 'I Want to Know What Love Is' by Foreigner.

Watch the Beethoven's *Ode to Joy* Flash Mob

<https://www.youtube.com/watch?v=kbJcQYVtZMo>

Reflection Assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of quiet as the children enter the hall.

Suggested music for children entering: 'I Want to Know What Love Is' by Foreigner.

The book used is *Cora's Dragons* by Claire Colston.

The peace button resources are at <http://www.peacebutton.org/>

Additional Information

Video Link: BBC Managing Stress: Brain Smart

<https://www.youtube.com/watch?v=hnpQrMqDoqE>

Amy Cuddy: TED Talk: Your Body Language Shapes Who You Are (Introduction to Power Poses)

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

What is awe, why it is important and ideas for how to cultivate it.

<https://greatergood.berkeley.edu/awe/definition#how-cultivate>

Why Performance Anxiety Study Suggests Getting Excited Helps More Than Trying To Calm Down (2015).

http://www.huffingtonpost.com/2013/12/31/performance-anxiety-study-excitement_n_4519258.html

Steps For Stress – www.stepsforstress.org is an NHS website which covers practical ways for you to start dealing with stress. There is a downloadable booklet and a free relaxation CD which can be ordered from the site.

Peace Button In Action: <https://www.youtube.com/watch?v=YrA-z3GTn40>

References

¹ Goleman, D (1996). *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury

² Sapolsky, R (2004). *Why Zebras Don't Get Ulcers: The acclaimed guide to stress, stress related diseases and coping*. New York: St Martin's Press

³ McGonigal, K (2015). *The Upsides of Stress: Why stress is good for you and how to get good at it*. New York: Avery Publishing Group

⁴ Perry, B and Szalavitz, M (2006). *The Boy Who Was Raised as a Dog: What traumatized children can teach us about loss, love and healing*. New York: Basic Books

⁵ Shiota, M N, Keltner, D and Mossman, A (2007). The nature of awe: elicitors, appraisals, and effects on self-concept. *Cognition & Emotion*, 21, pp 944–963

⁶ Piff, P K, Dietze, P, Feinberg, M, Stancato, D M and Keltner, D (2015). Awe, the small self, and prosocial behavior. *J Pers Soc Psychol*, 108, pp 883–899



TAKE A MOMENT

UNIT 5

Take a Moment

**Classroom activities
for Early, First and
Second Level**

Unit 5	Take a Moment			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
We all experience a range of emotions every day	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I am able to talk about feeling happy, sad, angry and afraid I know what happens inside and outside of my body when I start to feel happy, sad, angry and afraid I can recognise how other people feel when they are happy, sad, angry and afraid	<u>Express Yourself</u> Examine a range of 2D faces showing happy, sad, angry and afraid emotions. Point out the facial features that let you know how a person is feeling, eg smiling mouth, down-turned eyebrows, tears. <u>Emotion Drama</u> As a class, take turns to act out an emotion. While an individual acts out an emotion, the rest of the class should take turns to guess what emotion is being shown. This activity will help pupils identify with different emotions and also allow them to recognise how others are feeling. <u>Today I Feel ...</u> Organise a daily group circle time to find out how each pupil is doing. Ask/sing them the question 'How are you today?' by selecting a visual card that represent how they feel, and stick this into a board beside the photograph or name.	<u>Film Clips</u> You can watch video clips taken from the <i>Sesame Street</i> toolkit online. <u>Games</u> Play games such as emotions bingo, feelings lotto, Simon Says feelings, sorting and matching. <u>Puppets/Role Play</u> Use puppets to retell traditional stories in which the characters deal with feelings, eg afraid = Three Little Pigs, sad = Cinderella, angry = Jack and the Beanstalk.

Unit 5	Take a Moment			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Sometimes we feel stressed	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a	I know what things make me feel down I know that everyone feels down sometimes I know I won't always feel down	<u>'Being Down' Chart</u> Draw a chart on the board with three columns. As a class, brainstorm what it looks like, feels like and sounds like to be 'down'. <u>My Many Coloured Days</u> Read <i>My Many Coloured Days</i> by Dr Seuss. Discuss what things can make us feel down. You could use the 'down' pages to stimulate discussions of the different types of 'downs', eg angry, afraid, upset, worried. Discuss the reason why the author may have chosen the colours he has. Create a picture of one scenario using only a limited range of colours. <u>Cora's Dragons</u> Revisit the story from the reflection assembly – <i>Cora's Dragons</i> by Claire Colston. Talk through the feelings associated with the dragons in the story. Do you sometimes have dragons inside you? Ask the children to draw a picture of one of their dragons. How does it make them feel?	<u>Creative Dance</u> http://mariasmovers.com/2011/03/25/dance-by-color-my-many-colored-days <u>Emotional Talks</u> Share ideas for how to feel better.

Unit 5	Take a Moment			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I have ways to help me cope	<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i> HWB 0-06a <i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 0-03a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a	I am learning ways to help me cope when I am down I know things I can do to calm me when I feel upset I can use relaxation activities to help me	<u>Power Poses</u> Following the reflection assembly, practice using power poses and mindfulness activities in the classroom. https://www.schooliseasy.com/.../power-posing-for-improving-self-confidence <u>Peace Button</u> Children will have been introduced to their 'peace button' during the reflection assembly. The website has resources and materials to explore this further. The 'peace button' song can be used regularly in class to calm or focus the mind. http://www.peacebutton.org <u>Class Task</u> Create a class bank of coping strategies children use to help them cope. It can be added to during the year every time you come up with something new that has helped you to cope. It can also be a reminder of the things you can try when a challenging situation arises.	<u>Relaxation</u> Have cool downs as a part of PE sessions to allow the body time to relax. <u>Blowing Bubbles</u> This is a lovely way to slow things down. Encourage your pupils to breathe in deeply and out slowly, and watch as they become engrossed in the slow, gentle movement of the bubbles they blow. This is a sensory experience for body and mind and takes them away from the analytical mode of learning. <u>Mindfulness</u> Find opportunities in the school day to practise different mindfulness activities.

Unit 5	Take a Moment			Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Can you think of a moment when you felt lots of different emotions at the same time? * Can you think of a time when you felt stressed before something and then proud/happy when you completed it? * What things help you cope?	Emotional vocabulary – happy, sad, worried, angry, afraid; resilient, resilience, 'ups and downs'; coping; power poses; mindfulness	* Learners can demonstrate resilience and the confidence to adapt and cope with change * Learners are able to seek help and/or advice when necessary in the context of changing friendships, relationships and life circumstances	* Books: <i>My Many Coloured Days</i> by Dr Seuss; <i>Cora's Dragons</i> by Claire Colston * <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7) * Mindfulness Activities www.uk.pinterest.com/mhkeiger/mindfulness-and-social-thinking http://www.peacebutton.org	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can show resilience to cope with change * I can show confidence to cope with change	Literacy and Language * Modern languages – feeling words Expressive Arts * Drama – role play * Art and design	* Article 6 – You have the right to life. * Article 3 – All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Unit 5		Take a Moment		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
We all experience a range of emotions every day	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 1-02a	I can identify and name different emotions	<u>Naming Feelings</u> Ask the pupils to find 'feeling' words associated with emotions in their reading books, their shared reading texts, or in the news. Record the words on to a 'feelings chart' and display in the classroom. Encourage the pupils to use these words when expressing themselves.	<u>What Do Emotions Look Like?</u> Make a visual representation of different emotions using music, art or ICT.
	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 1-01a	I know that everyone experiences different emotions	<u>My Many Coloured Days</u> Use My Many Coloured Days by Dr Seuss to explore different emotions. Discuss the different colours used. Create a new version of the book with pupils painting images for each line. See: https://uk.pinterest.com/hurleylovekg/my-many-colored-days/ for ideas and other activities/suggestions you could use the book for.	<u>Singing</u> Sing the song 'If You're Happy and You Know It' with alternative verses, eg If you're scared and you know it tell a friend; If you're angry and you know it scribble on a page; If you're happy and you know it share a smile. Why not create your own verses?
	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 1-04a	I can reflect on the emotions I feel in one day	<u>Keep Track of Emotions</u> Teach pupils to track their emotions with a 'feelings chart'. You can find samples on the internet or create your own. Keep track of the different emotions that happen for the whole class over the course of a day or week. Talk about what you see, and describe how different emotions make you feel.	<u>The Feelings Game</u> Ask two volunteers to stand outside the classroom. Ask a volunteer to take a feeling word from the container and read it aloud. The class must act out the emotion. Invite the two volunteers to come back in and guess how the class is feeling. Helps to build the children's vocabulary around feelings.

Unit 5		Take a Moment		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Sometimes we feel stressed	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 1-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 1-04a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 1-01a	I know bad times don't last forever I know it is okay to feel stressed I know that what I do or how I act can affect how I feel	<u>Wellbeing Wheel</u> Hold a class circle time to discuss what things make you feel down. After discussion show the class the Wellbeing Wheel and make links to the reasons why the class feel down. Explain that when we feel safe, healthy, achieving, nurtured, active, respected, responsible and included we feel emotionally, socially and physically well. <u>Cora's Dragons</u> Revisit the story from the reflection assembly – Cora's Dragons by Claire Colston. Talk through the feelings associated with the dragons in the story. Do you sometimes have dragons inside you? Ask the children to draw a picture of one of their dragons. How does it make them feel? <u>Helpful Ways to Manage Stress</u> Watch the clip: https://www.youtube.com/watch?v=hnpQrMqDoqE Draw a chart with three columns on the board. As a class, brainstorm what it looks like, feels like and sounds like to be 'stressed'. Discuss the key messages in the film about how to feel better.	<u>Role Play</u> Set up a stimulating and appropriate play environment which helps the children become familiar with and understand the language of emotions, eg an airport kiosk. Provide practical, interactive and enjoyable play experiences to encourage children to role-play how to deal with: • an angry customer; • a customer late for their flight • a happy flight attendant • a passenger who is afraid of flying • a sad person who is leaving their loved one behind Work with the children to identify a 'nice' way of talking to people. Discuss their reasoning.

Unit 5		Take a Moment		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I have ways to help me cope	<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i> HWB 1-06a	I am learning ways to help me cope with life's ups and downs	<u>Class Task</u> Create a class bank of coping strategies children use to help them cope. It can be added to every time you come up with something new that has helped you to cope. It can also be a reminder of the things you can try when a challenging situation arises. For example, ask pupils about what methods they use to calm down when feeling angry. Take photographs of the pupils demonstrating these strategies and display them with a commentary.	<u>Create a Quiet Zone</u> Create a quiet zone. Ask your children what they would like in a quiet zone. What are some activities that calm them? Find and create a little nook together that allows for this quiet space. Consider all the senses.
	<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 1-03a	I know some of the things that I can do to make myself feel better when I feel down	<u>Mindfulness and the Art of Eating Chocolate</u> Provide each of your pupils with a small piece of chocolate. Ask pupils to slowly suck the chocolate, taking their time to eat it. Follow the mindfulness script: http://www.meditationinschools.org/wp-content/uploads/2013/06/Mindfulness-and-the-Art-of-Chocolate-Eating.pdf What to you notice about where you are and how you feel now?	<u>Power Poses</u> After the reflection assembly use a range of power poses in the classroom.
	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 1-02a	I am able to use relaxation activities to calm myself	<u>Peace Button</u> Children will have been introduced to their 'peace button' during the reflection assembly. The website has resources and materials to explore this further. The 'peace button' song can be used regularly in class to calm or focus the mind. http://www.peacebutton.org	<u>Go On a Sound Exploration</u> Set a dramatic scene with your children: you are 'great sound explorers' and going on a mission to notice as many sounds as you can. Quietly keep track of the sounds by drawing or writing the sounds (during or after). For contrast, try this with eyes open and later with eyes closed. Tie the sounds into how the children feel in reaction to the sounds.

Unit 5		Take a Moment		First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Can you think of a moment when you felt lots of different emotions at the same time? * Can you think of a time when you felt stressed before something and then proud/happy when you completed it? * What things help you cope?	Emotional vocabulary – happy, sad, worried, angry, afraid; resilient, resilience, 'ups and downs'; coping; power poses; mindfulness	* Learners can demonstrate resilience and the confidence to adapt and cope with change * Learners are able to seek help and/or advice when necessary in the context of changing friendships, relationships and life circumstances	* Books: <i>My Many Coloured Days</i> by Dr Seuss; <i>Cora's Dragons</i> by Claire Colston * <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7) * Mindfulness Activities: www.uk.pinterest.com/mhkeiger/mindfulness-and-social-thinking http://www.peacebutton.org * Brain Smart www.youtube.com/watch?v=hnpQrMgDoqE	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child (UNCRC)
		* I can bounce back and have the confidence to cope with change	Literacy and Language * Modern languages – feeling words Expressive Arts * Drama – role play * Art and design	* Article 6 – You have the right to life. * Article 3 – All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Unit 5		Take a Moment		Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
We all experience a range of emotions every day	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 2-02a	I can name and identify a range of feelings I may have experienced I know that everybody experiences sadness, hurt, failure, rejection and setbacks	<u>A Range of Emotions</u> As a class, watch this clip (below) of a baby's reaction to hearing its mother blowing her nose. Try and list all of the emotions the baby experiences during the clip which only lasts one minute. Discuss how many emotions an individual can experience in a day. https://www.youtube.com/watch?v=JHAK9juDZyk <u>When I'm Feeling ...</u> Explain to the pupils that it is important to express feelings. It is also important to express them appropriately: in the right way, at the right time and with the right people. Talk about how feelings can be expressed in a variety of ways: • by talking • through body language – for example a smile or a shake of the head • through touch as in a hug • by doing something unrelated to the source of the feeling: for example, when you are angry you might walk away from the situation	<u>Storyboarding</u> Use storyboards to visually think through and sequence an incident to help clarify the range of emotions. <u>Word Bank</u> Create a bank of words to describe different emotions under the broad headings of happiness, sadness, fear and anger. <u>Graffiti Board</u> Dedicate an area of the room as a graffiti board where pupils can record their thoughts, feelings, ideas and suggestions around this topic. The pupils should feel free to contribute to the graffiti board at any time.
	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 2-01a	I know that how I feel can affect how I may behave	In groups, create a table with the following headings: • Name the feeling (Distress) • What is my face showing? (Eyes down, lips closed) • What am I thinking? (I'm not happy here. I need out) • What is my body doing on the inside? (Heart beating fast. Feeling hot and cold) • What do I want to do? (Run away) • What is my body showing on the outside? (Goose pimples, white/flushed face)	<u>Circle Time</u> Use the following questions to initiate a class discussion: • Do our faces always show our true feelings? • Do we sometimes hide how we really feel?
	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a			

Unit 5	Take a Moment			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Sometimes we feel stressed	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 2-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 2-01a	I know difficult times are temporary and don't have to spoil other aspects of my life I know it is okay to feel stressed I am learning ways to get through difficult times	<u>Wellbeing Wheel</u> Hold a class circle time to discuss what things make you feel down. After discussion show the class the Wellbeing Wheel and make links to the reasons why the class feel down. Explain that when we feel safe, healthy, achieving, nurtured, active, respected, responsible and included we feel emotionally, socially and physically well. <u>Helpful Ways to Manage Stress</u> Watch the clip: https://www.youtube.com/watch?v=hnpQrMqDooE Draw a chart with three columns on the board. As a class, brainstorm what it looks like, feels like and sounds like to be 'stressed'. Discuss the key messages in the film about how to feel better. <u>Dealing With Difficult Situations</u> Divide the pupils into pairs. Give each pair a situation using some of the pupils' experiences of when they felt hurt or annoyed. Each pair should discuss their situation and prepare a role play that would include a possible solution to the problem. What new tool have they learned?	<u>Hot Seat</u> Use the 'hot seat' technique to ask questions – why do you feel like this? What would you like to do? What or who could help? <u>Create a Sketch</u> Create a short play in which characters meet a challenge, eg changing classes or schools, the characters fall out with their friends, the character's team loses a game. In the sketch try to show the feelings at the time of the challenging event, then show what the character does to bounce back. <u>Cora's Dragons</u> Revisit the story from the reflection assembly – <i>Cora's Dragons</i> by Claire Colston.

Unit 5	Take a Moment			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I have ways to help me to cope	<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i> HWB 2-06a <i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 2-03a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 2-02a	I am learning different ways to cope in challenging times I know and can use a way to calm down when I am feeling overwhelmed I can use mindfulness to focus my thoughts	<u>Class Task</u> Create a class bank of coping strategies children use to help them cope. It can be added to during the year every time you come up with something new that has helped you to cope. It can also be a reminder of the things you can try when a challenging situation arises. <u>Mindfulness Exercises</u> Helping older pupils to realise the importance of making time for quiet can be challenging when they have so many social media distractions. Remind them of the 'peace button' and 'power poses' they learned about in the reflection assembly. They could also try some of the activities suggested below: www.mindfulness-exercises%20(2)%20(1)%20(1).pdf <u>Feeling in Awe</u> Research has found that being in the presence of things which are greater than ourselves, inspire awe and make us feel small helps us to lose our sense of self, forget our day-to-day concerns, feel calmer and increase our empathy with and connection to everything around us. Watch the clip from the launch assembly again. Discuss the changes in emotions experienced when watching the clip. https://www.youtube.com/watch?v=kbJcQYVtZMo	Find ONE New Thing Practise paying attention to the wider environment by noticing ONE new thing a day. Imagine walking about your neighbourhood or even your classroom and noticing one new thing. 'Did you realise there was a sign on the door?' <u>Write It Down</u> Writing about the things going around in your mind can be helpful in clearing your head. It helps to see negative thoughts for what they are, which makes it easier to move on from them. <u>Mindfulness and the Art of Eating Chocolate</u> Provide each of your pupils with a small piece of chocolate. Ask pupils to slowly suck the chocolate, taking their time to eat it. Follow the mindfulness script: http://www.meditationinschools.org/wp-content/uploads/2013/06/Mindfulness-and-the-Art-of-Chocolate-Eating.pdf

Unit 5		Take a Moment			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)	
* Can you think of a moment when you felt lots of different emotions at the same time? * Can you think of a time when you felt stressed before something and then proud/happy when you completed it? * What things help you cope?	Emotional vocabulary – happy, sad, worried, angry, afraid; resilient, resilience, 'ups and downs'; coping; power poses; mindfulness	* Learners can demonstrate understanding of physical changes, including puberty, and how these can affect emotional responses in themselves and others * Learners understand different forms of abuse and have the resilience and confidence to seek help when they feel it is necessary	* Books: <i>Cora's Dragons</i> by Claire Colston * <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7) * <i>Hey Warrior</i> by Karen Young. A book for kids about anxiety. * Mindfulness Activities http://www.peacebutton.org www.uk.pinterest.com/mhkeiger/mindfulness-and-social-thinking * Beethoven Flashmob https://www.youtube.com/watch?v=kbJcQYVtZMo * Brain Smart www.youtube.com/watch?v=hnpQrMaDogE	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.	
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child (UNCRC)	
		* I can show empathy and appreciate the personal circumstances of others	Literacy and Language * Modern languages – feeling words Expressive Arts * Drama – role play * Art and design	* Article 6 – You have the right to life. * Article 3 – All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.	

UNIT 5 Take a Moment



Home Activity

Everyone encounters a wide range of emotions every day. Becoming more aware of how we feel can have a big impact on our wellbeing, our behaviour and our relationships with others. Learning to be more aware helps us to get in tune with our feelings and stop us dwelling on the past or worrying about the future.

In this unit, we will be covering:

- We all experience a range of emotions every day
- Sometimes we feel stressed
- I have ways to help me cope

Take a Moment Activities

We know from research that it is important for us to 'take a moment' in our busy lives to slow down. When we take time to slow down, we learn to bring stillness to our busy minds. It allows us to pay attention to what is happening right here and now. We can choose where we direct our focus, placing it on something helpful and moving it away from unhelpful things (like distracting thoughts or activities). It's a powerful way to live. We can use any of our senses to help us focus on the present moment.

Together, look at the list of ideas for 'Take a Moment' activities at home. Create a list of things you could do together. Then try some of them out. What do you notice about how you feel afterwards?

Bring in a photo, drawing or a piece of evidence of you doing some of your 'Take a Moment' activities.

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Take a Moment Activities

Here are some practical and fun activity ideas to introduce 'Take a Moment' to your home. These ideas are not hour-long activities but 'moments in time' that help build awareness.

Choose one to try together at home:



- **Breathe in, breathe out:** Practice taking slow, long breaths (5 seconds to breathe in and 5 seconds to breathe out).
- **Blow bubbles:** Bubble blowing is fun! Bring awareness to your breath as you blow out on the bubbles. 'Listen to your breath' is a gentle way to focus attention on the breathing.
- **Keep track of emotions:** Track your emotions with a 'feeling chart'. You can find samples on the internet or create your own. Hang the chart on the fridge and keep track of the different emotions that happen over the course of a day or week. Talk about what you see and describe how different emotions make you feel.
- **Go on a sound exploration:** Imagine you are 'great sound explorers' and going on a mission to notice as many sounds as you can. Quietly keep track of the sounds by drawing or writing the sounds (during or after). For contrast, try this with eyes open and later with eyes closed. Tie the sounds into how you feel in reaction to the sounds.
- **Find ONE new thing:** Practise paying attention to the wider environment by noticing ONE new thing a day. Imagine walking about your neighbourhood or even your kitchen and noticing one new thing. 'What are the colours of those curtains?' 'What is the texture of those flowers?' 'Did you realise there is a post box on the corner?'
- **Create a quiet zone:** Ask yourself what you would like in a quiet zone. What are some activities that calm you? Find and create a little nook together that allows for this quiet space. Consider all the senses: for example, what textures do you like (pillows, blankets or chairs), which smells annoy and which ones calm (experiment with aromatherapy), and what role will sound play (silence, music or something different)?
- **Art therapy:** Colouring in is a great way to get you to focus on a task. Look up examples of mindfulness colouring-in.
- **Nature walk:** Walking through nature can get you interested in exploring the beauty of nature. You could collect and examine autumn leaves, or feel the sand beneath your toes during a walk on the beach.
- **Observation:** Draw, or take photographs of, something interesting or beautiful, such as a sea shell or an insect. Try to look closely at the details.
- **Peace button:** Get your child to teach you how to use your 'peace button'.

Name:.....

Class:.....

TIME FOR REFLECTION



TAKE A MOMENT

I have learned that this
is important because ...

MY ACTION PLAN

To help me, I am going to ...

Parent and Carer Leaflet



TAKE A MOMENT

'If every 8 year old in the world was taught meditation, we would eliminate violence from the world in one generation.'

Dalai Lama

Promoting Emotional Health & Well-being

Parent and Carer Leaflet



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Promoting Emotional Health & Well-being

Take a Moment

We all experience a range of emotions every day. There are positive moments in life that leave us experiencing emotions such as joy, gratitude, contentment and pride. Equally there are times when we face struggles, setbacks and disappointments, and then we can experience feelings of sadness, anger, stress and frustration. All these emotions are normal.

Through this unit the children will learn about stress. The unit emphasises that stress is normal and can be helpful to motivate us and enable us to meet new challenges. However, sometimes stress can feel overwhelming and we need to learn helpful ways to manage and cope when this happens.



In this unit, Skipper is stressed because he is stuck in a storm. He teaches the children that when this happens it is important to put down our anchor and take a moment to breathe. He will help them to explore unhelpful and helpful ways to manage stressful moments and better support our wellbeing.

In this unit, we are learning that:

- We experience a range of emotions every day
- Sometimes we feel stressed
- I have ways to help me cope

Talk It Over:

Share with your child about a time that you felt stressed and how difficult it was to think clearly in the situation. What are the things you have found that helped you to cope?

Home Activity:

Together, look at the attached sheet which lists helpful activities to do when you are stressed. Help your child to create a list of their own. Together, try some of the new ideas from the list.

Key Book: *Cora's Dragons* by Claire Colston

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