Butterfly Plan - 4 to 6 years

Learning Objectives

• To become aware of the feelings of happiness and sadness in self and in others
• To recognize and identify the body’s reactions to happiness and sadness
• To link own life’s events to happiness and sadness.

Summary of activities and materials

Classroom Activities  “Timmy’s Trip”- The Story
Read the first episode of Timmy’s Story to help the children to get to know Timmy, the main character of this adventure. The first episode is focused on becoming aware, recognizing, labeling the feelings of happiness and sadness.

“Timmy’s Trip” – Thinking
Discuss Timmy’s adventure with the children to help them understand in more depth the emotions felt by characters in the story.

“Make your own Timmy”
An art and crafts activity for young children to enjoy Timmy’s story.

“How does your face look like”
The children draw faces’ expressive cues to identify emotions.
Home Activity  “I felt happy/sad when…”

Children think about a past event when they felt happy/sad, they draw it and they ask somebody (e.g. a parent) to write what happened to them in that event. This activity will help the child to share an emotional experience with a significant adult.

Seahorse Plan – 7 to 10 years

Learning Objectives

• To become aware of the feelings of happiness and sadness in self and in others.
• To recognize and identify the body’s reactions to happiness and sadness.
• To enrich the vocabulary of related to feelings of happiness and sadness

Summary of activities and materials

Classroom Activities  “Timmy’s Trip” – The Story

Read the first episode of Timmy’s Story to help the children to get to know Timmy, the main character of this adventure. The first episode is focused on recognizing, labeling and becoming aware of happiness and sadness.

“Timmy’s Trip” – Thinking

Discuss Timmy’s adventure with the children to help them understand in more depth the emotions felt by characters in the story.

“I felt…”

The activity is designed to help children to identify sad events from their lives differentiating them in three levels of intensity: upset, worry and sadness.

“Your body is speaking”

The children focus on the subjective perceptions of the body (e.g. heart beating, fatigue, etc.) related to happiness and sadness.
Handouts for teacher

These handouts are planned to support the teacher to enrich the children’s vocabulary of happiness and sadness.

Home Activity

“My happiness /sadness list”

The children list all the words they know related to happiness and sadness, distinguishing between light and intense feelings.
Once upon a time, on a planet far, far away, there was a robot named Timmy.

Timmy was very curious and he used to think and dream a lot of travelling and discovering the world around him.

Timmy’s mother and father were the owners of the most famous factory to build spaceships.

One day while he was coming back from school, Timmy decided to say hello to his parents in their spacecraft’s factory.

"Hello Timmy" - said one of the workers - "What are you doing here?"

"I'm searching for my dad, you know he told me he was almost finishing a huge spacecraft to travel across space. I really would like to see it!" said Timmy jumping everywhere.

"If you need your dad, I think you'll find him on that ship over there, the red one" – answered the worker.

Timmy followed the directions and he arrived in front of the huge red spaceship. He was so curious that he could not stop from going into the ship.

"Dad...are you here? It's me...where are you?" – asked Timmy. But as he was looking for his dad, Timmy slipped on a patch of oil and he grabbed to a large lever so as not to fall down.

The spacecraft started making strange noises and in a second all the engines were switched on! Timmy couldn’t do anything, he was already traveling through the space!

The spaceship crossed various planets and stars and finally Timmy arrived to our planet, the Earth.

Martin lived in a small house, in a little village with his family. Timmy came out from the ship and he walked slowly towards Martin’s house looking inside the house from outside, in silence.

Martin was playing and talking in the living room with his mum. “You know, mummy, today my school teacher told me she is going to go away because she has to move to another country”.

Timmy could see everything from the window and, for the first time in his life, he noticed that some strange water drops around Martin’s eyes. He also observed that Martin’s voice became lower.

Timmy could not understand what was happening to Martin...
Understanding the story

- Who is Timmy?
- Where does Timmy live?
- With whom does Timmy live?
- What happens when Timmy is looking for his dad?
- Where does Timmy finally arrive on the spaceship?
- With whom does Timmy meet then?

Reflecting on the social and emotional aspect of the story

- What does Timmy see from Martin’s window? Describe it in detail.
- Which emotion does Martin feel in your opinion? Why?
- Have you ever felt like Martin? Describe what happened to you then.
Timmy's Trip
Classroom Activity

CREATE YOUR OWN TIMMY

Self-Awareness
How does your face look like...

If you feel happy?

if you feel sad?
I FELT...

You may feel sad in varying ways and levels. Think and then write about events where you felt upset, worried and sad.
YOUR BODY IS SPEAKING!

List what you feel in your body when you feel happy and then when you feel sad.

Happiness

Sadness

Self-Awareness
I FELT HAPPY WHEN...

In the box, draw a situation when you felt happy.
Ask somebody to write for you what happened.

Draw here

What happened?

Write here

Self-Awareness
I felt 😞 when...

In the box, draw a situation when you felt sad.
Ask somebody to write for you what happened.

Draw here

What happened?

Write here

Self-Awareness
Timmy's Trip
Home Activity

MY HAPPINESS LIST

Write all the words you know related to happiness and put them in one of the boxes below: strong feelings or light feelings.

Strong
Enthusiastic
Overjoyed

Light
Glad
Calm

Self-Awareness
My Sadness List

Write all the words you know related to sadness and put them in one of the boxes below: strong feelings or light feelings.

Strong
- Inconsolable
- Depressed

Light
- Disappointed
- Listless
To help pupils to enhance their vocabulary of **happiness**

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<thead>
<tr>
<th>Light</th>
<th>Medium</th>
<th>Strong</th>
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<tbody>
<tr>
<td>Amused</td>
<td>Cheerful</td>
<td>Blissful</td>
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<tr>
<td>Calm</td>
<td>Content</td>
<td>Delighted</td>
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<tr>
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<td>Delighted</td>
<td>Elated</td>
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<td>Excited</td>
<td>Energetic</td>
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<tr>
<td>Encouraged</td>
<td>Glad</td>
<td>Enthusiastic</td>
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<tr>
<td>Fine</td>
<td>In high spirits</td>
<td>Euphoric</td>
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<td>Friendly</td>
<td>Joyful</td>
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<td>Light-hearted</td>
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<td>Playful</td>
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<td>Thrilled</td>
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<td></td>
<td>Satisfied</td>
<td>Tickled pink</td>
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<td></td>
<td>Riding high</td>
<td>Turned on</td>
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<td>Smiling</td>
<td>Vibrant</td>
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<td>Sunny</td>
<td>Zippy</td>
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To help pupils to enhance their vocabulary of sadness:

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<th>Light</th>
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<th>Strong</th>
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<tr>
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<td>Dismal</td>
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<tr>
<td>Down</td>
<td>Low</td>
<td>Despairing</td>
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<tr>
<td>Glum</td>
<td>Subdued</td>
<td>In despair</td>
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<td></td>
<td>Uncomfortable</td>
<td>Inconsolable</td>
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<td></td>
<td>Regretful</td>
<td>Morose</td>
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<td>Unhappy</td>
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<td>Somber</td>
<td>Worried</td>
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<td></td>
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