

Striker Boy

Emotional Resilience Resource



www.strikerboy.com

Background

Nat has had to deal with some difficult challenges from an early age. Hopefully Striker Boy has provided an opportunity for the children to discuss some of the challenges Nat has faced and how he has tried to deal with them. To accompany Striker Boy, we have included this Emotional Resilience Resource which aims at promoting positive mental wellbeing, targeted towards KS2 children.

Key learning aims:

- Promote positive attitudes to self and others.

- Help encourage children to talk about feelings.

- Identify strategies to promote positivity.

- To support a child's understanding of why they or others may feel a certain way.

Contents

1 Feelings – An activity which involves children exploring negative feelings and why ourselves and others could feel this way. It provides opportunity for children to explore signs of negativity and strategies for helping with negativity.

Feelings – **Adult prompt sheet (p.4)**

Feelings – **Cards resource (p.5 to p.15)**

Feelings – **Follow on activity leaflet resource (p.16)**

2 What makes us feel happy? - An activity designed to encourage children to identify key things within their lives which make them feel happy. It allows for reflection time and a chance for children to discuss positive areas of their lives which they can use to support them times when they aren't feeling positive.

What makes us feel happy? – **Adult prompt sheet (p.17)**

What makes us feel happy? – **Stars resource (p.18)**

What makes us feel happy? – **Pupil sheet (p.19)**

What makes us feel happy? – **Journaling resource (p.20)**

3 Dealing with negatives – This activity has the aim of promoting deeper thinking for children. A place for them to critically evaluate someone's negative comments and associated responses. It helps them explore strategies for dealing with negativity addressed at them but also how they can change negative thoughts about others and turn them into positives.

Dealing with negatives – **Adult prompt sheet (p.21)**

Dealing with negatives – **Scenario cards resource (p.22)**

Dealing with negatives – **Trio activity resource (p.23)**

4 Top 20 things to keep me happy – A printable card that can be given to all your children to refer to throughout the day. You may wish to let the children personalise or adapt the card to suit individual needs. This has also been provided as a printable poster.

Happy to be me – Feelings (adult prompt sheet)

Suggested activity

Pre-read: 10 mins

Read up to the end of chapter 2 in the book

During the first two chapters, we are given an insight into Nat's experiences which have carved a lasting impressions upon him. We get to interpret why he has mixed emotions about returning to England and pick up on Nat's concern for the changes he has seen in Dave.

Whole class: (organised in a circle) 15mins

Using the negative feelings words **Cards resource**, ask your pupils the following question:

What do these feeling words mean?

Ask them to discuss and scribe their ideas on the enlarged words. Ask the pupils to share their ideas with the rest of the class and then clarify any misunderstanding of the words.

Move the discussion onto thinking about ourselves and others.

Key questions: Can we always recognise when we feel one of these? What are the signs that we may feel like this? Why might we feel like this? Can we recognise when someone else feels one of these? What can we do to help ourselves? What can we do to help others?

Scribe key points and ideas from children for the whole class to see. Ensure an agreed list of strategies has been shared. At this point, you may wish to get the children to place an opposite feeling word below each of the negative feelings. Frustration might be turned to satisfaction, prompting a discussion point that feelings can change.

Follow on activity:

Collaborative group activity: Using the whole class discussions, you might like to get groups of children to select some of the feelings and produce a (leaflet leaflet) resource on how to recognise negative feelings and what to do if you or someone else feels like this. You may decide to provide further context by getting your children to write the leaflets for a different year group, making a display, creating a class folder of them or be sharing them in the school library.

worried

despair

negative

frustration

disappointed

angry

low

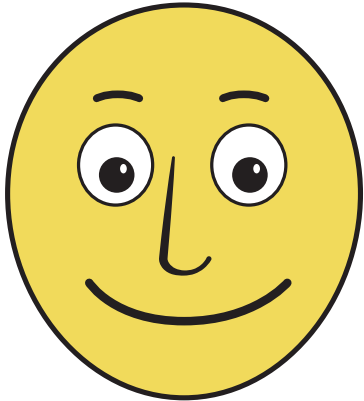
anxious

unhappy

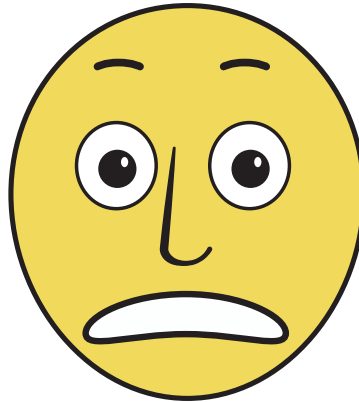
worthless

Happy to be me - Feelings (cards resource)

The following Facial Expression Cards can be used in conjunction with the emotion words or as an alternative. You may find them particularly useful for children who need further reinforcement with recognition of others' emotions.



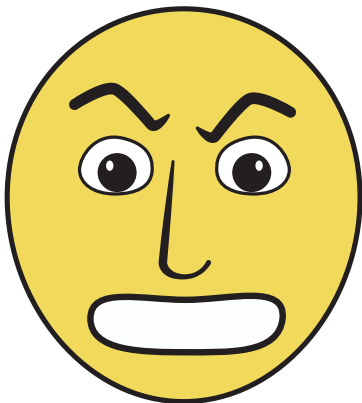
Happy



Anxious



Calm



Angry



Sad



Excited

worried

negative

despair

angry

unhappy

anxious

worthless

low

disappointed

frustration

Name: _____

Class: _____

Happy to be me – What makes us feel happy? (adult prompt sheet)

Suggested activity

Whole class (suggest gathering children in a circle): 25 min

Talk to your children about what makes us happy and gather some ideas around the circle. Elicit that it is ok to talk about what makes us feel happy and to identify what makes others feel happy. Encourage the children to support you in identifying three things that might make you feel happy.

Ask a child to draw around another child or adult in the middle of the circle to create a figure outline. Place the **Stars Resource** around the figure outline.

Select one of the stars and read it aloud – e.g. “People who care.” Pose the questions: Who might care about me? How do they show they care? Who are the people I can go to for support? Take feedback from the children and scribe their ideas around the star. Continue to share thought process and questioning aloud with the children, note taking around each of the remaining stars. Get the children to recognise that focusing on the positives helps keep negative feelings away.

Follow on activity:

Ask the children to complete the (Happy to be me – **What makes us feel happy?** pupil sheet. They may decide that they want to complete this individually or in a pair, ideally they should be encouraged to discuss their positives with one another.

Ongoing activity:

Journaling is an effective strategy for helping children keep in control of their emotions. Encouraging children to write down their thoughts and emotions on a regular basis supports internalising situations, reducing stress, helps with solving problems and resolving disagreements. We suggest you use the **Journaling resource** as a template for your children, paying attention to the pupil information at the top of the resource.

People who care

Achievements

What I am good at

Helping others

Keeping healthy

People who care

Achievements

Helping others

Keeping healthy

What I am good at

*People who
care about
me*

*What I
do to keep
healthy*

My achievements

*People I
have helped*

*What I am
good at*

Name: _____ Class: _____

Journaling

How to use me:

- ✓ Write down your thoughts and feelings – exactly how you feel.
- ✓ Don't worry about spelling, punctuation or grammar – this is only for you.
- ✓ Write in me as often or as little as you like – daily is best.

A journal can help us understand how we feel and even help to make you feel more positive when you have had a tricky day.

How do you feel?

What isn't going well?

What's going well for you?

What can you do right now to make you feel happier?

Day: Date: Mood right now (circle): Happy, sad, excited, anxious, mixed emotions.

Day: Date: Mood right now (circle): Happy, sad, excited, anxious, mixed emotions.

Day: Date: Mood right now (circle): Happy, sad, excited, anxious, mixed emotions.

Day: Date: Mood right now (circle): Happy, sad, excited, anxious, mixed emotions.

Day: Date: Mood right now (circle): Happy, sad, excited, anxious, mixed emotions.

Suggested activity

Whole Class: 45mins

Before you start, explain clearly that negative comments will be read out as part of the activity for us to critically evaluate and turn into a positive. Place two chairs at the front of the classroom for two randomly selected children. Label one child 'A' and the other child 'B.' Ask the remaining children to sit in a position where they can see and hear. Place the negative cards (**scenario cards resource**) in a hat/box. Ask child B to take it out and read it to child A.

At this point pause and ask the key questions: Why has child B decided to say that? Are they wrong to say this? Could it have been said differently? Did it need to be said?

Allow time for the children to critically evaluate the negative comment with talk partners, and take feedback. How might child A be feeling? How might they want to react? Discuss this with the class and then ensure you ask child A to share their initial thoughts on how they felt and how they wanted to react. Explain to the children that it is everyone's responsibility to help child A respond appropriately to the negative comment. Give the children a few minutes to consider an appropriate response. Agree on the most appropriate response, which should include a prompt that makes child B consider the negative implications of their comment.

Repeat with additional card and a change of children.

Trio activity:

This activity allows the children in the class to each experience a different role and hopefully empowers them to think about actions, consequences and different approaches to dealing with negativity. The role of the mentor is to give the children the experience of critically evaluating a situation and then helping find solutions to that situation.

Ask children to get into groups of three. Ensure each group has a copy of the **trio activity resource** and enough **Scenario cards**. Ask each child in the trio to select one of the roles below. Give the children a few minutes to interpret each of their roles.

Roles:

Saying negative comments

Responding to negative comments

Mentor

Activity: Children need to follow the guidance for their role and then alternate so that each child has had a chance of experiencing each role.

Wrap up whole class:

Take feedback from the trio groups. Key questions: How did you feel during each role? What was the hardest role to be in? Why? What challenges did you face? Has this activity made you think about how you could react more positively to a negative situation? Has it helped you to think more carefully about the comments that you make to others? As a class, ensure that you write a shared list of five things that we could do help one another stay happy.

Card 1

Scenario: A child has produced an illustration which you happen to consider not as good as yours. You decide to tell them rudely.

“Your illustration is rubbish, its looks like a baby has done it.”

Card 4

Scenario: You have noticed that the new child in your class is getting along with your friends well. You feel like you have been getting less attention since arrived. You decide to make a comment about her appearance to hopefully put your friends off playing with her.

“Your hair is greasy and really messy, you look really weird.”

Card 7

Scenario: You are sitting down for your packed lunch. You can see that another child has a sandwich and a drink. Whereas you also have a yogurt, fruit tube and a healthy bar.

You decide to comment on thier lunch in a rude way!

“That packed lunch is tiny, is that all you have got to eat?”

Card 2

Scenario: Your class mate has joined in with football at break time. She doesn't play football much. You notice that your skills are better, however you practise daily and receive coaching. Despite this, you decide to be negative about her skills.

“There is no point you being on our team, your skills are not good enough.”

Card 5

Scenario: Someone in the year above has a bag you consider to be for younger children. Without thinking, you say the following:

“That bag is for Reception children, it looks ridiculous, are you still a baby?”

Card 8

Scenario: You think the child opposite you keeps looking at you strangely during your class teacher's input. You feel annoyed and write the following on a whiteboard for him to see:

“Don't stare at me, you're an idiot.”

Card 3

Scenario: A child on your table is confident with formal written calculations, however finds reading a challenge. You are jealous of their calculation skills. You decide to point out their reading ability is different to yours.

“Your reading isn't as good as mine, I get to select free choice books.”

Card 6

Scenario: You're feeling annoyed and frustrated because you lost at football. You feel it calms you down to say something unkind to someone else.

“Those football boots are the cheap rubbish ones.”

Card 9

Scenario: Someone's foot keeps tapping your knee (they don't realise they are doing it). You can feel yourself getting angry.

“You're so stupid, stop tapping my knee! Only stupid people do that.”

Happy to be me – Dealing with negatives (trio activity resource)

Role A: Saying negative comments

Read this before you start

Your role will be to say a negative comment from the scenario card you have selected. You need to really get yourself into the shoes of the person you are saying the comment to. Also think about why your character has been so negative and how they could have reacted differently.

Select a scenario card from your table – don't share it with anyone else. Take a few moments to read it and interpret the scenario.

Await instructions from your mentor.

When instructed – Swap to role B

Role B: Responding to negative comments

Read this before you start

Think about any reply you give to Role A: Is it fair what you have said? Have you responded in an appropriate way? Why do you think the child was so negative? Are there any factors that have made them feel this way?

Await instructions from your mentor.

When instructed – Swap to role C

Role C: Mentor

Read this before you start

Your job is to listen to both A and B and provide advice to each child.

When everyone is ready, ask Role A to read the dialogue on the scenario card to Role B.

Listen to what Role A has said. Ask Role B to make a suitable reply. Once both roles have spoken, ask them to think about what they have both said and possibly how the other child is feeling.

Stop both talking.

Say the following to Role A: Because you were feeling negative you projected your negativity onto someone else. How else could you have dealt with the situation? What could you have done?

Say the following to Role B: How did you feel with the negative comment? Was your response appropriate? What would you have done if this continued to happen? How could you have helped Role A make better choices?

When instructed – Swap to role A

20 ways to stay happy



1

Write down something bothering you.



2

If you feel unhappy, share it with somebody you trust.



3

Compliment someone.



4

Write down one thing you did well today before you go to sleep.



5

Remind yourself of your latest achievement.



6

Take a deep breath and slowly exhale for 10 seconds - repeat.



7

Arrange to play a favourite game or activity with a friend.

8

Listen to one of your favourite songs.



9

Create a meal or healthy snack for your family.



10

If you feel tired, go to bed early.



11

Eat healthy - if you haven't had your five a day, ensure you do tomorrow.



12

Do exercise each day and record how much you have done.



13

Help somebody out each day - even if it is small such as laying the table.



14

Be thankful - think about all the wonderful things you have that perhaps others in the world don't.



15

Arrange to do something you love doing.



16

Ask for help if you find something tricky or challenging.



17

Avoid spending time with people who are negative about you.



18

Draw a picture of something special to you.



19

Arrange to do something small for a charity that might need your help.



20

Remember a special event or experience - think why it made you happy.



What happens next?

We hope that these resources have helped to promote positivity and wellbeing in your classroom.

If you are ever concerned about the mental health of a child, it is important to follow the child protection policies and procedures in place at your school.

You can find lots more useful information and ideas for promoting wellbeing on these websites:

MindED - www.minded.org.uk

A free educational resource on children and young people's mental health for adults.

YoungMinds - www.youngminds.org.uk

The UK's leading charity committed to improving the emotional wellbeing of children and young people.

Mind - www.mind.org.uk

The UK's leading adult mental health charity.

www.strikerboy.com