

CHAPTER SAMPLER

# Children's Mental Health Week - Free Resource Pack



 Routledge  
Taylor & Francis Group

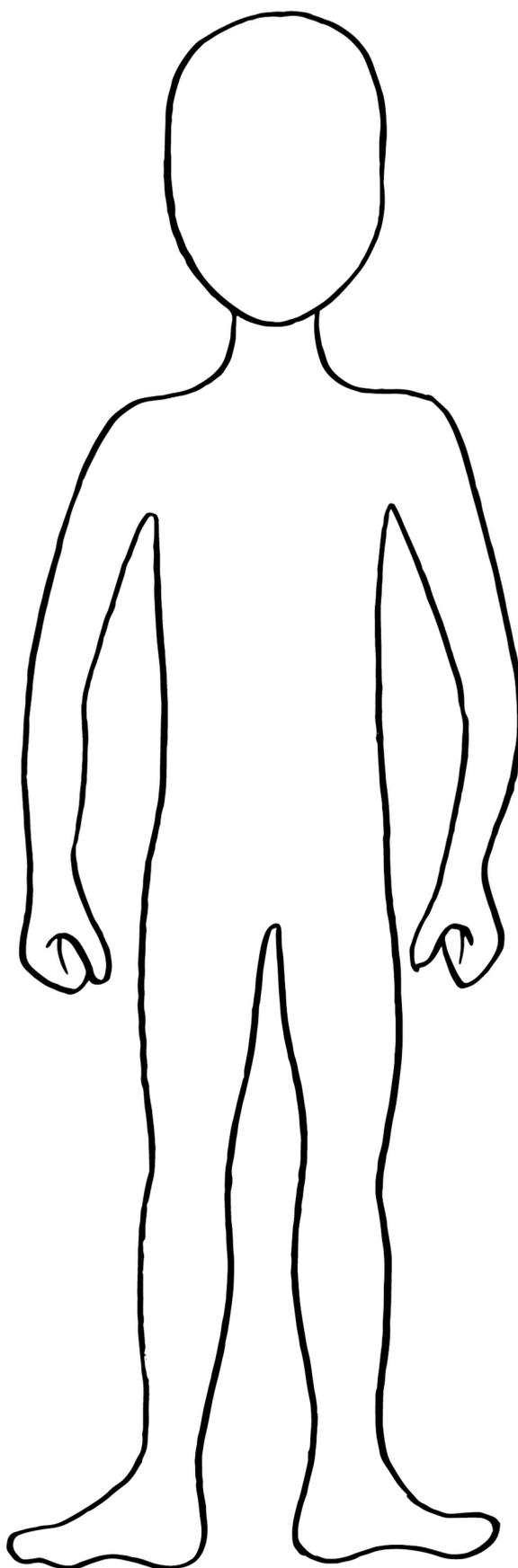
[www.routledge.com](http://www.routledge.com)

# Contents



1. **Emotions**  
By Ruby Radburn  
From The Feelings Artbook





21. Draw what happens to your body when you feel angry



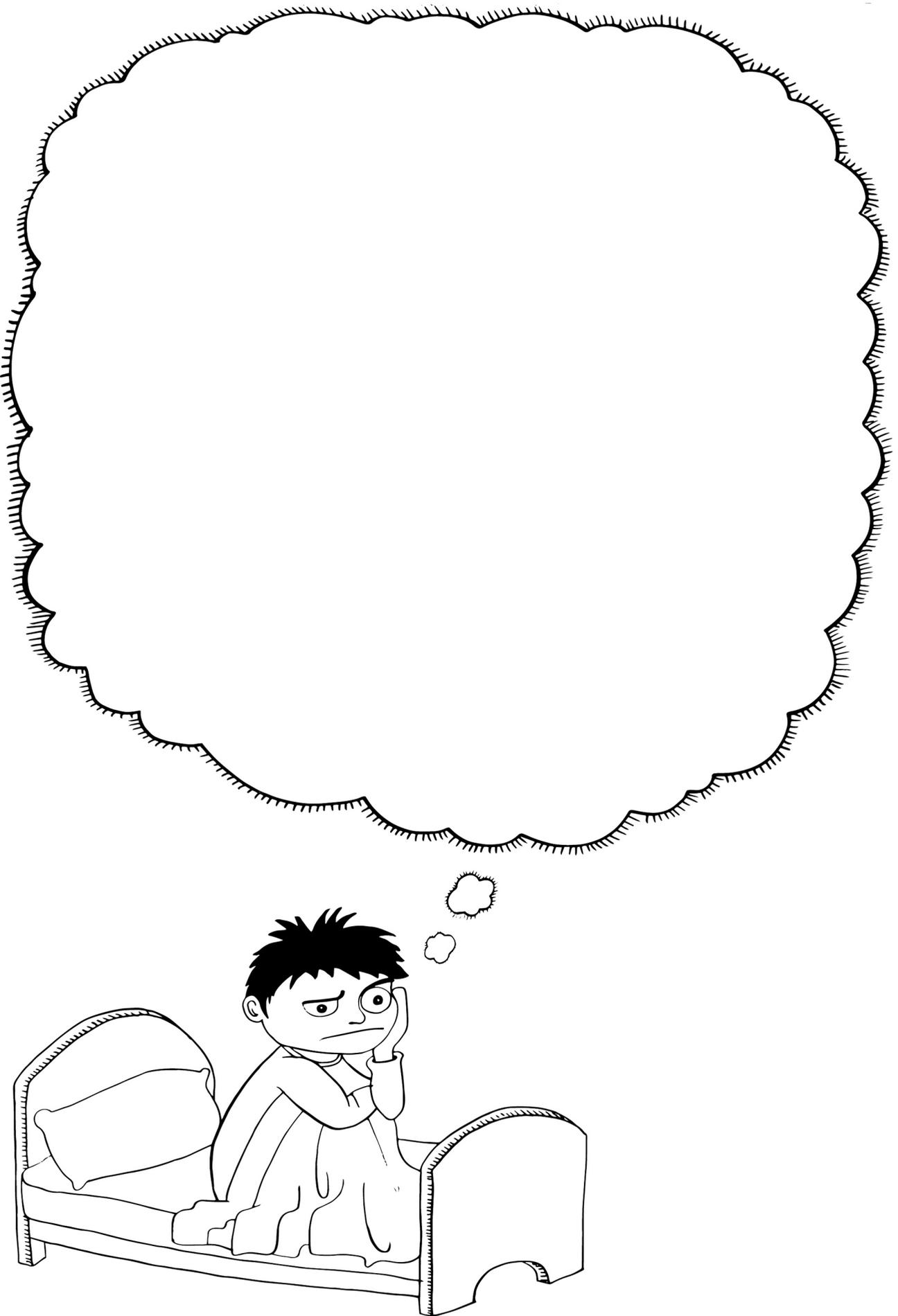
## 21. Draw what happens to your body when you feel angry

**AIM:** To understand the physical reaction of anger

- Discuss what your body feels like when you get angry (e.g. red face, tense muscles, clenched fists etc.). Work from the head down to the feet
- Children draw what happens to their body when they feel angry. They may also want to label the physical reactions
- Get feedback on their ideas. Highlight both the differences and similarities in their physical reactions

### Extra Ideas

1. Discuss other ways we feel emotions in our bodies (e.g. the feeling of 'butterflies' when nervous, red face when embarrassed, heart beating fast when frightened etc.).
2. Act out anger, counting from 1 to 10 to build up the intensity of the emotion. Count back from 10 to 1 to return to a calm state.
3. With older children, it may be useful to talk about how adrenaline affects the body when we are angry or scared (fight/flight reflex).



25. What's keeping him awake?



## 25. What's keeping him awake?

**AIM:** To explore anxiety and how it affects us

- Ask children how the boy is feeling (e.g. worried, scared, anxious). Ask how it is affecting him (e.g. he can't sleep, he feels tense)
- Children draw what is keeping the boy awake, inside the bubble
- Feedback on their ideas and talk about if there is anything the boy can do to help his anxiety (e.g. tell someone else what he's worried about, take deep breaths to try and relax so he can sleep, distract himself by reading a book, exercise more so he's tired at night etc.)

### Extra Ideas

1. Talk about what things make the children feel anxious (e.g. tests at school, bullying, a parent being ill etc.) and what they can do to alleviate their anxiety.
2. As a group, create an anxiety spider diagram, with all the ways that it can affect us (e.g. not being able to sleep, loss of appetite, feeling tense, not being able to concentrate at school etc.).
3. Practise breathing exercises to calm anxiety, where children close their eyes and take deep breaths in through the nose, and out through the mouth.

Proof

27. Draw what happened to make her feel embarrassed





## 27. Draw what happened to make her feel embarrassed

**AIM:** To explore the feeling of embarrassment

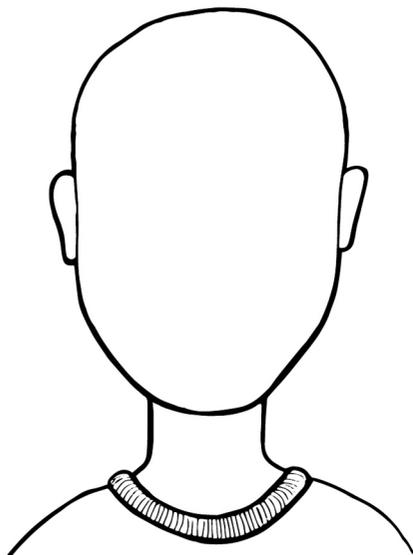
- Describe an embarrassing situation (e.g. you come to school with no shoes on, you drop your tray in the dinner hall, you get into trouble in front of lots of people)
- Ask how children would feel and try to elicit the word 'embarrassed'. Encourage children to explore the emotion (e.g. you feel stupid, your face goes red, you get hot and flustered etc.)
- Children draw what happened to embarrass the girl
- Get feedback on their ideas
- Discuss what other emotions can come from embarrassment (e.g. anxiety, anger)

### Extra Ideas

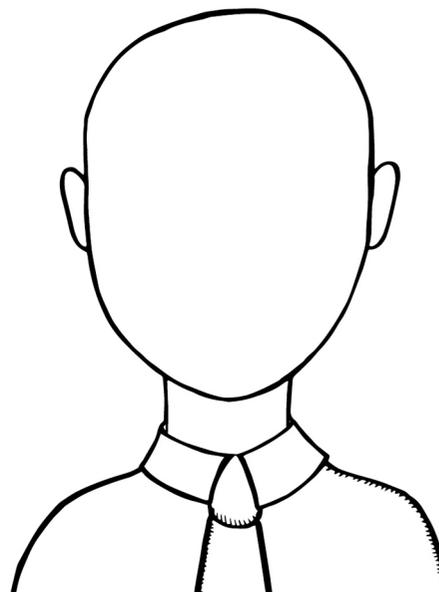
1. Talk about how other people can create or increase embarrassment (e.g. by laughing, pointing). What can you do if you see a friend who is feeling embarrassed, to help them feel better?
2. Children draw/talk about a situation which made them feel embarrassed
3. Discuss the difference between feeling embarrassed, and feeling ashamed. Which feeling is stronger?

Proof

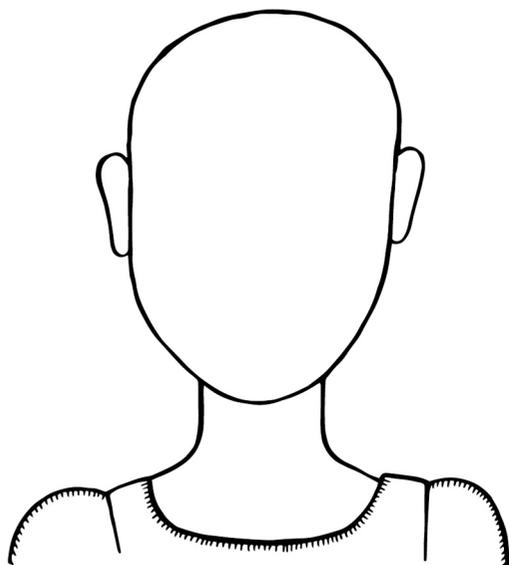
28. Draw their faces and hairstyles to show how they are feeling



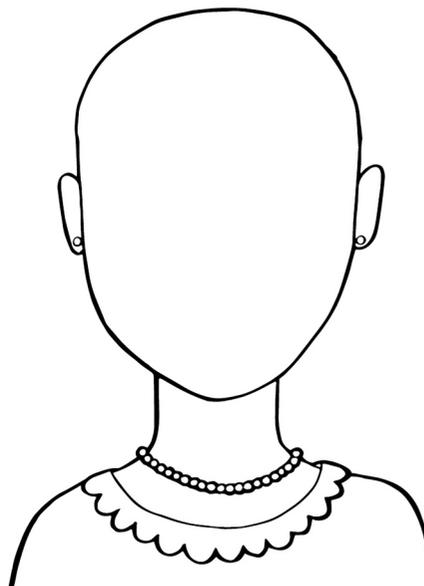
angry



confused



excited



fed up

## 28. Draw their faces and hairstyles to show how they are feeling

**AIM:** To creatively explore how we show/express different emotions

- Ask children to suggest situations that would make them feel angry, confused, excited or fed-up
- Children draw the faces and hair of the different emotions. (Tip: much of the expression of feeling is in the eyebrows. You may like to experiment with this before the children begin drawing.) You could also encourage them to think of colours and shapes that express the different emotions for the hair (e.g. red and spiky for angry)

### Extra Ideas

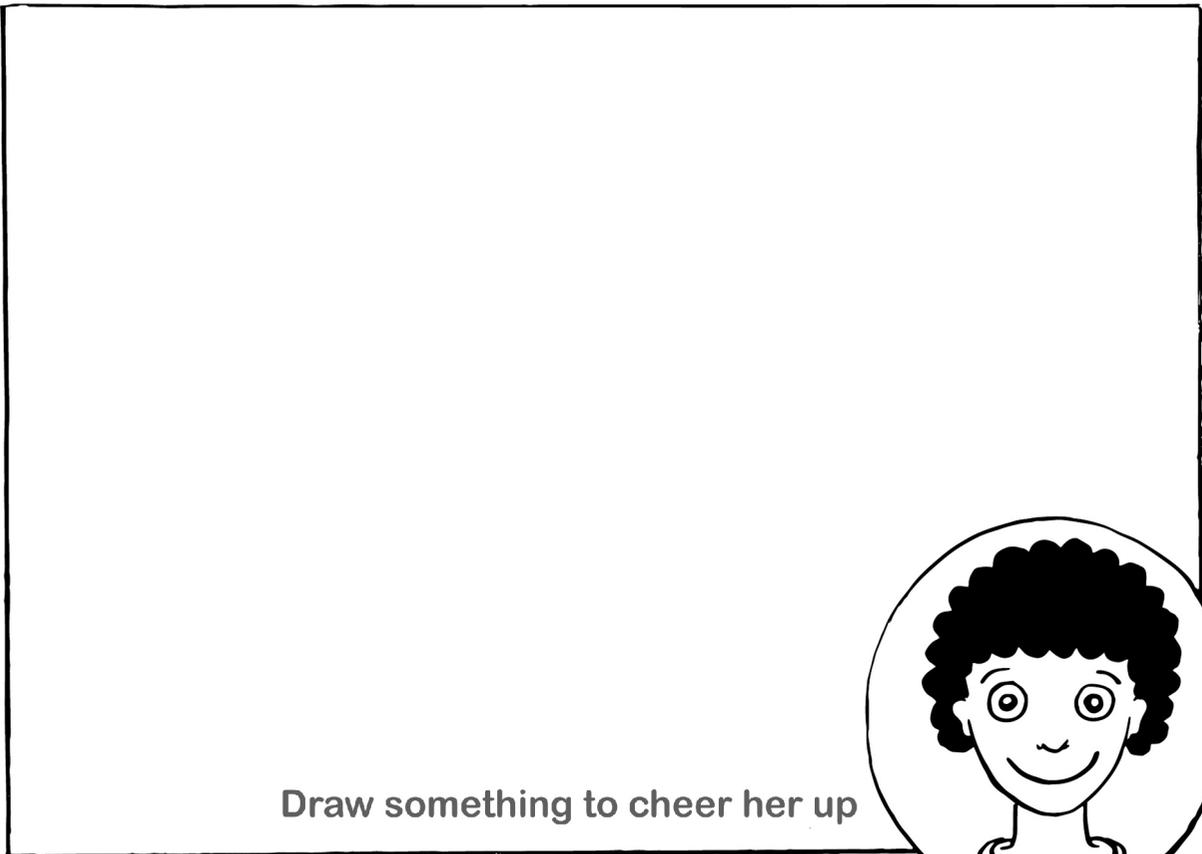
1. Cut out the heads and hairstyles and add bodies and clothes that also express their feelings.
2. In pairs, children pull a face and their partner has to guess how they are feeling. This can also be done with an adult working individually with a child.
3. Use a neutral sentence such as, 'My cat is called Patch'. Children practise saying it in an angry voice, an excited voice etc. You can add extra emotions to the ones in the activity.

Proof



30. Why is she sad?

Copyright material from Radburn & Tocher (2020), The Feelings Artbook, Routledge



Draw something to cheer her up



## 30. Why is she sad? Draw something to cheer her up

### AIM: To explore sadness

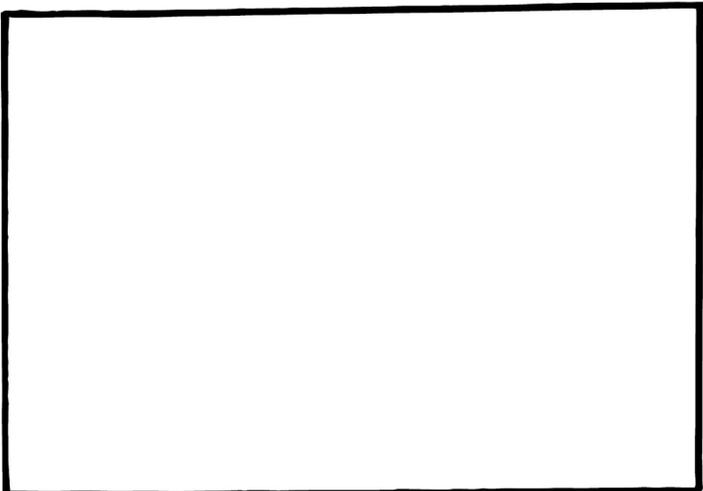
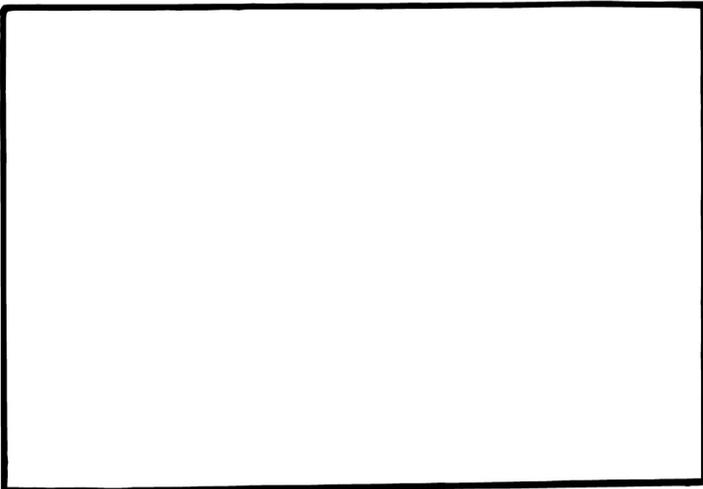
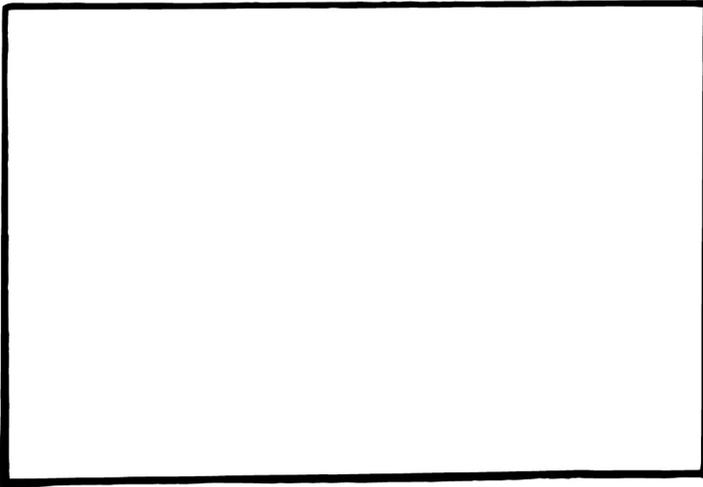
- Children draw why she feels sad in the first box
- Discuss their ideas and possible ways of alleviating her sadness. Can the problem be fixed? Or can something take her mind off it?
- Children draw something to cheer her up
- Get feedback on their suggestions
- You could talk about whether it is possible to feel happy all the time

### Extra Ideas

1. Children talk about/draw something that made them feel sad.
2. Discuss the idea that it's okay to feel sad. When sad things happen, it's an appropriate emotion. We don't have to be happy all the time.
3. Act out conversations in pairs where one person says, 'I feel sad'. What can you say/do to help? Encourage children to understand that sometimes the thing that's making someone sad can't be fixed. Listening and comforting someone is sometimes all you can do.

Proof

37. What makes you feel...





## 37. What makes you feel angry/annoyed/furious?

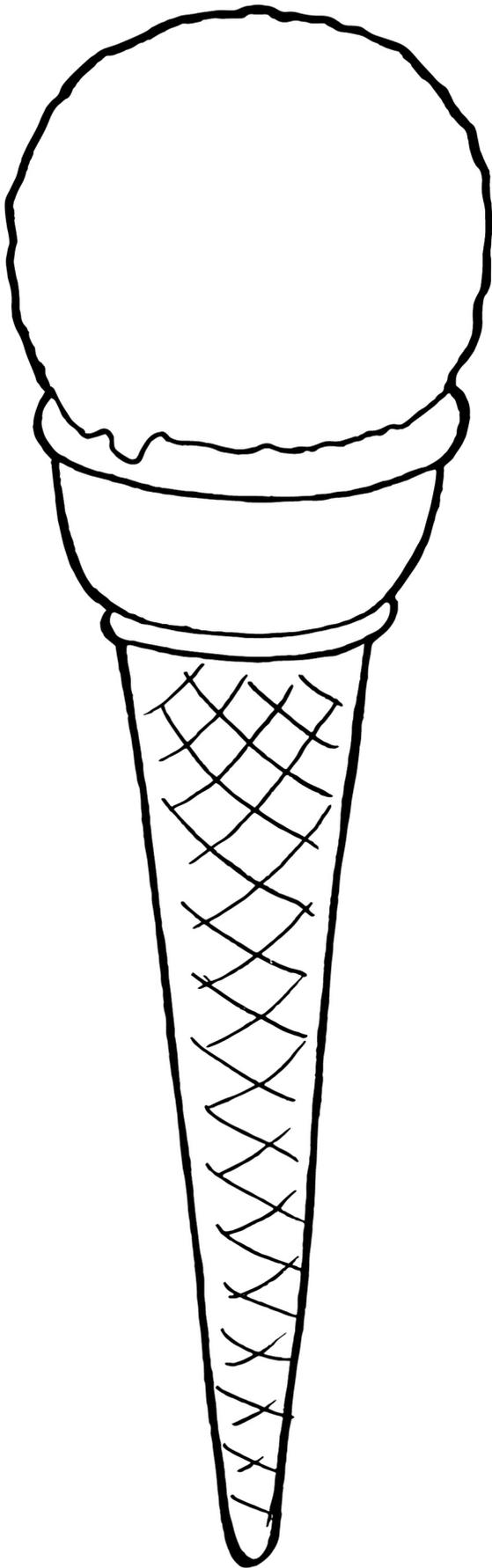
**AIM: To differentiate between varying degrees of anger**

- Discuss the three levels of anger. Ask children which feeling is the strongest and which is the weakest
- Children draw situations which make them feel annoyed/angry/furious
- Get feedback on the different ideas
- Highlight the many different triggers for anger
- Use this activity in conjunction with activity 38. You may like to display the two completed worksheets side-by-side

### Extra Ideas

1. Children colour the thermometer in colours they associate with increasing anger/intensity (e.g. yellow, orange, red).
2. Allocate a colour to each emotion and play a 'traffic light' game, where you shout out the colours and children have to act out the emotions.
3. Discuss another spectrum of feeling (e.g. nervous/scared/terrified, pleased/happy/ecstatic).

38. What helps you to be...



*Calm*

A large, empty rectangular box with a thin black border. At the top center of the box, there is a small, decorative label with a scalloped edge containing the word "Calm" written in a cursive font.

*Cool*

A large, empty rectangular box with a thin black border. At the top center of the box, there is a small, decorative label with a scalloped edge containing the word "Cool" written in a cursive font.

*Chilled*

A large, empty rectangular box with a thin black border. At the top center of the box, there is a small, decorative label with a scalloped edge containing the word "Chilled" written in a cursive font.

## 38. What helps you to be calm/cool/ chilled?

**AIM: To develop personal strategies for calming down**

- Ask children to describe a situation that makes them feel angry. You could refer to activity 37
- Discuss strategies to calm down in an angry situation (e.g. counting to ten, taking deep breaths, running around the playground/park)
- Children draw things that help them to calm down, starting at the top
- Get feedback on their ideas
- Use this activity as a follow-on to activity 37

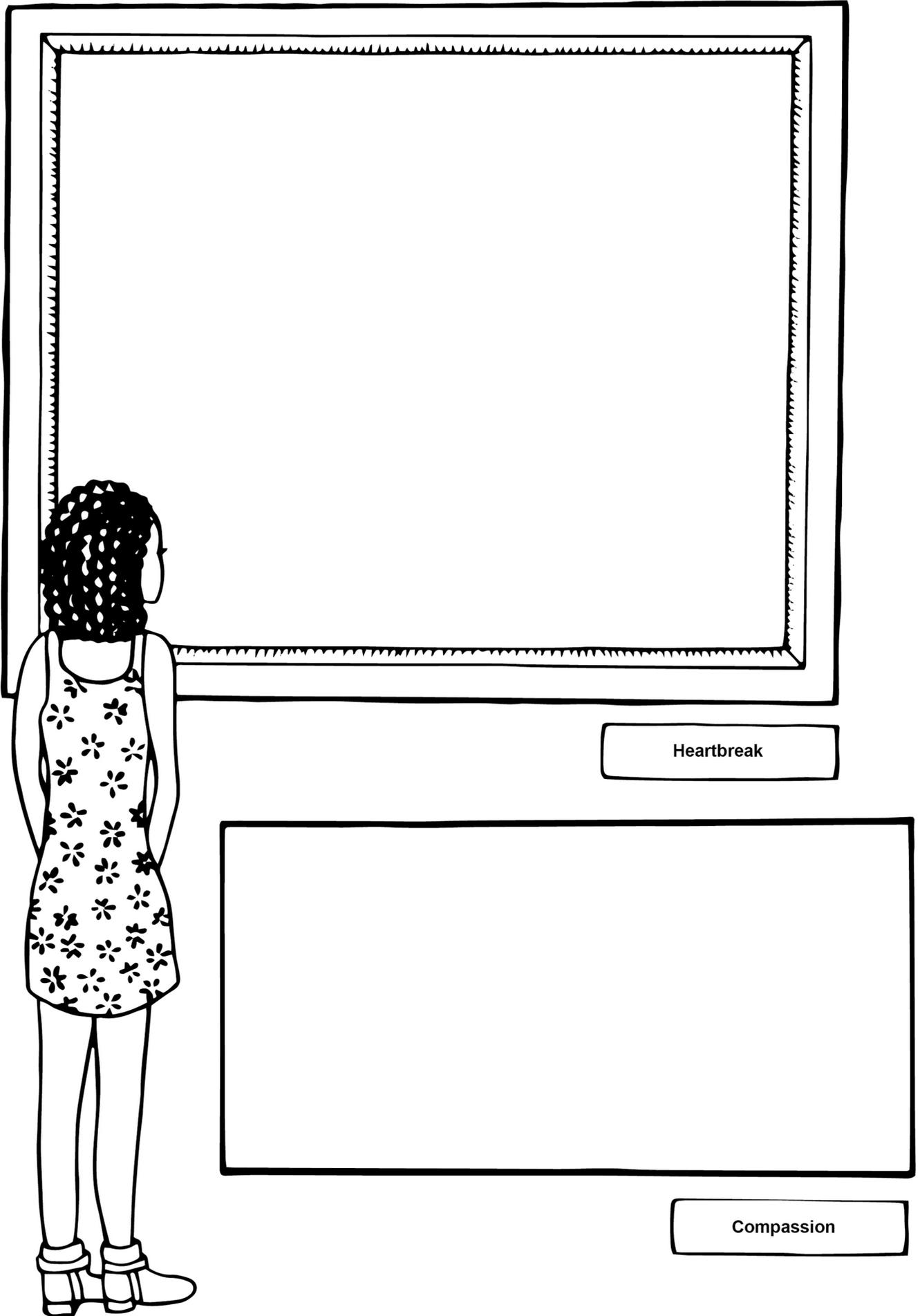
### Extra Ideas

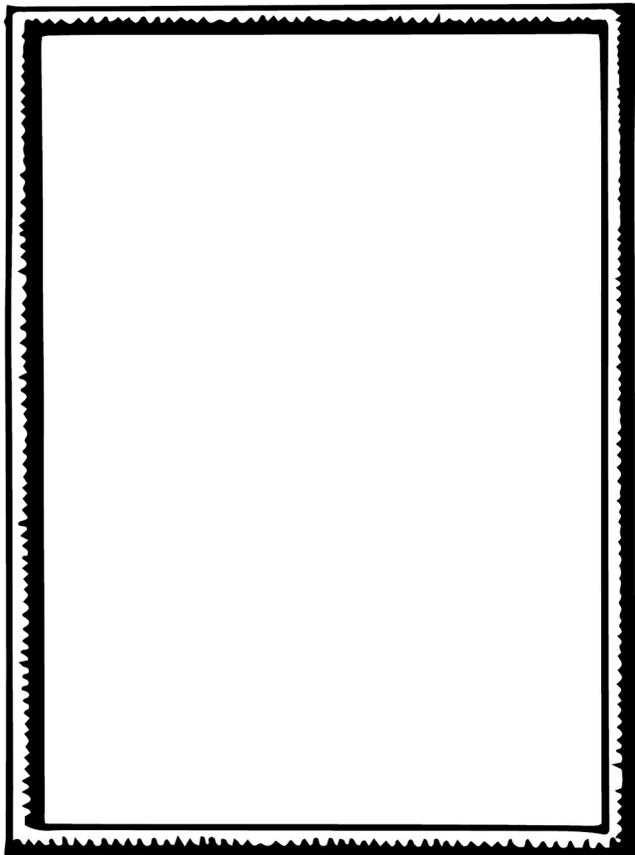
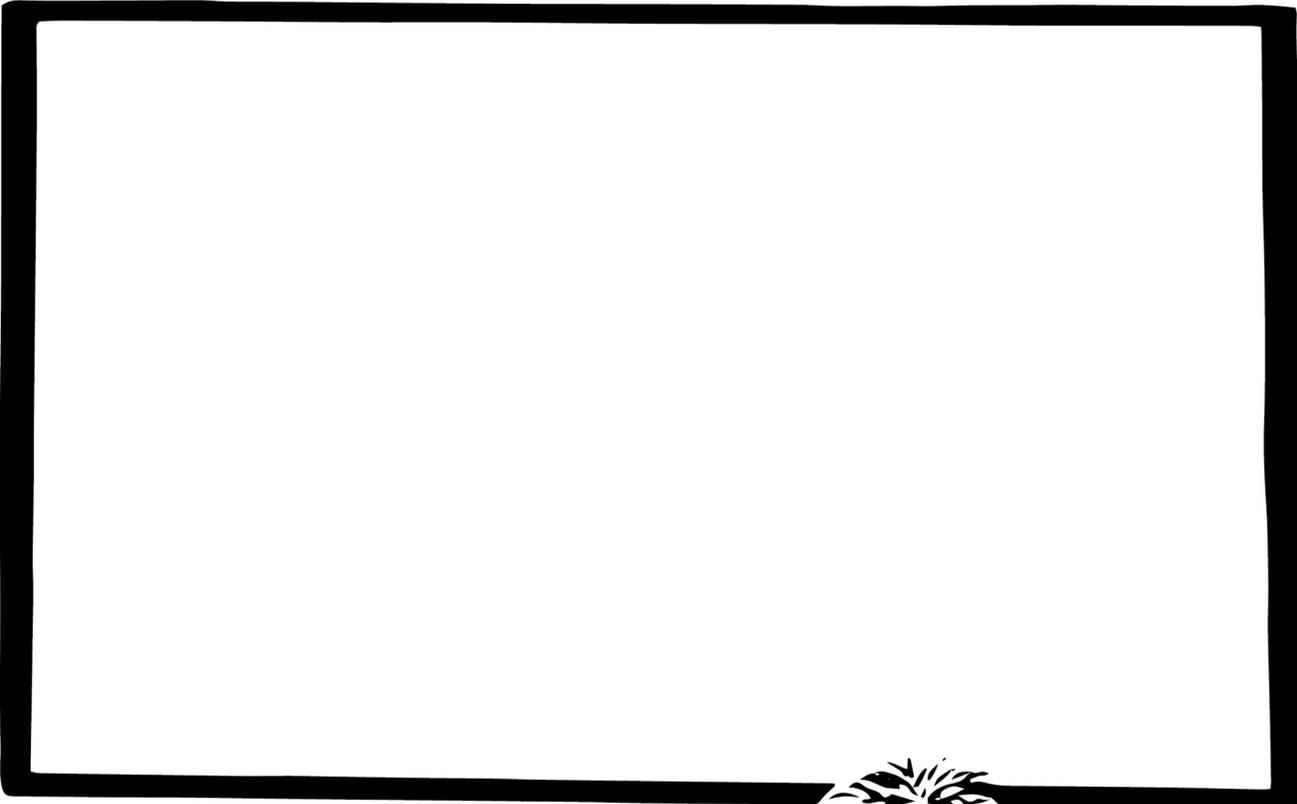
1. Tell children to act out being furious. Count backwards from 10 and tell them they have to return to being 'chilled' by the time you get to 1. You can also 'conduct' this game by raising your hands up to get angry, and slowly lowering them to calm down.
2. Discuss having a 'chill-out corner' in the classroom. What do the children think it should have in it (e.g. stress balls, cushions, books)?
3. Play a piece of music that is 'angry'. Then play a piece that is 'calm'. Discuss the effect. You can also do this with noises rather than music (e.g. drilling, dog barking, birdsong, waves etc.).

Proof

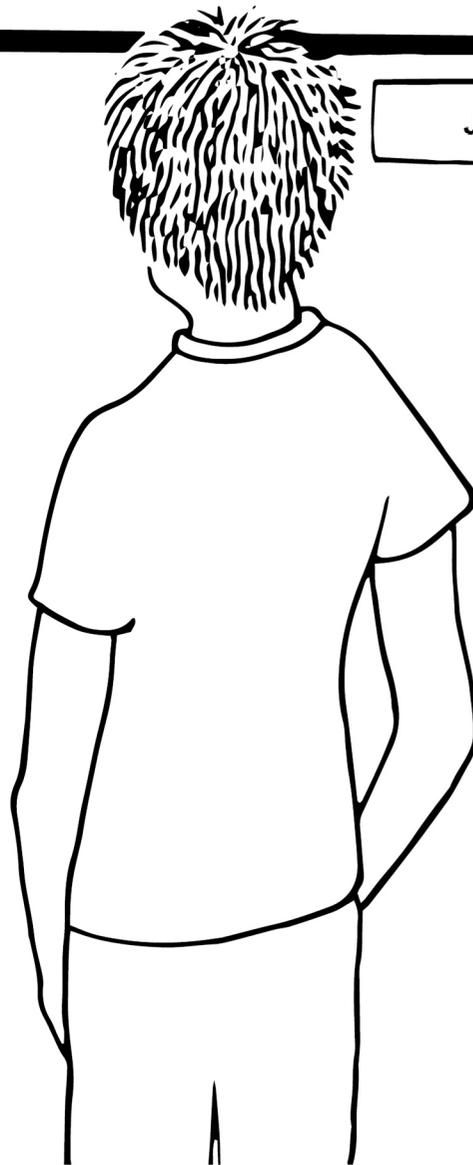
39. Draw the pictures in this art exhibition

Copyright material from Radburn & Tocher (2020), The Feelings Artbook, Routledge





Sorrow



Joy



## 39. Draw the pictures in this art exhibition

**AIM: To explore creative expressions of emotion**

- Discuss the meanings of the emotions in the titles of the paintings
- Children draw the pictures inside the frames. Encourage them to think about colour and shape. They do not necessarily have to try and draw a picture of something literal. It may be useful to show them examples of abstract art before they begin to draw, for inspiration
- Feedback on their artwork, asking them which picture on their worksheet they think best represents the emotion

### Extra Ideas

1. Talk about why people make art (e.g. to express their feelings, to explore ideas, to communicate) and also why people like looking at it. What do you feel when you see a picture or painting that you like?
2. Children draw/paint their own abstract 'feeling' pictures, and write the title on the back. Display all the pictures and ask the group what feeling it gives them. Is it the same feeling as the artist?
3. Present an artist, or research one together, and look at a selection of his/her paintings. Discuss the feelings each picture gives you.

Proof