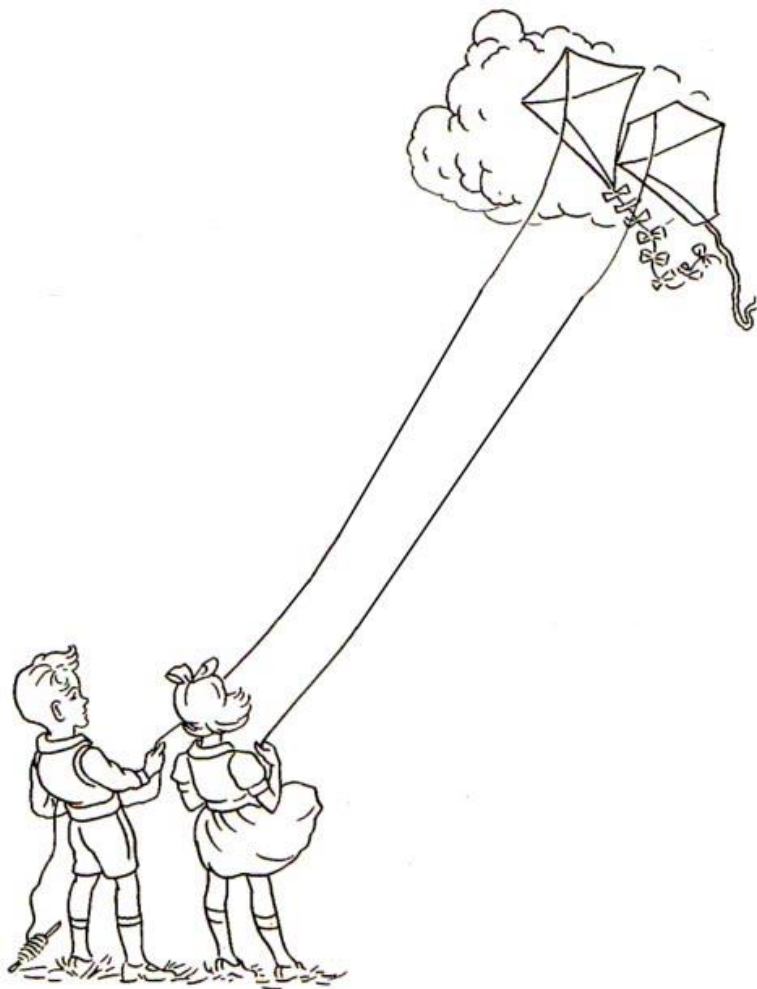


My feelings and me workbook

Ayrshire Hospice
Support resource

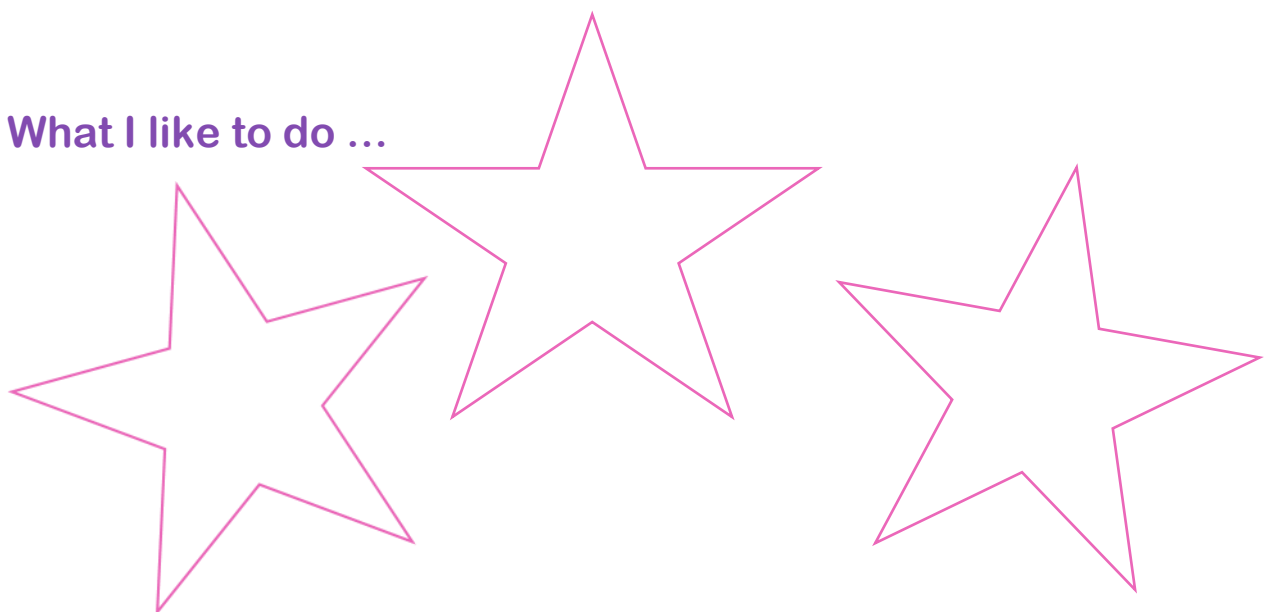


All about me



Important things in my life ...

What I like to do ...



How do you feel today?



Angry



Scared



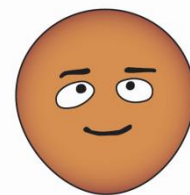
Sad



Happy



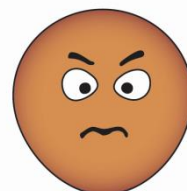
Disappointed



Calm

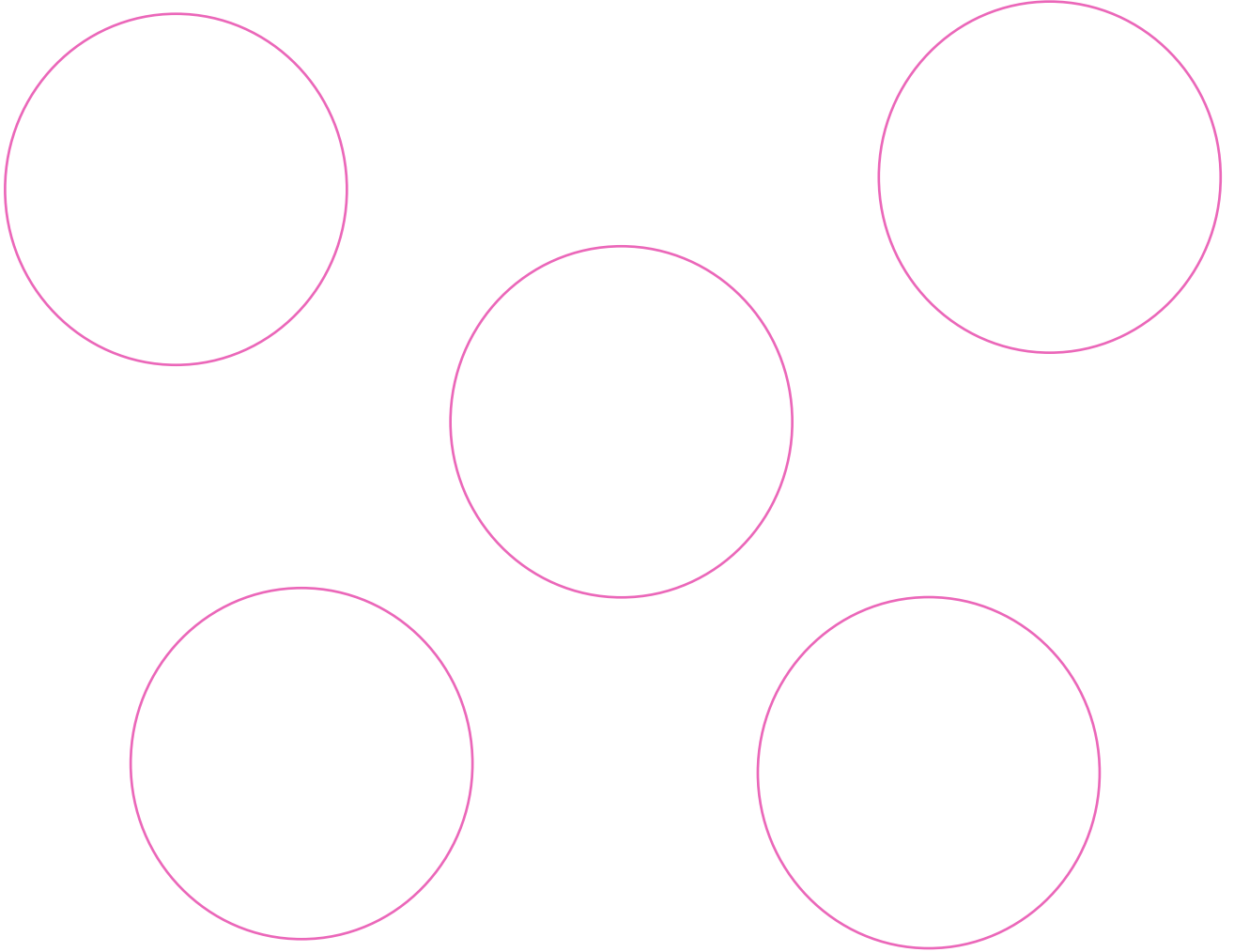


Anxious



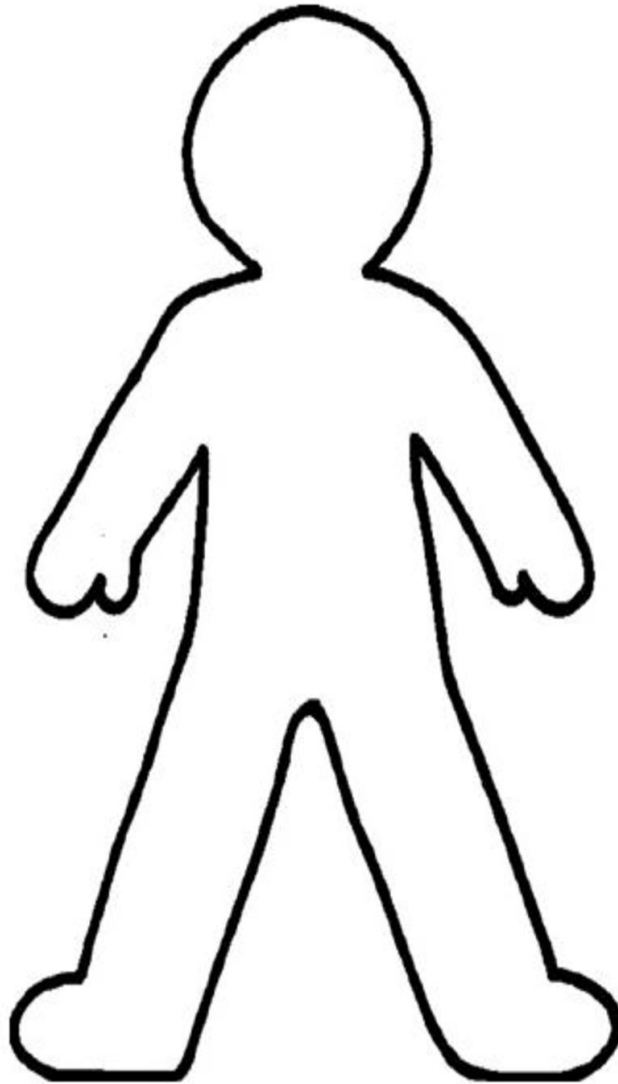
Frustrated

Everyone has LOTS of different feelings. They are all okay! They change all the time.



**Sometimes people show their feelings on their face.
Draw some feelings faces here.**

Where do you feel your feelings?



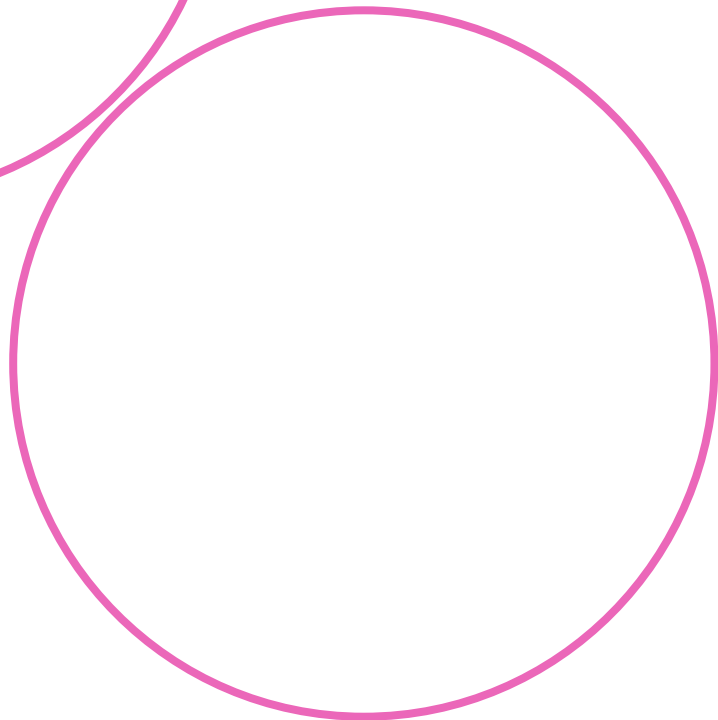
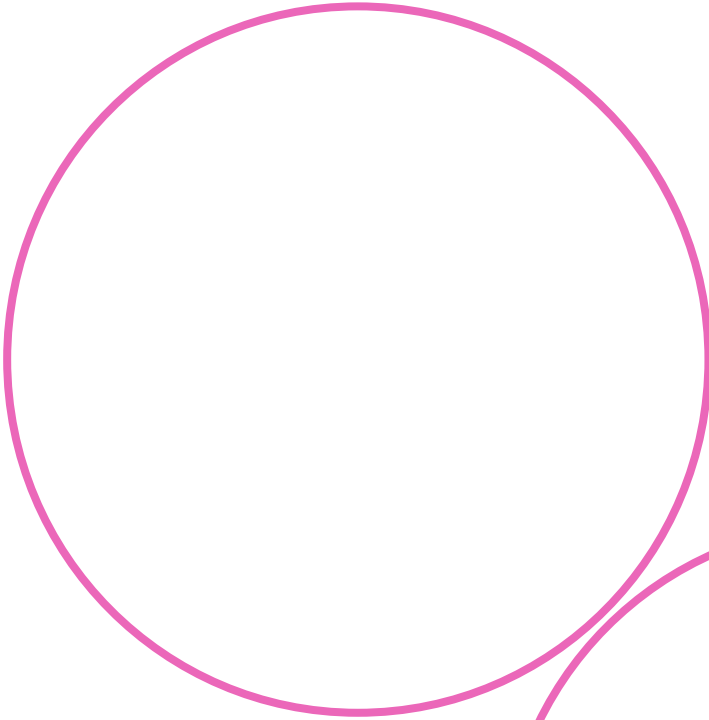
Use different colours and make up a key, an example has been given below

Yellow – happy

Think of where on your body you might feel happy feelings, an example might be your mouth – you could colour the mouth of the body in yellow.

Something sad

Before

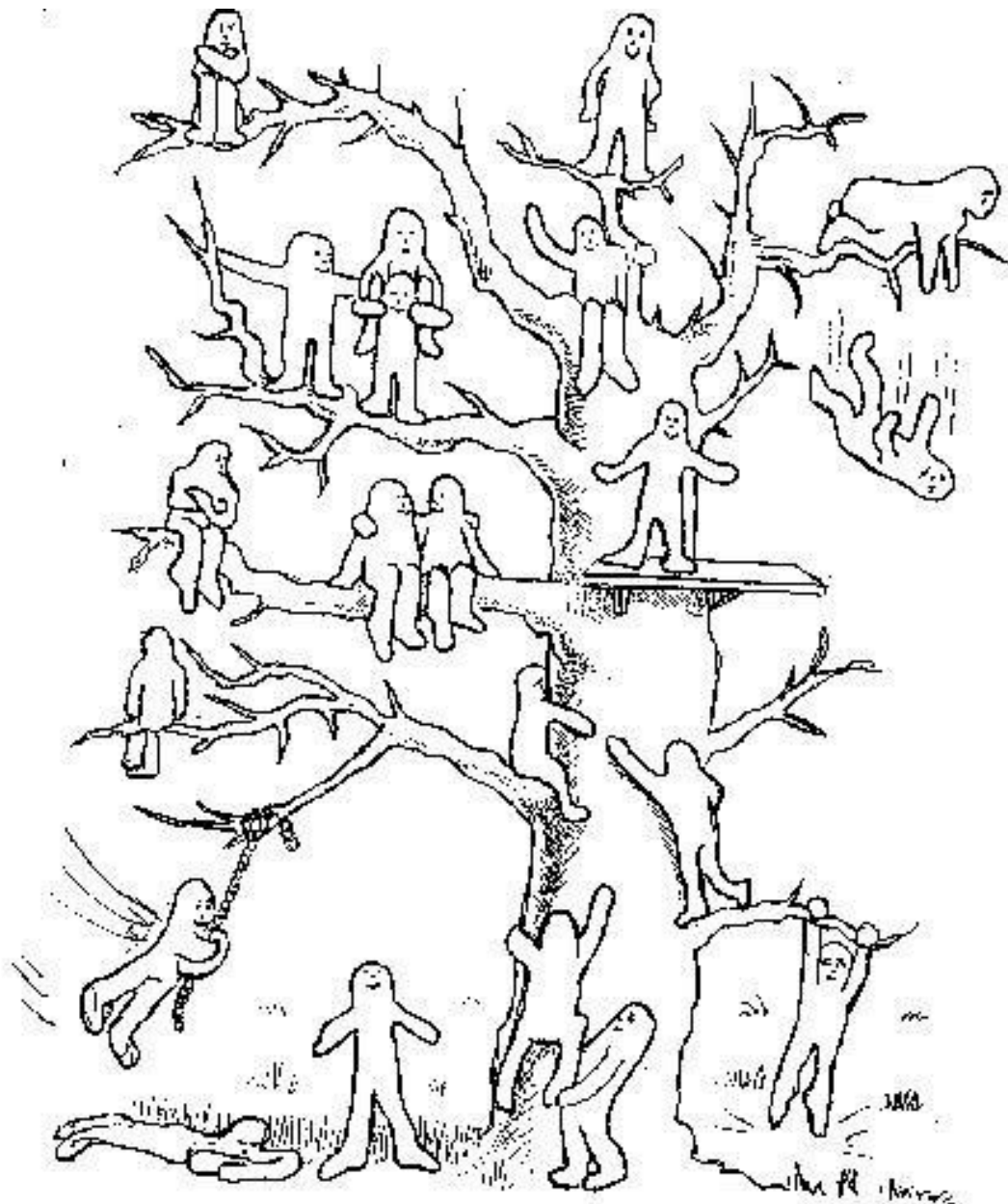


After

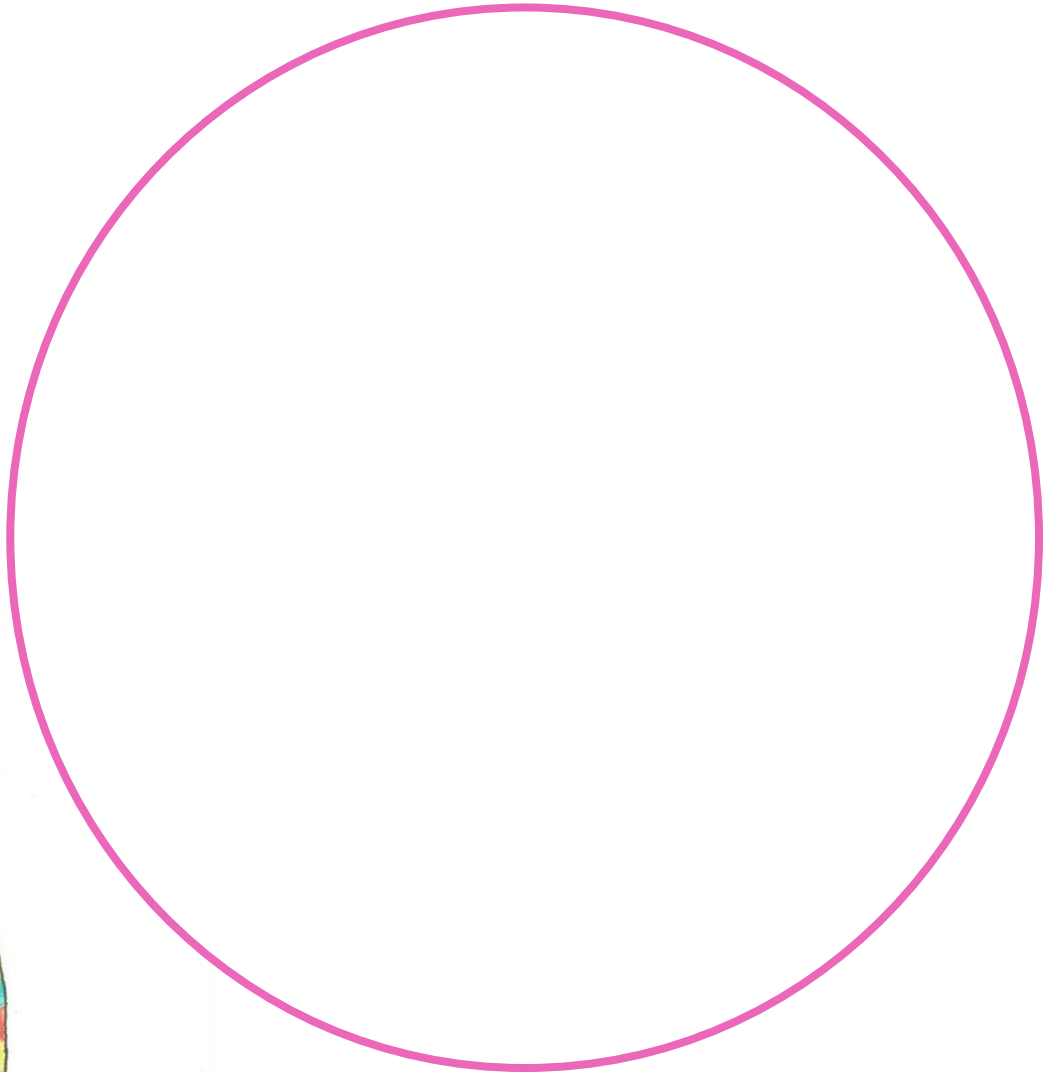
I remember when I first felt this way ...



The blob tree



I worry about ...



It can be helpful to share your worries

How I feel

I feel :

Happy	Mad	Sad	Glad
Worried	Excited	Bored	Scared
Annoyed	Upset	Sick	Nervous

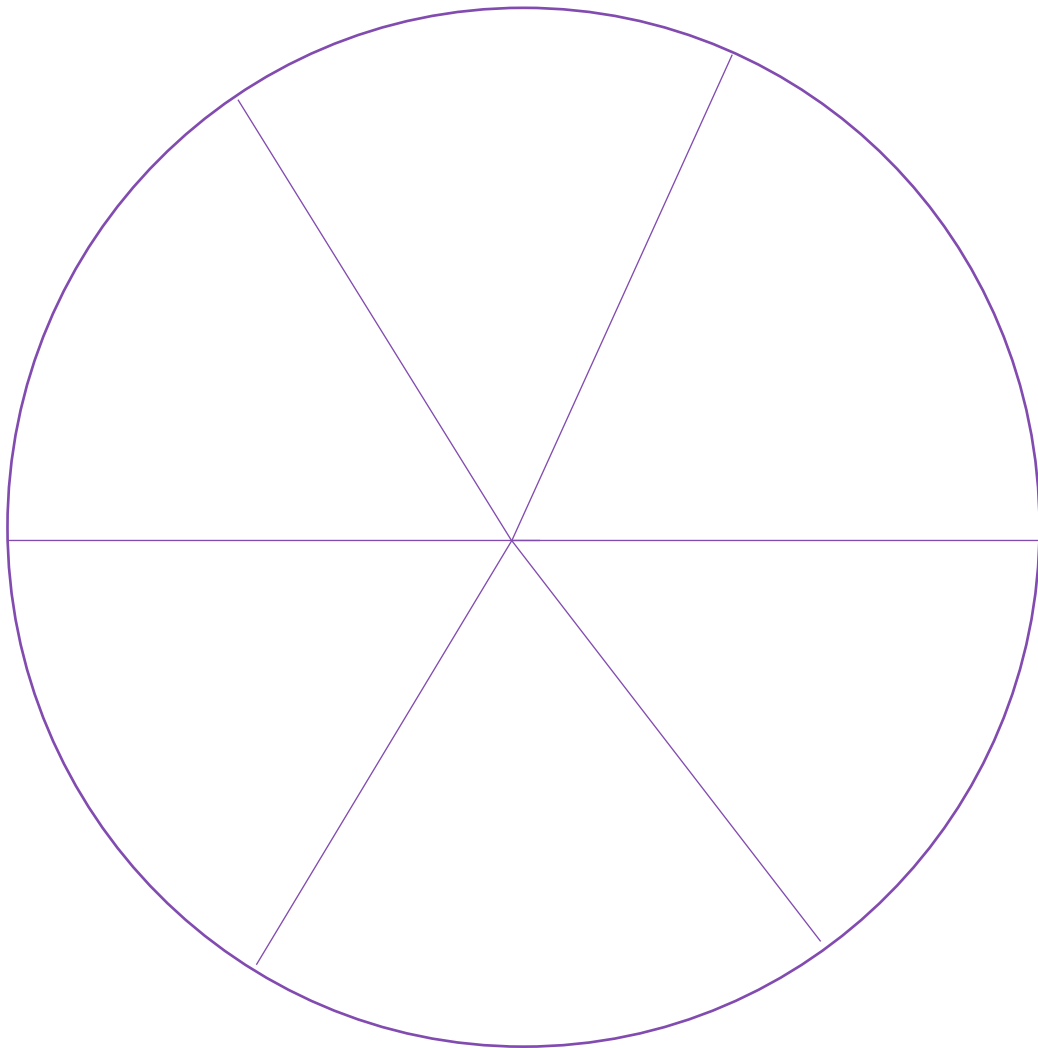
I feel this way because:

This is what I did to make myself feel better:

Something else I could think about doing:

Wheel of emotions

Use the circle below to make your own wheel of emotions, you can use different colours, words and symbols for each section.



I felt ...

Just because you feel a certain way just now, that's not to say you will always feel this way.

Try and think of some times where you have felt some of these feelings.

A time when I felt **brave** was:

I felt **excited** when:

I felt **angry** when:

I felt **scared** when:

I felt **sad** when:

I felt **happy** when:

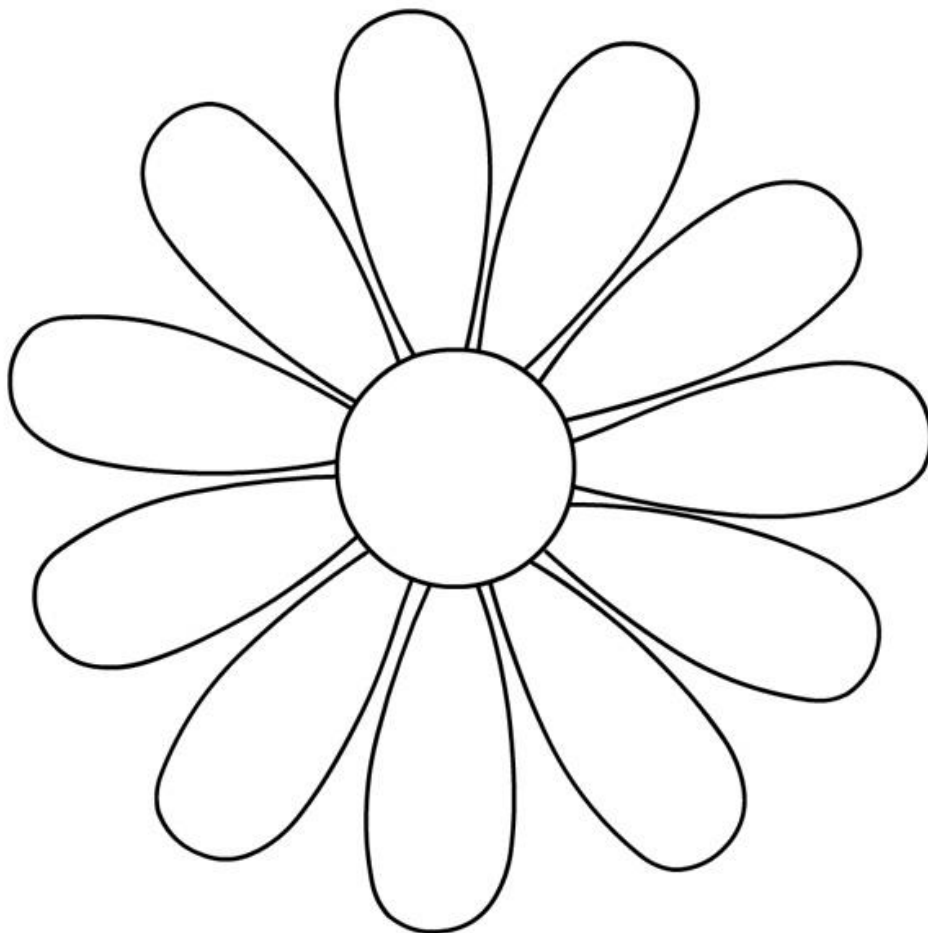
I felt **relaxed** when:

If feelings were colours

Everyone has different ways of describing feelings.

It is important to remember that is healthy and completely normal to feel lots of different kinds of feelings, especially during a big change.

Use the petals to describe how you are feeling using colours.



My Alphabet of feeling words

A is for

B is for

C is for

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J is for

K is for

L is for

M is for

N is for

O is for

P is for

Q is for

R is for

S is for

T is for

U is for

V is for

W is for

X is for

Y is for

Z is for

Note for teachers

This **'My feelings and me workbook'** has been designed by our children and young person's practitioner at the Ayrshire Hospice. The idea behind this workbook is to allow teachers to encourage children to open up about what is going on for them. While this workbook is designed to support children through difficult times, it is also helpful in determining how a child is doing, what is happening for them, and how best to support them moving forward. The following pages give brief explanatory details of each page of the workbook and what they are designed to do and how to effectively use them when supporting a child. If you have any further questions or require any advice in supporting children within your school please contact Emma Hynd (Children and Young Persons Practitioner) using the contact details below:

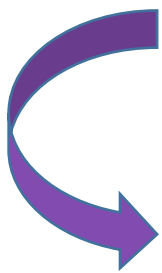
A: 35 Racecourse Road,
Ayr,
KA7 2TG

T: (01292) 269200

E: emma.hynd@ayrshirehospice.org

All about me

This exercise gives you an opportunity to ease any anxiety the child has over the session. Allowing them time to relax and feel at ease is hugely beneficial to the relationship you are looking to create when in a supportive role. The box below the all about me title can be used as a space for a child to draw a portrait of how they see themselves. They can use this space and use words to describe themselves if they would prefer. Try not to give them many ideas, having the opportunity to do this alone can give you a real idea of where the child is at in terms of self-worth.



All about me

A large empty rectangular box with a pink border, intended for a child to draw a portrait or describe themselves.

Important things in my life

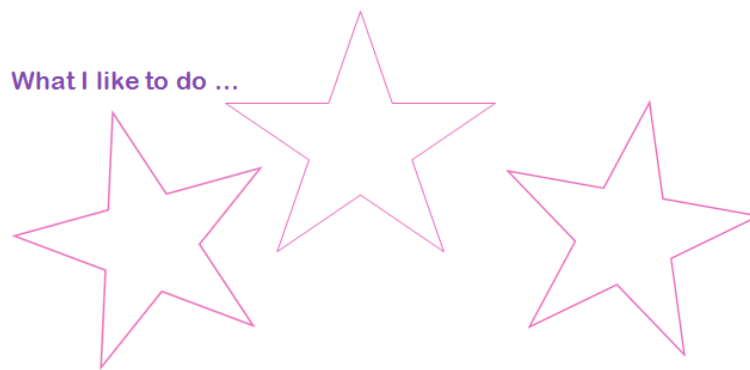
Again try and sit with the child in allowing them to think of ideas for this space. It will give you an idea of what the child considers to being significant in their world.

Important things in my life ...

Four horizontal lines for writing.

What I like to do

Having an understanding of interests that the child has can give you a window into different ways in which you can carry forward support. For example if the child has a keen interest in lego, allowing them some therapeutic time to work through their feelings and processing whilst using lego may be an option for them. It may also be a way of engaging them in further conversation.



How do I feel today

The faces shown on this worksheet are hoped to allow children to identify with how they are feeling. While some of the words may be difficult for children to grasp the faces can help them to identify with how they may be feeling. They can circle, colour in, or point at which face they feel they identify with. Giving you an idea of how the child is feeling in relation to life events. Try not to probe at this stage, the child is likely to tell you what they want you to know.

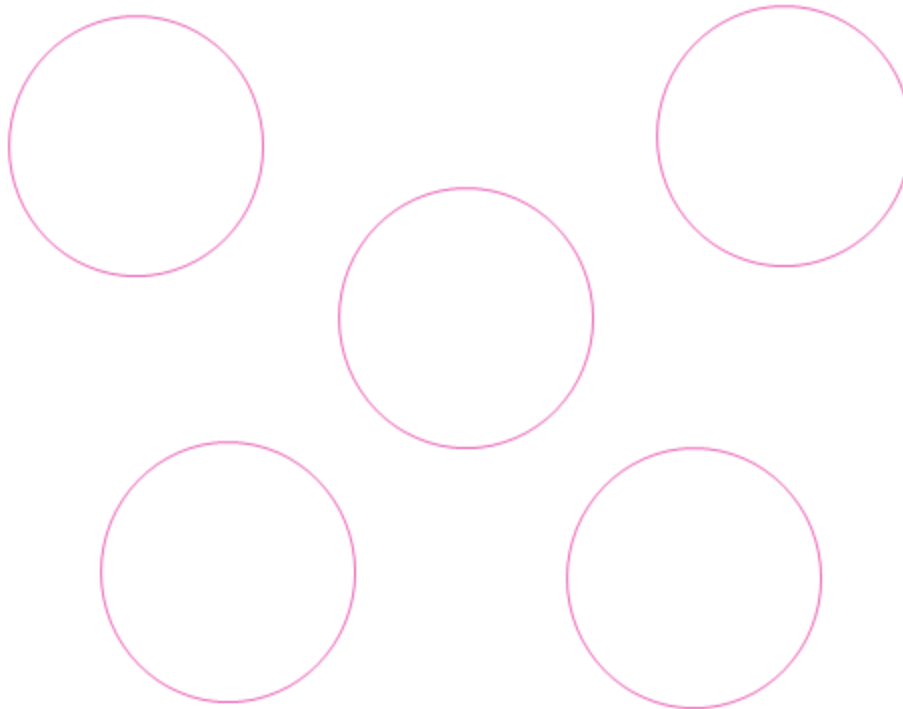
How do you feel today?



Feelings faces

Being non –directive is helpful for this activity. Children may have different ways of representing feelings, there idea of a happy face may be entirely different to how you would expect and so allowing them the time to put their interpretation of what feelings look like on paper can be insightful for them and for yourself.

Everyone has LOTS of different feelings. They are all okay! They change all the time.

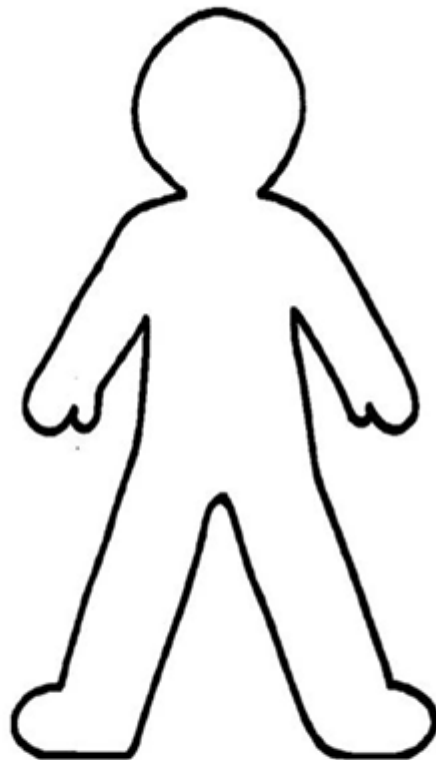


**Sometimes people show their feelings on their face.
Draw some feelings faces here.**

Body map

The idea behind the body map is to get children thinking about how their body might react to different feelings. For example they might colour in the face yellow – because when they are happy they smile. Encourage the child to think of different feelings and how their body reacts. E.g – Anger- fists – some people clench their fists when they are angry. Try to relay to the child at this stage that all of the feelings they are expressing are very normal, as long as they are expressed in a safe way.

Where do you feel your feelings?



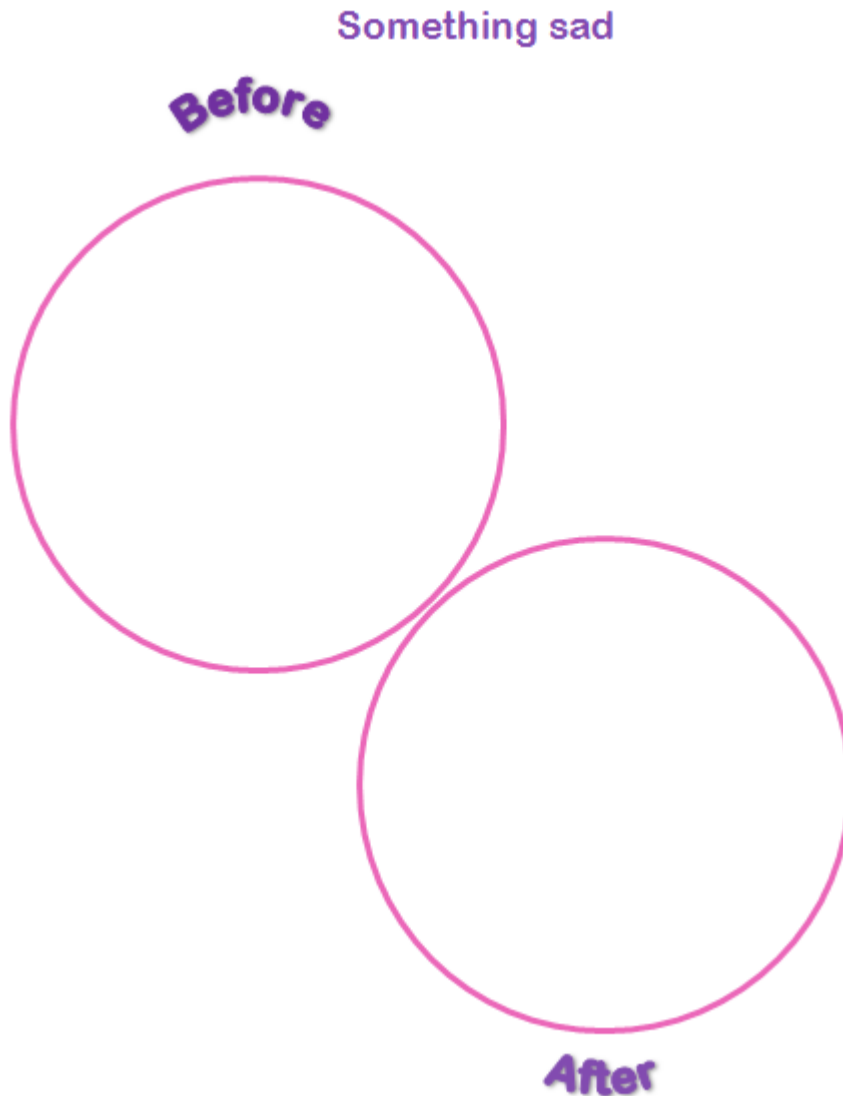
Use different colours and make up a key, an example has been given below

Yellow – happy

Think of where on your body you might feel happy feelings, an example might be your mouth – you could colour the mouth of the body in yellow

Something sad

Try to normalise feelings of sadness at this stage in the workbook. You could introduce this page by saying 'Lots of people feel sad for all different reasons, let's have a think of a time where you felt sad. How did you feel before the sad thing happened? What about afterwards?' Again the child can draw in the circles, write or you can use this as a conversation opener and allow them some time to talk.



I remember when I first felt this way ...

This is where it may become difficult for some children to stay in the process. You may find them using distraction techniques and looking to change the subject. Try your best to keep them focused by encouraging them that they can use different materials to create an image in the bubble. Make them aware that they don't have to talk about it if they don't want to and that you can give them space to create their picture if that feels better for them. If the child does not want to take part in this activity it is important that you respect their decision and suggest that you can maybe come back to it another day.

I remember when I first felt this way ...



The blob tree

The Tree: this is a place, a group or an organisation. It could be family, a club, a group of friends, a church, a school, an office, a football team, a group that travel by bus, whatever suits the child you are supporting best.

Many people find it difficult to say how they feel. The blob tree gives the child the opportunity to look at someone else and identify with how they are feeling (the blobs). Ask the child to take a look at the tree and all of the blobs that are on it.

Asking some of the following questions might help. To engage the child you could ask them to colour in the blobs as you go along.

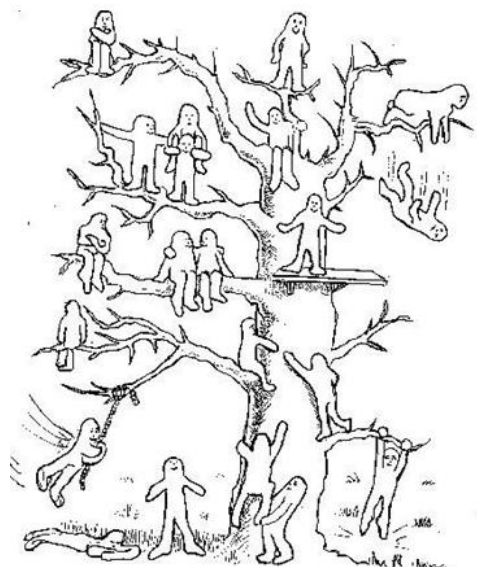
- Which blob looks happy?
- Which blob looks sad?
- Which blob do you feel you are?
- If you could be any blob, which one would you be?
- Is there a blob you definitely wouldn't like to be?
- Choose a member of your family, which blob are they and why?
- Look at the blob falling from the tree, how do you think he might be feeling?
- If you could pick a blob to be friends with which blob would it be?
- Is there a blob you think you should stay away from?
- Is there a blob you think looks kind?
- Is there a blob you think looks unkind?
- Which blob do you think has the most friends?
- If you were a blob where would you be on the tree?
- Look at the blob lying on the ground, what do you think it is feeling?

Classroom activity

Make a giant blob tree and a set of blobs showing lots of different emotions.

Each morning choose a blob that is closest to how you are feeling and stick it onto the tree.

The blob tree



I worry about

Use this exercise as an opportunity for the child to write or draw things that may worry them. Encourage them that sharing worries can be helpful and that sometimes bottling things up can make them feel worse. It can be helpful for a child to see a visual of what it is they are worrying about, and an easier way to communicate these worries than saying them out loud.

If the child does not want to do this with you present you can give them some space for this activity. Another idea is creating a worry bag or box for them, where they can draw or write what they are worrying about and put it away. It can be helpful for them to feel that they are not carrying the worry alone and it has been left in a box/bag for the day. They may not want to share their worries at all – and that's okay.

I worry about ...



It can be helpful to share your worries

How I feel

This worksheet has been designed in allowing children to identify how they feel and why they may be feeling that way. For example a lot of children can suffer from nausea following bereavement. It also gives them the opportunity to think of ways in which they cope now, if they are helpful and different coping mechanisms which may be helpful moving forward. Suggestions can be made at this stage – for example if a child says they are feeling sick, it could be suggested that they take some time out – deep breaths, sit by a window for air. Try to avoid sending the child home where possible and accommodate this feeling through coping mechanisms in the classroom. It is easy for children to fall into a cycle of going home and regularly missing school due to this.

How I feel

I feel:

Happy	Mad	Sad	Glad
Worried	Excited	Bored	Scared
Annoyed	Upset	Sick	Nervous

I feel this way because:

This is what I did to make myself feel better:

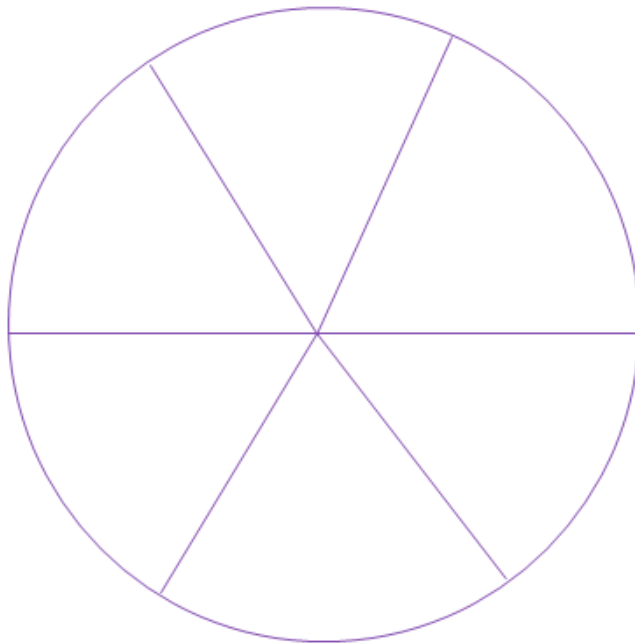
Something else I could think about doing:

Wheel of emotions

This activity gets the child to think of all the different emotions they might be experiencing. It is easy to feel consumed by one emotion during a big change in life. Many children feel overwhelmed by fear, in that someone else close to them may leave. By carrying out this exercise they are able to process that they can still feel different emotions – and they can be reassured that this is okay. It is okay to go out and laugh with friends, just as it is okay to cry when you are feeling sad.

Wheel of emotions

Use the circle below to make your own wheel of emotions, you can use different colours, words and symbols for each section.



I felt ...

This page is intended to get children thinking of all the emotions they have experienced in the past that have perhaps overwhelmed them. It is also to get them to look at how they managed those emotions and what that felt like. This will help them to understand that sometimes these feelings can come back, and that that's okay.

I felt ...

Just because you feel a certain way just now,
that's not to say you will always feel this way.

Try and think of some times where you have
felt some of these feelings.

A time when I felt **brave** was:

I felt **excited** when:

I felt **angry** when:

I felt **scared** when:

I felt **sad** when:

I felt **happy** when:

I felt **relaxed** when:

If feelings were colours

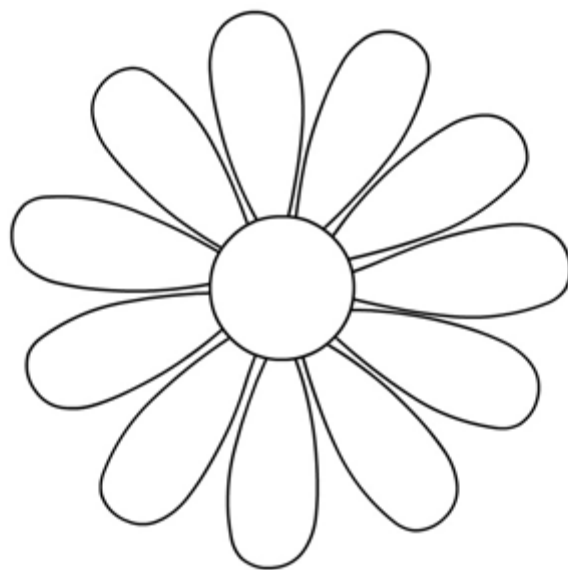
Associating feelings with colours can help children identifying how they feel. It can also help them to understand different emotions and how they affect people in different ways. Your interpretation of sad as a colour may be blue – a child's may be yellow, give them the opportunity to link their emotions to whatever colour they choose. The idea of a picture being created at the end may encourage them to think of many different emotions

If feelings were colours

Everyone has different ways of describing feelings.

It is important to remember that is healthy and completely normal to feel lots of different kinds of feelings, especially during a big change.

Use the petals to describe how you are feeling using colours.



My Alphabet of feeling words

This activity can be used for the child to describe feelings they are currently feeling, have felt, or link to a specific change that has happened in their life. They may choose to describe feelings with colours or describe memories they have before things changed. It is important to go with what the child suggests for this activity.

My Alphabet of feeling words

A is for
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F is for
G is for
H is for
I is for
J is for
K is for
L is for
M is for
N is for
O is for
P is for
Q is for
R is for
S is for
T is for
U is for
V is for
W is for
X is for
Y is for
Z is for

