Here is an example of what the structure can look like. I think we can work on it a bit more to make it really user friendly. I have taken out the “reflection questions” since they are a part of each exercise. Under extended activity I have just made some suggestions in the first example. Maybe a way to go forward is 1) to make activities or stories based on the themes and 2) set goals and 3) make sure to make lists of materials etc. I have used stories that are based on Molly the mouse. I was told by kindergarten teachers and psychologists that children find it easier to identify with an animal than a real person. I find that the themes merge into one another so see my suggestions just as suggestions.

**BASIC LEVEL**

**Title of activity**: ANGER

**Theme**: Creative problem solving and decision making and Tough mindedness

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Read the story
2. Talking and trying
3. Relaxation

**Materials**: Manual and either a “fingerdoll” or a little toy mouse. Relaxing music.

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**: Massage saga

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings, for example a frame saying “this is how we look when we are angry”

**Home activity**: Labeling feelings both in the child and in other family members.

**Story**:

 It is an autumn morning. Molly has gone into the main house to see if she can find something to eat. The farm family are up and about, so Molly is sneaking about so as not to be seen. Mummy Bridget is in the kitchen preparing breakfast. She is putting out plates for the children. To Molly’s delight, some bread crumbs fall onto the floor, and she quickly nibbles at them. And look, there under the cupboard, she finds a tasty bit of cheese, which she is enjoying, when she hears a terrible noise. Lindy is screaming at the top of her voice, saying she is so ANGRY because somebody has hidden her trousers. “WHERE ARE MY TROUSERS?” Lindy shouts. “I WANT TO KNOW WHERE THEY ARE, NOW!” Calm down, says Mummy, and asks her what trousers are missing. Lindy stamps one foot on the floor, and shouts “I AM SO ANGRY I CANNOT THINK!” Molly cringes, and hides behind the cupboard; she is shaking; she is so frightened by Lindy’s anger. Daddy is coming into the kitchen with a pair of trousers in his hand, and says: “I found these in the bathroom; they are far too small for me so I wonder whose they are.” Lindy blushes and says: “They’re mine”. Molly scurries away to the barn, and sees that her sister has borrowed her hat, immediately she screams: “GIVE ME MY HAT! Her sister doesn’t seem to hear what Molly is saying, so Molly runs up to her, tears the hat from her and screams “IT’S MINE!” The sister looks surprised at Molly and says: “But you said I could borrow it.” Molly instantly remembers that she has promised to lend the hat to her sister. Molly feels ashamed and apologizes. Molly is wondering whether anger can spread from one person to another. She had become just as angry as Lindy was earlier.

**Activity**:

Talk to the children about being angry. Do they think anger is contagious? Show the children what you look like when you are angry. Let them show you what they look like when they are angry. It is good if they can use mirrors. Where in the body do they feel anger? (Let them pretend they are angry then let them relax. This may help them to feel the difference in their own bodies.) Talk to the children about how you sound when you are angry. Show them yourself, and then let the children walk around in the room and pretend to be angry. They can say “I’m angry”, and both look and sound angry. Before you end the activity, it is important to get the children to relax. They can take a few deep breaths, and also lie down and listen to soft, relaxing music until they are relaxed.

**INTERMEDIATE LEVEL:**

**Title of activity**: ANGER

**Theme**: Creative problem solving and decision making and Tough mindedness

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Read the story
2. Talking and trying
3. Relaxation

**Materials**: Manual and either a “fingerdoll” or a little toy mouse. Fingerpaint, sheets of paper. Digital camera. Relaxing music.

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**: Massage saga

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings. Looking at the angry paintings.

**Home activity**: Labeling feelings both in the child and in other family members. Talk about what you look like when you are angry. Talk abou what make different people in the family angry.

**Story**:

 It is an autumn morning. Molly has gone into the main house to see if she can find something to eat. The farm family are up and about, so Molly is sneaking about so as not to be seen. Mummy Bridget is in the kitchen preparing breakfast. She is putting out plates for the children. To Molly’s delight, some bread crumbs fall onto the floor, and she quickly nibbles at them. And look, there under the cupboard, she finds a tasty bit of cheese, which she is enjoying, when she hears a terrible noise. Lindy is screaming at the top of her voice, saying she is so ANGRY because somebody has hidden her trousers. “WHERE ARE MY TROUSERS?” Lindy shouts. “I WANT TO KNOW WHERE THEY ARE, NOW!” Calm down, says Mummy, and asks her what trousers are missing. Lindy stamps one foot on the floor, and shouts “I AM SO ANGRY I CANNOT THINK!” Molly cringes, and hides behind the cupboard; she is shaking; she is so frightened by Lindy’s anger. Daddy is coming into the kitchen with a pair of trousers in his hand, and says: “I found these in the bathroom; they are far too small for me so I wonder whose they are.” Lindy blushes and says: “They’re mine”. Molly scurries away to the barn, and sees that her sister has borrowed her hat, immediately she screams: “GIVE ME MY HAT! Her sister doesn’t seem to hear what Molly is saying, so Molly runs up to her, tears the hat from her and screams “IT’S MINE!” The sister looks surprised at Molly and says: “But you said I could borrow it.” Molly instantly remembers that she has promised to lend the hat to her sister. Molly feels ashamed and apologizes. Molly is wondering whether anger can spread from one person to another. She had become just as angry as Lindy was earlier.

**Activity**: Talk about how angry Molly is. Tell the children about a time when you were angry, or when one of your children was angry. Ask the children if they have been angry. Let the children paint the feeling of anger. They can use finger paint. Ask them what colours they associate with feeling angry. Then, let the children choose whatever colour they want, being careful not to show them what colours we normally associate with anger. Also, encourage them to try to show they are angry in the *way* they paint. Pin the angry paintings onto a wall. You can record what they do with a digital camera. Let each child show what they look like when they are angry, and put each photo next to their painting. Sing a song about being angry; you can either find a song, or sing a song they know, in an angry manner. End the activity by getting the children to feeling relaxed and calm. Let all the children lie on their backs. Play soft, relaxing music.

**ADVANCED LEVEL**

**Title of activity**: ANGER

**Theme**: Creative problem solving and decision making and Toughmindedness

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Role play with Molly
2. Talking and discussing
3. I message
4. Writing a poem
5. Relaxation

**Materials**: Manual and either a “fingerdoll” or a little toy mouse. Relaxing music.

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**: Massage sagas or relaxing excercises or optional exercise.

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings, for example a frame saying “this is how we look when we are angry”. Showing what things make the children angry.

**Home activity**: Labeling feelings both in the child and in other family members. Discussing what make the family members angry. Practicing I messages.

**Activity:**

Show the children the following, either by getting Molly to do it or telling the children.

Molly is playing with her friends; they are building things with wooden blocks, and are having fun. Two other mouse children are playing tag, and one of them falls onto the building that Molly and her friends have made. All the bits fly over the floor. Molly gets mad, and shouts “WHAT ARE YOU DOING? LOOK WHAT YOU’VE DONE; YOU’VE RUINED EVERYTHING WE BUILT.”

A:

Stop telling the story, and ask what Molly’s feelings are. Where does she feel it? Let the children point to their bodies or show the places on a doll. What does she look like when she is angry? (Get them to show it). How do they think the other mice children feel? What can Molly do now? (Make sure that one option is to calm down).

B:

Talk to the children about being angry. Getting angry is normal, but you cannot let the feeling show in any manner. Sometimes, it is good to calm down before telling somebody about how angry you are. So, what can you do when you are so angry that you can scarcely breathe? (Take a few breaths, go somewhere else, calm down, etc. )

C:

Continue by showing how, when Molly is angry, she sits down, takes a few breaths, and then thinks aloud: “I get so angry when they run into what I have built because it feels like they don’t care about what I am doing. I want them to see where I am when I’m playing. I want to think that they care about me. I think I’ll say something to them. Children, can you help me with what I can say to the others?”

Get the children to give Molly some suggestions. After they have given their suggestions, let them say: “I get angry when … I want you to …” in a calm voice (let all the children try). This is a start on teaching them “I” messages.

D:

Write an angry poem with the children. Let each line of the poem start with “I get angry when … .” Get all the children to come up with suggestions.

E:

End the exercise with a massage story (shown at the end of this document). The teacher reads the story, and shows the children how to massage each other. The story has to be read twice, so that all the children get a massage.

Here is an **optional extra exercise** to do with the children:

Let Molly get very ANGRY about something, and interview her about the feelings she has. Ask her what it feels like, and where in the body she feels it. Ask her for how long she normally is angry. Ask her about other things that make her angry, and also ask her if she has got any tricks to stop her being angry. Molly has one trick, which is to shut her eyes and to take three deep breaths; after her last breath, she says “I’m calm”. Molly wants to teach all the children to calm down, so she asks them to do what she does. Molly practices with the children, getting them to do what she does, and then she asks the teacher to put on some “calming” music. She and the children listen to the music. Before Molly goes away, she encourages the children to practice breathing in this way when they want to calm down or feel calm.

**BASIC LEVEL**

**Title of activity**: Shyness and insecurity

**Theme**: Positive mindset. Creative problem solving and decision making and Building and maintaining healthy relationships.

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Read the story
2. Discussing

**Materials**: Manual

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**:

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings, for example a frame saying “this is how we look when we are shy or insecure”

**Home activity**: Labeling feelings both in the child and in other family

**Story:**

Today, there’s a lot of action in the mouse nest. The whole family is going on vacation. They are taking a boat down the river to visit a mole family in Mole Country. Moles are like mice, but a bit larger. Daddy mouse met a mole on his last trip and they got along very well. Mummy and Daddy are trying to prepare their children for the visit by explaining that Mole Country is a bit different. Moles talk in a different way from mice, and they do things differently. Everyone in the mouse family helps to pack, and they sing when they go to the boat. Mummy is steering the boat and making sure that they come right down the river. Daddy sits and sings with the children. The sun is shining, and it is a nice day. Everyone is in good spirits, and curious about Mole Country. Now Mummy says they will dock the boat on the beach, since they are already in Mole Country. They all jump ashore. On the path in front of them, is the mole family. The mole family walks up to them and the moles press their noses against the mice’s noses. That is how you greet each other in Mole Country. Molly is insecure; she does not know how to do things in Mole Country. She hides behind Daddy. Daddy tries to push her out to join the others, but she holds on to Daddy’s pants. She refuses to look at the mole children, and feels she would just like to get out of there. Daddy picks her up and says: “I do believe that I have a shy little girl.” Molly curls up in his arms, and does not want anyone to look at her. When the whole week has passed, Molly plays with the mole children and thinks it will be a bit sad to go home; it has been so exciting to do things differently. When they are about to part, Molly is the first to press her nose against a mole’s nose. When they wave goodbye, everybody laughs. This is how moles show that they have enjoyed a visit. Molly really likes this way of saying goodbye; it makes you want to come back again.

**Activity:**

Ask the children if they have been in a few different surroundings? How do they find it? Do they get shy and shy sometimes? How does it feel? Where do they feel it? What do they do then?

**INTERMEDIATE LEVEL**

**Title of activity**: Shyness and insecurity

**Theme**: Positive mindset. Creative problem solving and decision making and Building and maintaining healthy relationships.

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Read the story
2. Discussion
3. Showing feelings

**Materials**: Manual, big paper dolls where children can show where they have feelings.

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**:

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings, for example a frame saying “this is how we look when we are shy or insecure”

**Home activity**: Labeling feelings both in the child and in other family members.

**Story:**

Today, there’s a lot of action in the mouse nest. The whole family is going on vacation. They are taking a boat down the river to visit a mole family in Mole Country. Moles are like mice, but a bit larger. Daddy mouse met a mole on his last trip and they got along very well. Mummy and Daddy are trying to prepare their children for the visit by explaining that Mole Country is a bit different. Moles talk in a different way from mice, and they do things differently. Everyone in the mouse family helps to pack, and they sing when they go to the boat. Mummy is steering the boat and making sure that they come right down the river. Daddy sits and sings with the children. The sun is shining, and it is a nice day. Everyone is in good spirits, and curious about Mole Country. Now Mummy says they will dock the boat on the beach, since they are already in Mole Country. They all jump ashore. On the path in front of them, is the mole family. The mole family walks up to them and the moles press their noses against the mice’s noses. That is how you greet each other in Mole Country. Molly is insecure; she does not know how to do things in Mole Country. She hides behind Daddy. Daddy tries to push her out to join the others, but she holds on to Daddy’s pants. She refuses to look at the mole children, and feels she would just like to get out of there. Daddy picks her up and says: “I do believe that I have a shy little girl.” Molly curls up in his arms, and does not want anyone to look at her. When the whole week has passed, Molly plays with the mole children and thinks it will be a bit sad to go home; it has been so exciting to do things differently. When they are about to part, Molly is the first to press her nose against a mole’s nose. When they wave goodbye, everybody laughs. This is how moles show that they have enjoyed a visit. Molly really likes this way of saying goodbye; it makes you want to come back again.

**Activity:**

A:

 Ask the children if they have been shy at any point. Where in the body do they feel that they are shy? Let them show you on a large paper doll (get them draw on the doll where they feel shyness) what can you do when you are shy? How can you help somebody else who is shy?

B:

What are the children insecure about? Shy about? Are you always shy when you are insecure or insecure when you are shy? Write down what they say. Have they ever blushed? How do they feel when everybody else is looking at them?

C:

Let the children show with their body that they are shy. Get them to say things in a shy manner.

**ADVANCED LEVEL**

**Title of activity**: Shyness and insecurity

**Theme**: Positive mindset. Creative problem solving and decision making and Building and maintaining healthy relationships.

**Objectives**: Recognizing and labeling feelings in order to calm down and in the longer run using problem-solving strategies to think about and to resolve the conflicts that may arise

**Steps**:

1. Read the story
2. Discussion
3. Cartoon

**Materials**: Manual.

**Reference material**: I think it is a bit too early to suggest any reference material. I think it should be in a “package” that comes with each manual.

**Extended activity**:

**Whole school activity**: Labeling feelings, having photos of children showing different kind of feelings, for example a frame saying “this is how we look when we are shy or insecure”

**Home activity**: Labeling feelings both in the child and in other family members.

**Story:**

Today, there’s a lot of action in the mouse nest. The whole family is going on vacation. They are taking a boat down the river to visit a mole family in Mole Country. Moles are like mice, but a bit larger. Daddy mouse met a mole on his last trip and they got along very well. Mummy and Daddy are trying to prepare their children for the visit by explaining that Mole Country is a bit different. Moles talk in a different way from mice, and they do things differently. Everyone in the mouse family helps to pack, and they sing when they go to the boat. Mummy is steering the boat and making sure that they come right down the river. Daddy sits and sings with the children. The sun is shining, and it is a nice day. Everyone is in good spirits, and curious about Mole Country. Now Mummy says they will dock the boat on the beach, since they are already in Mole Country. They all jump ashore. On the path in front of them, is the mole family. The mole family walks up to them and the moles press their noses against the mice’s noses. That is how you greet each other in Mole Country. Molly is insecure; she does not know how to do things in Mole Country. She hides behind Daddy. Daddy tries to push her out to join the others, but she holds on to Daddy’s pants. She refuses to look at the mole children, and feels she would just like to get out of there. Daddy picks her up and says: “I do believe that I have a shy little girl.” Molly curls up in his arms, and does not want anyone to look at her. When the whole week has passed, Molly plays with the mole children and thinks it will be a bit sad to go home; it has been so exciting to do things differently. When they are about to part, Molly is the first to press her nose against a mole’s nose. When they wave goodbye, everybody laughs. This is how moles show that they have enjoyed a visit. Molly really likes this way of saying goodbye; it makes you want to come back again.

**Activity:**

A: Sometimes we arer both shy and curious. Can you have more than one feeling at the same time? What might they be? Can feelings change? Maybe you are shy and then become happy, or sad and then become happy. Let the children give examples.

B: Then help them by showing that you can have two feelings at the same time, and also that feelings can change. Maybe you can make a cartoon together.