

Teaching and Reading Guide



CATERPILLAR BOOKS

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Feelings

by Libby Walden

Synopsis

Feelings is a beautifully poetic book that explores children's different emotions. The combination of lush, highly original artwork and imaginative language make the idea of discovering children's different feelings very accessible. Feelings is an excellent jumping-off point to start mature conversations about how children feel on the inside.



- **Format:** HARDBACK NOVELTY
- **ISBN:** 9781848575080
- **Size:** 281 x 231mm
- **Price:** £10.99



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Activity 1: Emotions Circle Time

EYFS Link: Managing feelings and behaviour: pupils talk about how they and others show feelings, talk about their own and others' behaviour, and the consequences, and realise that some behaviour is unacceptable.

Learning Objective: We are learning to identify different emotions and talk about them.

Read *Feelings* by Libby Walden. Ask the children to sit in a circle. Produce the 'Feelings' bag, this could be a shiny, bright present bag with the word 'feelings' on, and different 'feeling' words inside it, on appropriate coloured card, e.g. red for angry, blue for sad, etc.

Play some music and ask the children to pass the bag around. When the music stops the child holding the bag reaches in and chooses a 'feeling' word. The child should read the word aloud to the rest of the class.

Next explain that you would like all the children to think of a time they experienced this emotion (the one written on the card). Give the children some thinking time, then ask them to share their experience with the person sitting next to them. You could take photos of the children discussing their ideas for the display.



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Activity 1: Emotions Circle Time

Ask the children if any of them would like to share their experience with the rest of the class. Make sure you really promote a lovely, caring environment where the children feel safe to share their experiences. Be aware that this kind of discussion could lead to some quite adult topics.

Once the children have shared their ideas, put the word card in the middle of the circle. Repeat until all the emotion words are in the middle of the circle, and make sure you choose different children to choose the cards each time.

Plenary

Bring out two hoops with the words 'positive' and 'negative'. Explain what positive and negative mean. Put the hoops in the middle of the circle. Ask the children if they can sort the emotions into the two hoops, depending whether they think the feelings are positive or negative.

Take photos of the children doing this activity for your display. Once all the word cards are sorted, ensure the children know that all feelings are necessary regardless of them being positive or negative. Be clear that all people experience all feelings at some point and it is important to always talk about how you feel.

Resources

- 1 x copy *Feelings* by Libby Walden
- 1 x Feelings bag
- Feelings word cards
- Music
- 2 hoops



Activity 2: Feel the Music

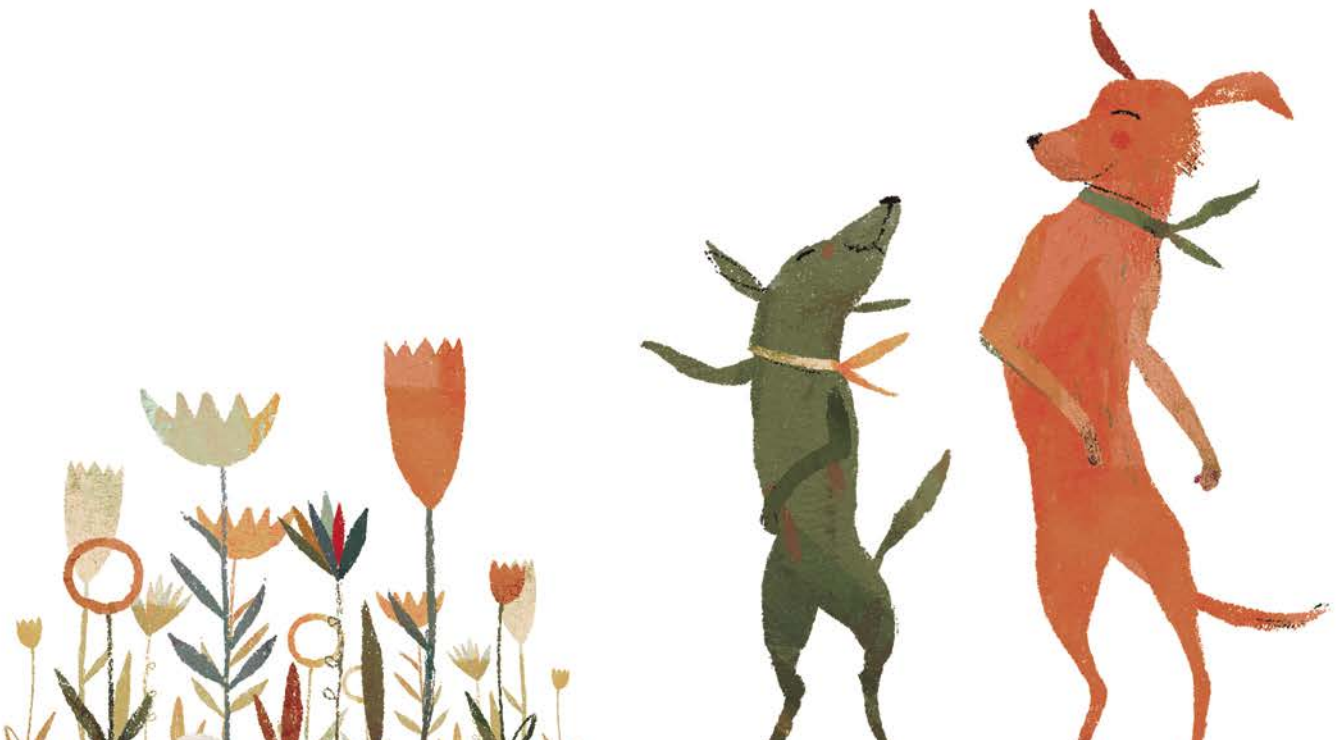
EYFS Link: Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them.

Learning Objective: We are learning to express our feelings through music and dance.

This activity needs to take place in an area of space. Re-read *Feelings* by Libby Walden. Next, explain to the children that you are going to play them different pieces of music and you want them to listen really carefully and think about how they make them feel.

First play *Clare De Lune* by Debussy. Once the children have listened, ask them to tell their partner how they felt. Next, children can share their ideas with the rest of the class.

Play the music again. This time, tell the children they can move around the space to the music. Encourage the children to think about their movements and ask them to reflect the kind of feeling they are experiencing. For example, if the music makes them feel sad, they might swish and sway slowly.



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Activity 2: Feel the Music

Repeat the activity and give listening time, share ideas and then dance! You could also play O Fortun- Carmina Burana by Carl Orff (frightened), Move On Up by Curtis Mayfield (happy), Fire Starter by Prodigy (angry) or At The River by Groove Armada (calm). Take photos of the children dancing for the display.

Plenary

Sit the children in a circle and ask them which their favourite piece of music was and why. Finally, really reiterate that all emotions are valid – there are no ‘bad’ feelings and talking about emotions always makes us feel better.

Play Curtis Mayfield one last time to have a wonderful, free, joyous dance and to end the activity on a real high note.

Resources

- 1 x copy *Feelings* by Libby Walden
- Stereo
- Variety of music to inspire different emotions.



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Activity 3: Colour of Feelings

EYFS Link: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Learning Objective: We are learning to use colour to represent different feelings.

Reread *Feelings* by Libby Walden, this time ask the children questions about the beautiful illustrations. For example, why do you think Richard Jones (the illustrator) used this colour?

Next give the children paper and paints. Ask the children to choose a feeling. Now show the children how to mix shaded colours, starting with white and carefully adding a colour to make a very pale shade. Model sashing the pale shade on the paper. Next model adding a little more colour to make a slightly darker colour. Again swish the colour across the paper, make sure the children know they should try and leave the original pale shade visible on the paper. Continue until the colour is rich and vibrant. The piece of art should be free, showing different shades of the same colour.



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Activity 3: Colour of Feelings

Once the paint is dry the children can draw scenes on it that link to the emotion they are representing. You could refer back to the book for ideas. If you wanted to challenge your more able children they could write different emotion words, linked to their chosen feeling on their painting.

Plenary

Show some of the pictures to the rest of the class and ask them to say what feeling it makes them think of. Put some of the artwork on the display.

Resources

- 1 x copy Feelings by Libby Walden
- Paper
- Paint
- Paint brushes
- Coloured Pencils



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Jealous

Angry

Sad

Happy

Afraid

Lonely

Scared

Calm

Loving

Confident

Confused

Overwhelmed

Positive



Negative

