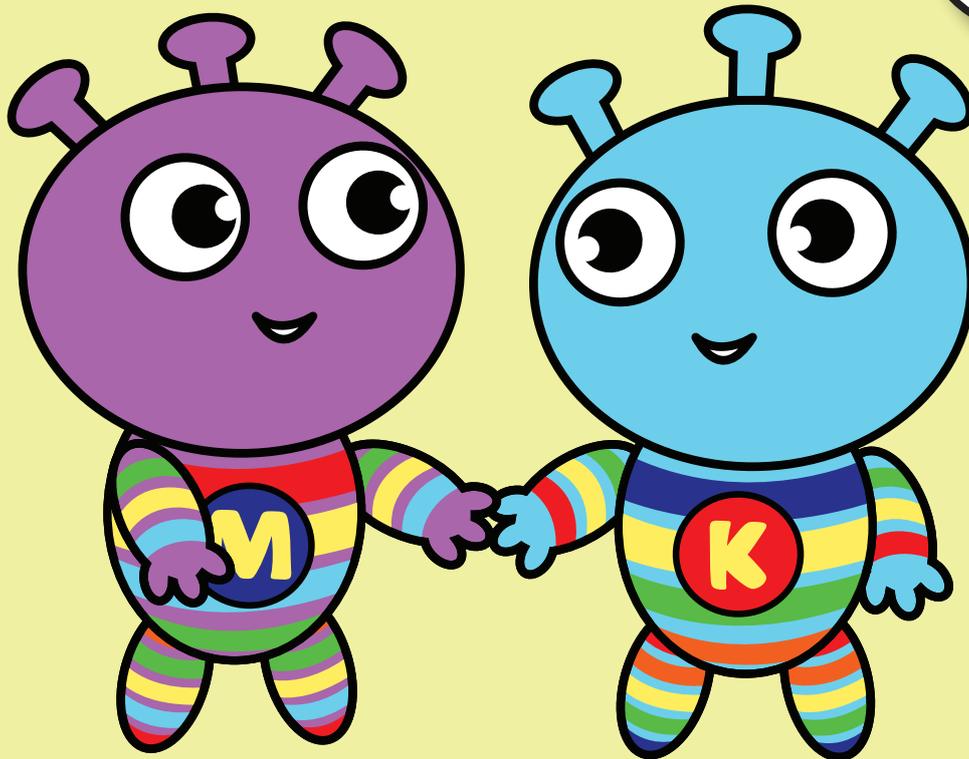




# WELCOME TO WELL-BEING

## BOOK C: FEELING GOOD WITH MO AND KO!

### TEACHER RESOURCE BOOK 1st Class



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## **PART 2: LESSON PLANS AND POWERPOINT SLIDES**

- **Script for body scan**
- **Lesson plans**



## **SCRIPT FOR 'BODY SCAN'**

This script can be used to begin/end each lesson.

### **SCRIPT FOR 'BODY SCAN'**

*Let's take a moment now to check-in with our bodies.*

*You can close your eyes or look gently downwards.*

*Sit up nice and straight and rest your hands on your tummy. Can you feel it gently going up and down as you breathe in and out? Let's notice that for a moment.*

*Hopefully you are starting to feel nice and calm and relaxed.*

*Now feel your whole body becoming calm and relaxed, from your head, to your shoulders, your body and right down to your feet.*

*Let's stay nice and relaxed for another few breaths.*

*Now you can open your eyes and gently stretch your arms over your head.*

*Now stretch them right out in front of you...and now bring them right back in and give yourself a big hug.*



## Lesson 3: We can express our feelings

### Background Information

Children explore what it means to express their feelings and discuss helpful and unhelpful ways to do so. They are encouraged to express their feelings in helpful ways such as using their words, physical exercise and drawing. They are also introduced to the **Name it to tame it** technique. By naming their feelings, this can help to decrease their intensity (Cresswell et al., 2007).

#### **SPHE Strand: Myself**

##### **Strand Unit: Self identity – Making decisions**

*The child should be enabled to:*

- recognise and reflect on choices that are made everyday

##### **Strand Unit: Taking care of my body – Knowing about my body**

*The child should be enabled to:*

- realise that each individual must take some responsibility for self-care

##### **Strand Unit: Growing and changing – As I grow I change**

*The child should be enabled to:*

- realise that growing up brings increased responsibility for himself/herself and others

##### **Strand Unit: Growing and changing – Feelings and emotions**

*The child should be enabled to:*

- realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and helpful
- become aware of and be able to choose healthy ways of feeling good about himself/herself
- recognise that individual actions can affect the feelings of others

#### **SPHE Strand: Myself and others**

##### **Strand Unit: My friends and other people**

*The child should be enabled to:*

- know how to treat people with dignity and respect

##### **Strand Unit: Relating to others**

*The child should be enabled to:*

- express and record experiences, opinions, feelings and emotions in a variety of ways



### Learning Outcomes

Children should be able to:

1. Explore what it means to express our feelings
2. Discuss helpful and unhelpful ways to express feelings
3. Learn that all feelings are OK, but it's not OK to hurt anyone else because of our feelings

### Introduction

- **Body scan** (optional). Script can be found on page 24
- Read the poem **If my feelings** and allow the children to repeat and recite it along with you. Explain that they might have heard it before

### Development

- Show and discuss the PowerPoint slides
- Discuss Mo and Ko's challenge - to express your feelings in helpful ways every day - use **Name it to tame it** too
- Explain the activities in the Pupil Book and allow the children time to complete them

### Conclusion

Read the poem **If my feelings** again and discuss it with the children. Ask them to say it with their family at home.

### Homework Activity

Pupil Book, page 9: The parent/guardian/carer should read the poem with their child. They should also support them with this week's challenge and the self-assessment traffic lights if they choose to.

### Suggested Supplementary Activities

- SW8, page 79 – **Mo and Ko's special award - For: Expressing my feelings in a helpful way** - Present the certificate to children who express their feelings in a helpful way this week and from now on
- Recite the poem **If my feelings** with the children at regular intervals during the week
- Display and discuss the Classroom Poster (CP3, page 103) of Mo and Ko's challenge and talk about it every day

**If my feelings**

If my feelings  
are wild and strong,  
I can tame them  
before too long.

If I name them  
and breathe so slow,  
I'll feel calmer  
and let them go.





LESSON 3 POWERPOINT



Lesson 3 PowerPoint is available to download on the digital companion page for this book on: [www.otb.ie/w2w-1c](http://www.otb.ie/w2w-1c)

The script for this PowerPoint for Lesson 3 is visible on-screen in Presentation Mode when you download the PP file. For convenience, a printed version of the script is also available on page 36.

Slide 23 Lesson 3: We can express our feelings

www.otb.ie/W2W

Slide 24 We can express our feelings

www.otb.ie/W2W

Slide 25 We can express our feelings

www.otb.ie/W2W

Slide 26 Name it to tame it

www.otb.ie/W2W

Slide 27 We can express our feelings

www.otb.ie/W2W

Slide 28 Mo and Ko's challenge

www.otb.ie/W2W

Slide 29 Look and listen

www.otb.ie/W2W

Slide 30 Pupil book time

www.otb.ie/W2W



**Lesson 3: We can express feelings - PowerPoint Script**

(this is also visible on screen in presenter mode)

\*Please note that Mo and Ko are gender-neutral, so the pronouns 'they', 'their' and 'them' are used for the two aliens in both a singular and plural context. (See page 14)

- 23. Mo, Ko and Bo-Bo are back this week to help us to be our best selves and to feel happy, kind, strong, brave, loving and well. How did you do in the challenge? Did you use your words to name your feelings? Did it help you to feel a little bit better? This week Mo and Ko want us to know lots of ways to express our feelings. What do you think that means?
- 24. When we express our feelings it means that we let them out and show them instead of keeping them inside ourselves. It feels good to express how we feel, especially with our big feelings. Ko expressed their worry when they lost Bo-Bo by crying and talking to Mo. Mo expressed their anger to Ko, when Ko wouldn't share their treats, by using their words. When did you express your feelings? What did you do? How did it feel to express them?
- 25. Can you name some helpful ways to express our feelings? You could – use your words, exercise, draw, listen to music or cry.
- 26. When we use our words to name how we are feeling, especially if it is a big feeling, it can help us to 'tame' the feeling and then it will feel less wild and strong. So even if you say to yourself 'I'm feeling worried' it can help that feeling of worry to get a little smaller. **Name it to tame it!**
- 27. There are helpful and unhelpful ways to express our big feelings. It's not helpful to hurt others or ourselves when we are expressing our feelings. Can you think of a time when you used an unhelpful way to express your emotions? Mo pushed Ko once because they were very angry. That was not helpful at all and Ko was very upset and angry too. They used their words and Mo said sorry and after a while, they both felt a bit better.
- 28. This week Mo and Ko challenge you to express your feelings in helpful ways every day. Use **Name it to tame it** too.
- 29. Strike your best robot pose in this catchy **Calm it Down** song and dance. Dance and sing along with these children as they stop and name their feelings to help them calm down. **Name it to tame it!** (2:05) [www.otb.ie/w2w-calm-it-down](http://www.otb.ie/w2w-calm-it-down)
- 30. Now it's time for our Pupil Books. On page 7, tick the ways that you like to express your big feelings. Then on page 8, draw a time when you expressed your feelings in a helpful way and a time when you expressed them in an unhelpful way.

