

Friday Fives

All ages

Mirror, mirror on the wall

Children take it in turns and make faces that express different emotions. Facial emotions might include; angry, happy, sad, afraid, surprised, silly or worried.

Use the rhyme:

'Mirror, Mirror on the wall,

What's my feeling?

Make your call'

When the child guesses correctly (or as near as possible), they have to say what they would do to help that person if they felt that way and then swap over.

Peer mediators or buddies

Older children can, with support from adults, help other children to work through the problems they are having with each other or to be a buddy to children who don't have someone to play with.

Blindfold puzzle games (great for listening and supporting skills)

One child is blindfolded and has to complete a puzzle and the other child/children have to give instructions and help them to complete the puzzle.

This is also a good way of teaching that it is okay to make mistakes as things often do not go to plan but you can usually get there in the end.

There is no angry way to say BUBBLES!

This is a funny way to calm down children who are getting angry. They have to say bubbles, but you can't say it angrily or usually without smiling.

Music; it plays a vital role in our mood

Try to play upbeat music whenever possible.

Song requests – Have an identified time in the week when music is played. Ask the children to write a song request of their favourite songs or a song that makes them happy. Put them in a hat and choose one to be played every week.

Another option is to play different kinds of music and ask the children what emotions they feel when different types of music are played.

Ask, 'Does this song make you feel happy or sad?'

'Does dancing help?'

Handprint flower display:

Draw around each child's hand on coloured paper (let them choose the colour). Cut out each of the hands and let the children write something that is special/unique about themselves. Then put the hands on display, making a flower out of the hands, with the title for the display being 'Every child is a different kind of little flower and together they make this world a beautiful place to be'.

Make a calm down sandwich:

Cut out shapes of bread, cheese, lettuce, meat, tomato etc. Then let the children write on each 1 thing that they can do to calm down.

Meat = go for a walk Cheese = take deep breaths tomato = draw in my journal

Self-help/calm down/instant comfort boxes:

These are particularly good for 'vulnerable' children. With an individual child who is experiencing difficulties these are useful to have in schools as a way of helping them when they feel anxious, upset or angry. Work with the child to create their own box of things that help them when they feel this way. Let them decorate their box; keep it in school so that it is available for teachers/TAs when needed.

Ideas of things that could be included are; Bubbles, stress balls, play dough, glitter bottle, calming music, colouring materials, favourite book, rubik's cube, pinwheels/pillow and blanket.

With a whole class you can give them a picture of a treasure chest or box, let them draw, write or cut out pictures and stick in the chest things that help them when they are sad or angry or worried.

Circle time - Spin the bottle:

If it points at you – you have to say one thing you are good at and one thing that you enjoy doing.

The feelings game:

Ask two volunteers to stand outside the classroom door. While they are outside, ask another volunteer to take a feeling word from the hat and read it out. Ask all the children to act as if they all feel that way. Invite the two children to come back into the room and ask them to guess how the class is feeling. Repeat this game a number of times. This is an enjoyable way to help build the children's vocabulary around feelings.

Circle time - Talk about sadness:

Arrange the children in a circle. Ask them to think about who they would go to if they needed to talk about something sad. Ask the children to pass the speaking object around and take it in turns to say 'I can talk to...'

Afterwards ask them to have a round of 'When I am sad I like someone to...'

Feelings collage:

Children work in groups to make a collage about a feeling. Give each group a feelings word i.e. 'Happy.' They have to look through magazines etc. to make a collage to show the rest of the class. Remind them to use colours and textures that also reflect the emotion.

Every individual is unique:

This is a short activity that highlights the fact that no two people are the same. It is important that students value diversity and know that there is no one in the world quite like them!

Ask all the children to stand at their tables, explain to them that you are going to do an activity that proves there is no one in the world that is exactly like them!

Explain to them that you are going to ask them a series of yes or no questions. If the answer to the question is 'no' the child needs to sit down. If the answer is 'yes' they need to stay standing.

Ask the class a series of questions:

Do you have someone who lives with you who is close to your age? (Give example of a brother or sister)

Do you play together or do activities together? (Example holidays, eating together, daily tasks)

Do you both enjoy the same things? (TV shows, sports)

Do you check with this person every time you make a choice/decision?

Can this person see exactly what you see and feel exactly what you are feeling right now?

By the final question everyone should be sitting down. Have a brief class discussion around the topic that no two people are the same.

Five things in common:

Group work and discussion can help children feel connected in the classroom. Being part of a group discussion can promote creativity and concentration.

Divide the class up into groups of five.

Tell them that their task will be to work in their groups to find five things that everyone in their group has in common (preferably that are not to do with school). Make the rule that body parts and clothing do not count.

Ask them to choose one person to write or draw these things down.

When all groups have finished writing their list of five things ask them to feedback to everyone what is on their list. See if anything overlaps across all the group lists. There might be one thing all students have in common!

