



THE SCRIBBLE FEELINGS PACK

RSE RESOURCES FOR [KS1/KS2 TEACHERS](#)

DEVELOP EMOTIONAL LITERACY WITH BOOKS [BY DAVINA BELL | ALLISON COLPOYS](#)

- *The Underwater fancy-dress parade*
- *Under the love umbrella*
- *All the ways to be smart*



INTRODUCTION

Suitable for: Ages 6–8

Includes: Free illustrated extracts from the books + discussion questions and suggested activities

Themes: Identifying Feelings; Understanding Anxiety; Expressing Love; Celebrating our Differences

Subjects: RSE, Citizenship, Literacy, Art, Design and Technology



CONTENTS

- **PRE-READING PACK: An Introduction to Feelings**
Objectives: Consider a number of different feelings; describe and illustrate feelings.
Outcomes: A completed 'Feelings Traffic Lights' worksheet; a completed 'Things that Make Me' worksheet.

- **EXTRACT PACK 1: *The Underwater Fancy-Dress Parade***
Objectives: Discuss what is meant by 'anxiety'; reflect on how anxiety affects us and how we can combat this difficult feeling.
Outcomes: A list of important moments in the text; a 'Worry Rucksack'; a reflection and illustration about anxiety and being kind to yourself.

- **EXTRACT PACK 2: *Under the Love Umbrella***
Objectives: Express how love feels and how we can show it; explore how love protects us and makes us feel safe.
Outcomes: A 'Love Heart'; a sketch of a time you have needed a Love Umbrella; a poem entitled 'Love Umbrella'.

- **EXTRACT PACK 3: *All the Ways to Be Smart***
Objectives: Identify different ways in which people are smart; celebrate being different and your own smart qualities.
Outcomes: A 'Smart' acronym; a completed 'Similarities and Differences' worksheet; six 'Smart Badges'.



ABOUT THE BOOKS

From the award-winning duo, Davina Bell and Allison Colpoys . . .

The Underwater Fancy-Dress Parade

This is the story of Alfie and a big octopus wearing a tiny hat – and the things you can only whisper to the cowboys on your wallpaper.

The day before the underwater fancy-dress parade, Alfie got that feeling ...

Sometimes it's hard to be brave. Sometimes you get that feeling. Sometimes you're just not ready ... until, one day, you are.

Under the Love Umbrella

A stunning celebration of the joy and comfort that love can bring – wherever we roam in the big, wild world.

Whatever you fear, come close my dear
You're tucked in safe for always here
And I will never not be near
Because of our love umbrella

All the Ways to be Smart

A joyful ode to all the unique and wonderful qualities that make children who they are.

Smart is not just ticks and crosses,
smart is building boats from boxes.
Painting patterns, wheeling wagons,
being mermaids, riding dragons ...



PRE-READING PACK AN INTRODUCTION TO FEELINGS

Lead-in Questions:

- What does the word 'feelings' mean to you?
- How do you feel today? How would you like to feel tomorrow?

Task 1:

[Design, include A4 worksheet of the 'Feelings Traffic Lights, leaving the boxes blank so students can fill them in]

Read over the 12 emotions on the Feelings Traffic Lights worksheet. Then, sort them into whether you think each feeling is "good", "bad", or "okay" by writing the name of each emotion into one of the 3 columns. It's important to remember there are no right or wrong answers here! Just write down whatever you feel.

When your worksheets are complete, discuss as a class which emotions went into which column and why. Listen carefully to each other. Has this discussion made you want to add a feeling into more than 1 column? For example, being tired in the morning before school might be a bad feeling, but if you are tired after a fun afternoon in the park with your friends, then it might be quite a nice feeling?

Make any final adjustments to your Feelings Traffic Lights. You may have the same feeling in more than 1 box now; what does this tell us?



[Design, 'Feelings Traffic Lights']

Feelings to sort: tired, excited, happy, shy, angry, proud, bored, confused, strong, lonely, anxious, sad

GOOD	OKAY	BAD

Extension: Can you think of any other feelings that you could add to your chart? Add them in as they will come in handy later on.



Task 2:

You are now going to play a game of 'Which Feeling?'. For this task, you will need to get into pairs. Make sure you have your Feelings Traffic Lights worksheet with you!

Pick one of the feelings on your chart without telling your partner which one it is. Then, have a go at describing this feeling. Note: You are not allowed to use the names of ANY feelings when describing. For example, for happy, you couldn't say, 'it's the opposite of sad'. Instead, you might describe it by saying, when the sun shines, I feel ...'

It's your partner's job to see if they can guess which feeling you are describing. They only get two guesses and then it is their turn to choose a different feeling, and you will have a go at guessing. Keep track of which emotions you were able to guess correctly.

Repeat this process, ticking off the feelings on your worksheet until you have been through all of them. Afterwards, reflect with your partner: which emotions were the easiest to guess? Which were the hardest? Why do you think this is?

Task 3:

[Design, please include 'Things that make me' worksheet to fit A4]

Use the work you have done so far in this lesson to think more deeply about your own feelings. Choose five feelings that are important to you, trying to pick at least one from each category of good, bad, or okay. Then, draw and/or note down some places, activities, people, or anything that you link to each feeling. For example, if you choose 'strong', you might write down the name of a friend or family member who makes you feel strong.

Illustrate as many pictures and write as many words for each feeling as you like, it is totally up to you!



[Design, 'Things that Make Me' worksheet]

Things that make me ...

Feel =

Feel =

Feel =

Feel =

Feel =



Extension: If you are happy to, share your work with someone else in the class. Have they chosen any of the same feelings as you? Do you have any pictures or ideas in common for your feelings? You don't need to talk about each other's work but remember sometimes it's good to share our feelings, it reminds us that we all feel negative emotions from time to time and this is ok!



EXTRACT PACK 1 THE UNDERWATER FANCY-DRESS PARADE

Lead-in Questions:

- What does the word 'anxiety' mean?
- What other feelings might we have when we are anxious?

Task 1:

There are lots of things that make Alfie anxious in the story. Flick through the story again and see if you can note down five ways that this 'same feeling' affects him. For example, does it stop him from doing anything? What happens when he feels anxious? Why does he find it hard to be 'brave'?

- 1.
- 2.
- 3.
- 4.
- 5.

Extension:

With a partner discuss, have you ever felt like Alfie? Can you give your partner some examples? What did you learn about yourself in these experiences?



Task 2:

[Design, include illustrations and text of pages below to fit A4. Also, include 'Worry Rucksack' illustration to fit on separate A4 side, leaving blank for students to write and colour in. Example image is taken from google.]



In the story, Alfie is described as feeling like he is 'carrying the ocean' and that the 'ocean felt heavy'.

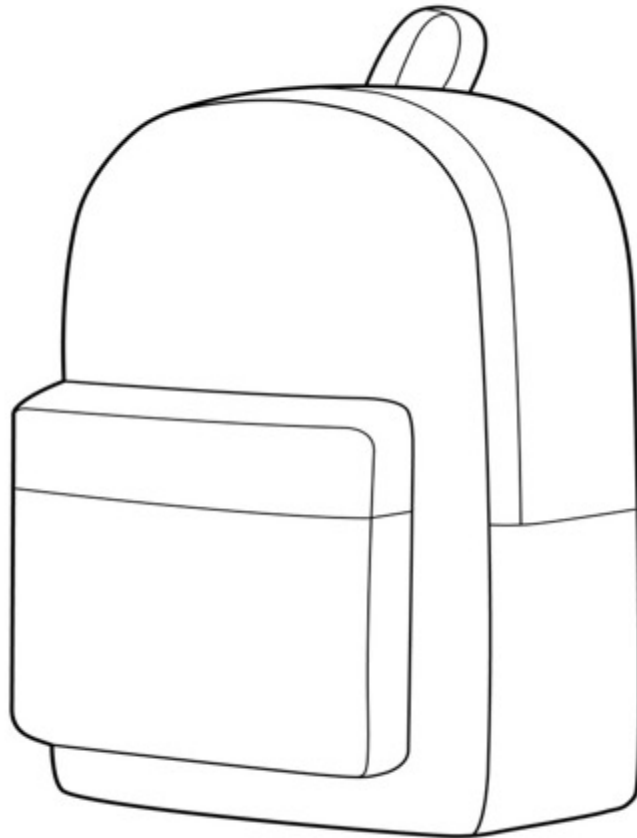
Anxiety can sometimes feel like a load we are carrying around with us, and this can be very uncomfortable and tiring.

Take a few moments to think about things that you worry about, and how they can drag you down sometimes.

Then, note these worries down on the 'Worry Rucksack' below. Decorate and colour in this rucksack with whatever colours you associate with those feelings.



[Design, 'Worry Rucksack']





Task 3:

[Design, include illustration and text shown below, as well as 'Reflecting on my Anxiety' on separate A4]



Look at the illustration and text from the story. As a class discuss, why does Alife decide to dress up as a clownfish? How does this help him to avoid anxious dreams?

Then, pick one of your biggest worries from your Worry Rucksack. Write a reflection about this worry, giving examples of times when you have felt anxious and how it affects you. Once you have done this, draw an illustration of what you can do to be kind to yourself when you feel this way. For example, it might be snuggling on the sofa with your favourite film or going somewhere with a family member or friend.

When you feel weighed down by anxiety in future, try to remember to talk about it and to be kind to yourself, it will help, promise!



[Design, 'Reflecting on my Anxiety']

My Anxiety by

One of my biggest anxieties is

The last time I felt this way was

When I'm anxious I

It makes me feel a bit better if I

Being Kind to Myself



EXTRACT PACK 2 UNDER THE LOVE UMBRELLA

Lead-in Questions:

- What is love?
- Who do you love?
- Can you name someone who loves you?

Task 1:

[Design, include illustration of 'Love Heart' to fit A4 page]

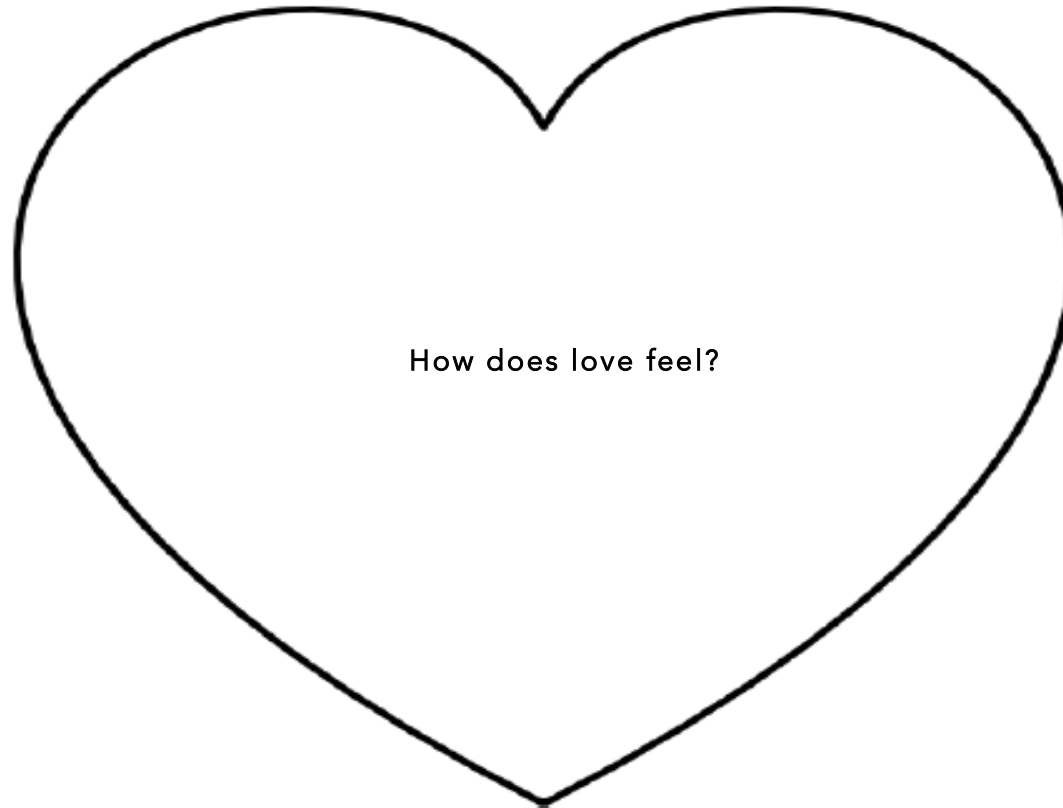
Think about all the different people in your life who you love, and who love you. Remember, this can be friends as well as family! In the Love Heart below, on the inside, write about how love feels. You might use some of the emotions you talked about in your first lesson, as well as describing the feeling, for example, amazing!

Next, on the outside of the Love Heart, note down things people do and actions you can take to show love. For example, hugs or making someone a cup of tea.



[Design, 'Love Heart']

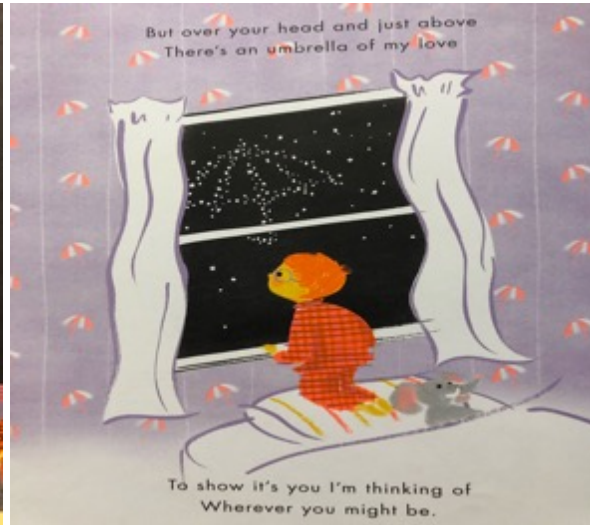
How can we show love?





Task 2:

[Design, please include illustrations and text shown below to fit A4 sheet]



Using the illustrations and text above to help you, as a class discuss:

- What is a 'love umbrella' and what does it do?
- Why do you think the author chooses an umbrella to get their message across?
- Who has a love umbrella for you?
- When do you need this love umbrella most?

Next, draw a picture of a time when you have felt the protection of someone's love umbrella. For ideas, you could use your Worry Rucksack, your Love Heart from today's, or examples from the book. Whatever you choose, try to make your sketch personal to you and as detailed as possible.



Task 3:

Taking inspiration from the story, you are now going to write a poem entitled, 'Love Umbrella'. You might like to make your poem rhyme as the author does but you don't have to! You should be able to use all your work from the last 3 lessons to support you in this task. Here are a few more questions you can use to plan your poem.

Things you might include in your poem:

- Who has a love umbrella for you?
- How does it protect and comfort you when things go wrong?
- What types of things make you worried and anxious?
- How do you know the love umbrella is there?

Decorate your poem and make it more colourful. Then, to show how thankful you are, take your poem home and show it to the person who makes you feel safe and loved under their umbrella.

Extension: Before you take it home, read your poem out to the class. Remember, as we learnt in our first lesson, sometimes we can really help others just by sharing our feelings and experiences.



EXTRACT PACK 3 ALL THE WAYS TO BE SMART

Lead-in Questions:

- What does the word 'smart' mean to you?
- Do you think there are different ways to be smart? Explain your ideas.

Task 1:

[Design, please include illustrations and text shown below on double-paged A4 spread]



As a class, look over the illustrations and go through the extract stopping after each line to ask; what is the author saying here? What does each example say about being 'smart'?

For each letter of the word 'smart', come up with your own example of a different way in which people can be smart. For example, S = Showing you care



S =

M =

A =

R =

T =

Extension: Can you think of any other examples that aren't in the book? Try and write down at least three other ideas.

Task 2:

[Design, include 'Similarities and Differences' worksheet to fit A4]

Get into pairs with someone in your class who you don't know that well. Together, fill in the table of Similarities and Differences, finding things that you have in common as well as what makes you unique. Below are a few ideas to get you started:

- Hobbies/ interests
- Your looks/ personality/ skills you have
- Music/ theatre/ films/ games you like
- Your family/ homelife/ friends
- Places you've been/ would like to go



[Design, 'Similarities and Differences' worksheet]

SIMILARITIES (things we have in common)

DIFFERENCES (things that make us unique)

--	--

Today I have learnt about

My favourite thing we have in common is because

My favourite thing that makes us different is because

Remember, the world would be very boring if we were all the same! 😊



Task 3:

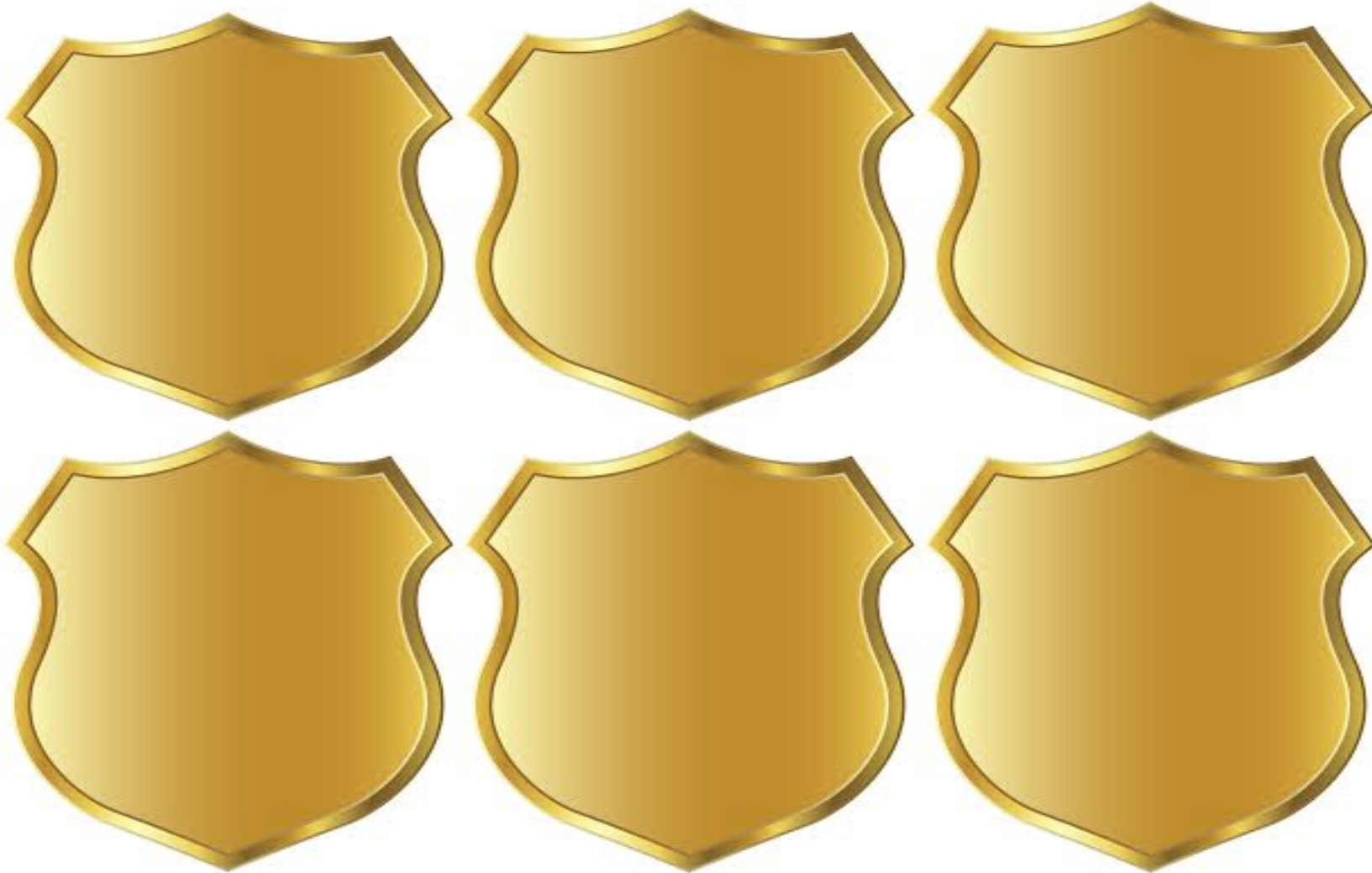
[Design, include illustration and text shown below, also 'Smart Badges' on separate A4 sheet]



In the extract from the text above, the author gives examples of how we can be smart in ways that aren't usually recognised at school or with certificates, badges, and medals. Have a think about all the different ways in which you are smart. Then, create six badges (one for each quality) and write, sketch, and/or decorate them to celebrate what makes you special.



[Design, 'Smart Badges' – example of images taken from google]





QUESTIONS FOR REFLECTION

- Which story did you enjoy the most and why?
- Which was your favourite illustration and why?
- Which was your favourite activity? What did you learn from it?
- What other 3 things have you learned from these lessons?

Well done for all your hard work! Give yourselves a pat on the back! 😊