

**Unit of work: Physical, Emotional and Mental Health**

**PSHE/RHE Theme: Health and Well-Being/ Relationships Education**

**Assessment Outcomes:**

- I know that everyone has a mental health and a physical health
- I know that there is a normal range of emotions including happiness, sadness, anger, fear, surprise and nervousness
- I am aware of when I might feel different emotions
- I can set a goal for how to cope

**Feelings – Apple Module 1**

- I know simple self-care techniques, including rest, friends, family and hobbies
- I can recognise and talk about my feelings
- I can help others identify their feelings and ways to help them.

<b>Health and Well-Being</b>	<p>(H1) how to make informed decisions about health          (H2) about the elements of a balanced, healthy lifestyle          (H3) about choices that support a healthy lifestyle, and recognise what might influence these          (H5) about what good physical health means; how to recognise early signs of physical illness          (H15) that mental health, just like physical health, is part of daily life; the importance of taking care of mental health          (H17) to recognise that feelings can change over time and range in intensity          (H18) about everyday things that affect feelings and the importance of expressing feelings          (H19) a varied vocabulary to use when talking about feelings; about how to express feelings in different ways          (H20) strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations          (H21) to recognise warning signs about mental health and well-being and how to seek support for themselves and others          (H22) to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>
<b>Relationships Education</b>	<p>(R10) about the importance of friendships; strategies for building positive friendships; how positive friendships support well-being          (R14) that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them          (R17) that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely          (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
<b>Living in the Wider World</b>	

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**Key Learning**

Links back to <b>prior learning</b>	New learning this unit <b>This unit should begin with a recap of links to previous learning</b>	Links with <b>future learning</b>
<p>In Year 2, children learn about mental well-being being as a normal part of life and they look into a range of emotions. They also learn how to recognise and talk about a range of these emotions with others.</p> <p>In Year 3, children delve into the subject of loss and separation and the emotions that go along with these situations. They also learn about how they can manage feelings associated with this and where they can get help and support from.</p>	<p>In Year 4, children look into further detail about what physical and mental health is. They will become more self-aware and gain a deeper understanding of emotions and learn how to set goals to cope with these.</p>	<p>In Year 5, children move on to look at the 3 elements of health – physical, emotional and mental. They also become more aware of spotting signs of physical illness and the effects of lack of sleep on their health.</p> <p>They will also be taught more about where they can find help for their health.</p> <p>The children will also study changes to their bodies as they grow older and what is meant by puberty.</p>

**Vocabulary and terminology arising in this unit:** (words in *italics* may have been encountered but not explicitly taught as part of a specific lesson)  
 mental, physical, feeling, emotion, moods, thoughts, body, mind, health, wellbeing, *balanced lifestyle*, *action*, behaviour, *situation*, disappointment, nervous, embarrassed, relieved, ashamed, relaxed, stress, depressed

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	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
<b>Session 1</b>  <i>Physical and mental health</i>  <b>This lesson should begin with a recap of links to previous learning</b>	To know and understand the difference between the terms physical and mental.	Think back to what they know about physical and mental health. Match definitions to key words as a group. Explain what is meant by the term 'mental health' Sort images that show mental and physical health. Use words to show a physically and mentally healthy person. Use words to show a physically and mentally unwell person.	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> Show some of the key vocabulary for this term in Communication in Print e.g. physical and more words to be included from the vocabulary box in this unit on the IWB (leave out mental health for the introduction). Can children match them to their definition as a group? Give children time and then review.</p> <p><b>Main:</b> What is physical health? What is mental health? What is the difference between the two?</p> <p><b>Activity 1: Sorting game</b> - Pupils work in groups to sort images out under physical health and mental. After the children have sorted the images then ask them to write their own definition of mental health. Share idea as a class and write a class definition. Introduce main task.</p> <p><b>Plenary:</b> Share ideas as a class from the main activity. Individuals/pairs to add to their own What can we do to help people suffering from mental health problems? Show the video below.  <a href="https://www.youtube.com/watch?time_continue=37&amp;v=nCrjevx3-Js&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=37&amp;v=nCrjevx3-Js&amp;feature=emb_logo</a></p>	Speaking and listening  Writing

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			<p><b>Main Task:</b> Children will be given a sheet with two outlines of a body. Children will have to put words associated with mental health inside and words associated with physical health on the outside. On the first outline they will write words for someone who is physically and mentally healthy and one for someone who may be suffering from mental health problems.</p> <p><b>Children could do this activity individually or in pairs.</b>  <b>LA/SEND</b> – CIP for word banks to aid them through the task.  <b>TA to support LA/SEND.</b></p>	
<p><b>Session 2</b>  Our feelings</p>	<p>To talk about my own and others feelings.</p>	<p>Listen carefully to a story. Understand how the characters might be feeling.          Discuss the characters feelings with others.          Suggest feelings vocabulary words.          Create a feelings board as a class.          Share my feelings with others.          Begin to discuss how we can make ourselves feel better if we have difficult feelings.</p>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Session taken from Apple’s Friends - Module 1</b>  <b>Online Resource Log-ins:</b>  <b>Web address:</b> <a href="https://www.partnershipforchildren.org.uk/teaching-resources.html">https://www.partnershipforchildren.org.uk/teaching-resources.html</a>  <u>Apple’s Friends</u>          Username: Apple          Password: tommy  <b>Starter:</b> Introduce the children to the characters that they will encounter when they study any Apple modules in the next few years. If they have done Zippy then they will have encountered these characters before: Tig and Leela, who are twins; their next-door neighbour, Sandy; and some of their friends, including Jill, Tommy, Jack and Ali (<i>see appendix 1 for illustration</i>) Children may be able to recall some stories they have studied in Zippy. Introduce that Tig has a new pet – Apple the hamster (the class could have a hamster teddy or an image that can be used to pass round)</p> <p><b>Activity 1: Story</b>          Read the story ‘Surprise’ (<i>see appendix 2</i>) and show the illustrations at the different reference points (<i>see appendix 3</i>). When you reach the Pause 1 ask the children what Jill was feeling and why. How was she feeling? What was Leela thinking and why? How was she feeling? Finally, ask what Tig was thinking and why. You could make some notes on flipchart paper as children share their ideas.          Then continue until Pause 2 and ask the children what Tommy was thinking and why – add to flipchart.          Read the story to the end. Ask the children: Did you like the story? What did you like about it? What did you not like? Have any of you felt the same as the characters in the story?</p> <p><b>Activity 2: Feelings Words</b></p>	<p>Speaking and listening</p> <p>Communication</p> <p>Drama (if feelings are acted out in activity 2)</p>

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			<p>Give children solo thinking time to think of as many feelings words as they can, then they will Rally Robin them with their partner. Collect some ideas as a class – T or TA to write the feelings down on pieces of card as they are said.</p> <p>For each word the children could act it out and others guess if time.</p> <p>Ask each child to stick their feeling card to the board of piece of flipchart/display paper so that it can be used in later sessions.</p> <p><b>Activity 3: How I Feel Today</b></p> <p>Explain that some feelings such as jealousy are hard to express so we need to tell people what we are feeling and why so that they understand us. Children will work in pairs for this activity.</p> <p>One child from each pair will ask their partner how they are feeling today and why they are feeling that way. The children may have more than one feeling and that is okay. Give children about 5 mins to ask each other.</p> <p>Then complete a <b>circle time</b> where children can share how they are feeling and why they are feeling that way – children should not feel under pressure to speak and the teacher/TA may have to go first to encourage the group.</p> <p>If any children have difficult feelings then refer to Apple’s Golden Rules (<i>see appendix 4</i>) and discuss how there is always something we can do to help ourselves feel better if we have feelings such as worry, loneliness and sadness etc.</p> <p><b>Plenary:</b> Use the follow up questions (<i>see appendix 5</i>) and ask children to suggest ways to feel better if they have difficult feelings e.g. talk to a friend or family member, play a favourite game or take some deep breaths. Write the ideas on flipchart paper and keep for future reference/session or if children think of any more at any time then they can be added to.</p>	
<p><b>Session 3</b></p> <p>How to feel better</p>	<p>To know how to cope with difficult feelings and situations</p>	<p>Re-cap feelings vocabulary.          Discuss ways to help ourselves feel better.          Write 2 ideas on my apple tree.          Discuss way to help others feel better.          Write 2 ideas on my apple tree.          Share my ideas with others.</p>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Session taken from Apple’s Friends - Module 1</b></p> <p><b>Starter:</b> What did we discuss in the last session? <b>Feelings</b>          What feelings words can you remember? – Children could do a class snowball activity.</p> <p><b>Activity 1: My Apple Tree</b></p> <p>We have been discussing our feelings and how we can make ourselves feel better when we have difficult feelings. Today children will look at not only how we can help ourselves, but how others can help us and how we can offer help to them.</p> <p>Give each child a copy of My Apple Tree (<i>see appendix 6</i>)</p>	<p>Speaking and listening</p> <p>Writing</p>

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		<p>Use my ideas to help create a class apple tree.</p>	<p>Show the question: What can I do to make myself feel better? The teacher could describe a time they had a negative feeling and what they did to help themselves feel better. Model writing that idea on the apple on the example tree on the IWB or flipchart paper.          Children to think of 2 ideas to make themselves feel better and write them on 2 of the apples on their tree – refer back to Apple’s Golden Rules and the flipchart ideas from the plenary in the previous session.</p> <p>Show the question: What would I want other people to do to help me feel better?          Again the teacher could suggest their own idea first. Children to discuss with partner and then share ideas as a class. Children to then record 2 ideas of how other people could help them on the 2 remaining apples.  <b>LA/SEND may need vocab mats to help them or they could choose from a mat of ideas to write in their apples.</b></p> <p>Then take part in a stand up, hand up, pair up – children to share their apples with different children in the classroom.</p> <p><b>Plenary: Our Class Apple Tree</b>          Give out 2 cut out apples (<i>see appendix 7</i>) to the children and create a class apple tree that shows ideas about how they can help other people to feel better. Once they have written their 2 best ideas on their apple they will stick them on the tree. When the tree is covered reflect on the ideas as a class and discuss if they will be helpful.          Children could then sign their name at the bottom of the tree and this could be displayed in the classroom so that it can be referred back to.</p>	
<p>Session 4          ‘Waking Up’</p>	<p>To help others identify their feelings and ways to help them</p>	<p>Listen to a story.          Discuss the character’s feelings.          Make a prediction about what could happen next in a story.          Use drama to explore a story in groups.          Create an ending to a story as a group.          Include some ways to help others in the drama scenario.</p>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Session taken from Apple’s Friends - Module 1</b>  <b>Starter:</b> What did we look at in the last session? What did we create together? We created an apple tree of helpful ideas to help us deal with difficult feelings. Do you think the ideas will be useful? Why? Why not?</p> <p><b>Activity 1: Story</b>          Children will listen to a short story about Apple and his friends but they will decide how the story ends. Read the story ‘Waking Up’ (<i>see appendix 8</i>) with the illustrations on the IWB where referenced (<i>see appendix 9</i>).          After reading ask these key questions:          - How did Tig and Leela feel when they were told that they would have to help in the house?</p>	<p>Speaking and listening          Communication          Drama</p>

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		<p>Discuss how the characters helped each other.</p>	<ul style="list-style-type: none"> <li>- How did they feel after Apple escaped?</li> <li>- How do you think Apple felt when he escaped?</li> </ul> <p><b>Activity 2: Finish the Story</b>          The children will work in groups to use role play to finish the story off. Before they start show these questions on the IWB/flipchart paper:</p> <ul style="list-style-type: none"> <li>- What can Tig do?</li> <li>- Who can help him?</li> <li>- What will happen to Apple?</li> <li>- How do they think the story ends?</li> <li>- How do the characters feel at the end?</li> </ul> <p>Discuss questions and then give the groups some time to role play what happened when Apple ran away together.</p> <p>Ensure that groups know that they should include some of the coping strategies they have discussed over the previous sessions – can they include anything from their apple tree or the class apple tree in the role play?</p> <p><b>Plenary:</b> Share group role plays. Continue to ask: How did Tig help himself cope? Who helped him cope? How did they help him?          It would be useful to try and encourage children to create different endings so that this gives more discussion at the end.</p> <p>Children could take the Home Activity Sheet (<i>see appendix 10</i>) to complete at the end of this module at home with a family member.</p>	
<p><b>Session 5</b>          Self – Awareness</p>	<p>To become more self-aware of feelings.</p>	<p>Name a wide range of feelings and emotions. Match feelings to a scale of intensity. Identify strong feelings. Describe different feelings and how they are experienced in the body. Recognise why it is important for people to express their feelings.</p>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> Pupils stand in a circle and throw a ball or beanbag (a ‘hot potato’) to each other. When each pupil catches the ‘hot potato’ they try to name a different feeling or emotion. Pupils have the right to pass if they can’t think of one.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p> </div> <p><b>Main: Activity 1</b> - Give each group the feelings sheet cut up and mixed up (<i>see appendix 11</i>). This activity will help to introduce more words to describe the intensity of feelings. Children will group the feelings so</p>	<p>Speaking and listening          Art</p>

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			<p>that the similar ones are together first and then with each group they will put them into a scale of intensity. The first group may need to be demonstrated by the teacher.          If a group finish, then they can use the blank cards to use a different emotion and create their own – they could use a thesaurus if needed.  <b>Then set to main task – see outline below – may need a bit of modelling to begin with.</b></p> <p><b>Plenary</b> – Reflect on the main activity – children could do a gallery walk around to look at how the different feelings may look inside the body.          At the end discuss why it is important for people to express their feelings? What could happen if people bottle up some feelings?</p>	
			<p><b>Main Task:</b> Each pupil chooses one of the words from the feelings scale of intensity activity (it is a good idea to choose a more intense word or feeling) and they will use the body outline (<b>see appendix 12</b>) on which to draw and write, responding to the following questions:</p> <ul style="list-style-type: none"> <li>• If you could explain where in the body someone would experience that feeling, where would it be?</li> <li>• If the feeling had a colour, what colour would it be?</li> <li>• If it had a shape what shape would it be?</li> <li>• If it had a texture, what texture would it be?</li> <li>• If the feeling were an image or a picture, what would this be?</li> <li>• If the feeling had a sound, what sound would this be?</li> </ul> <p><b>LA/SEND</b> – To be given a couple of the words to choose one from and then a matching word bank for support. <b>TA to support.</b></p>	
Session 6 <i>Goal Setting</i>	To understand how setting goals can help us cope with feelings.	<p>Understand what a goal is.          Understand why setting goals is good for my wellbeing.          Discuss what coping strategies are.          Plan coping strategies that can help with negative feelings.          Explain success criteria for achieving my coping strategy goals.</p>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> What a goal is? Why do we have them? <i>When we are stressed or depressed, it is important to have a plan and structure in our lives. Setting a goal is like a challenge. Your brain becomes alert to the new idea. The goal needs to be challenging but realistic.</i></p> <p><b>Main:</b> Put the spider diagram back up of negative emotions from the previous session.          Ask the children to discuss with their partner activities or coping strategies they could use to cope with these emotions – then collect ideas as a class spider diagram.          Give children the blog post to read with their partner (see appendix 9) and then see if any more ideas can be added to the diagram.</p>	<p>Speaking and listening           English – Writing</p>

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**Plenary:** Children share their coping goals with one another. If any new ideas of coping strategies come up during the sharing add these to the spider diagram and keep displayed in the classroom.

**Main Task:**  
 Children write their own coping goals plan.  
 They will be given a table to complete their coping strategies goal plan.  
 The children will pick from the negative emotions and put these in the first column then they will write at least 3 strategies for each one that could help them cope. This could be done in bullet point form or written in a paragraph depending on ability.

<https://www.childline.org.uk/toolbox/calm-zone/> strategies for keeping calm  
<https://www.bbc.co.uk/bitesize/clips/zxn6n39> different levels of anger video  
<https://www.bbc.co.uk/bitesize/clips/zcd4d2p> how can you cope with feeling angry video

**MA/HA** – Will use at least 5 of the emotions to make a plan for.  
**LA/SEND** – Will use at least 3 of the emotions to make a plan for. CIP sheet provided with key words to support.

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Apple's Friends ILLUSTRATION 4

## Surprise!

It was the end of term and the start of a long holiday. Yippee!

As he ran out of school, Tommy was looking for the twins, Tig and Leela, because they usually walked home together. He saw them waiting for him with four other children. Sandy lived next door to Tig and Leela, and Jack and Ali were two boys who really liked football. Jill lived quite a long way from school and usually went home on a bus, but today she was having tea with Sandy.

Jill smiled. She was very happy that Sandy had invited her for tea. But really she felt a bit worried about the holiday because she lived so far away. She wouldn't see much of her school friends over the next few weeks, and thought she would feel lonely.

'I couldn't wait for these holidays to start!' said Leela, as Tommy joined the group. 'My mum is going to have a new baby. It's so exciting.'

Secretly, Leela hoped the baby would be a little girl. She already had a brother, Tig, and it would be great to have a sister.

But Leela did have one worry. She loved it when her mum cuddled her, told her stories and kissed her goodnight. Would Mum still have enough love for her or would the new baby get all the cuddles and kisses instead? She hadn't told anyone about her worry because she didn't want them to laugh at her.

The children walked along together, carrying their school bags. Sandy looked at Tig. He seemed to be dreaming.

ILLUSTRATION 5

But he was actually thinking that in the holidays he would have more time to play with his pet hamster, Apple.

Apple was very different from his old pet, Zippy the stick insect. Zippy was as thin as a stick. He didn't eat much and he moved very slowly. But Apple was soft and furry. He ate a lot and liked hiding food in a corner of his cage. Every night he ran round and round on his wheel. Sometimes Tig got him out and let him run around the rug in his room. Sometimes he just sat and stroked him. Tig thought he had a very friendly little face.

Sandy interrupted Tig's thoughts. 'You and Leela are so lucky to be having a new baby in your family!' she said.

'Well, you can come and play with it,' said Leela. **[pause 1]**

Tommy was walking along quietly behind the others.

'Aren't you excited about the holidays, Tommy?' asked Jill.

'Yes, I'm looking forward to going to the seaside,' he said. 'But my mum and dad will probably spoil it by arguing all the time. It's no fun when they start shouting at each other.'

The others looked at him. They felt sad for Tommy. He'd often told them about his parents fighting, and how it made him want to go off by himself. That was how they'd first met him. He had been sitting by himself under an old tree.

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Year 4 PSHE Medium Term Plan  
Autumn 2



Apple's Friends Module 1

Ali kicked a football along as they walked home.

'I wish I was going to the seaside,' he said. 'We're going to be at home for the whole holiday.'

Looking at Tig, he added, 'Tig, you've got to come over and play with Jack and me. Some of the boys on our street are great at football. Now that it's the holidays, I'm going to play with them every day.'

'Yeah, that would be brilliant,' said Tig.

Although Ali wanted to play football every day, he knew that it wouldn't happen. On some days his mum and dad would both be at work and Ali would have to go to his grandma. She was kind and she made nice food. But she lived in a small flat and there was nowhere for him to play. **[pause 2]**

When the children walked round the corner into the road where Tig, Leela and Sandy lived, Leela cried out in surprise. Her dad was standing outside, waiting for them with a big smile on his face. She ran towards him.

'We've got a surprise for you,' said Dad. 'You can all come in and have a look, but please don't make too much noise.'

**ILLUSTRATION 6**

They took off their shoes and went upstairs as quietly as they could. Sitting up in bed was the twins' mum. In her arms was a small, pink bundle.

'It's our baby!' said Leela. 'It's a girl, isn't it? Look how tiny she is!'

Module 2 Apple's Friends

The children looked at the baby. Her little face was full of wrinkles, like a very old person. She was fast asleep.

'What's her name?' whispered Jill.

'That's still a secret!' said Dad. 'Now, off you go. Mum needs to rest.'

The girls went off to tell Sandy's mum, and the boys rushed down the stairs after them.

'See you soon, Tig,' said Jack. 'Don't forget about the football, will you?'

'I won't!' said Tig.

He went into his bedroom to tell Apple what was going on. What would it be like having a new baby sister?

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Illustration 4

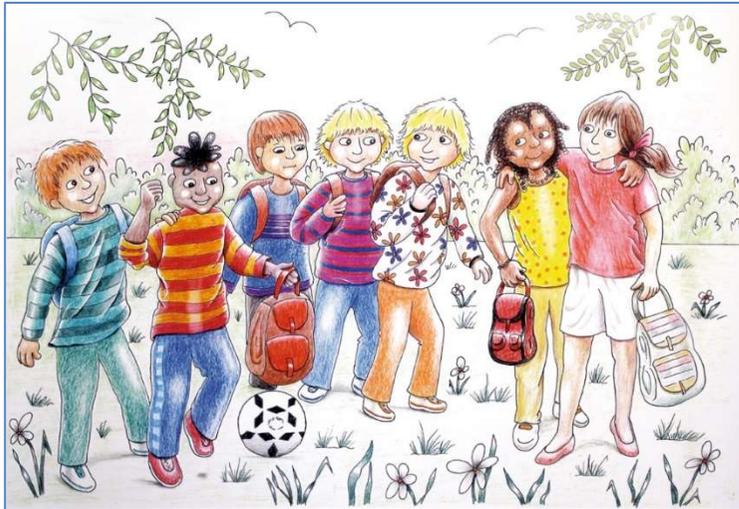


Illustration 5

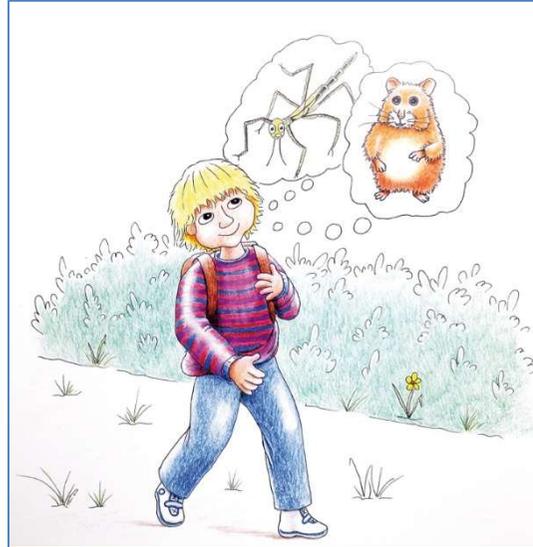
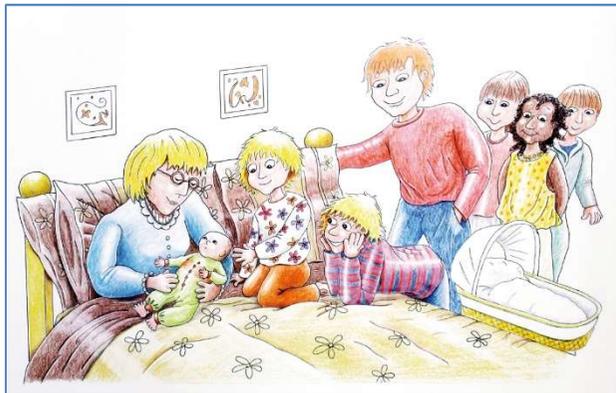


Illustration 6



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Appendix 4 – Apple’s Golden Rules

# Apple’s Golden Rules

A good solution:

1

Helps me to feel better

2

Doesn’t hurt me or anyone else

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## Follow-Up Questions

Recognise the child's feelings:

- 'I can see that you are upset/angry'
- 'I understand this is difficult for you'

Then ask these questions:

- What can you do to help you feel better?
- Does it help you to feel better?
- Does the other person feel better?
- Does it obey the Golden Rules?
  - It helps me to feel better
  - It doesn't hurt me or anyone else
- Do you have other suggestions - is there anything else you can do?
- Does anyone else have a suggestion?
- Is this something you would like to try?

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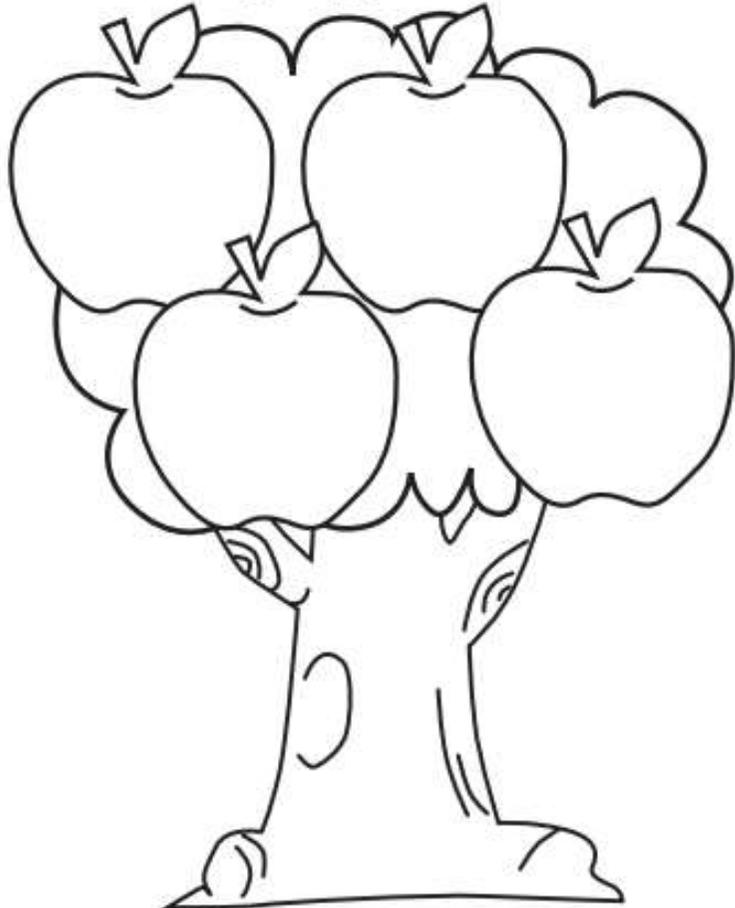
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# My Apple Tree



Name .....

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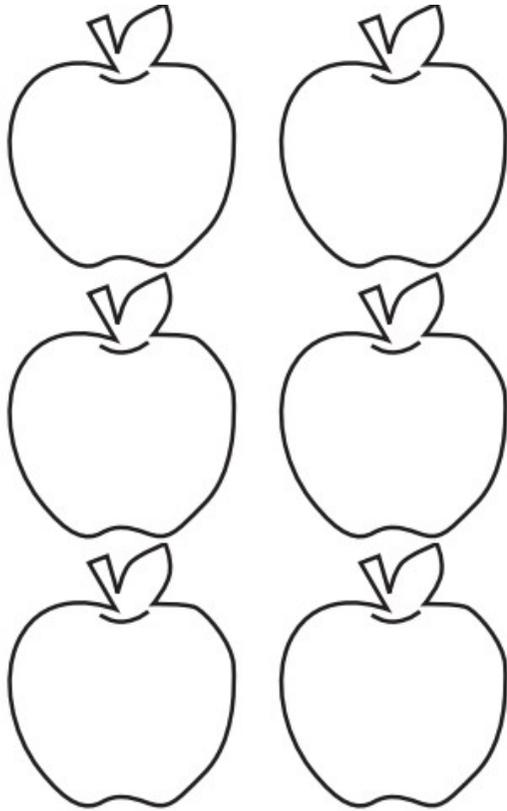
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**Appendix 7 – Individual Apple Sheet for Class Apple Tree**



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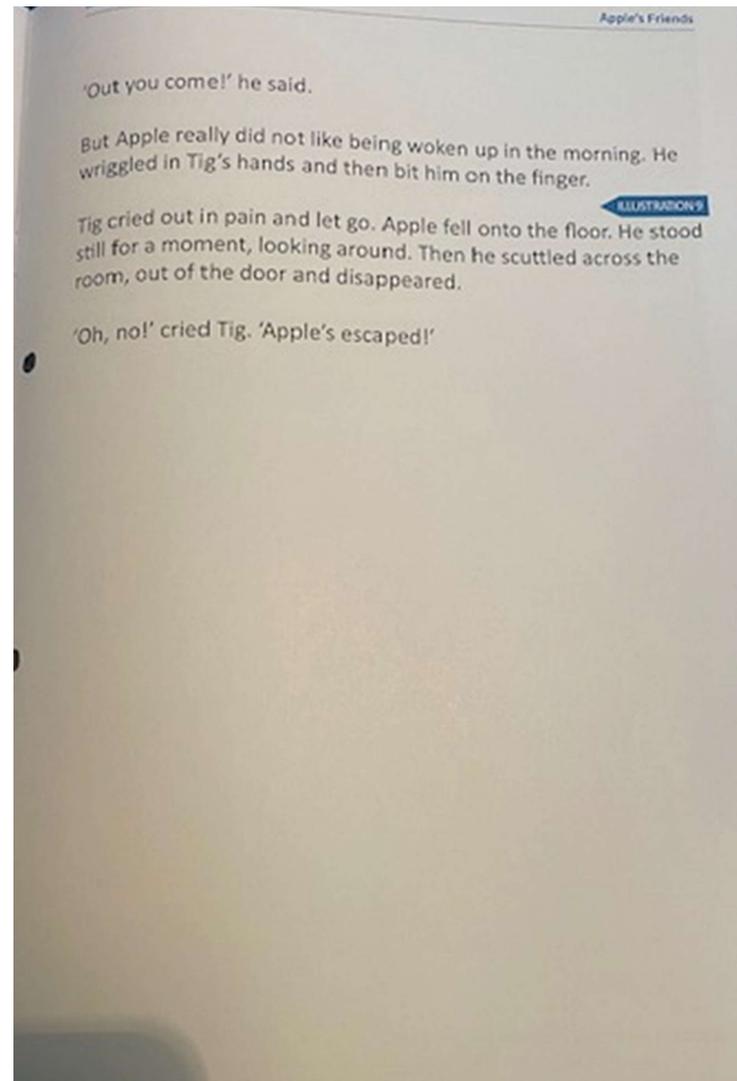
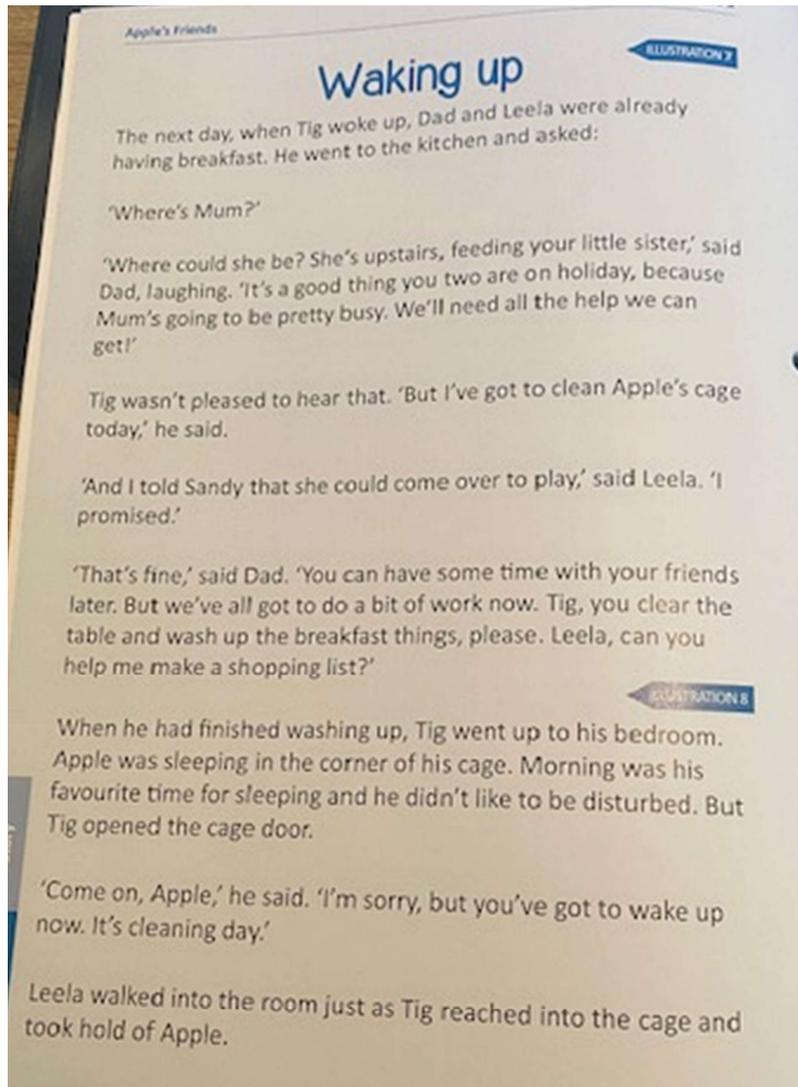
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MOTIVATIONAL

PROBLEM SOLVER

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TOLERANT



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**Appendix 9: Illustrations for the story**

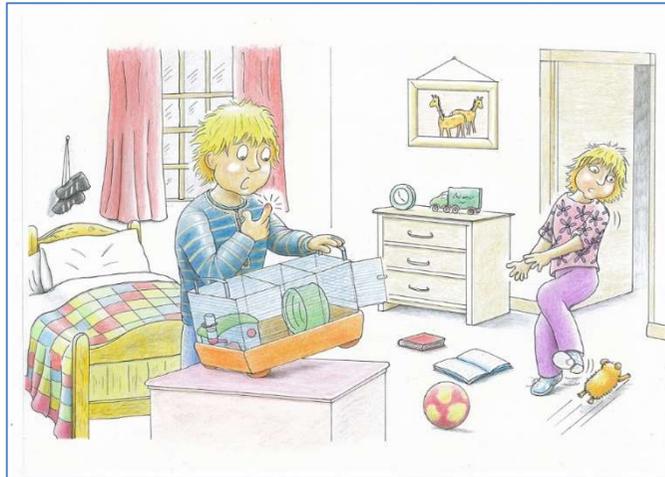
**Illustration 7**



**Illustration 8**



**Illustration 9**



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## Apple's Friends Module 1: Home Activity

### Our Apple Tree

In *Apple's Friends*, Module 1, we have been talking about how to help ourselves, and others, to feel better when we have difficult feelings (e.g. feeling sad, angry or nervous). Please sit down with your child, talk about the day and share good and bad feelings you've had during the day.

**Family member:** I felt good today because \_\_\_\_\_

I felt bad today because \_\_\_\_\_

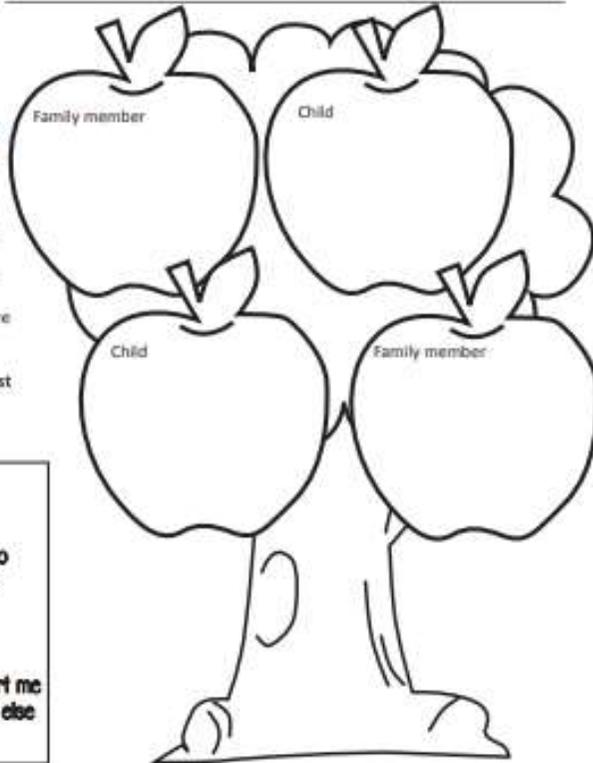
**Child:** I felt good today because \_\_\_\_\_

I felt bad today because \_\_\_\_\_

#### My ideas to feel better

Two of these apples are for you to complete, and two for your child. Each of you should think of two ways you could help yourself to feel better when you have difficult feelings. Write or draw the ideas in your two apples. You and/or your child could colour in the tree and apples.

Remember: Your ideas must follow the Golden Rules!



#### A good solution:



• helps me to feel better



• doesn't hurt me or anyone else

Signed (family member) \_\_\_\_\_ Signed (child) \_\_\_\_\_

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**Appendix 11: Feelings match up – scale of intensity (these should be pre-cut for each group and mixed up)**

Match the similar feelings, then rank them on a scale of intensity. ✂

happy	cheery	joyful	ecstatic
sad	upset	forlorn	heart-broken
scared	anxious	frightened	petrified
angry	irritated	cross	furious
worried	concerned	troubled	distressed
pleased	satisfied	delighted	overjoyed

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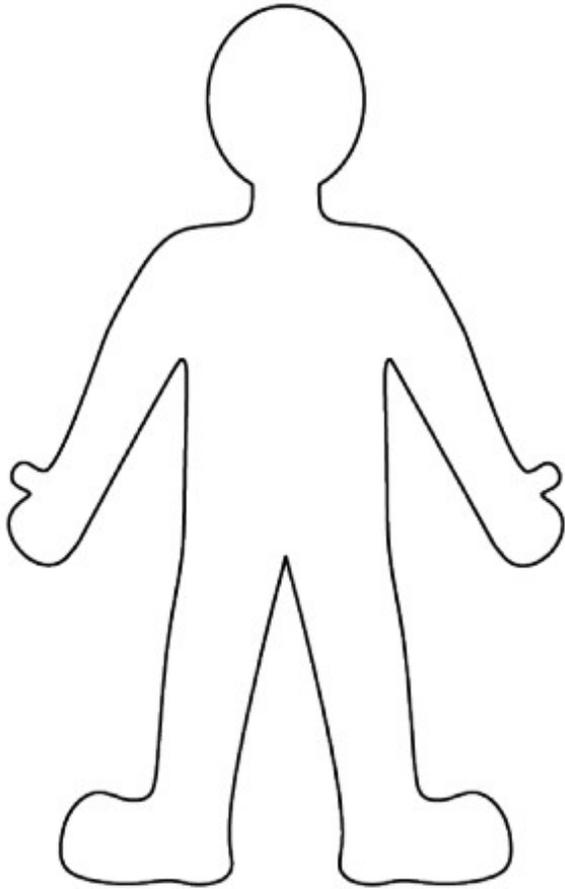
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