

SADSVILLE KEY STAGE 2 LESSON OR ASSEMBLY PLAN

This lesson or assembly plan has been put together by the Martin Roberts Foundation to help you introduce the Sadsville Book to your children.

It is recommended that you give the children the opportunity to hear the story of Sadsville first. It's interesting to stop at regular intervals and ask why they think that everyone is sad.

You can either:

1. Read the book aloud in a class or group
2. Watch the video of Basil Brush reading Sadsville

that can be found on:

www.sadsville.co.uk

Before starting this lesson, please visit

www.sadsville.co.uk and download the free resources

to support you. These include:

- Sadsville Assembly / Lesson powerpoint
- Bag of Worries Worksheet
- Circle of Support Worksheet
- How to be a Good Listener Worksheet
- If I'm Feeling Sad Worksheet
- Tips for Wellbeing Poster
- Tips for Childhood Well-being for parents & carers



LESSON PLAN ABOUT FEELING SAD AND TALKING ABOUT EMOTIONS LINKING TO THE SADSVILLE BOOK



This Lesson or Assembly Plan can be used alongside the Powerpoint slides available as a free download from www.sadsville.co.uk

Age group:

Key Stage 2 (suggested 8/9 year olds but suitable for others)

Aims of this Lesson or Assembly Plan:

- To offers some simple guidance on how to deliver and explain the Sadsville book to your pupils
- To help children understand and express their emotions
- To encourage children to talk about their concerns - no problem is too big or too small
- To make children aware of how they can help themselves and one another and sources of other help, including Childline

Resources:

Lots of resources are available online at www.sadsville.co.uk including:

- Sadsville Assembly / Lesson slides
- Bag of Worries Worksheet
- Circle of Support Worksheet
- How to be a Good Listener Worksheet
- If I'm Feeling Sad Worksheet
- Tips for Wellbeing Poster
- Tips for Childhood Well-being for parents & carers
- A video recording of Basil Brush reading Sadsville
- A digital 'read along' version available on www.fonetti.com

OPTIONAL

- An onion, knife, chopping board and box of tissues for the demonstration in the Optional Introduction
- Drawstring bag and props to represent worries as per Slide 8 of the presentation.

Idea for Further Development: If you want to develop this lesson or assembly further, a role-play activity could be carried out with a child pretending to cry and another child asking what's wrong. Encourage the children to listen to one another and practice what they have said in the exercise 'How to be a Good Listener'.

TEACHER PRESENTATION

OPTIONAL BEGINNING

Take the onion and begin peeling it and chopping it.

"Today we are going to talk about feelings & emotions. In particular about feeling sad and crying".

NOTES / ACTIONS

Observe that it's not easy to prepare an onion without crying. A strong substance is released that causes the tear ducts in our eyes to water

INTRODUCTION

SLIDE 2: "LET'S TALK!"

Today we are going to talk about what makes us happy and what makes us sad. We will talk about our emotions, in particular feeling sad and the reasons why someone might cry.

I will also explain to you about Childline, a safe service just for children and young people where children can talk to someone if they have a problem that is making them feel unhappy or worried and they need to talk to a someone in confidence.

We have been reading / listening to the story 'SADSVILLE'. As you know this is a book about a place where people are always sad.

Today we are going to talk about feelings & emotions. In particular about feeling sad and crying.

An electronic read-along version of SADSVILLE is available free of charge by visiting www.fonetti.com and searching for 'Sadsville'.

SLIDE 3: "WHY MIGHT SOMEONE CRY?"

Why might someone cry?

Explain that there are a lot of reasons why people cry, and like laughter, tears simply reflect our innermost feelings.

Gather feedback from a few children.

TEACHER PRESENTATION	NOTES / ACTIONS
<p>SLIDE 4 : "PEOPLE CRY FOR DIFFERENT REASONS"</p> <p>People can cry as a result of a wide range of emotions. For example:</p> <ol style="list-style-type: none"> 1. Winning athletes on the podium are sometimes moved to tears as their national anthem is played. 2. Someone meeting up with a loved one they haven't seen for a while. 3. A parent watching a child sing or perform. 	<p>Ask children what sort of emotions might these people be feeling.</p>
<p>SLIDE 5 : "CRYING IS OK"</p> <p>People of all ages cry. Some people are moved to tears very easily. Explain that tears let out deep feelings and can help us to feel better.</p>	<p>Reassure children that it's alright to cry.</p>
<h2>KEEPING FEELINGS INSIDE</h2>	
<p>SLIDE 6 : "WHY MIGHT SOMEONE KEEP THEIR WORRIES INSIDE"</p> <p>Why do you think someone might keep their worries hidden?</p>	<p>Ask for feedback from children i.e. feel silly, don't want to be embarrassed, don't want to hurt someone else's feelings.</p>
<p>SLIDE 7 : "WHAT DO YOU THINK ?"</p> <p>Do you think it's good to keep your worries inside?</p> <p>Explain that releasing emotions and showing how we feel often makes us feel better.</p>	<p>Gather feedback from a few children.</p>
<p>SLIDE 8 : "BAG OF WORRIES"</p> <p>What kind of things might make you feel sad, unhappy or worried? For each example given, place an item into the bag. Ask children to give suggestions on what makes them feel sad?</p> <p>The bag is starting to get really heavy. It would be difficult to carry all this sadness around if you didn't know who to turn to for help and support. Ask the children how this would make them feel?</p>	<p>Use an actual bag as physical prop. The empty bag is as light as a feather and easy to carry. But now get the children to load items into the bag. Imagine these items were worries that a child could be carrying around. Use the BAG OF WORRIES worksheet and help children draw or write what might be in their bag.</p>

SLIDE 9 : "BIG & SMALL FEELINGS"

We have feelings that come and go every day. These are small feelings, such as feeling excited about something or nervous about something. Small feelings can feel very strong at times, but these feelings aren't usually a problem; they're all part of everyday life. We can usually keep these feelings inside as they pass quickly.

"Can you think of small feelings that you've had today?"

Ask some children for examples: i.e. I'm not looking forward to my maths test later or I'm going to have tea with a friend today.

SLIDE 10 & 11 : "BIG FEELINGS CAN BE BAD"

We know that small feelings are all part of everyday life. But how about BIG feelings? Those ones that you feel EVERY DAY.

Big feelings can change how we behave, how we see ourselves and the world around us and how we are with other people.

Some of us might never experience these big feelings, but for those people that do, they can be really serious and shouldn't be ignored.

"How do you think XX would behave if he was ALWAYS worried. Or if XX was ALWAYS scared?"

Refer back to previous answers on small feelings and ask how these children might feel if they felt like that ALL THE TIME.

'GOOD' SAD & 'BAD' SAD

SLIDE 12 : "GOOD SAD & BAD SAD"

Explain that not all types of sadness are the same. Sometimes its OK to be sad. It's just part of everyday life and growing up. Nobody likes to be sad but 'Good Sad' feelings, like small feelings will pass relatively quickly.

Ask children about little things that might make them sad.

SLIDE 13 : "BAD SAD"

Explain that there is a different kind of sadness that can be called 'Bad Sad'. These sad feelings can be caused by the actions of someone else. Like Big Feelings, this is a lot more serious and if you think you might be experiencing 'Bad Sad' you need to reach out for help and support.

Ask the children for examples of 'Bad Sad'. These could include being bullied, being left on your own for long periods (being neglected) or being physically or mentally abused.

WHY TALKING & LISTENING IS IMPORTANT

SLIDE 14 & 15 : "REACHING OUT FOR HELP / TRUSTED ADULT"

It can sometimes be difficult to understand how we are feeling and to tell the difference between our big and small feelings and 'Good Sad' and 'Bad Sad'.
"Who can help us understand the difference?"

Explain who a 'Trusted Adult' is:

- a teacher
- a parent or carer
- grandparents
- an aunt/uncle or any family member over 18 years old

Use the CIRCLE OF SUPPORT worksheet to help children record who they can talk to about how they are feeling.

SLIDE 16 : "SADSVILLE"

Remember the story of 'SADSVILLE' where everyone is always sad ALL THE TIME. The characters in Sadsville are so wrapped up in themselves and their worries that they don't talk to one another about what is making them sad - until a person from the outside comes in.

SLIDE 17 : "BEING A GOOD FRIEND"

It can sometimes be difficult to talk to someone if they seem too busy or you don't know what to say or how to start off the conversation.
"Can you think of words that you could say to make sure that person you are talking to listens carefully?"

And if someone wants to talk to you about how they feel, it is important to LISTEN. A friend could simply sit quietly beside someone who is upset. They may need to wait patiently if that person wants to be alone. A word of comfort or encouragement might help – or simply a reassuring touch. Someone who is upset is often helped if someone else will listen, not commenting or giving advice.

Draw out responses like "I've got something I want to talk about" or "I'm feeling really uncomfortable"

Ask children to offer ideas of how to be a good listener and friend. e.g. Sit side by side, make them feel comfortable to talk, listen carefully to what they say.

Use the HOW TO BE A GOOD LISTENER worksheet and ask children to complete by drawing or writing what they think makes someone a good listener.

SLIDE 18 : "IF YOU'RE FEELING SAD"

Remember if your feelings are getting too BIG to cope with on your own and you feel you want things to change...talking to someone else might really help.

Explain that children should tell a trusted adult if they feel hurt, unsafe, sad, worried or frightened and reassurance should be given that it is NEVER a child's fault to have these emotions. If the situation doesn't change it is very important for the child to keep speaking out and keep telling a trusted adult until the situation improves and changes.

Use the IF I'M FEELING SAD worksheet to guide children to think about what they can do to help themselves if they are feeling sad.

Hand out or post on wall TIPS for WELL BEING.

SLIDE 19 : "IF FEELINGS GET TOO BIG"

Explain that children contact Childline for all sorts of reasons so whatever the worry they will always listen carefully and trust whatever they are told. What a child says to Childline stays with Childline. It is a confidential 24 hour service, available every day of the year. Calls are free of charge. Children have a choice and do not have to give their name.

TIPS FOR WELL BEING YOU MAY WANT TO SHARE WITH CHILDREN



Connect: Spend time with family and friends. Enjoy doing things together and talking to each other. Maybe help prepare some food or play a game. Take a break from gadgets.



Be active: It keeps you physically healthy, and makes you feel good. Breathe in some fresh air.



Keep learning: Try something new. Try a new hobby, or learn about something just because it interests you.



Take a look at nature or the world around you.



Give: Do something for a friend or relation/adult. As well as making them feel good, it can make you feel good too!



Eat Well & Rest: Eat a balanced diet and make sure you're getting enough sleep.

We hope you found this Lesson Plan useful and that it created lots of discussion in your group or school. We'd love to hear back from you on how it went and what the children think of the Sadsville Book. You can complete a teacher questionnaire online at www.sadsville.co.uk. Here you will also find a feedback form to download and print out for your children to give their feedback on the book.

And just as a final reminder of what an important lesson this is, a few words from the NSPCC and Childline:

“Thank you for creating this highly entertaining and original way of raising children’s awareness of how they can reach out for help through support services such as Childline. I wish the Sadsville book project every success.”

**Dame Esther Rantzen DBE,
Founder & President of Childline**

“The Sadsville book project will help support the work of the NSPCC to protect children today and prevent abuse from happening tomorrow... Sadsville introduces children to problem solving and explains that you can be sad for a number of different reasons and encourages them to have the confidence to seek help. The number and website for the Childline support services offers a call to action at the end of the book and provides children with a lifeline when needed the most. In the most extreme of cases, this lifeline saves lives. By distributing Sadsville widely, we put this message in to the hands of children who may not otherwise have known who to turn to for help, and although it is impossible to monitor how children come to hear about Childline, the number of additional children using the service as a direct result of this initiative could be highly significant.”

Peter Wanless, CEO NSPCC

