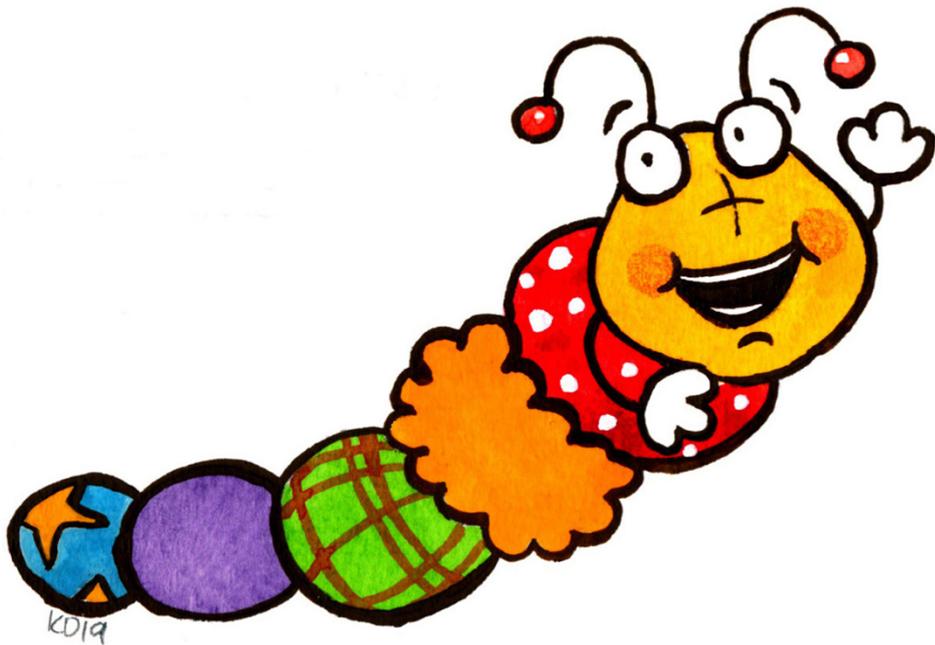


**CASEY'S
CATERPILLAR
CLUB**

Reception and Year 1

Coronavirus Edition



Introduction to the Casey storybook

Dear Parents,

Given the current situation, we thought it might be helpful to share with you this storybook that your child will have used to help them talk about their feelings whilst in school. During these extraordinary times, your child is likely to be feeling a raft of different feelings in a much more heightened way than perhaps they would have done under more normal circumstances. The purpose of this storybook is to help your child discuss some of these feelings with you.

How to use the storybook

It is up to you how and when you use this storybook. In school, the children have a regular slot when they sit and listen to the story and discuss the week's feeling as a class. You may choose to do something similar, or you may prefer to just use a particular story as and when you think it is necessary. The children will also be used to having a fluffy Casey that who joins them during the story. These Casey's are simply made out of 4 or 5 pom poms that are joined together, with a simple face added. Please feel free to make a Casey of your own, or alternatively, you could ask your child to draw a picture of Casey who could 'join you' during the story.

Please also be aware that the general nature of this storybook means that your child's individual experience of a particular feeling may be different to what is described in the story. Where possible, allow your child to explore this with you. Also, as it is written to cover children of different ages, you may feel that some descriptions are too complicated for your child or give more information than you are comfortable with. **This storybook is simply a guide to help you explore feelings with your child; please adapt and amend the story according to the needs of your individual child/children.**

Some helpful tips when discussing feelings with your child

1. Try to normalise their feelings: your child is bound to be feeling all sorts of different and perhaps confusing feelings at the moment. Phrases such as:

- It's Okay to feel angry/lonely/sad/confused/disappointed etc' or
- I understand that you feel, ' or
- It's normal to feel

will help to reassure them that this is normal under the circumstances.

2. Be curious: being curious in the way we talk about feelings with our children really helps, as it invites open discussion rather than our children feeling *told* how to feel. We have specifically not included any direct examples of times when your child might feel a particular feeling as it will be different for each child. Try to explore the different feelings with your child, and validate their individual experience. Again, using phrases such as:

- I wonder if you might be feeling angry/disappointed/sad etc or
- Shall we see if there are any other feelings you might have as well as feeling or
- I sometimes feel sad when I feel lonely/angry do you think you might be feeling that too?

3. Practice being calm with your child: like riding a bike, the skill of being calm needs practice in order to become good at it. The more you practice 'Calm Time' with your child, particularly when they are already being calm, the more quickly and easily they will be able to become at calming down when they are feeling emotional.

None of us are perfect and it is going to be particularly difficult to remain consistent and calm during these difficult times. Be kind to yourself as well as your child. If possible, try to find your own space and time to know and express your own feelings, both the comfortable feelings as well as the more uncomfortable ones. Also, please hear the words of Casey when he says, 'feelings are just feelings, they come and they go, we don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust.'

We wish you all well at this time and hope that this storybook gives you the opportunity not only to help your child learn the words to express their feelings, but also that it allows you to spend some fun, quality time together that you might not otherwise have had.

With our very best wishes,

Liz and Natalie.

April 2020

PS . I should like to thank my daughter, Emily, who had hoped to be revising for her GCSE exams at the moment but, given their cancellation, has used the time instead to help put this storybook together. x



Guidance Notes

Talk Time

Helping your child to recognise their feelings and express them using their words rather than repress them or express them through negative behaviour, is the focus of the Talk Time slot.

Encourage your child to:

- discuss times when they may have had the feeling in question, using some or all of the suggested questions listed;
- notice what happens in their body when they are experiencing a particular feeling or point out some of the physical signs that you have noticed. In this way, your child is more likely to recognise a particular feeling and nip any negative feelings in the bud before they become unmanageable;
- talk about *their* experience of how they are feeling. There is no right or wrong way to feel, what's important is that your child has the opportunity to share *their* experience of a specific feeling; and
- come up with ideas about how to help with each feeling – if they find these answers themselves, they are more likely to practice them going forward.

Emphasise that the right things to do when we get uncomfortable feelings are:

- i) to practise being calm; and
- ii) to say sorry after we've done something we regret as a result of our uncomfortable feelings.

Calm Time

Once you have read the story a few times, you may find that you are able to talk your child through Calm Time without the need for the notes. In any event, try to join in with the simple breathing exercises as you and your child copy what Casey does.

As already mentioned, the more you encourage your child to practice the Calm Time exercises whilst he/she is already being calm, or at least notice that they are being calm and point this out to them, the better they will become at being calm when you ask them to be.

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Session One – Meeting Casey

Casey crawled out from the cosy warmth of his cocoon and settled on a leaf to soak up the early morning sunshine. Before long, he heard the sound of children arriving at the school gate. He looked up and saw Jacob running over towards him underneath the old oak tree. Casey waved and called him over, delighted that his friend was coming to see him.

Jacob flopped down onto the wet grass next to Casey and began to tell him all about the Coronavirus and how it was making lots of people poorly.

Casey listened carefully as Jacob explained that lots of the children wouldn't be able to come back to school after the weekend as they had to stay at home where it was safe. 'Some Mummies and Daddies still had to go to work to help other people', explained Jacob, 'so those children still needed to come to school, but most of his friends were going to stay at home'.

Casey listened carefully. He knew that the children would have all sorts of different feelings and he wanted so much to be able to help them. 'I know what I'll do' he thought, 'because I'm a caterpillar I won't catch Coronavirus and I won't spread it to the children either. That means that I can visit the children in their homes, not just here in the school.

So that is what Casey did. Every morning he set off from the cosy warmth of his cocoon underneath the old oak tree, to visit one of the children and find out how they were feeling. Casey knew that letting the children talk about their feelings always helped, particularly when the feelings might be a bit tricky and confusing.

Shall we join Casey to see whom he is visiting today ...

THIS ASPECT OF THE STORY IS DESIGNED TO HELP SET THE SCENE FOR YOUR CHILD AND THEREFORE CAN BE REPEATED AS LITTLE OR AS OFTEN AS YOU FEEL IT IS NECESSARY

Feeling Angry – Amber

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Amber.

"Hello Amber!" said Casey, "How are you feeling today?"

"I feel **angry** today" said Amber, "like a cross crocodile. I know that I'm feeling angry because I feel like I've got lots of angry bubbles in my tummy that want to burst out of me. I just want to stamp and hit and shout all at the same time. [Year 1 - I feel all hot and bothered too, like I'm going to burst into tears any minute, but I really don't want to cry]" she explained.

"I know what you mean" replied Casey "being angry is not a very comfortable feeling at all."

"Talking about your feelings will always help" said Casey. "Shall we ask [insert name of your child] about times when they may have felt angry?" Casey asked.

TALK TIME

- Have you ever felt angry?
- Do you know why you felt angry?
- Can you show me an angry face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt angry (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt angry?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help next time you feel angry?

Suggested answers to the final question:

- talk about your angry feelings with Mummy or Daddy
- come for a cuddle
- find something that makes you happy
- play a game

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt angry [insert name of your child]" said Casey.

"Feelings aren't always comfortable, but it's always good to remember that 'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust.'"

"Now we know about feeling angry, please would you help me practice being calm?" continued Casey. "Being calm really helps me with my feelings. It's really easy, just follow me"

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Amber. “I don’t feel so angry anymore” she added.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said Amber as she waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Disappointed – Daniel

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Daniel.

"Hello Daniel!" cried Casey, "How are you feeling today?"

"I feel **disappointed** today" said Daniel, "like a disappointed duck that has lost its quack! I know that I'm feeling disappointed because I feel sad and flat inside and I don't want to smile. [Year 1 – I feel a bit angry and confused too, like something has gone wrong and I don't know why]" he explained.

"I know what you mean" replied Casey "being disappointed is not a comfortable feeling."

"Talking about your feelings will always help" said Casey. "Shall we ask *[insert name of your child]* about times when they may have felt disappointed?" Casey asked.

TALK TIME

- Have you ever felt disappointed?
- Do you know why you felt disappointed?
- Can you show me a disappointed face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt disappointed (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt disappointed?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help next time you feel disappointed?

Suggested answers to the final question:

- talk about feeling disappointed with Mummy or Daddy
- come for a cuddle
- find something that makes you happy
- think about some good things that have happened or remember times when you were able to enjoy the things you can no longer enjoy

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt disappointed *[insert name of your child]*" said Casey.

"Feelings aren't always comfortable, but it's always good to remember that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"

"Now we know about feeling disappointed, please would you help me practice being calm?" continued Casey. "Being calm really helps me with my feelings. It's really easy, just follow me"

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Daniel. “I don’t feel so disappointed anymore” he added.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said Daniel as he waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Excited – Edward

[NB: this feeling may be relevant once we are coming towards the end of lockdown and your child is looking forward to life going back to normal. Allowing them to be excited will be important, but containing their excitement so that they don't become too over excited may be the challenge.]

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Daniel.

"Hello Daniel!" cried Casey, *"I'm so pleased to see you. How are you feeling today?"*

*"I feel **excited** today"* said Edward, *"and I know that I'm feeling excited because I feel all bouncy and bubbly inside and I want to jump and bounce around like a bouncing bunny rabbit. [Year 1 – It's really hard having to still stay indoors, I just keep wiggling and jiggling about like a firework]"* he explained.

"I know what you mean" replied Casey *"being excited is a great feeling. We just have to be careful not to become too over excited"* he explained.

"Talking about our feelings is always a good thing to do" said Casey. *"Shall we ask [insert name of your child] about times when they may have felt excited?"* Casey asked.

TALK TIME

- Have you ever felt excited?
- Do you know why you felt excited?
- Can you show me an excited face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt excited (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt excited?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to make sure that you don't get too over excited?

Suggested answers to the final question:

- practice being calm with Mummy or Daddy
- play a game/do an activity with somebody that helps you be happy and excited
- draw a picture of your excited feelings

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt excited [insert name of your child]" said Casey.

*"Feeling excited is a great feeling and we know that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"*

“Now we know about feeling excited, please would you help me practice being calm?” continued Casey. *“Being calm really helps me with my feelings. It’s really easy, just follow me”*

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. *“You did some fabulous calm breathing.”*

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. *“Follow me, I’ll show you how”.*

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Edward.

“I’m so glad,” replied Casey, *“Being excited is a great feeling, but always remember to talk about your feelings with someone in your family and practice being calm as much as you can.”*

“I won’t forget” said Edward as he waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Grumpy – Greta

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Greta.

"Hello Greta!" cried Casey, *"I'm so pleased to see you. How are you feeling today?"*

*"I'm feeling **grumpy** today"* said Greta, *"and I know that I'm feeling grumpy because I feel cross and bothered like a snappy crab, and I don't want to do anything. [Year 1 – I feel kind of sad and mean too and I just want people to leave me alone]"* she explained.

"I know what you mean" replied Casey *"being grumpy is not a comfortable feeling."*

"Talking about our feelings will always help" said Casey. *"Shall we ask [insert name of your child] about times when they may have felt grumpy?"* Casey asked.

TALK TIME

- Have you ever felt grumpy?
- Why did you feel grumpy?
- Can you show me a grumpy face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt grumpy (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt grumpy?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help next time you feel grumpy?

Suggested answers to the final question:

- talk about feeling grumpy with Mummy or Daddy
- come for a cuddle
- think about things that makes you happy
- play a game or put on some music and dance

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt grumpy [insert name of your child]" said Casey.

*"Feelings aren't always comfortable, but it's always good to remember that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"*

"Now we know about feeling grumpy, please would you help me practice being calm?" continued Casey. *"Being calm really helps me with my feelings. It's really easy, just follow me"*

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Greta. “I don’t feel so grumpy anymore” she added.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said Greta as she waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Happy – Harry

[NB: Like excited, this feeling may be more relevant to explore when the lockdown is lifted. However, slightly older children may feel unsure about feeling happy during the coronavirus situation when they are aware that the grown ups in their world aren't necessarily feeling lots of happy feelings.]

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Harry.

"Hello Harry!" cried Casey, *"I'm so pleased to see you. How are you feeling today?"*

*"I'm feeling **happy** today"* said Harry, *"like a big happy hippo playing in the mud. I know that I'm feeling happy because I feel all warm and bubbly inside and I can't stop smiling. [Year 1 - I feel like I want to share my smile and my happy feelings like we do in school, but I feel bad in case other people aren't feeling happy like me]"* he explained.

"I know what you mean" replied Casey *"being happy is a great feeling."*

"Talking about our feelings is always a good thing to do" said Casey. *"Shall we ask [insert name of your child] about times when they may have felt happy?"* Casey asked.

TALK TIME

- Have you ever felt happy?
- Why did you feel happy?
- Can you show me a happy face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt happy (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt happy?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help you feel happy more often?

Suggested answers to the final question:

- share your happy feelings with someone in your family, even if they're feeling sad it might still help to see your happy smile
- draw a picture of your happy face to remind you what a happy face looks like
- parents make a big thing of 'feeling better' when your child shows you their happy face

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt happy [insert name of your child]", said Casey.

*"Feeling happy is a great feeling and we know that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"*

“Now we know about feeling happy, please would you help me practice being calm?” continued Casey. *“Being calm really helps me with my feelings. It’s really easy, just follow me”*

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. *“You did some fabulous calm breathing.”*

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. *“Follow me, I’ll show you how”.*

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Harry.

“I’m so glad,” replied Casey, *“But don’t forget, it’s normal to have lots of feelings when things are so different because of the coronavirus situation. Sometimes you might feel happy even when somebody else doesn’t, but talking about your feelings and sharing your happy smile will always help.”*

“I won’t forget” said Harry as he waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Okay – Ollie

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Ollie.

"Hello Ollie!" cried Casey, "I'm so pleased to see you. How are you feeling today?"

"I'm feeling **okay** today" said Ollie, "and I know that I'm feeling okay because I feel calm and comfortable, just like my cat sitting in the sunshine. [Year 1 – I feel like I can just get on with things and not worry too much about anything]" he explained.

"I know what you mean" replied Casey "being okay is a nice, comfortable feeling."

"Talking about our feelings is always a good thing to do" said Casey. "Shall we ask [insert name of your child] about times when they may have felt okay?" Casey asked.

TALK TIME

- Have you ever felt okay?
- Why did you feel okay?
- Can you show me an okay face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt okay (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt okay?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help you feel okay more often?

Suggested answers to the final question:

- practice Calm Time
- parents endeavour to notice and encourage your child when they are happily playing in their own space or just 'being okay' with life

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt okay [insert name of your child]", said Casey.

"Feelings aren't always comfortable, but it's always good to remember that 'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'."

"Now we know about feeling okay, please would you help me practice being calm?" continued Casey. "Being calm really helps me with my feelings. It's really easy, just follow me"

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Ollie.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Sometimes they’ll be comfortable feelings and sometimes, they won’t, that’s OK. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said Ollie as he waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Sad – Sadie

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see Sadie.

"Hello Sadie!" cried Casey, *"I'm so pleased to see you. How are you feeling today?"*

*"I'm feeling **sad** today"* said Sadie, *"like a puppy that wants to play but has nobody to play with. I know that I'm feeling sad because I feel upset inside my tummy and I've got big tears inside my eyes. [Year 1 – I feel grumpy too and I just want people to leave me alone]"* she explained.

"I know what you mean" replied Casey *"being sad is not a comfortable feeling."*

"Talking about our feelings is always a good thing to do" said Casey. *"Shall we ask [insert name of your child] about times when they may have felt sad?"* Casey asked.

TALK TIME

- Have you ever felt sad?
- Why did you feel sad?
- Can you show me a sad face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt sad (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt sad?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help next time you feel sad?

Suggested answers to the final question:

- talk about your sad feelings with Mummy or Daddy
- come for a cuddle
- have a good cry
- find something that makes you happy

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt sad [insert name of your child]", said Casey.

*"Feelings aren't always comfortable, but it's always good to remember that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"*

“Now we know about feeling sad, please would you help me practice being calm” continued Casey. “Being calm really helps me with my feelings. It’s really easy, just follow me”

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed Sadie. “I don’t feel so sad anymore” she added.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said Sadie as she waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

Feeling Worried – William

The coronavirus situation meant that lots of children still couldn't go to school, so, every morning, Casey shuffled his way through the soil until he arrived at the house of one of his friends.

Today Casey has come to see William.

"Hello William!" cried Casey, *"I'm so pleased to see you. How are you feeling today?"*

*"I'm feeling **worried** today"* said William, *"like a lion that has lost its roar. I know that I'm feeling worried because my tummy is all topsy turvy and I want to cry. [Year 1 – I feel sad too like something bad is going to happen]"* he explained.

"I know what you mean" replied Casey, *"being worried is not a comfortable feeling."*

"Talking about our feelings always helps" said Casey. *"Shall we ask [insert name of your child] about times when they may have felt worried?"* Casey asked.

TALK TIME

- Have you ever felt worried?
- Why did you feel worried?
- Can you show me a worried face? (Encourage one or two children to 'act out' the feeling)
- Did anything happen to your body when you felt worried (e.g. heart beating faster, bubbles in tummy, sweaty hands etc)
- What did you do when you felt worried?
- Is it a comfortable or an uncomfortable feeling?
- What can you do to help next time you feel worried?

Suggested answers to the final question:

- talk about their worried feelings with a grown up
- come for a cuddle
- think of something happy and positive that's happening in the situation like all the doctors and nurses who are helping to make people better or all the cleaners who are keeping the hospitals clean
- do something happy and positive like play a game or paint a happy picture

Draw the discussion to a close and continue the story.

"Thanks for telling us about some times when you've felt worried [insert name of your child]" said Casey.

*"Feelings aren't always comfortable, but it's always good to remember that **'feelings are just feelings, they come and they go. We don't have to be afraid of our feelings, we just have to know what they are and use our words to talk about them with someone we can trust'.**"*

“Now we know about feeling worried, please would you help me practice being calm?” continued Casey. “Being calm really helps me with my feelings, especially tricky feelings like feeling worried. It’s really easy, just follow me.”

CALM TIME

“You start by finding enough space to get comfortable. Then, you close your eyes and think about these two simple questions – you don’t need to call out any answers, you just need to think about the answers in your head”.

“What can I hear?”

“What can I smell?”

“Next, with your eyes still closed, imagine there’s a big fluffy white cloud floating just above your head. Imagine the cloud is full of calming magic. Next, on the count of three, you are going to take 3 big, deep breaths making sure you breathe in lots of the calming magic.

Ready, 1, 2, 3 and breathe...

in and out, ... in and out, ... in and out ...

“That’s great [insert name of your child]” said Casey. “You did some fabulous calm breathing.”

Reception only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body, just like this” Casey explained as he gently wiggled and shook his body.

Year 1 only

“The last thing you need to do to help you feel calm is to gently shake out any funny feelings in your body” Casey explained. “Follow me, I’ll show you how”.

“First gently tilt your head backwards and forwards. Then carefully stretch out your arms and hands and wiggle your fingers. Next reach your arms in the air and stretch up to the sky. Lastly, give your whole body a little wiggle as you sit on your bottom.”

All ages

Casey stretched and wiggled one more time.

“Talking about my feelings and practising being calm with you and [insert name of your child] has helped me a lot” beamed William. “I don’t feel so worried anymore” he added.

“I’m so glad,” replied Casey, “But don’t forget, it’s normal to have lots of funny feelings when things are so different because of the coronavirus situation. Just remember to talk about your feelings with someone in your family and practice being calm as much as you can.”

“I won’t forget” said William as he waved and rushed back inside to his family.

And that is where we will leave Casey for today, slowly plodding his way back to the cosy warmth of his cocoon among the roots of the old oak tree, at the bottom of the school field.

COCO'S FEELING GAMES - (Optional)

ANGRY

Foxes tail game. The majority of the children run around with a sports band (or similar) hanging out of their clothing at the back, whilst a smaller group of children try to grab their 'tails'. After the game, the children are encouraged to talk about how it felt when they lost their tail.

DISAPPOINTED

Musical statues: play music and ask the children to stand stock still when the music stops. Ask the children to discuss how it felt to be caught out, particularly if they felt they had only wobbled a little bit – or even not at all!!

EXCITED

Hokey cokey song: gather the children in a circle and 'dance' the hokey cokey (or the conga). Ask the children how it felt to have fun together.

HAPPY

Music and dancing: Establish a rendition of the song 'If you're happy and you know it' encouraging lots of silly moves and funny faces or encourage the children to free dance to a 'happy' pop song. Ask the children how it felt to be free, silly and happy.

OKAY

Sitting in a circle, develop hand claps, knee slaps or special handshakes that are passed around the circle.

SAD

Sleeping lions: invite the children to lay on the floor and stay as still as possible. Any child who moves is eliminated from the game.

Musical chairs: place a number of chairs facing outwards in a circle. Remove at least one chair. The children walk around the chairs and 'sit down' when the music stops. Any child left standing is out of the game. Ask the children how it felt to be 'knocked out'.

WORRIED

What's the time Mr Wolf game: one person (the 'wolf') stands with his back to the other children (the 'sheep') who creep up slowly on the wolf. The 'sheep' call out "What's the time Mr Wolf?" After a pause, the 'wolf' turns around and calls out a time e.g. one o'clock. If any of the sheep are caught moving they are out of the game.

To make the game slightly more complex for older children, you can add the element that the wolf can choose to call out 'midnight', at which point he then turns around and chases the sheep to the other end of the room to see if he can catch a replacement 'wolf'.