



KULCZYK
FOUNDATION

2nd EDITION

DOMINO EFFECT

E D U C A T I O N

Teaching materials

3-6 years

THE ROYAL SPACE OF FREEDOM

Dominika Kulczyk
President of the Board
of Directors Kulczyk
Foundation

During my travels around the world connected with the projects of the Kulczyk Foundation and the preparation of the documentary series "Domino Effect", I meet extraordinary people, learn about unique cultures and discover different traditions and customs. However, regardless of the latitude at which I find myself, I can see that there are universal values that determine the life of each and every one of us, that give people purpose, meaning, and define their aspirations. One such value is freedom.

Freedom, understood as the internal pursuit of self-determination, of one's own desires or the development of one's talents, as well as the right to say "no", is a universal human need. One of the components of freedom is the ability to express feelings and emotions, and the recognition that other people also have the right to do so. Although we don't always have control of what we feel, we can decide what we do with these feelings, and that is freedom. All our lives we learn to recognise, name, and express our feelings in such a way as not to become slaves to our own emotional states. This is one of the biggest challenges we face since childhood. Many times when I observed children, both those I met during the journey and my own, I noticed that they experience joy with their entire bodies. When they are sad, their sadness can sometimes be boundless, and when they are angry, there is not a lot that can stop that feeling. The first step towards freedom and handling emotions better is naming and expressing them in an acceptable way.

In our offer of activities for preschool children, we would like to support you, are the teachers, in training the emotions of your pupils. During this period, children just starting to learn to recognize and name emotions. You are facing a huge challenge. How should one discuss various feelings and emotions with children? How can one safely guide them through experiencing emotions, including those that are unpleasant and difficult? How does one teach empathy and respect for another human being?

We invite you to conduct the series of classes "In the Kingdom of Feelings" prepared by the Kulczyk Foundation, which, we hope, will be helpful in this difficult and highly responsible task. While creating a fairy tale together with you, children will get to know the heroes of this fantasy world, become a part of it and decide about the fate of the inhabitants of the Kingdom, while learning to recognise and express feelings and emotions.



IN THE KINGDOM OF FEELINGS – A WORD ABOUT THE POWER OF EMOTIONS

Teaching materials for classes for preschool children using the storyline method

The preschool age is a time of quick changes in all areas of a child's life. The changes occurring in children are visible to their families almost every day. They grow quickly. In a short amount of time, their body shapes change, they become more agile, their movements are more dynamic and better coordinated. They are curious about the world, interested in what they see around them, what they participate in, whatever stimulates their imagination. They ask questions and search for answers. They want to talk about topics that interest them and make them wonder. Sometimes they demand explanations or try to present their own interpretations to their loved ones. Their language skills get better and better so they can communicate their observations to others, inform them about what they experience, what worries them, what fills them with fear and what brings them joy and makes them laugh. Going beyond the circle of their closest relations, beyond their family, they begin to establish contacts with their peers and other adults. They start meeting people who have a slightly different perception and understanding of the world. They learn the rules of functioning within a group, cooperation with people and try to cooperate with peers during play activities and tasks carried out in the preschool. They also experience that people are different and everyone has the right to think and act differently, and has the right to be an individual.

The preschool age is also a time of significant changes in children's emotional lives. The world of experiences, emotions and feelings becomes rich and diversified. From birth, children experience various states, emotions and feelings, both pleasant and unpleasant. However, at the preschool age the range of emotions and feelings broadens significantly. Children are often unable to cope with what is happening inside them and to them. They do not know how to express what they experience, so they do it in a way which is the most natural for them: they cry – because they are sad, they shout – because they feel angry, they jump – because they feel happy, they sit hunched in the corner – because they experience fear, anxiety, they leave the group of their peers at play – because they are upset that their friends did not decide to play as they imagined, because they are tired, weary, etc. The environment often separates children's emotions and feelings into good and bad ones. The children's families sometimes show them that one can only reveal positive emotions. They forbid them from showing anger, irritation or fear. When children show what is happening inside them, they often hear: "there's nothing to be afraid of", "you're a crybaby, a whiner", "calm down!". This way they learn that what they experience, what they go through, is improper and wrong. That it is unacceptable. So children stop showing what they experience and feel. But the feelings don't disappear. Children still experience them, but on top of them they feel lonely, abandoned, lost, because they cannot share these experiences with others.

We are all afraid of something, we all get angry with someone or something, we feel antipathy, disappointment, bitterness, frustration, sometimes we are confused or anxious. There's nothing wrong with this because there are no bad emotions or feelings. Our emotions and feelings are signals coming from the body, indicating that our inner balance (inner peace) has been disturbed.

Some factor – a situation, event, person or object – has caused positive reactions and associations inside us, a pleasant, nice state, or on the contrary, negative reactions and associations, e.g. connected with pain. This way we learn to avoid certain situations and make other ones happen. We want to feel good. However, some situations and events cannot be avoided. So we need to be able to deal with the unpleasant and unwanted ones. At first, we should understand what we are experiencing, what has caused these emotions and feelings. Then we must give ourselves the right to have emotions and feelings and develop the ability to experience and express them in a form that does not harm us and other people.

We harm ourselves and others when we accumulate and suppress emotions and feelings within ourselves and when we display them in a socially unacceptable way. There comes a moment when too many emotions rage within us, lead to an explosion, the victims of which are usually the people closest to us. Afterwards, they bear grudges and experience unpleasant emotions. This way, we contribute to the activation of the mechanism through which people infect each other with negative emotions.

It is, therefore, important to start talking to children about emotions and feelings as early as possible. This is in order to show that there are no bad feelings, that feelings are diverse: those that we like more and those that we like less. There's nothing to stop us from accepting them all. Acceptance, however, does not mean passive reception of what is happening to us, but a starting point for acting, for doing something good for oneself and for others. Every emotion has its own energy. Sometimes this inner energy is very intense and can be inspiring: it stimulates us, mobilises our bodies, our senses and our minds. Thanks to this internal "additional charging", we think more efficiently, act faster, more effectively, we are more motivated, creative and have original ideas.

So let's use this POWER of eMOTIONS!

We would like to invite teachers and children to the fairytale Kingdom of Feelings. We would like preschool children to accompany the heroes of the Kingdom of Feelings, we want them to go through different situations together with them, to experience emotions, to recognise, name and talk about them, to share their experiences and thus become sensitive, free people – free from limitations connected with experiencing and expressing emotions and feelings. Ones who understand what they and other people are going through. Ones who do not hurt others and themselves with their behaviour.

It is important that the people closest to children – parents, grandparents, siblings, those who most often accompany children in everyday situations that evoke emotions – are involved in these activities, too. They are the role models for children, they show them how to deal with everyday events. They teach them how to solve problems and overcome difficult situations. By externalising or inhibiting behaviour caused by emotions, they model children's ways of dealing with them. We suggest what can be discussed with children after preschool classes conducted within the "In the Kingdom of Feelings" project which uses the storyline method. We suggest what to pay attention to, what to ask when your child comes home from preschool. It is important to us that guardians, parents and grandparents, although they cannot join us in the Kingdom of Emotions, return with their children to the world of the royal couple and their dog at home, and that they participate in experiencing their story. We encourage you to turn every day spent with the royal couple into inspiration and an opportunity to talk and share your thoughts. At first, the conversations should be initiated by the guardians using the suggestions given in the information for parents and guardians. Over time, the child will bring up the topic and start talking about what happened at preschool. This is a great opportunity for the closest relatives to become part of the world of the child's adventures and experiences.

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About the Book

"In the Kingdom of Feelings" is a series of classes divided into ten episodes which, through involving children in the creation of the story in the Kingdom of Feelings, develop their emotional competence – the ability to recognise, name and express feelings and emotional states with a special emphasis on: joy, sadness, anger, longing, embarrassment, satisfaction and the sense of empowerment.

The series is inspired by the Scottish storyline method which gives a significant part of the decisions in creating the narrative to the participants of the classes, which develops the sense of empowerment in them and increases their involvement. Through the task of creating characters played by children, it is easier for them to understand the more difficult feelings experienced by the heroes, and at the same time they have the opportunity to distance themselves and practice expressing their feelings. The main narrative is conducted by you, the teacher, by means of acting out the scenes, using the royal couple and their dog. You, being aware of the aim of the classes and the events in the story, are the participants' guide to indicated topics, leaving them the space to act creatively and to take responsibility for the decisions made, while creating a safe framework for expressing everything that appears in the hearts and minds of the children during the adventures of the characters.

During the classes, the children create a common scenery and fill in their individual Resident of the Kingdom of Feelings Cards.

In order to support the children in developing their emotional competence, the materials also include information specially developed for parents and guardians by an experienced family psychotherapist. You can provide them with the information after each class, encouraging them to continue the topic and to work with the child on recognising, naming and expressing feelings and emotions.

Before you start

| GENERAL OBJECTIVES OF THE CLASSES

- Developing the ability to recognise, name and express feelings and emotional states with a particular emphasis on: joy, sadness, anger, longing, embarrassment, satisfaction and the sense of empowerment.
- Building awareness of rights and obligations as the basis for one's own and other people's boundaries.
- Developing a sense of empowerment.
- Developing the ability to recognise the signals sent by the body as manifestations of feelings and emotional states.

| GUIDELINES BEFORE STARTING THE "IN THE KINGDOM OF FEELINGS" SERIES

We encourage you to familiarise yourself with the guidelines concerning the preparation of the materials and templates needed for the classes: *scenery boards, the inhabitants of the Kingdom, the royal couple and their dog, the Rule Cards of the Kingdom of Feelings, the Resident Cards of the Kingdom of Feelings, flags to mark each mountain of feelings.*

In each scenario, you will find: a diary entry, detailed information about what props and materials should be prepared before the class and information to be given to the parents or guardians of the children – to be printed out or sent by e-mail.

In the class scenario you will find a descriptive presentation of the narration, activities and suggested statements of the heroes – the king and queen. This is a proposal that will help you conduct the classes and achieve their goals, but you can modify it depending on your own ideas.

A very important element of the series ”In the Kingdom of Feelings” is the scenery board. It helps the children follow the events in a visible and tangible way and is a space that documents the activities undertaken by the children, which gives them a sense of continuity and appreciation of the effects of their work. We encourage you to familiarise yourself with the [detailed instructions concerning the preparation of the scenery board](#).

Symbols in the text of the scenarios:

- Teacher’s key questions and support questions
- ” *The messages and stories to be read directly by the teacher* ”
- [*The messages and stories to be presented by the teacher*]
- A comment for the teacher

| EMOTIONAL AND SOCIAL COMPETENCES DURING THE ”IN THE KINGDOM OF FEELINGS” CLASSES.”

With your behaviour, with the things you say and how you react to the children’s statements, demonstrate that they have the right to experience the feelings they talk about and to interpret what they feel. Try not to comment on the accuracy of the children’s statements and not to judge them. Tools such as paraphrasing what has been said, can help.

Each time you introduce an event that affects the heroes of the story, ask the children:

- *How might... (name the character) be feeling?*
- *What does their body look like – what is happening to it? What might they be thinking?*
- *How would you feel if...?*
- *What would you look like? What would be happening to your body?*

In the classroom, you and the children will be creating [the Rules of the Kingdom of Feelings](#). We encourage you to discuss them in such a way that the children can present or experience independently what it means to comply with a given rule, and what behaviour violates it. This method of work, while requiring more time, allows the children to internalise rules and feel that they have co-created them. As far as possible, use the rules you create together with the group on a daily basis and refer to them when necessary, especially during this series of classes.

We suggest introducing the “stop playing” method during the classes, also outside the proposed series of lessons. It is a way of caring for the emotional security of all the children in the group, developing their ability to recognise and express their feelings on an ongoing basis, and to name what has happened and what consequences it had both for their own behaviour and for the actions and behaviour of other children in the group. For example: if something goes against the assumptions of the game and one of the children suddenly becomes sad or withdraws from the game, for example, we say ”stop playing” and ask each person involved in the situation, what happened and how the child feels, whether the child’s feelings appear as a result of one of their needs (here you interpret and name the need that could have caused such an emotional reaction in the child). It is important to talk, and not to judge or look for a culprit. You must identify unwanted behaviour and clearly express that you expect that it will be changed but without criticising or assessing the child’s feelings and needs connected with it. This principle is also useful for teaching the group to defer gratification and to pay attention to others; children who are not involved in the situation must also learn to wait until the situation is clarified.

Summary of the classes and the story "In the Kingdom of Feelings"

| EPISODE 1. – WELCOMING THE ROYAL COUPLE

The story begins when a mysterious chest appears in the classroom. The children try guessing what might be inside. Then they find a note with information from the owners – the royal couple looking for a place where they can found the Kingdom of Feelings. The children find out what is inside the chest – postcards from different countries: Ghana, Indonesia, Kenya, Lesotho, Namibia, Nepal, Peru, Colombia, and they meet the royal couple. At the end of the episode, they decide whether they want to found the Kingdom of Feelings in their group.

| EPISODE 2. – CREATING THE KINGDOM OF FEELINGS

Every child creates their own character – a resident of the Kingdom of Feelings. Using a template, they create a silhouette of a character looking as the child pleases, they decide what its character is going to be, and then assume the selected role and introduce themselves to the other residents of the Kingdom of Feelings. They receive a Resident of the Kingdom of Feelings Card, on which they will stick badges received after each adventure. It is also the time to introduce and discuss the first rule applied in the Kingdom with the children, which is: "We listen to each other". Once everyone knows each other's characters, they have to build their homes. Children who like the template of the same house, decorate it together and choose a place for it on the scenery board of the Kingdom. Everyone decides where the royal couple's castle will stand together. The Kingdom of Feelings is ready.

| EPISODE 3. – THE APPEARANCE OF A NEW RESIDENT IN THE KINGDOM

The children are informed that all the inhabitants of the Kingdom are asked to gather in the square in front of the castle, i.e. in front of the scenery board. The royal couple announces that they want to introduce a new companion of their adventures in the Kingdom of Feelings to them. However, seeing the large number of residents who have gathered to meet them, this new character is feeling shy and has hidden in the castle. The king allows the children to quietly approach the window of the chamber so that they do not frighten the new resident and see what they look like. They find out that it is... a puppy. The children help the royal couple support the puppy in overcoming its shyness by encouraging it. The residents discuss the second rule of the Kingdom, which is: "We should be cordial towards each other and not force anyone to do anything against their will". After receiving support, the puppy feels safer and appears in the square of the castle. The royal couple asks the inhabitants to give the doggy a name. In order to commemorate this event and as an expression of gratitude for the demonstrated warmth and understanding, the queen names one of the hills surrounding the Kingdom the Mountain of Shyness, and the residents receive their first Resident Card badge – "I know what shyness is". The royal couple announces that the Kingdom will soon be celebrating its birthday and that they cordially invite all residents to get involved in the preparation and celebration. The birthday of the Kingdom falls on the last day of the series of classes.

| EPISODE 4. – JOY IN THE KINGDOM

The children come to the classes and find 'thank you' notes from the royal couple near their homes. They also receive a letter addressed to all the citizens, in which the king and queen inform them of the great joy they feel when they see that such hospitable people live in the Kingdom. The king invites the residents to join him in a dance of joy. The children talk about what makes them happy and prepare a poster together. Then, each inhabitant of the kingdom creates their own simple musical instrument and uses it to show joy. After a moment of cheerful, noisy fun, the children notice that the royal couple's dog is hiding. They talk about the possible reasons for the puppy's behaviour and learn the third rule of the Kingdom, saying that even when we are very happy and we show our joy, we must remember that there are others around us who may need peace and quiet and have the same right to it as we do to express happiness. At the end of the classes, the royal couple commemorates the events of the day by naming another hill in the kingdom the Mountain of Joy and giving the inhabitants the badge "I know what joy is" to stick onto the Resident Card.

| EPISODE 5. – THE KINGDOM TURNED TO STONE

Something extraordinary has happened in the Kingdom of Feelings... All the inhabitants have turned to stone! In the classroom, the children will think about the difference between stones and people and the importance of being able to take action on one's own. They will look carefully at the stones, try to imitate them, freeze in place and make the stones laugh. They specify the differences between what stones and what people can do. While they play, they also establish another rule applied in the Kingdom, which is: "We can do a lot of things, but we also remember about our own safety and the safety of others". At the end of the class, the children will decide whether they prefer to be humans and to be able to act, or whether they want to remain stones with no power to do anything. They will remove the spell from their heroes, showing the power of human action. To commemorate

this experience, the next hill will be named the Mountain of Power and the inhabitants will be awarded the badges "I know what the sense of power is".

| EPISODE 6. – THE SADNESS OF THE ROYAL COUPLE

The queen and the doggy cannot be found anywhere in the Kingdom... What happened? The sad king informs the inhabitants that the dog became ill and the queen took him to the vet, who is seeing patients in the neighbouring kingdom. The children recreate the story in chronological order: they find out that the dog became ill because he secretly ate almost an entire cake alone. The inhabitants discuss the feeling of sadness that the king is feeling and try to be sympathetic and support him. Together with him, they listen to the story about the rain and the sadness combined with the implementation of a touch exercise – a mini-massage. They then present and practice different ways to deal with the feeling of sadness. The children also agree on another rule in the Kingdom which is as follows: "We have the right to experience sorrow in our own way". At the end of the classes, the residents name the next hill the Mountain of Sorrow and give a name to the stream that originates in it, as well as receiving the badge "I know what sadness is".

| EPISODE 7. – THE QUEEN'S LONGING

The queen sends a letter to the inhabitants and the king, in which she describes her longing for her husband and the inhabitants of the kingdom. The children discuss the feeling of longing, share their own experiences, and then prepare a poster together presenting who and what they miss. All the residents think about how to deal with the feeling of longing and how to help someone who feels it. They prepare special gifts for the queen and the dog – self-portraits of the residents for the queen and gifts for the dog. They establish the next rule of the Kingdom, which is as follows: "Together we look for ways to express our feelings". The king calls the next hill the Mountain of Longing and gives the inhabitants the badge "I know what longing is". At the end of the class, a second letter from the queen arrives which says that she can return home with the dog now. The queen invites the inhabitants to a meeting to determine what the birthday celebration of the Kingdom should look like and asks them to think about how they would like to celebrate the occasion.

| EPISODE 8. – THE STORM OF ANGER OVER THE KINGDOM

Heavy clouds are hanging over the Kingdom and a storm has broken out. A downpour has prevented the queen from returning home. The residents receive a letter from her, in which she expresses her anger and irritation at not being able to arrive in the Kingdom and meet the residents. The children talk about how they feel anger and try out six ways to deal with this unpleasant feeling. They also learn a poem that visualises the feeling of anger and makes it easier for them to return to balance. The residents establish the next rule of the Kingdom which is as follows: "We control our anger". They chase away the clouds of anger from the Kingdom and turn them into a ball to play with. They prove that anger can be transformed into the energy needed to take constructive actions. The residents, now calmer, propose and discuss ideas for celebrating the upcoming birthday of the Kingdom.

| EPISODE 9. – PREPARATIONS FOR THE BIRTHDAY OF THE KINGDOM OF FEELINGS

Preparations for the Kingdom's birthday are underway. The children, being involved residents, create all the elements of the celebration as the teacher instructs. For example, they decorate the scenery board, they prepare invitations and create a memory game with photos of children feeling joy, sadness and intimidation.

| EPISODE 10. – THE BIRTHDAY OF THE KINGDOM OF FEELINGS

The long-awaited day of the Kingdom's birthday has come. Luckily, the queen has managed to return with the doggy. All the residents start a parade, whose route leads through the Kingdom of Feelings; they visit all the numerous peaks one by one – the Mountains of Shyness, of Joy, Power, Sorrow, Longing and Anger. Then, the ceremony follows a pre-determined order – it is time for the attractions thought up and prepared by the children and the teacher. At the end of the celebrations, each resident receives a key to the Kingdom of Feelings from the royal couple, together with their thanks for co-creating the Kingdom and congratulations for their perseverance in gaining new skills during the adventures.

How to prepare the scenery board?

The scenery board is an artistically presented space, clearly understood by the children, for the action of the story "In the Kingdom of Feelings". The scenery is used to introduce further elements shaping the narrative and to show the adventures which the children have already gone through.

| FUNCTIONS OF THE SCENERY:

- presenting the site of the story "In the Kingdom of Feelings" and visualisation of the events of the narrative;
- a place to introduce plot twists (the announcement, letters, adding or hiding heroes, the cloud covering the kingdom, decorations on the day of celebration – props described below);
- a place to present the results of the group's work during the course of the story (Rules of the Kingdom of Feelings Card, posters prepared by the children, flags confirming that a number of feelings have been discussed);
- a place to store the characters between the episodes (the figures of the inhabitants of the Kingdom have their own homes, they are also visible to all the children).

| TECHNICAL REQUIREMENTS

Arts & crafts supplies / The scenery board can be prepared in different ways. The easiest way is to connect two large-format sheets (e.g. A1) into a single board with the base longer than the height and hang it on the wall in the classroom in a place where the children can see it well.

The board can be made of wrapping paper, Bristol board or any other material which you can paint on and attach paper and fabric elements to.

You can also make a model with a background so that you can place a cloud over the Kingdom in a way that is easy for the children to understand. This solution, however, also requires the preparation of houses for characters in spatial form or at least with reinforcements allowing for their stable positioning, as well as planning a technical solution for how to place the characters next to their homes for the time between the episodes.

Planning the size of the board / When planning the board, consider the number of children in the group – how many silhouettes and houses (on average one house per two or three children, depending on how big the groups will be) there should be on the board so that they do not cover the mountains and leave room for the castle, a small castle square and the upper part of the board (the sky above the Kingdom).

Preparation using arts & crafts supplies / You can prepare the board according to your own preferences and depending on how much involvement you plan on the side of the children in the process of creating the scenery as a place of action. It can be the area of a valley, mountains, river and sky decorated with coloured paper, you can paint it all, prepare a sketch and let the children paint the board and create the world of the Kingdom of Feelings this way. It is important that the board meets the below requirements. Apart from them, you are free to use any techniques, decide how much the children will be involved and place additional elements on the board. Below you will find an example of how such a board could look at the beginning of the classes and after the end of the series.

Installing the board / The scenery board should be attached to a wall so that you can easily pin or stick new elements onto it without damaging it (e.g. the characters should be attached to the board, but since they will be used many times, putting them on the board should not damage the figure or the place in which it is attached).

| CONTENT OF THE SCENERY BOARD – GUIDELINES

- The Kingdom is surrounded by at least six mountains with visible peaks on which you must be able to put flags with their names. The flag is approximately A7 format, so the peak should be no smaller than that. A river flows out of one of the mountains – the mountain to be marked with the flag of sorrow.
- In the valley of the Kingdom of Feelings there should be enough space for the children to choose a place for their homes and attach the silhouettes of the inhabitants. The castle should also be located somewhere in the valley, or at the foot of the mountains – not on the peaks or in the higher parts of the mountain slopes. A river can flow through the valley from the Mountain of Sorrow; the children can also build houses on the river if they choose the templates of houses from Peru.
- In the valley, you can draw streets or roads where the children can build their homes.
- You can also plan a place for a mailbox where letters to the residents could be attached.
- There should be a place on the board or next to it where you can attach additional props.

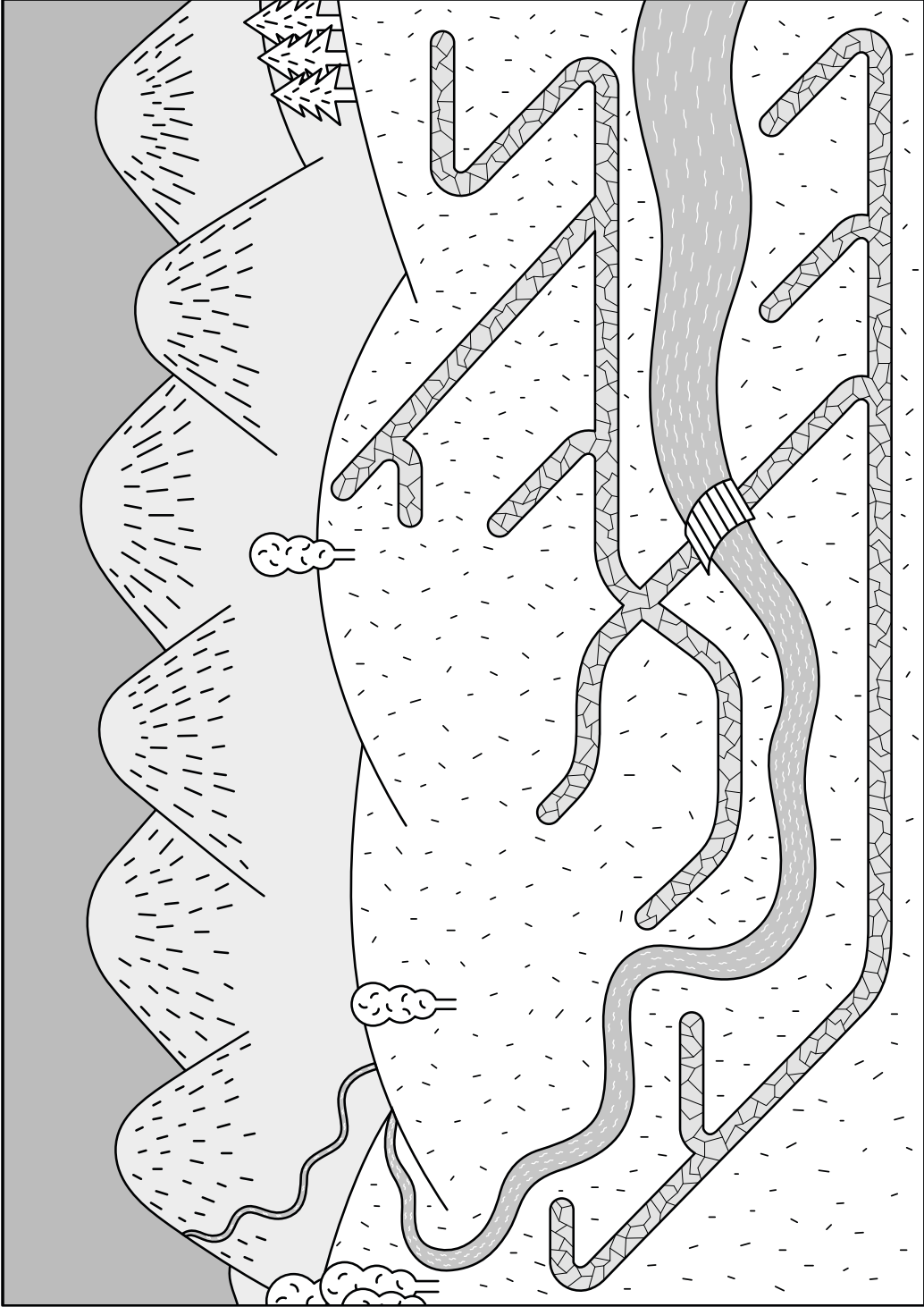
The props which stay attached permanently to the scenery board after they are introduced to story:

- The Rules of the Kingdom of Feelings Card – near the royal castle; the card is taken off during each class in order to add another rule,
- flags designating mountains (episodes 3-8),
- the poster "Our sources of joy" (episode 4),
- the poster "Who and what do we miss?" (episode 7),
- self-portraits of the inhabitants of the Kingdom (episode 7),
- a gift for the royal dog (episode 7).

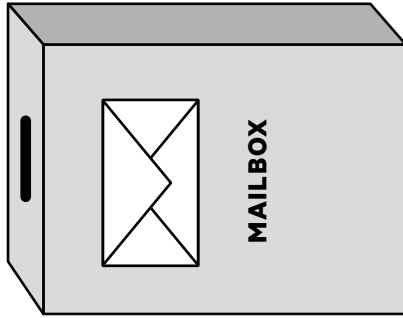
Props introducing plot twists – appearing on the scenery board before the start of classes, taken off at the designated moment of the classes:

- the royal announcement (episode 3),
- a thank you note from the royal couple (episode 4),
- notes saying: "Thank you for your support! The king and queen together with... [the dog's name given by the group]" (episode 4),
- stones replacing the silhouettes of the characters (episode 5),
- a cartoon bubble informing that the dog is sick (episode 6),
- a letter from the queen about longing (episode 7),
- a letter from the queen about her return (episode 7) – attached to the board when the children are not looking or brought to the classroom by someone from outside the class,
- a cloud of anger (episode 8),
- a letter from the queen about an obstacle in her way to the kingdom (episode 8).

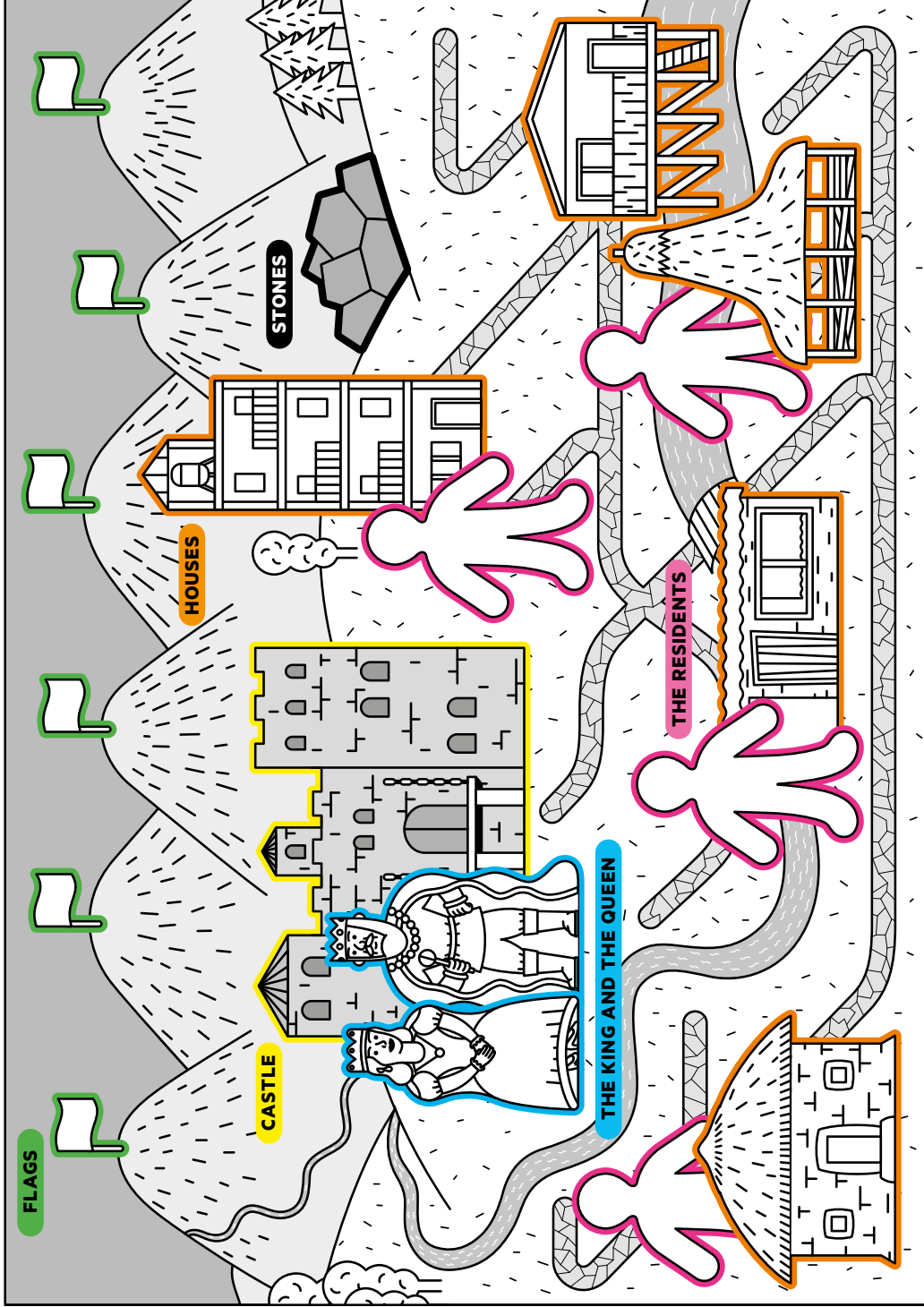
THE KINGDOM OF FEELINGS



Rules of
the Kingdom
of Feelings

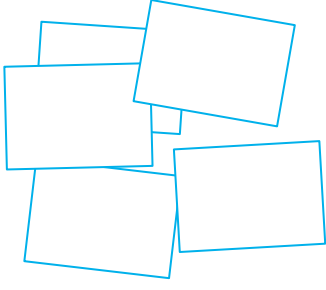


THE KINGDOM OF FEELINGS

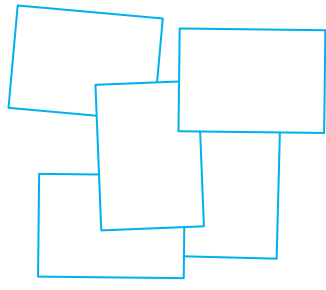


POSTERS

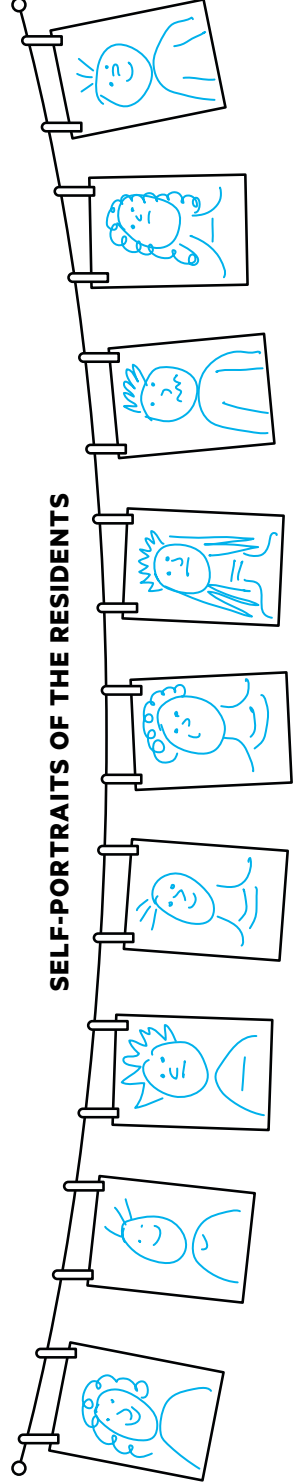
Our sources of joy



Who and what
do we miss?



SELF-PORTRAITS OF THE RESIDENTS



The citizens of the Kingdom of Feelings – an instruction manual

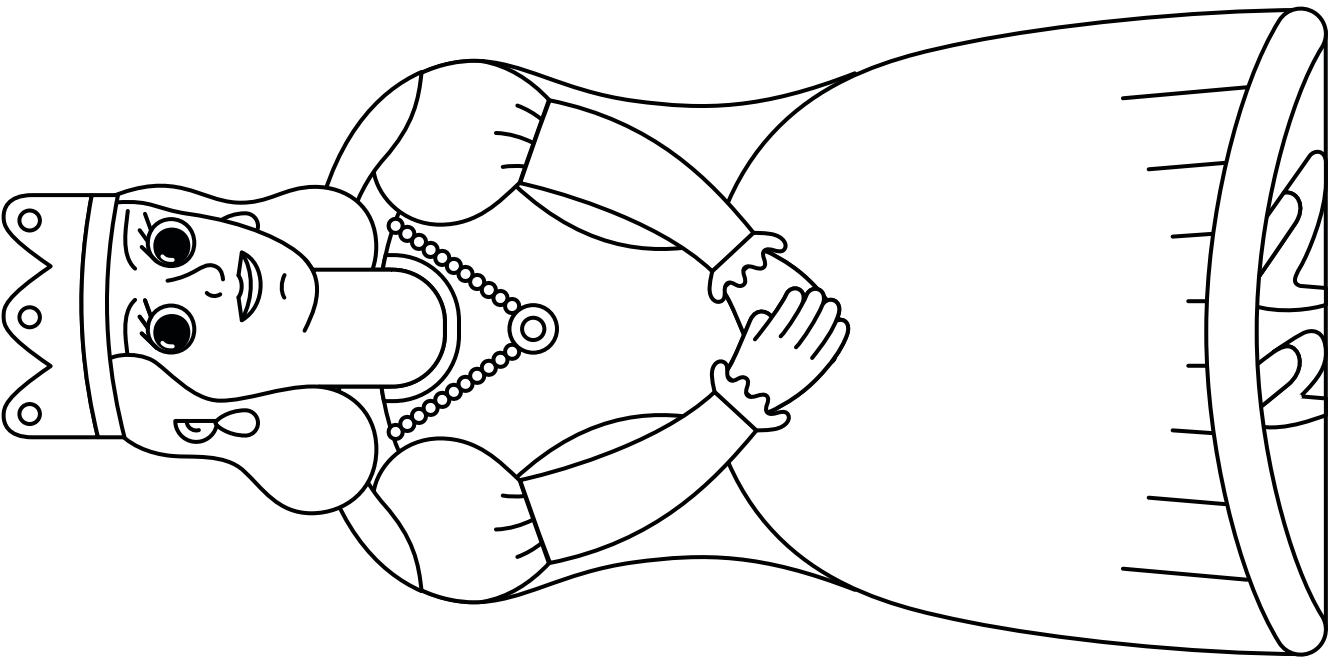
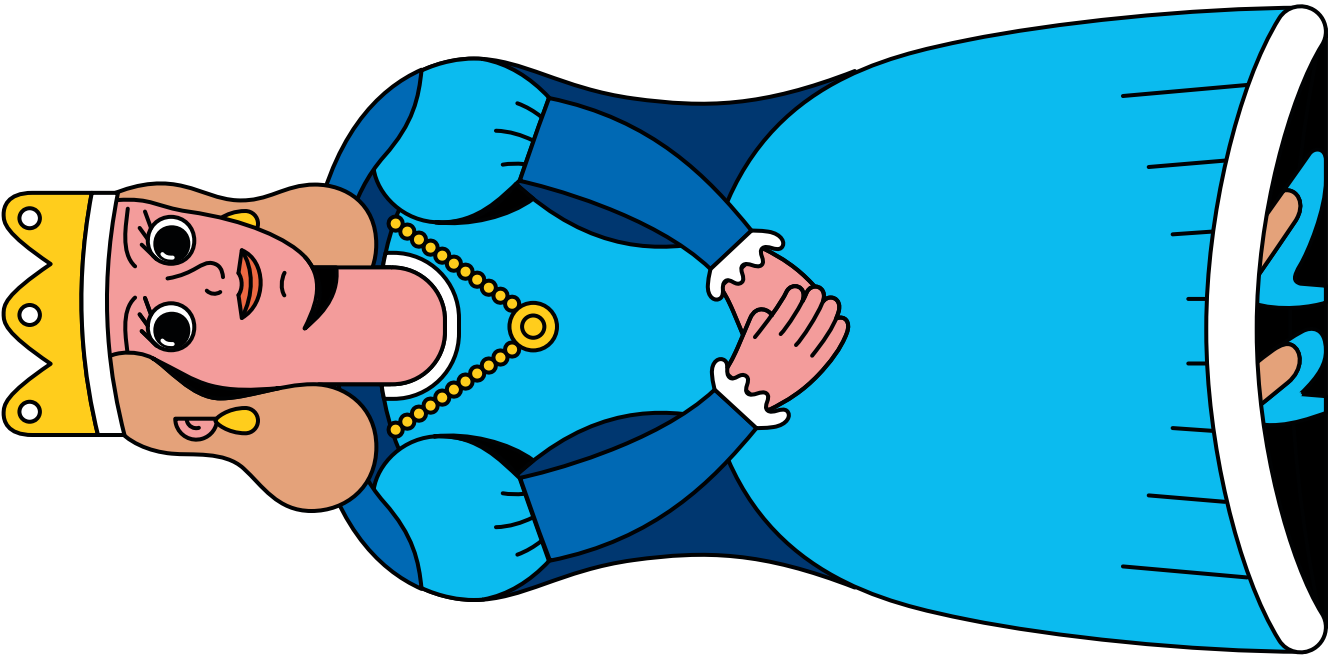
The Kingdom of Feelings is inhabited by characters created by the children together with the royal couple and their dog. The narration is conducted by the teacher animating the silhouettes of the royal couple. The children create their own inhabitants, their own avatars, in order to take their roles and be able to distance themselves safely and practice expressing their feelings.

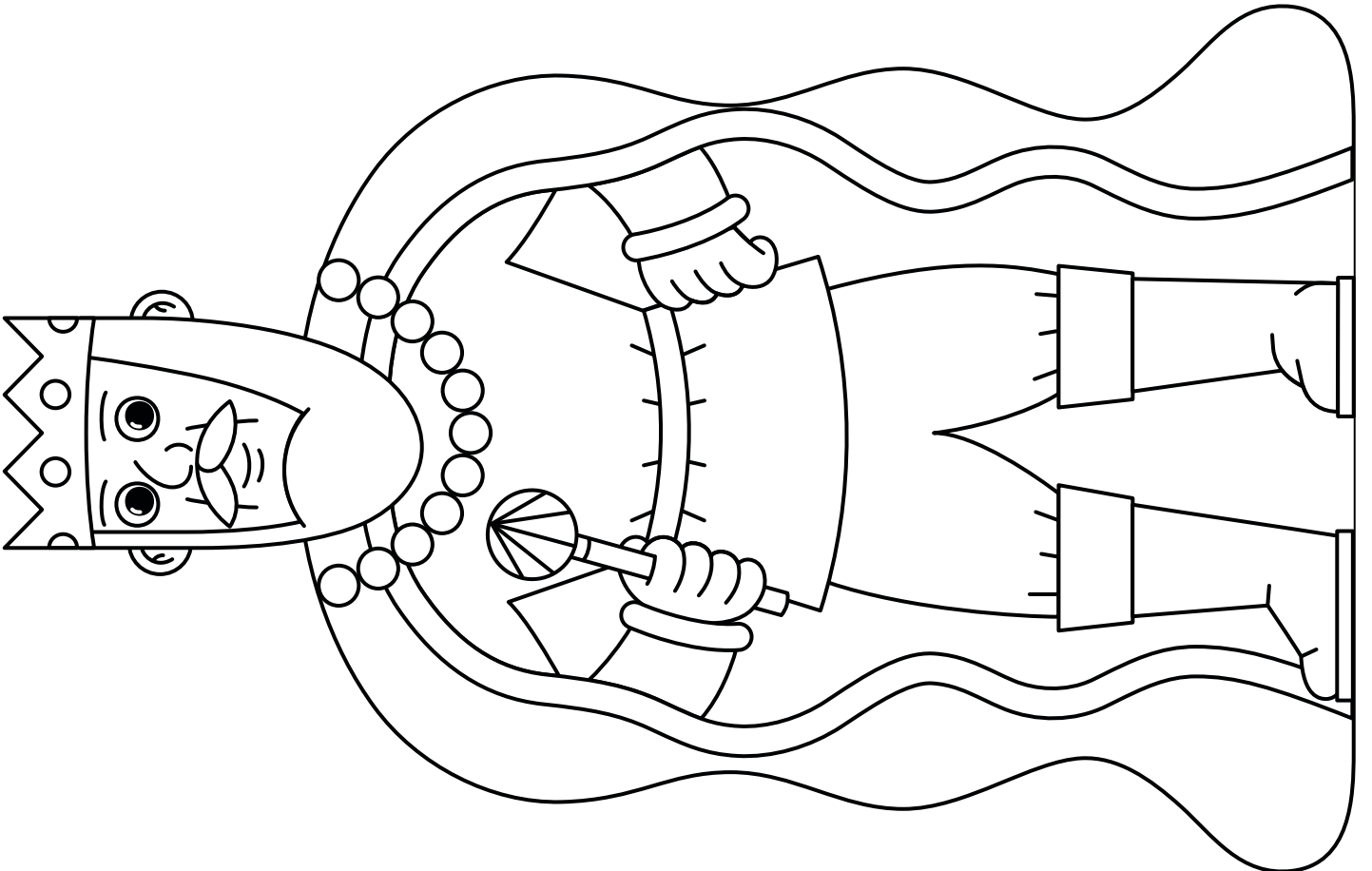
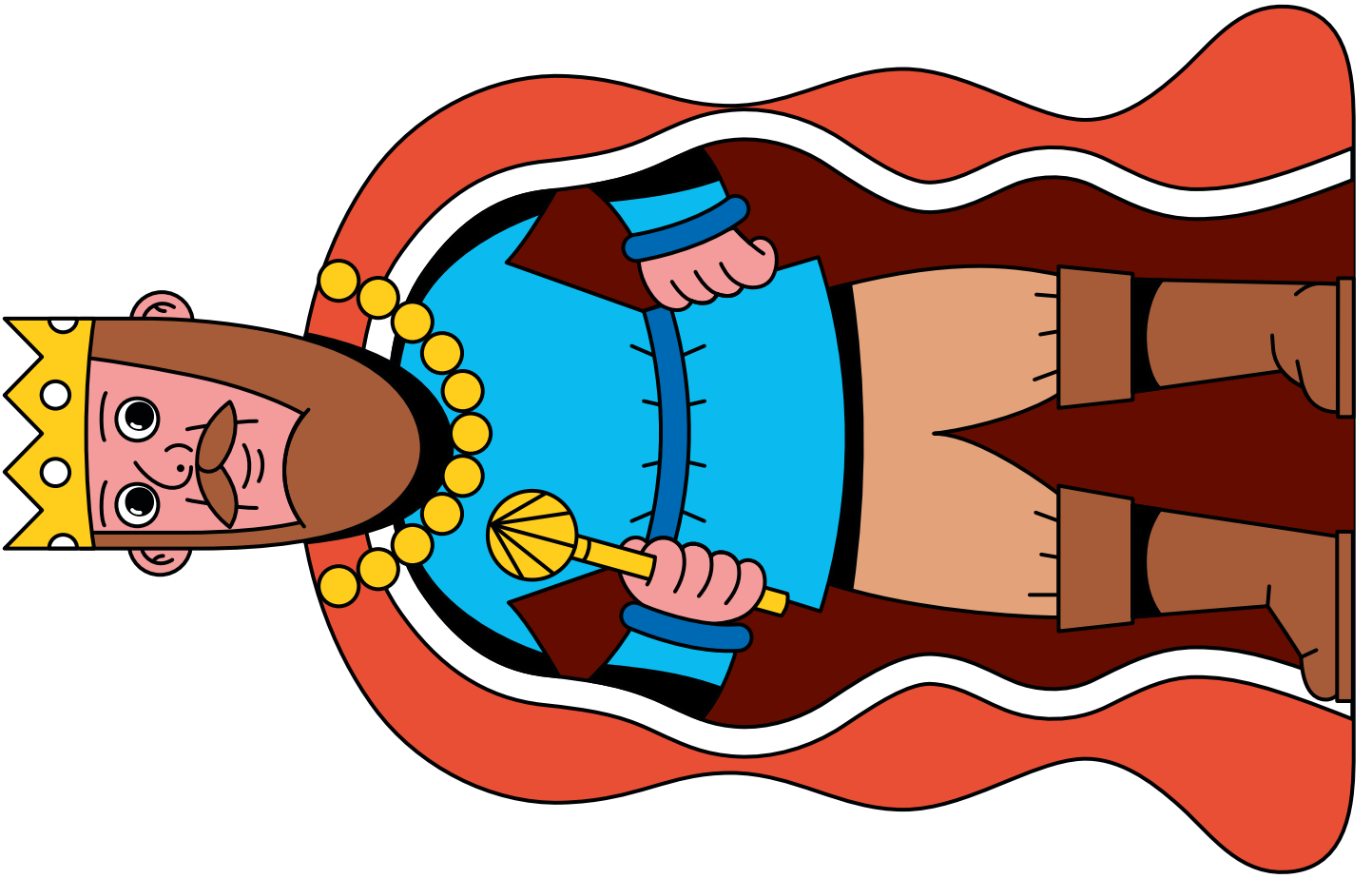
| PLACING AND PREPARING THE SILHOUETTES

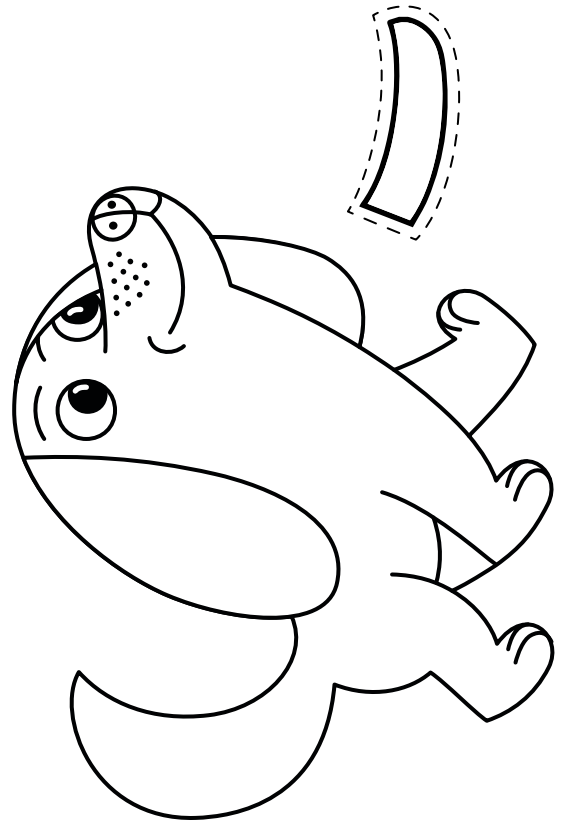
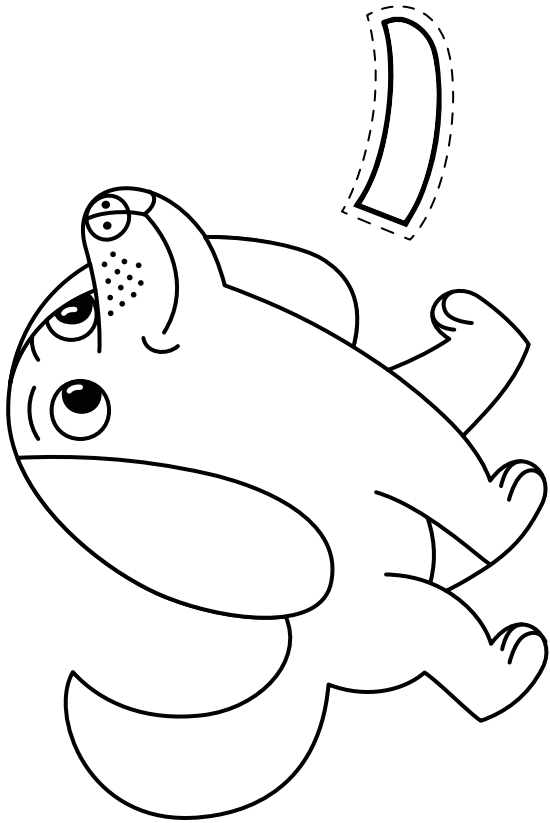
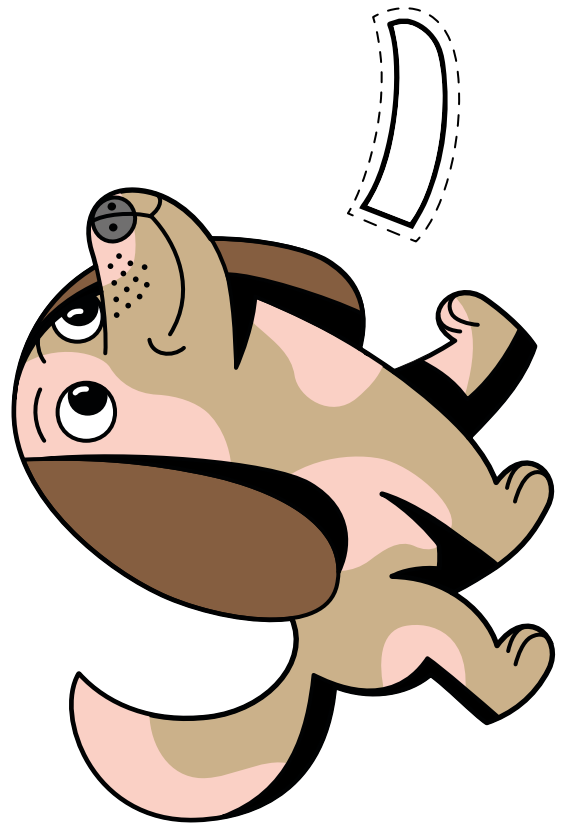
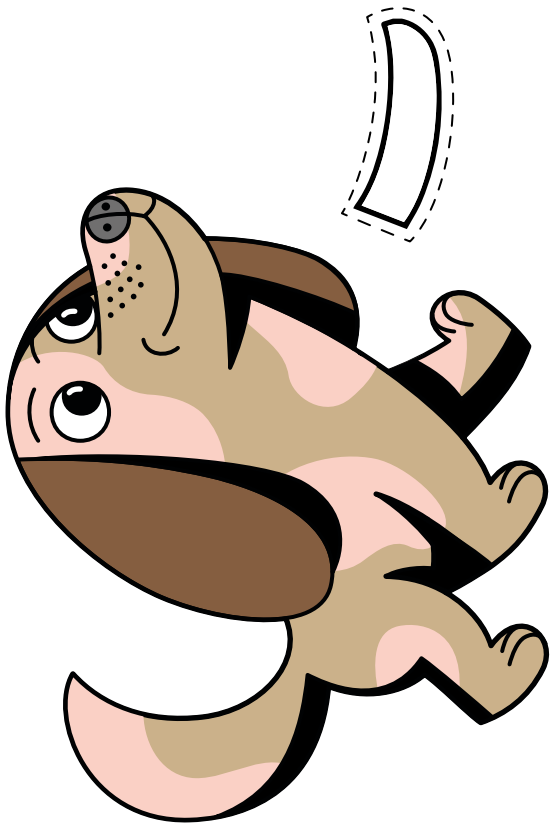
- The silhouettes of the residents must be attached to the scenery board and detached during the classes, so it is necessary to plan the way they are attached to the board – they can be pinned down, stuck on with double-sided tape, with Velcro or you can make pockets on the scenery board, where you can put them away after the class.
- The children prepare the silhouettes of the residents on their own. The starting point is the template [below]– depending on what you decide, the children can draw figures on the templates and cut them out or first cut out a human silhouette and only then decorate it with coloured paper, yarn or fabric. It is important that all the characters are the same size.
- Prepare the silhouettes of the king, the queen and the dog before the first class – you can use the printout of the ready-made characters in the colour version [below] or create your own version on the basis of the template [below]. Note! The royal couple and the dog are also depicted in the illustrations in episodes 3 and 6, so it's worth considering whether you're going to use the illustrations in the colour or the black and white versions and plan the colours and details of the silhouettes accordingly.

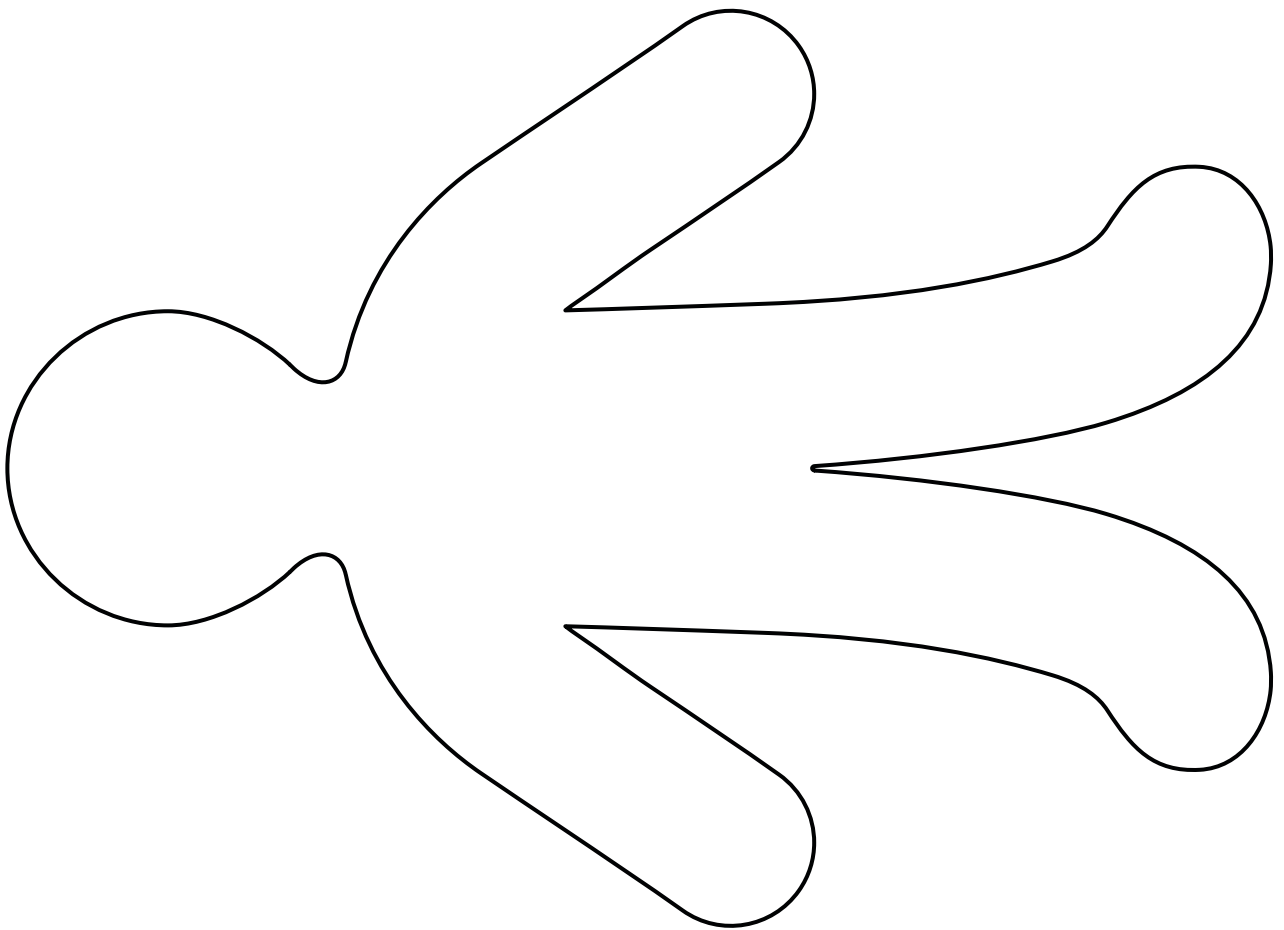
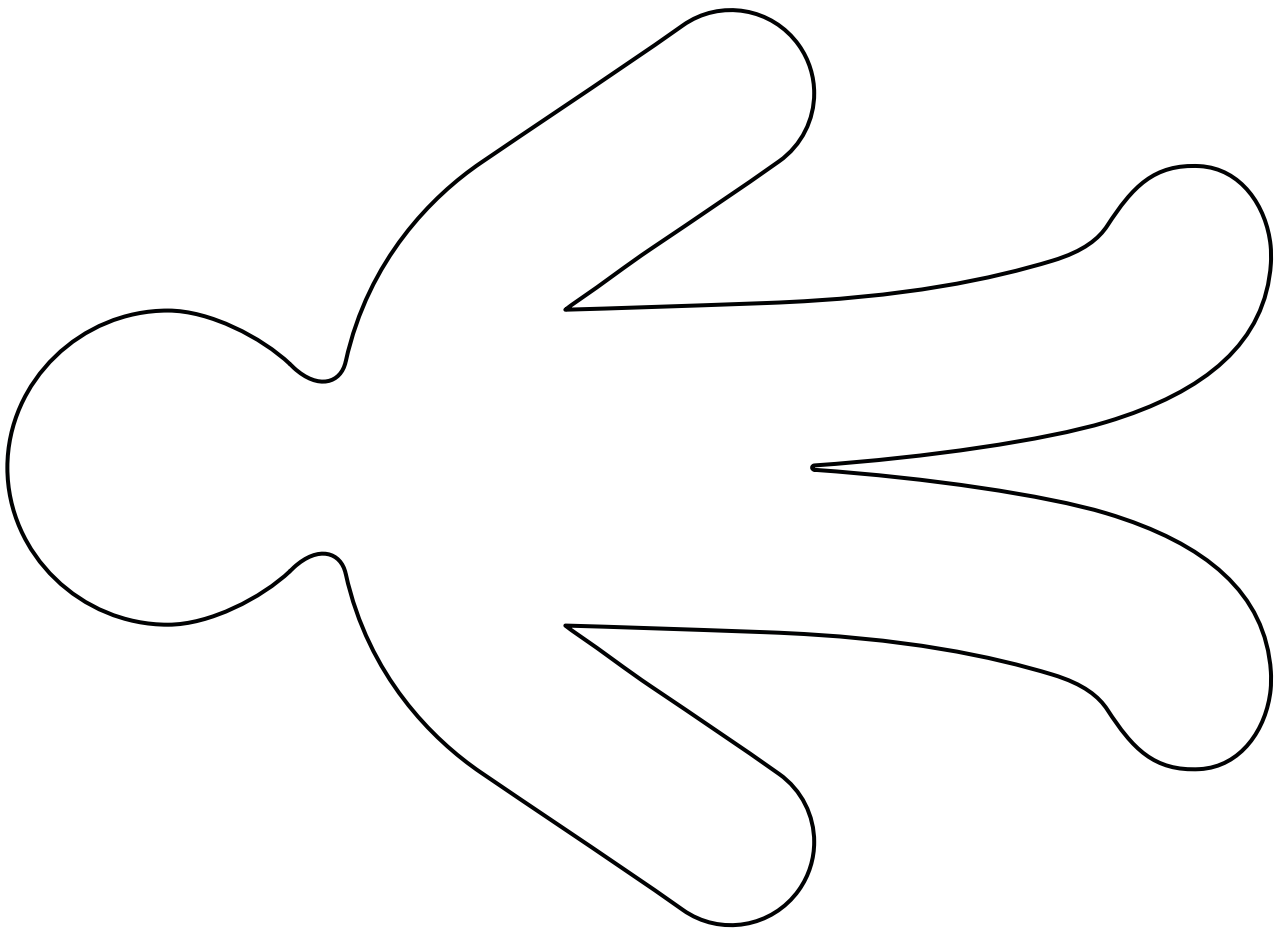
| USING THE SILHOUETTES DURING CLASSES

- Just before the class starts, you can take the residents' silhouettes off the board and give them to the children who created them. They can also play with them outside the classes. It is important, however, that during the classes each child has the figure they have created with them, so the silhouettes should not be taken outside the classroom.
- During the classes, the children use the silhouettes to role-play, they can use them to speak in conversations.
- During the classes, the silhouettes of the king, queen and dog are used to lead the narration. When you share your own experiences with the children or act in your basic role as the teacher, don't use the silhouettes. The royal couple and the dog should be separate characters from you.









Resident of the Kingdom of Feelings Card and badges – instructions and template

The Resident of the Kingdom of Feelings Card is a kind of identity document, an ID of an inhabitant of the Kingdom of Feelings. Every child is given a Card after they **present the resident of the Kingdom they have created** (episode 2). After each class during which feelings and emotional states are discussed, the children receive a **badge** to stick on their Card as a confirmation of the ability to recognise and name a given feeling.

Between the classes, the Resident Cards will be kept in the royal couple's chest and will only be taken out for the summary of the class, when each child will receive a badge.

| PREPARATION

Print the cards on thicker paper so they won't get damaged throughout the cycle.

Before handing over the Card to a child, write down the name of the resident, the name of the child who created the character and the start date of the class.

Before each class, prepare a suitable number of badges for the children. Make sure that they can stick them to their own Resident Card.

1. the badge: "I know what shyness is" (episode 3)
2. the badge: "I know what joy is" (episode 4)
3. the badge: "I know what the sense of power is" (episode 5)
4. the badge: "I know what sadness is" (episode 6)
5. the badge: "I know what longing is" (episode 7)
6. the badge: "I know what anger is" (episode 8)

Name

Resident on:

RESIDENT CARD OF THE KINGDOM OF FEELINGS

place for badges

place for badges

place for badges

place for badges

place for badges

place for badges

I was created by:

Name

Resident on:

RESIDENT CARD OF THE KINGDOM OF FEELINGS

place for badges

place for badges

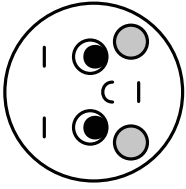
place for badges

place for badges

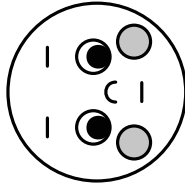
place for badges

place for badges

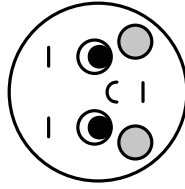
I was created by:



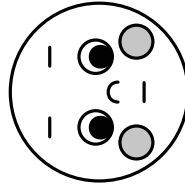
I KNOW WHAT
SHYNESS IS



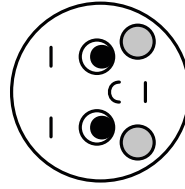
I KNOW WHAT
SHYNESS IS



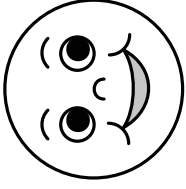
I KNOW WHAT
SHYNESS IS



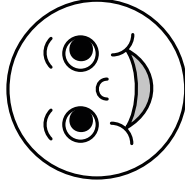
I KNOW WHAT
SHYNESS IS



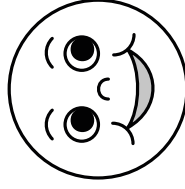
I KNOW WHAT
SHYNESS IS



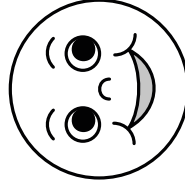
I KNOW WHAT
JOY IS



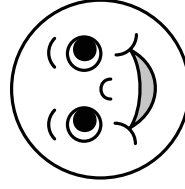
I KNOW WHAT
JOY IS



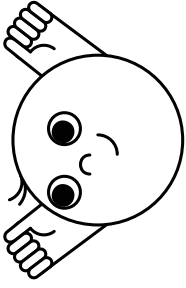
I KNOW WHAT
JOY IS



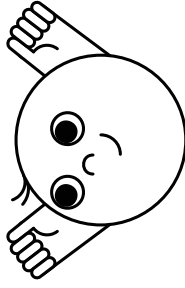
I KNOW WHAT
JOY IS



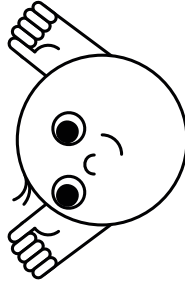
I KNOW WHAT
JOY IS



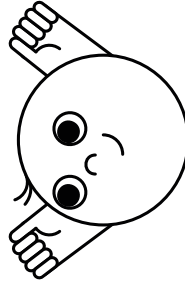
I KNOW WHAT
THE SENSE OF POWER IS



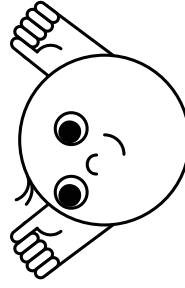
I KNOW WHAT
THE SENSE OF POWER IS



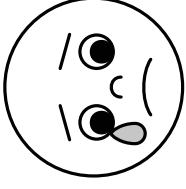
I KNOW WHAT
THE SENSE OF POWER IS



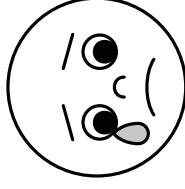
I KNOW WHAT
THE SENSE OF POWER IS



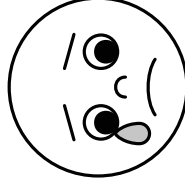
I KNOW WHAT
THE SENSE OF POWER IS



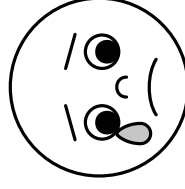
I KNOW WHAT
SADNESS IS



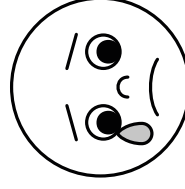
I KNOW WHAT
SADNESS IS



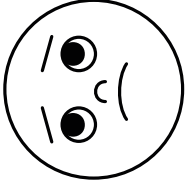
I KNOW WHAT
SADNESS IS



I KNOW WHAT
SADNESS IS



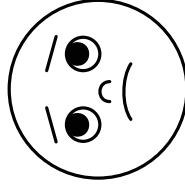
I KNOW WHAT
SADNESS IS



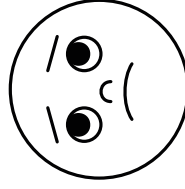
I KNOW WHAT
LONGING IS



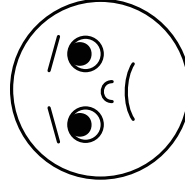
I KNOW WHAT
LONGING IS



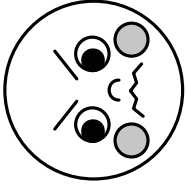
I KNOW WHAT
LONGING IS



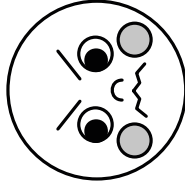
I KNOW WHAT
LONGING IS



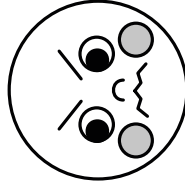
I KNOW WHAT
LONGING IS



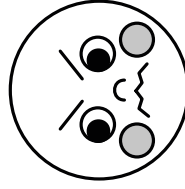
I KNOW WHAT
ANGER IS



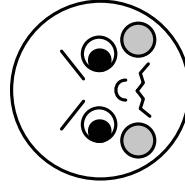
I KNOW WHAT
ANGER IS



I KNOW WHAT
ANGER IS



I KNOW WHAT
ANGER IS



I KNOW WHAT
ANGER IS

Flags for marking the mountains of feelings – instructions and template

| FUNCTION OF THE FLAG

During the series "In the Kingdom of Feelings", children learn about different feelings and emotional states. In order to clearly show what feelings and emotions the children have talked about during their adventures in the Kingdom, at the end of the classes about episodes 3-8, the group names the different mountains related to the discussed issue, and a flag gets planted at the peak of the appropriate mountain.

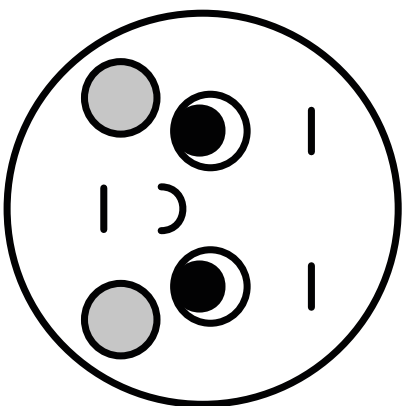
| PREPARATION

Prepare the flags so that it is comfortable to attach them to the scenery board. We suggest gluing them to sticks (poles) and then attaching them to the board using double-sided tape.

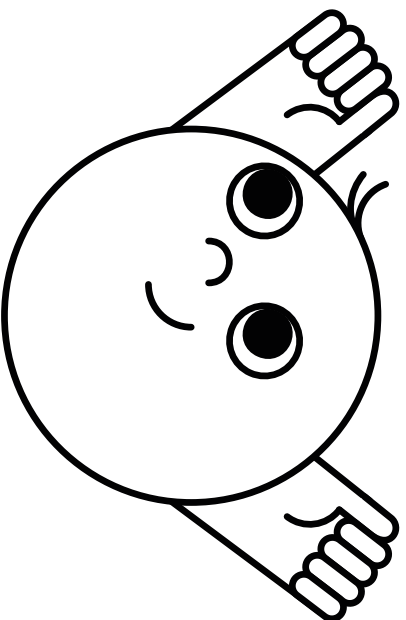
In order to increase the involvement of the children, we also suggest that every child who has experienced the discussed feeling or emotion puts a fingerprint on the flag using coloured ink.

Only one flag associated with a given feeling is used during the class.

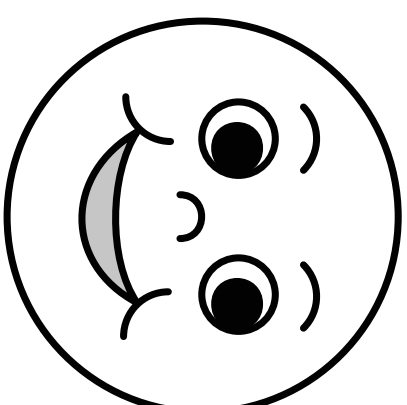
1. The "Mountain of Shyness" flag (episode 3)
2. The "Mountain of Joy" flag (episode 4)
3. The "Mountain of Power" flag (episode 5)
4. The "Mountain of Sorrow" flag (episode 6)
5. The "Mountain of Longing" flag (episode 7)
6. The "Mountain of Anger" flag (episode 8)



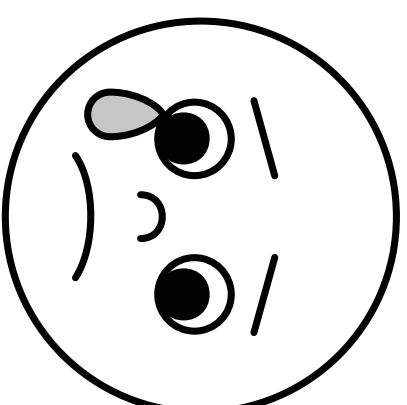
MOUNTAIN OF SHYNESS



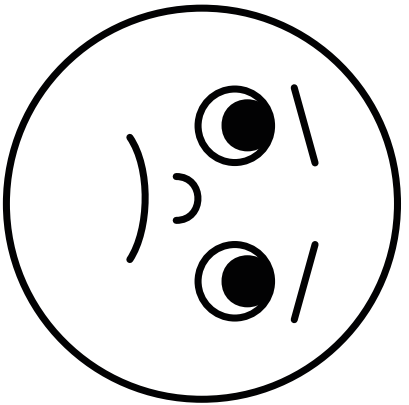
MOUNTAIN OF POWER



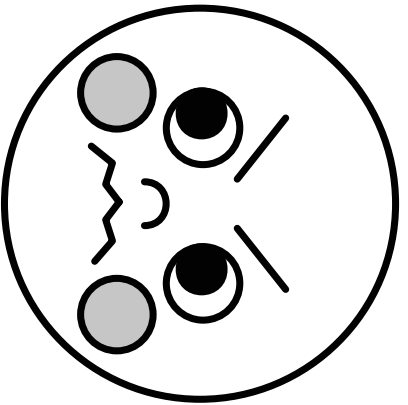
MOUNTAIN OF JOY



MOUNTAIN OF SORROW



MOUNTAIN OF LONGING



MOUNTAIN OF ANGER

The Rules of the Kingdom of Feelings Card – information

The purpose of establishing the Rules of the Kingdom of Feelings is to facilitate group activities and to create a framework in which the children can express their feelings – that is, principles that help pay attention to the social aspect and the context in which we experience feelings, as well as to indicate which behaviour we can or cannot afford to display. We show desirable behaviour, but also talk about undesirable behaviour.

The final wording of the rules should be agreed with the children so that they can fully understand them. In the episodes (from the 2nd to the 8th) we propose one-task rules, but we explain what they are intended for, so that the children know what the purpose of introducing each of them is. Adjust the way you formulate and justify the rules to suit your group's abilities.

The Rules of the Kingdom of Feelings is a special card, which is attached to the scenery board in a visible place and is supplemented with the rules, introduced one by one. Although most pre-school children can't read yet, it is important that they know what you are referring to, remembering the rules applied during the classes, so that they can feel that they have participated in creating them.

THE EPISODE	SUGGESTED RULE	THE INTENTION OF THE RULE
1.	We listen to each other.	The children know what it means to listen to someone and can recognise whether someone is listening to them or not. They recognise behaviour that indicates that they are not listening to someone. They also create the rule that when someone speaks and they want to say something, they do not interrupt the classmate, but let the teacher know, e.g. by raising their hand, and wait to be allowed to speak.
2.	We try to be cordial towards each other and we do not force anyone to act against their will.	Each of us has different needs and sensitivity, so different ways of showing empathy can help us. It is important not to do anything by force – not force anyone to go and be brave, not ridicule, blackmail or bribe, but give a person the time to overcome their intimidation and show understanding and kindness.
3.	We show happiness but we remember that we are not alone.	We have the right to express joy, but we take into account the fact that there are other people around us and we should make sure not to disturb them because they have the right to peace and quiet and their sensitivity to noise may be different from ours.
4.	We can do a lot of things, but we also remember about our own safety and the safety of others.	We act carefully. Being active is very important and satisfying but we are careful not to hurt ourselves or others.
5.	We have the right to experience sorrow in our own way.	We have the right to experience feelings in our own way and we don't have to try to change our behaviour because someone would want us to. We oppose such suggestions as – lighten up, don't be sad.
6.	Together we look for ways to express our feelings.	Together we can look for ways to express our feelings. Sharing with others and experiencing feelings together allows a person to know that they are not alone. The presence of other people can be comforting and uplifting.
7.	We control our anger.	It is important to learn to control ourselves, our behaviour, without taking away the right to feel the emotions that appeared in us at a given moment. We can express our anger in a way that is acceptable to the environment; we can use our energy well to act.

THE RULES OF THE KINGDOM OF FEELINGS

1.

2.

3.

4.

5.

6.

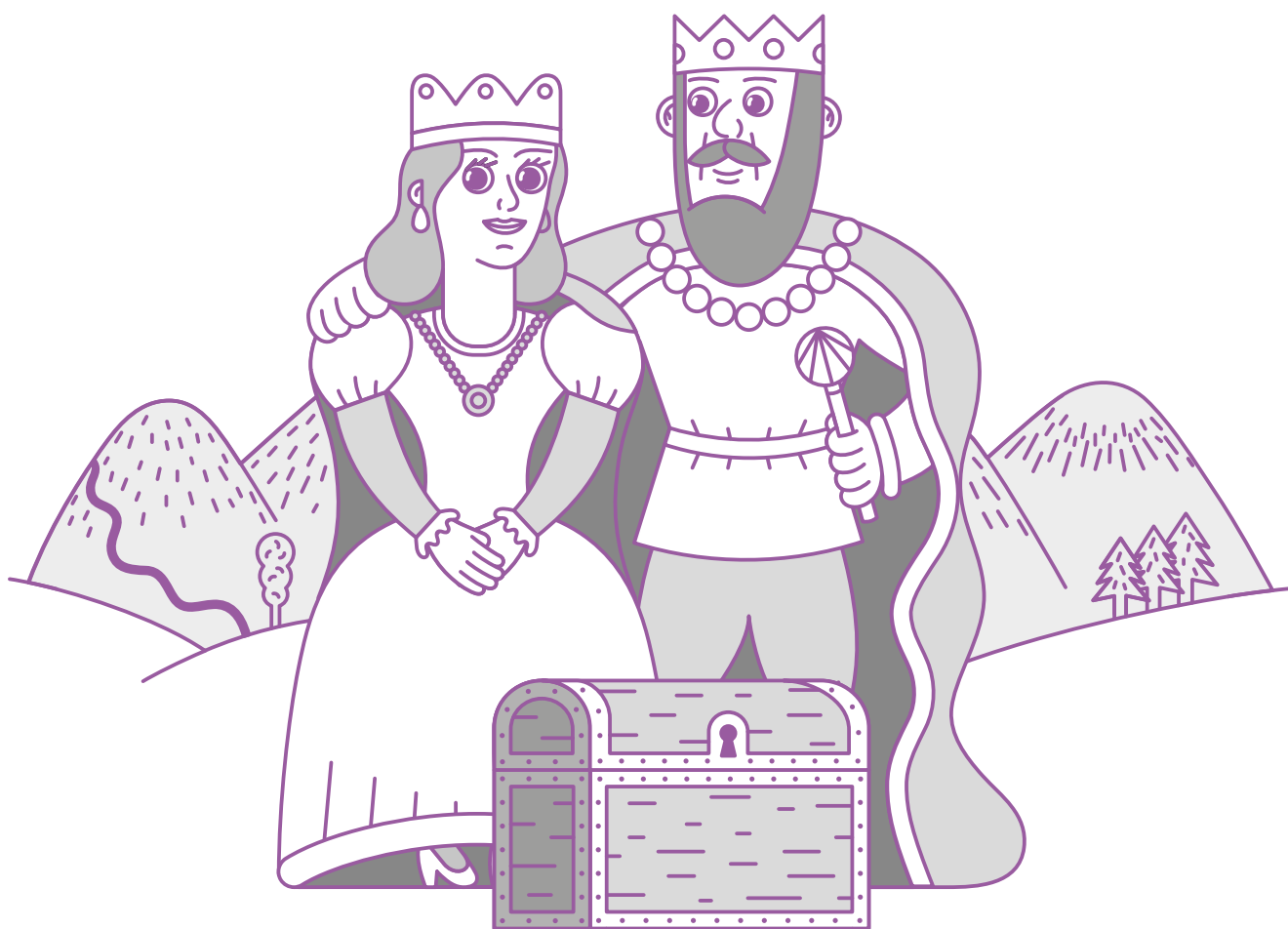
7.

SCENARIO 1 OF 10

IN THE KINGDOM OF FEELINGS

INTRODUCTION

Welcoming the Royal Couple



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS

Introduction to the story of the Kingdom of Feelings.

ACTIVITIES

- Mysterious chest – greeting, finding the chest. A guided conversation. Stimulating interest, perceptiveness and logical thinking.
- Colourful postcards – describing illustrations in one's own words. Telling a story using full sentences.
- Greeting the king and queen – a performance conducted by the teacher and playing with cardboard characters. Concentrating attention and deciding on the further course of the play together.

What is happening in this episode?

The story begins when a mysterious chest appears in the classroom. The children try guessing what might be inside. Then they find a note with information from the owners – the royal couple looking for a place where they can found the Kingdom of Feelings. The children find out what is inside the chest – postcards from different countries: Ghana, Indonesia, Kenya, Lesotho, Namibia, Nepal, Peru, Colombia, and they meet the royal couple. At the end of the episode, they decide whether they want to found the Kingdom of Feelings in their group.

Preparation for the classes

NOTE!

- You can combine episodes 1 and 2 or divide them in a different way than we have suggested. Depending on how many activities you decide to carry out, plan the number of meetings and choose the right additional materials and teaching aids, and prepare the scenery and props.
- If you decide to do episode 1 separately, try to introduce it at the end of the day to give the children the time to think about what the Kingdom of Feelings should look like and who should live there.

| TEACHING AIDS

- postcards
- king and queen character templates
- a chest belonging to the royal couple

The functions of the chest: The story of "In the Kingdom of Feelings" begins with the appearance of a chest in the classroom, which turns out to belong to the king and queen of the Kingdom of Feelings. The chest is there to arouse the children's interest and curiosity. It is also used to store the Resident of the Kingdom of Feelings Cards and the required additional materials during episodes 1, 2 and 5.

Preparation: Find a chest (or a suitcase) big enough to hold: postcards from eight countries, silhouettes of the royal couple, templates for the residents of the Kingdom of Feelings (one for each child), several templates of houses, a castle and stones (as many as there are children in the group), a blank Rules of the Kingdom of Feelings Card, Resident of the Kingdom of Feelings Cards (one for each child). The chest should have a card attached (a suitcase ID) containing the information: "Property of the King and Queen of the Kingdom of Feelings. If the chest has arrived at the preschool [put the name of the preschool here], please open it".

Preparation of the scenery and props

Print and glue together the postcards. Prepare the silhouettes of the figures of the king and queen. Put the postcards and silhouettes in the chest and place them in the classroom.



LESSON PLAN

| A MYSTERIOUS CHEST – INTRODUCTION TO THE STORY AND A CONVERSATION

When the children find a mysterious chest in the classroom, you start a conversation, asking questions which arouse their interest:

- Who might the owner of the chest be?
- What could be inside?
- Can we open the chest even though we don't know its owner?

After having a closer look at the chest, you will find a card attached to it and read the text:

” *Property of the King and Queen of the Kingdom of Feelings. If the chest has arrived at the preschool [name of your preschool], please open it.* ”

| THE STORY OF THE ROYAL COUPLE – FORMULATING HYPOTHESES

You open the chest, saying:

- I wonder what we can find out about the king and queen based on the contents of their chest.

Take out the postcards from the chest and ask:

- What do you think of these? Why are there so many postcards in the chest?

You start a casual conversation with the group and give the children the time to look at the postcards.

| WELCOMING THE ROYAL COUPLE – A DISCUSSION

After a while, you take out the silhouettes of the king and queen with which you play their roles. The king or queen says:

Phew, it's been a long journey! We're glad we are finally here. It seems like we've been looking forever and we couldn't find a place where we might be able to found our Kingdom of Feelings. We have been to so many different places in the world and we finally came to you. Can we start our Kingdom with you? We would very much like to found the Kingdom of Feelings right here.

You ask the children for their opinion. You allow them to discuss it and make the decision together. Once you have reached an agreement, you ask the children to consider what the Kingdom of Feelings could look like and who should live in it.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





| DEAR PARENTS, DEAR GUARDIANS!

Today we started a series of classes entitled "In the Kingdom of Feelings". These activities aim to develop the ability to recognise, name and express feelings and emotional states with particular emphasis on: joy, sadness, anger, longing, embarrassment, satisfaction, the sense of empowerment. During the cycle, the children are involved in co-creating a story of events in the Kingdom of Feelings and developing emotional competence – the ability to recognise, name and express feelings. The cycle is inspired by the Scottish storyline method, which gives a significant part of the decisions on creating a narrative to the participants of the class, developing their sense of empowerment and increasing their involvement. Through the task of creating characters played by children, it is easier for them to understand the more difficult feelings experienced by the heroes, and at the same time they have the opportunity to distance themselves and practice expressing their feelings.

Our aim is to create situations that provide the opportunity to recognise, name and express feelings and emotional states so that the children can develop their ability to control their emotions and behaviour more effectively and to act less impulsively. The most important message is that every emotion, every feeling is important and tells us something. We all have the right to all the feelings we experience, but we do not have the right to act against the rules under the influence of these feelings.

If you go through episodes 1 and 2 on the same day, add the following to the above message:

Why is it so important for us to support children in developing the ability to recognise, name and express feelings and emotions? Emotions and feelings are like guests. Even if they come unannounced, allow them to come into the house, sit down, tell us what has happened, listen to them, and they will leave after a while. If we refuse to allow them to enter the house, if we do not listen to them, then, especially the violent and difficult ones, are going to bang on our door, windows, will try to get into the cellar or squeeze themselves in through the chimney, and that will be no good, they will only cause destruction and problems. For this reason, during the classes, the children create the Kingdom in which they will meet emotions and make themselves familiar with them.

Today, the children have created their own characters who live in the newly built Kingdom of Feelings. The created heroes will help them get to know and understand different emotions and feelings. We encourage you to talk to your child about what they were doing at preschool today – who they invented, what their character's name is, what they like doing. Show your interest, ask where their hero lives, whether they like the house they live in. Perhaps the hero they created will also experience some adventures at your home?



*Sincere greetings from
the beautiful island of
Sumba in Indonesia!*

Your Arief



Dearest

King and Queen

of the Kingdom of Feelings



*I greet you cordially
from the joyful and
dancing Kenya!*

Your Samuel



Dear

King and Queen

of the Kingdom of Feelings



*I send you greetings
from the Amazon River
in Peru!*

Your Milagros



Dear

King and Queen

of the Kingdom of Feelings

*I greet you cordially
from my journey.*

*I've already
arrived in Colombia
with my parents.*

Your Luis



Dear

King and Queen

of the Kingdom of Feelings



*Greetings
from the
breathtaking
Nepal!*

Your Abhaya



Dearest

King and Queen

of the Kingdom of Feelings

*Greetings
from the kingdom
in the sky, that is,
Lesotho!*

Your Lineo



Dear

King and Queen

of the Kingdom of Feelings



*I cordially greet you from
the deserts
of Namibia!*

Your Tuilika



Dear

King and Queen

of the Kingdom of Feelings

*Greetings from
Lake Volta
in Ghana!*

Your Maame



Dear

King and Queen

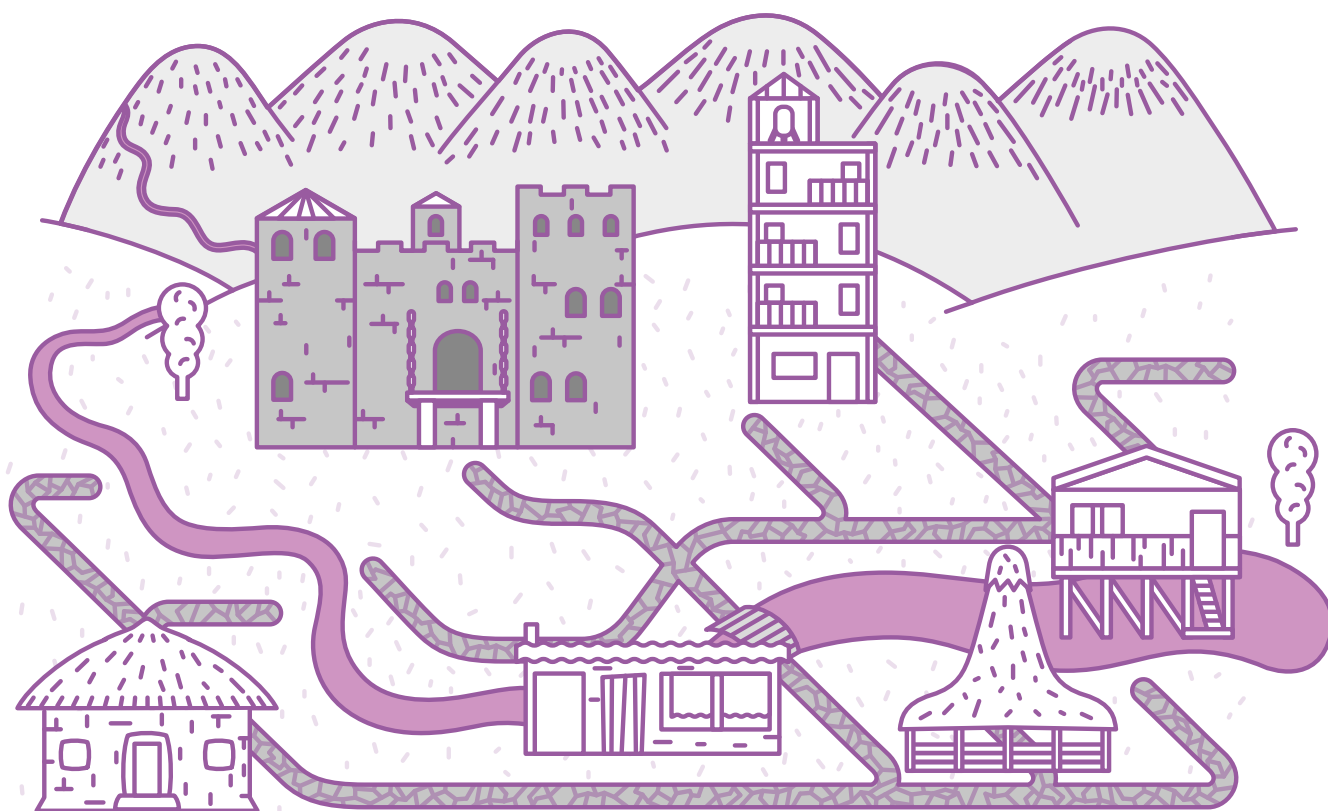
of the Kingdom of Feelings

SCENARIO 2 OF 10

IN THE KINGDOM OF FEELINGS

INTRODUCTION

Creating the Kingdom of Feelings



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS



Getting to know the story of the Kingdom of Feelings and identifying oneself with its heroes and one's own character.

ACTIVITIES

- My character – creating the character, arts & crafts work.
- The first rule – the introduction of the rule "We listen to each other".
- This is me – presenting the character.
- We are building houses – creating houses, arts & crafts work.
- Creating the Kingdom of Feelings – placing elements of scenery in the space where the action takes place.

What is happening in this episode?

Every child creates their own character – a resident of the Kingdom of Feelings. Using a template, they create a silhouette of a character looking as the child pleases, decide what the character is going to be, and then assume the selected role and introduce themselves to the other residents of the Kingdom of Feelings. They receive a Resident of the Kingdom of Feelings Card, on which they will stick the badges received after each adventure. It is also the time to introduce and discuss the first rule applied in the Kingdom with the children, which is: "We listen to each other". Once everyone knows each other's characters, they have to build their homes. Children who like the template of the same house, decorate it together and choose a place for it on the scenery board of the Kingdom. Everyone decides where the royal couple's castle will stand together. The Kingdom of Feelings is ready.

Preparation for the classes

TEACHING AIDS

- character template
- house templates
- castle template
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Card
- scenery board
- a chest belonging to the royal couple
- silhouettes of the king and queen
- arts & crafts supplies
- pieces of cloth and yarn

Preparation of the scenery and props

Prepare the scenery board. If you have decided to prepare it yourself, attach the ready-made board in a place that is visible and accessible to children, so that they can place their houses and the castle on it. If you want the children to take part in its creation, provide them with arts supplies and a sketch of the Kingdom of Feelings on a large sheet of paper.

In the chest, place the Rules of the Kingdom of Feelings Card, a few templates of houses, the cut out template of the castle, and the Resident of the Kingdom of Feelings Card – one for each child.



LESSON PLAN

| MY CHARACTER – CREATING THE CHARACTER, ARTS & CRAFTS WORK

If the classes are held after a break, remind the students of the story you have started:

Do you remember what the king and queen recently invited us to do? Look, they have left us silhouettes of characters that we will now bring to life, so that our kingdom has the inhabitants you want to have. Each one of us can now become whoever we want..

If the class is held immediately after the previous episode, encourage the children to take part in the following activity:

The king and queen were very pleased that you were ready to create the Kingdom with them. In this Kingdom, anyone can be who they want to be. So we're going to create the characters that will live in it.

Give each child a character template cut out of cardboard and arts & crafts supplies (crayons, paints, colour paper, pieces of fabric and yarn). Set the time for creating their characters.

When all the children have their characters ready, start asking further questions so that the children can say who they are going to be:

- Who is that?
- Who is the inhabitant of the Kingdom you have created?
- What's their name?

During the conversation, also ask about the traits of the heroes the children have created, preferably using both the child's name and the character's name (e.g. Anne, how does your Sophie like to play?):

- What games does she like to play?
- Does she have a favourite colour?
- What does she do?

The children make decisions and share information about their characters with the group.

Remember who your inhabitant of the Kingdom of Feelings is and what their name is because soon the inhabitants of the Kingdom will meet and get to know each other.

**| THE FIRST RULE – THE INTRODUCTION OF THE RULE "WE LISTEN TO EACH OTHER"
PART 1**

Start with a short introduction:

Just like in families and larger groups, also in preschools, there are usually rules in place that define what you can and cannot do. They allow us to live better in a group, where everyone is a little different and likes and dislikes something different. Our Kingdom has many inhabitants, and here, too, we need rules to make sure that everyone feels comfortable and can say something. So, I suggest that our first rule will be to listen to each other.

Then ask:

- What does it mean to listen to someone?
- How do we behave when someone talks and we listen to them?
- What do we do when we don't listen to someone?

You can encourage the children to present scenes showing the situations you are talking about. Ask them to share their feelings:

- How do you feel when you are talking and someone is not listening to you?

Have a short conversation with the group about how unpleasant it is when we are not being listened to. Ask the children:

- What are you going to do when someone is saying something and you want to immediately add what you think?
- How should someone behave if they want to say something while you're still talking? How should they inform you about it?

Encourage the children to try out the rule you have discussed in practice.

| THIS IS ME – PRESENTING THE CHARACTER

Sit in a circle with the children and reach for the silhouettes of the royal couple, and then on their behalf, say to the group:

Dear citizens, it's nice to see you all here. We'd like to get to know you better. Please introduce yourselves. One by one, tell me your name, what you do, and what you like.

For a start, you can introduce your character in order to show the children what kind of presentation they should make (e.g. Hello! My name is Margaret. I'm a doctor. I like the colour blue very much – look at my blue dress. I am very calm and I like cats). Every child then briefly presents their character. You, playing the role of the royal couple, greet each of the inhabitants and say something nice about the character.

Once all the children have introduced their characters, take the Resident of the Kingdom of Feelings Cards out of the chest and show them to the whole group:

Everyone living in this Kingdom will receive their own card, which is a document similar to the one that adults have. It will contain their name, and these boxes are the places to stick the badges you will receive by way of a souvenir for participating in the classes and for experiencing the adventures.

Fill in the Resident of the Kingdom of Feelings Card for each character and hand them out to the children.

| THE FIRST RULE – THE INTRODUCTION OF THE RULE "WE LISTEN TO EACH OTHER" PART 2



Take the Rules of the Kingdom of Feelings Card out of the chest, show it to the children and say:

You have talked about the heroes you have created and you showed that you know how to listen to each other. Now we can write down the first rule of the Kingdom of Feelings, because all of you know how to follow it.

Write down the rule "We listen to each other" in the Rules of the Kingdom of Feelings Card and, for the moment, put it back in the chest.

| WE ARE BUILDING HOUSES – CREATING HOUSES, ARTS & CRAFTS WORK

Once all the characters know each other and you have agreed on the first rule, you can introduce the next element, which is the space in which the action takes place – the scenery.

- Where do you think your characters will live? Let's see if there's anything else in the chest?

Take out the templates of a few houses from the chest and tell the children why the houses are so different from each other:

- You can choose between different types of houses. Some can even stand over the water because they are placed on stilts, others have thick stone walls, so that the cold mountain wind does not penetrate inside; for larger families the houses can be similar to those in Nepal – high but occupying little space. You have already seen some of these houses on the postcards that came in the royal couple's chest.

Encourage every child to indicate which house they like the most and say why they have chosen that one. Since there are only a few houses, naturally there will be groups of children who like a given building and they will create the house together. Give them arts & crafts supplies and ask them to decorate their houses according to their own ideas. Remind them to follow the first rule of the Kingdom of Feelings when making decisions about the appearance of the houses.

| CREATING THE KINGDOM OF FEELINGS – PLACING ELEMENTS OF SCENERY IN THE SPACE WHERE THE ACTION TAKES PLACE

When all the houses are ready, ask:

- Where will we put these houses?

Take on the role of the royal couple and answer:

Fortunately, we have thought about it, too! Each inhabitant of the Kingdom will receive land on which they will be able to build their house.

At this point, ask the children to go to where the scenery board is placed.

If you are using a board which was prepared earlier, you can immediately move on to arranging the houses. And if you want the children to participate in its preparation, encourage them to work together. It is important that all the elements of the scenery indicated in the instructions are on the board.

In the name of the royal couple, say:

Where would you like to put your houses? We encourage you to build the houses in the valleys because building a house on top of a hill can put you in danger, for example, strong wind can destroy it.

Leave the children a choice, but try to direct them in such a way that no house appears on top of a mountain because you will need the peaks later in the story. Give the children a moment to attach the houses to the board and ask:

- Is anyone else's house missing? What about a place for the royal couple? Where should their castle stand?

Take the castle out of the chest and ask the children to decide where it should stand. Put it on the board.

Near the castle, attach the Rules of the Kingdom Card, telling the children:

These rules will apply throughout the Kingdom. To make sure that every inhabitant remembers them, they will be placed here, near the castle.

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

Take on the role of the royal couple and say:

Our Kingdom of Feelings is ready, it is full of inhabitants, it has its own royal couple. Today, every resident will be able to sleep in their own home.

Attach the silhouettes of the inhabitants to the scenery board next to their homes, and put the Resident of the Kingdom of Feelings Cards in the chest. At the end, say:

- Are you interested in what will happen in the Kingdom of Feelings? What adventures may await the citizens? We'll see that during our next meeting.

After the class – information for parents and guardians



After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).

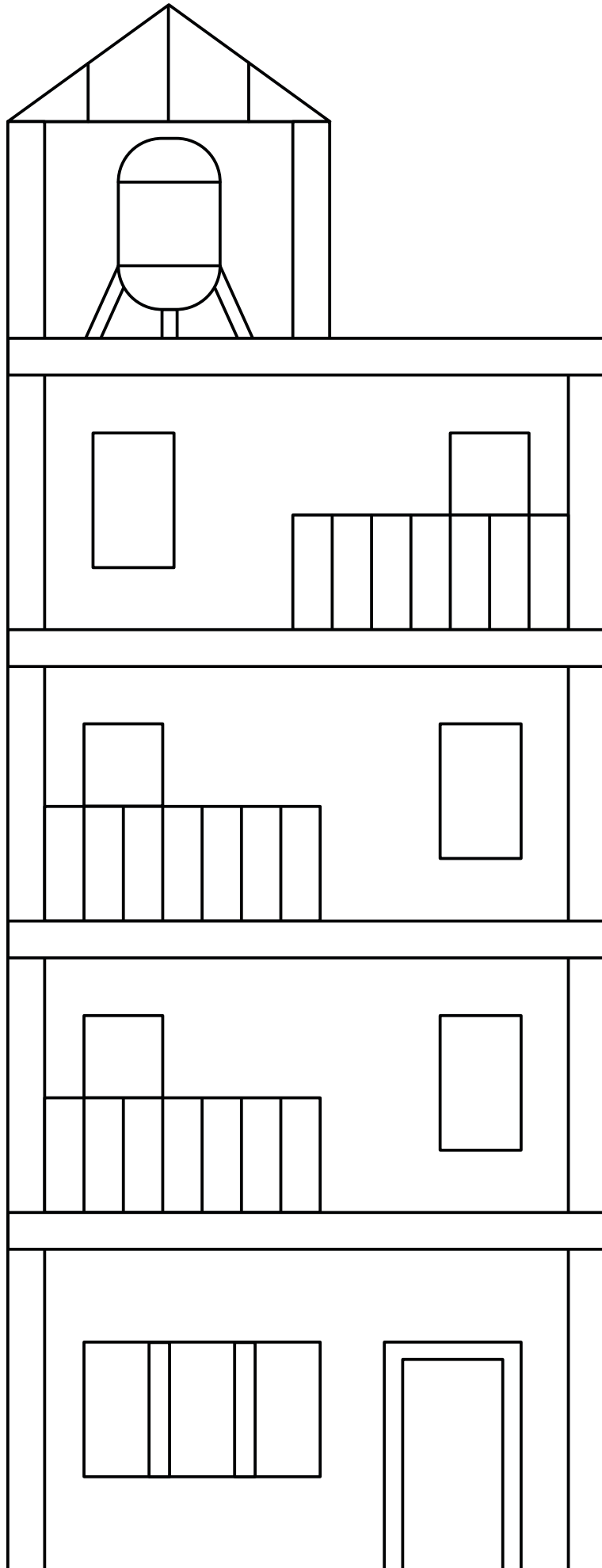


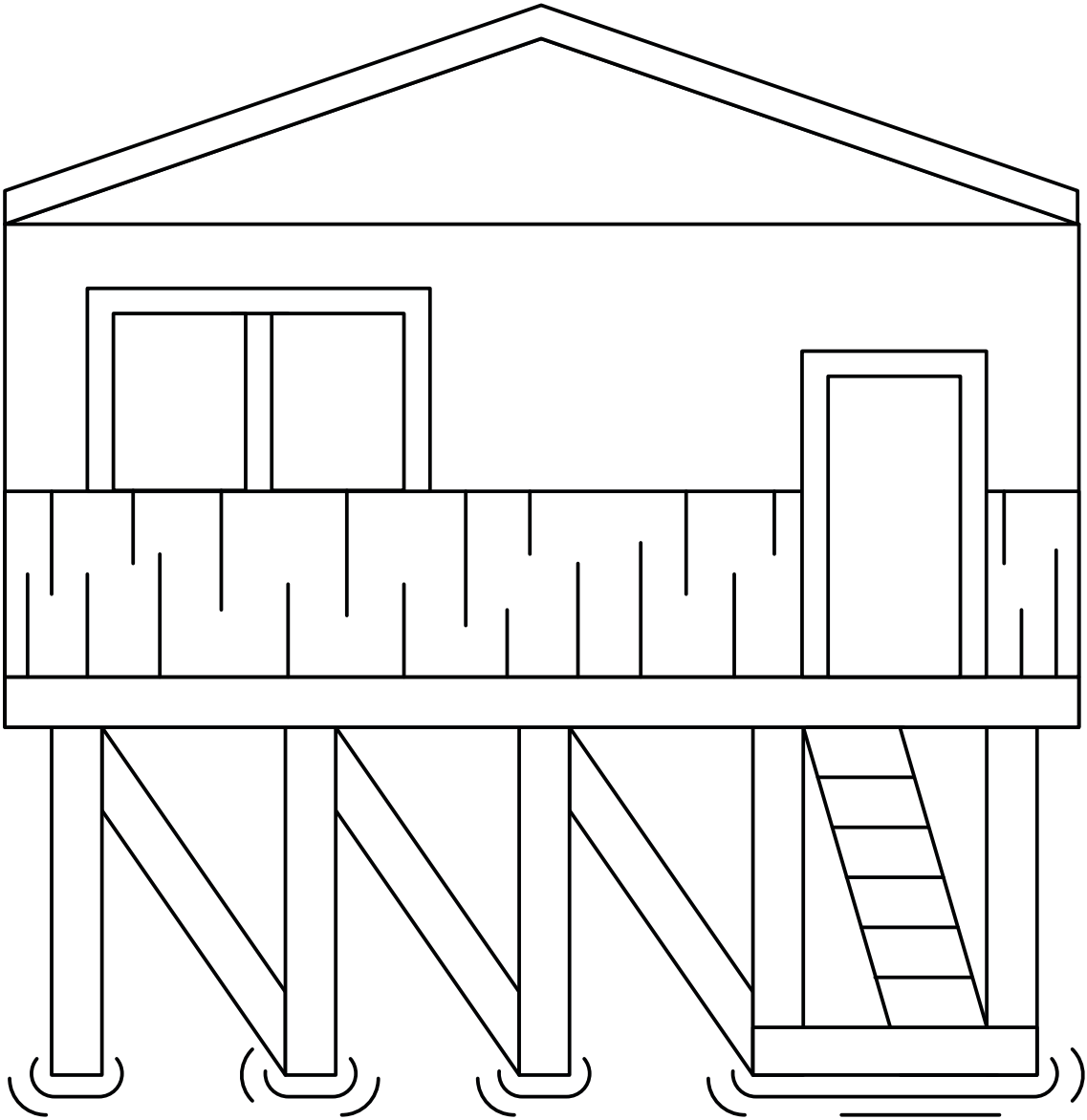
| DEAR PARENTS, DEAR GUARDIANS!

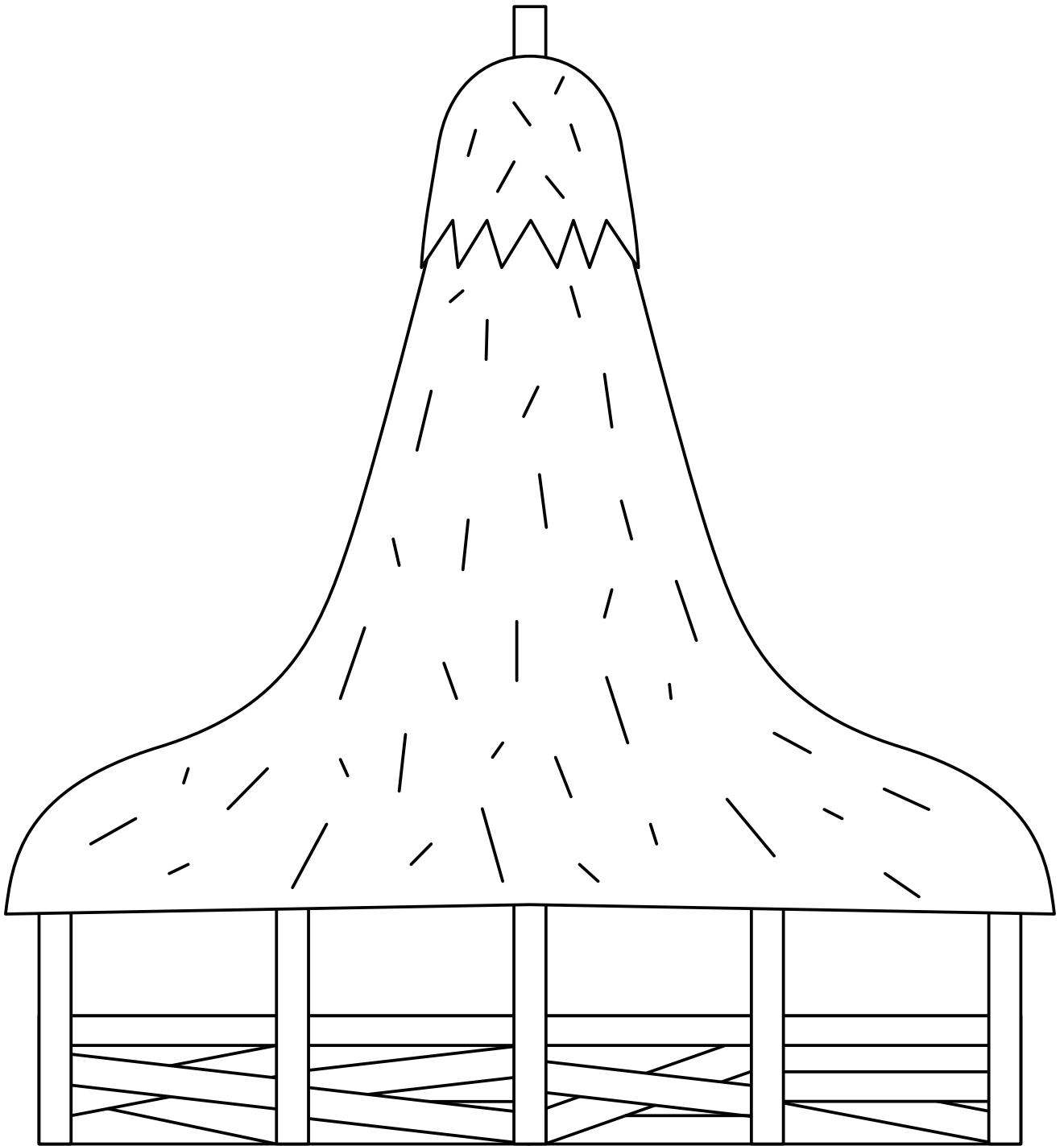
Today, as part of the series "In the Kingdom of Feelings", we have created the space of the Kingdom, its inhabitants and their homes. In the scenery, we will be looking at feelings such as joy, sadness, longing, anger, intimidation and the sense of empowerment.

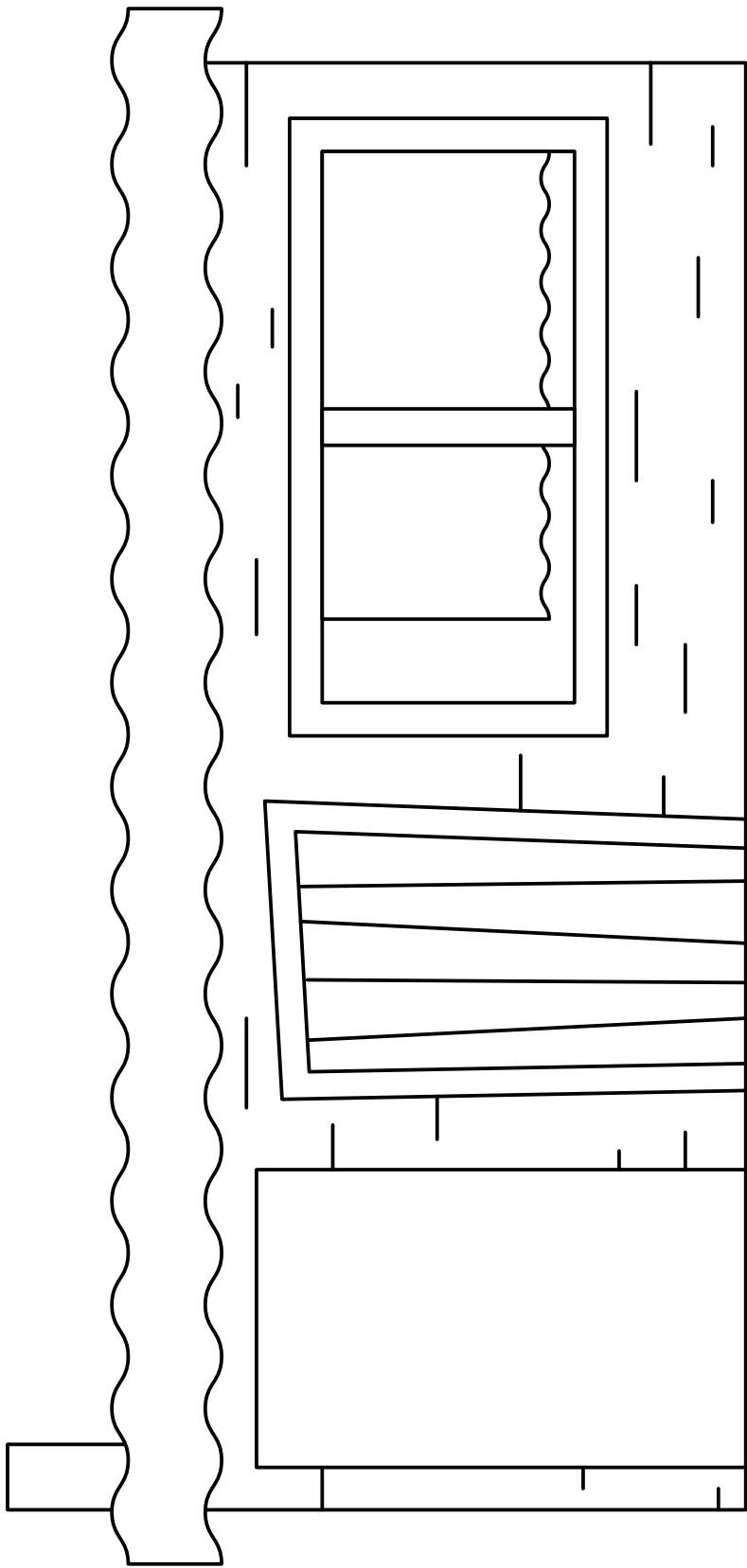
Why is it so important for us to support children in developing the ability to recognise, name and express feelings and emotions? Emotions and feelings are like guests. Even if they come unannounced, allow them to come into the house, sit down, tell us what has happened, listen to them, and they will leave after a while. If we refuse to allow them to enter the house, if we do not listen to them, then, especially the violent and difficult ones, are going to bang on our door, windows, will try to get into the cellar or squeeze themselves in through the chimney, and that will be no good, they will only cause destruction and problems. For this reason, during the classes, the children create the Kingdom in which they will meet emotions and make themselves familiar with them.

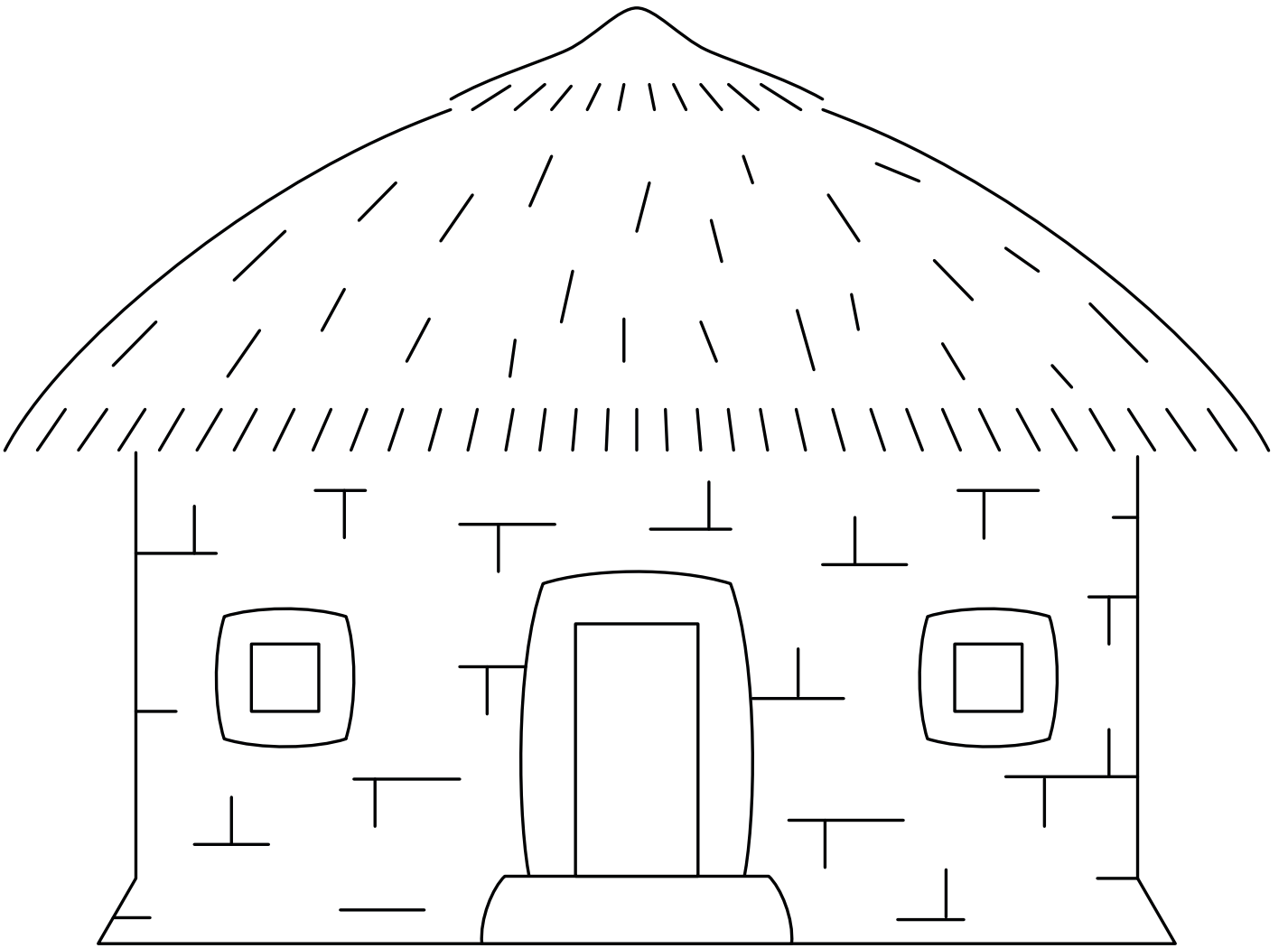
Today, the children have created their own characters who live in the newly built Kingdom of Feelings. The created hero will help them in getting to know and understand different emotions and feelings. We encourage you to talk to your child about what they were doing at preschool today – who they invented, what their character's name is, what they like doing. Show your interest, ask where their hero lives, whether they like the house they live in. Perhaps the hero they created will also experience some adventures at your home?

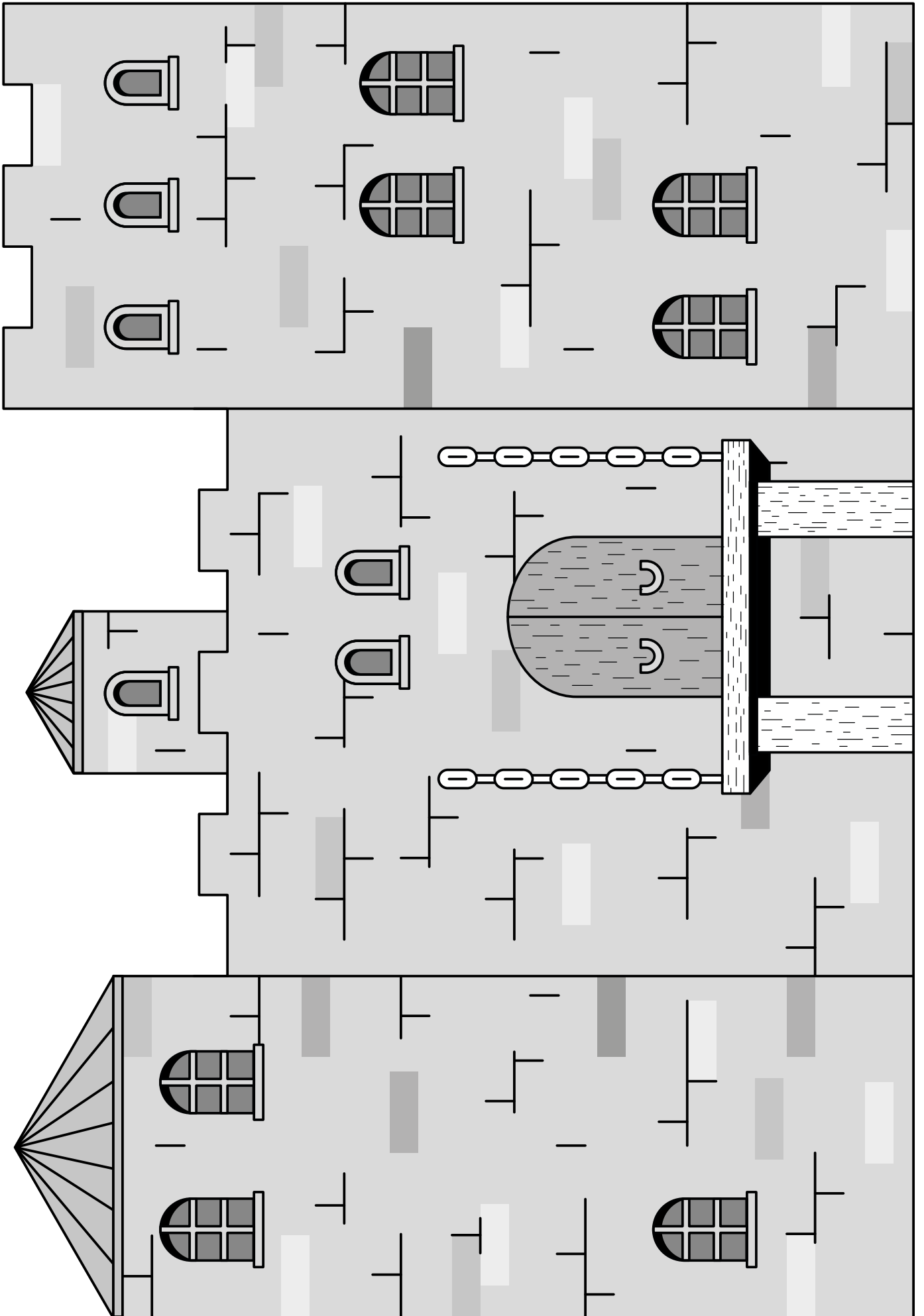










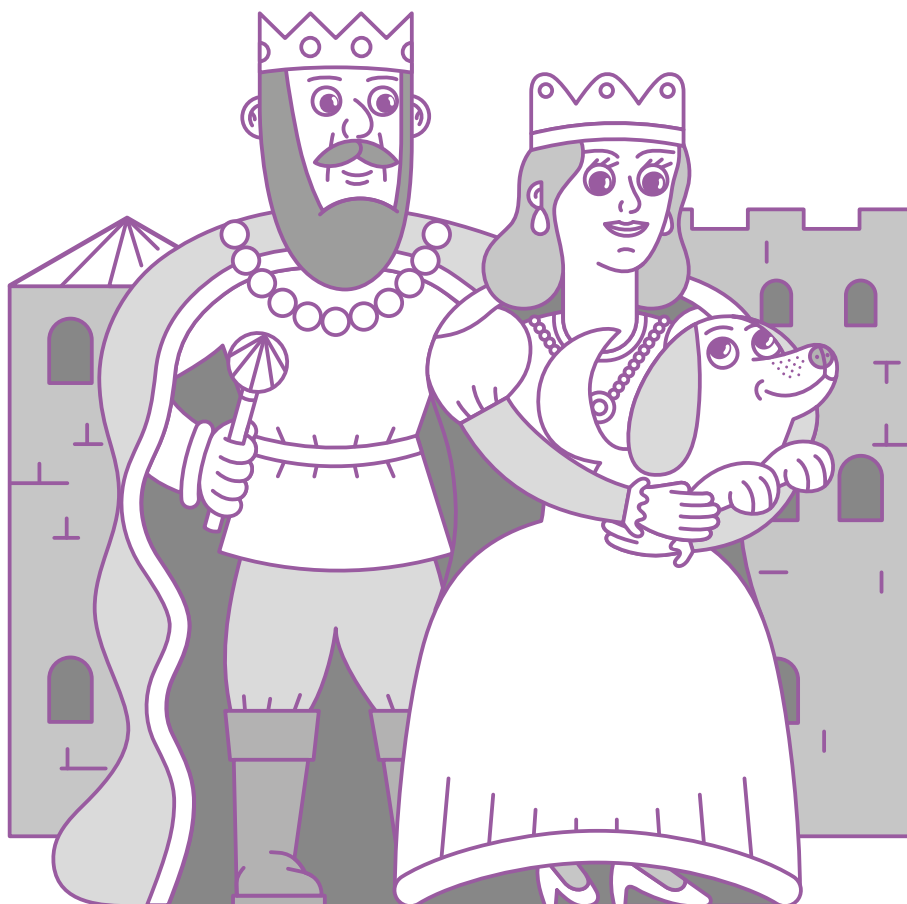


SCENARIO 3 OF 10

IN THE KINGDOM OF FEELINGS

SHYNESS

The Appearance of a New Resident in the Kingdom



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS

Recognising and naming shyness, dealing with this feeling.

ACTIVITIES

- Royal Announcement – reading the announcement from the royal couple. Talking about what it said.
- A meeting of all the residents – a conversation about the problem of the new hero. Putting oneself in somebody else's shoes and trying to name their feelings.
- A shy puppy – a drama game. Attempting to recognise, name and interpret external signs of feelings and emotions.
- We help the doggy – a game in a circle. Developing empathy. Showing warmth and understanding.
- The second rule – introducing the rule "We try to be cordial towards each other and not force anyone to act against their will".
- A name for the dog – a word-forming game. Thinking of a name for the royal dog.
- Mountain of Shyness – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident of the Kingdom of Feelings Card.



What is happening in this episode?

The children are informed that all the inhabitants of the Kingdom are asked to gather in the square in front of the castle, i.e. in front of the scenery board. The royal couple announces that they want to introduce a new companion of their adventures in the Kingdom of Feelings to them. However, seeing the large number of residents who have gathered to meet them, this new character is feeling shy and has hidden in the castle. The king allows the children to quietly approach the window of the chamber so that they do not frighten the new resident and see what they look like. They find out that it is... a puppy. The children help the royal couple support the puppy in overcoming its shyness by encouraging it. The residents discuss the second rule of the Kingdom, which is: "We should be cordial towards each other and not force anyone to do anything against their will". After receiving support, the puppy feels safer and appears in the square of the castle. The royal couple asks the inhabitants to give the doggy a name. In order to commemorate this event and as an expression of gratitude for the demonstrated warmth and understanding, the queen names one of the hills surrounding the Kingdom the Mountain of Shyness, and the residents receive their first Resident Card badge – "I know what shyness is". The royal couple announces that the Kingdom will soon be celebrating its birthday and that they cordially invite all residents to get involved in the preparation and celebration. The birthday of the Kingdom falls on the last day of the series of classes.

Preparation for the classes

| TEACHING AIDS

- an announcement from the royal couple
- dog illustration
- dog character template
- flag template
- template of the badge "I know what shyness is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- a recorder or a telephone with a recording function
- a pen
- ink and a sponge
- glue

Preparation of the scenery and props

On the day before the class, hang the announcement of the royal couple on the scenery board next to the castle. Prepare an illustration with the dog and the silhouette of the dog and a collar, have them with you from the beginning of the class, but do not show them to the children.



LESSON PLAN

| ROYAL ANNOUNCEMENT – READING THE ANNOUNCEMENT FROM THE ROYAL COUPLE

When the children gather in the classroom before breakfast, direct their attention to the scenery board and the announcement. Ask them to sit down for a moment and read the announcement:

” Dear Residents of the Kingdom of Feelings! ”

We kindly ask you to gather in the square in front of the castle after breakfast. We have something important to announce to you.

YOUR QUEEN AND KING

Ask the children if they can guess what the royal couple wants to announce to them. Remember not to reveal any details of future events in the conversation.

At the set time after breakfast, the children will gather again in front of the scenery board. Take the silhouettes of the inhabitants off the board and give everyone the character they have created. Inform them that they are in the Kingdom of Feelings again.

**| A MEETING OF ALL THE RESIDENTS
– TALKING ABOUT THE TROUBLE OF THE NEW HERO**

Note that the time set in the announcement has already come but the royal couple has not appeared. Wait another moment and then suggest that the children call the royal couple.

After a long wait, the royal couple comes out of the castle; say, animating the silhouettes:

We would like to thank the inhabitants of the Kingdom of Feelings for gathering in such great a number. We apologise for keeping you waiting, but we have a serious problem. We wanted to introduce you to a new inhabitant of the Kingdom, but as soon as he saw how many people gathered in the square, he withdrew to the chamber, hid under the blanket and wouldn't come out. I think he is feeling shy.

Stop the animation and ask the children:

- Why do you think the new inhabitant of our kingdom is hiding?
- Do you know what it means to feel shy?

Encourage the children to ask the royal couple to reveal the secret of who the new inhabitant of the Kingdom is. Start the animation again and say, as the king:

If you want to see the new inhabitant of our Kingdom, you can come to the window and discreetly look inside the castle chamber where he is hiding. But be careful not to scare him even more. Please, just be quiet, be good.

Show the children an illustration where they can see the inside of the chamber through an open castle window and a puppy curled up in a corner. Ask them to whisper what they can see:

- What does the new inhabitant of the Kingdom look like? What does his muzzle express?
- Where is he and what is he doing? How is he behaving?
- How may he be feeling?

- How would you feel if you were to show yourself for the first time to a large group of people you don't know?
- What would you look like? What would your face express? How would you behave?

***WHAT FEELING MAY THAT BE? LET'S FIND OUT!**
– AN ADDITIONAL ACTIVITY FOR OLDER CHILDREN

If you run a class in a group of older preschool children and you think that the children will be up to the task emotionally, you can propose that they become a new inhabitant of the Kingdom and play out a scene. This task will allow the children to better understand what feeling you are talking about, but remember that you need to take care of their emotional security.

Propose the following

- Does any of you want to try to put yourself in the position of the new inhabitant of our Kingdom?

Invite volunteers to the middle of the square to just stand in front of the group for thirty seconds. Then ask:

- How do you feel, standing in front of the whole group? What do you feel like doing (e.g. run away, hide, curl up, cry, say something to them)?

You can support a child who is standing in front of the group by saying, for example, "You have the right to feel everything you are feeling right now. It's normal and perfectly all right."
Be prepared for different reactions from the children – some will like being in the spotlight, others will, in fact, feel shy.

At the end of the exercise, thank the volunteers for participating and sharing their feelings with the other inhabitants.

| A SHY PUPPY – A DRAMA GAME

Invite the children to show how shyness can manifest itself:

- What does a person who feels intimidated look like?

Let's take a closer look at the doggy. Approach the castle window quietly so as not to frighten him even more. See how he is curled up, his paws are rolled up, his tail curled up, he is looking at the floor and shaking.

Suggest that the children try to adopt the same posture as the doggy and show how a shy person looks. Then ask:

- How did you feel?
- What happened to your heads and back?
- What did your faces look like?
- Maybe you've noticed that people often blush when they're feeling shy?
- Or maybe one of you felt like you were blushing and felt hot in the face?

You can also ask the children how they behave when they are feeling shy, e.g. when people they don't know come to their home.

| WE'RE HELPING THE DOGGY OVERCOME ITS SHYNESS – CONVERSATION, RECORDING WHAT IS SAID

Encourage the children to take action:

How could we, as the inhabitants of the Kingdom of Feelings, help the doggy to overcome his shyness and learn about it? How could we show him our care and friendliness?

| We show hospitality – a reassuring recording

Talk to the children, direct them to the statement that care and hospitality are the opposite of ridiculing someone's shyness. Emphasise that encouragement must not be about pushing a shy person to overcome their shyness as quickly as possible and start making contact. Ask the children:

Perhaps one of you would like to say something to the doggy that would be cordial and caring? We can record a special message for him from the residents of the Kingdom of Feelings.

Record the words of volunteers with a telephone or a recorder. Then play back the whole recording, while holding the phone/recorder at the castle window on the scenery board, so that the message reaches the puppy who is still feeling shy.

| We show our understanding – talking to a shy dog

Encourage the children to take part in the following activity:

Maybe now the doggy is looking shyly somewhere from behind the curtain in the castle window and is checking if all the residents are still waiting for him. How can we show him that we understand his feeling of shyness and sometimes we feel this way, too? Why don't we all show what we look like when we're shy?

You can suggest that the children talk about how they deal with the feeling of shyness and thus show the doggy their understanding.

| HOW CAN WE DEAL WITH SHYNESS? – TALKING TO AND ENCOURAGING CHILDREN TO GIVE ADVICE TO THE ROYAL COUPLE ON HOW TO HELP THE DOGGY

Sum up the ways to show support you have used so far to help your doggy. Encourage the children to share their experiences:

- Think about how you deal with intimidation. What helps you in a situation like that? Who and how supports you in overcoming intimidation?

Ask the children to speak to the royal couple as citizens of the Kingdom and share their suggestions about what they can do to make their dog brave enough to come out.

During the conversation, pay attention to the children's answers, highlight especially those that express concern and hospitality; you can paraphrase them. Focus the conversation on such behaviours as: not ridiculing, giving the time to get used to the situation, not being ashamed and not forcing someone to be active.

In conclusion, say that different people need different solutions, different ways – for one person a minute of peace and quiet would be helpful, another person needs support from a person who is important to them, and someone else will overcome their shyness when the people looking assure them that they will not laugh at them.

THE SECOND RULE – INTRODUCING THE RULE “WE TRY TO BE CORDIAL TOWARDS EACH OTHER AND NOT FORCE ANYONE TO ACT AGAINST THEIR WILL”

Remove the Rules of the Kingdom of Feelings Card from the scenery board and say:

- Let’s think about how we experience shyness. What kind of support would we need in a situation like that?



After a short conversation, propose to the children that you formulate the second rule of the Kingdom of Feelings: **We try to be cordial towards each other and we do not force anyone to act against their will.**

Try to make sure that the children understand the intention of the rule: Each of us has different needs and sensitivity, so we need a different way of showing empathy. It is important not to do anything by force – not to force anyone to go and be brave, not to ridicule, blackmail, bribe, only to give a person the time to overcome their intimidation and to show understanding and kindness.

Encourage the children to play out scenes in pairs in which they demonstrate how to show understanding and hospitality towards another person and present behaviour that breaks this principle. If the task proves to be too difficult, the children can go back to discussing how they behaved towards the doggy and pointing out what does not help them overcome their intimidation.

Once you have checked whether the children understand the rule and have discussed the ways in which it gets broken, write it down on the Rules of the Kingdom of Feelings Card. Then attach the Card to the scenery board.

A NAME FOR THE DOG – A WORD-FORMING GAME

Go back to telling the story:

We have shown the doggy, an inhabitant of the Kingdom, so much support and hospitality. Do you think he is going to show up now?

While animating the king or queen, introduce the children to the dog:

And here is the four-legged inhabitant of our Kingdom! He was so intimidated when he saw such a large group that he preferred to hide behind the door and only look through the gap and see what you were doing. In the end, however, you showed him so much support and he heard so many nice things from you that he is no longer as afraid.

Reach for the dog’s silhouette and act out the scene where the dog slowly leans out from behind the figure of the king, then carefully examines the area, approaches the children and shyly sniffs the silhouettes of their figures. After getting acquainted with the group, the doggy returns to the royal couple. As the queen, say:

Please help us name the doggy because we were so worried about his behaviour that we didn’t have the time to do it. What are we going to call him?

The children propose names for the dog and the group chooses one name together. If you have problems making a decision, remind them of the first rule of the Kingdom of Feelings. Once you’ve made the choice, take on the role of the queen and say:

We thank you so much... [chosen name] is a beautiful name, our dog likes it, too.

We will put a collar with his name on it so that everyone knows what to call him.

Write the chosen name on the collar and attach it to the silhouette of the dog.

| MOUNTAIN OF SHYNESS – LISTENING TO THE ROYAL EDICT

Then, as the queen, speak to the inhabitants:

To thank you for helping our dog overcome his shyness, I will name one of the hills in our Kingdom the Mountain of Shyness. I give you, my dear citizens, a flag with the symbol of intimidation to be placed on the peak of that mountain. If you have ever felt shy yourself, you can put your fingerprint on this flag. So that we never forget that each of us experiences this feeling sometimes, and everyone has the right to do so.



The children, one by one, dip their thumbs in the ink and put their fingerprints on the flag. They then choose the hill that will become the Mountain of Shyness and attach a flag to the top of it.

Playing the role of the king or queen, address the children:

All brave inhabitants of our Kingdom who have conquered the Mountain of Shyness, receive a special badge to stick on their Resident Card.

Take out the Residence Cards from the chest and hand them out to the children along with the badges. Give the children the time to stick them to their Resident Cards. Then, as the queen, say:

I would hereby like to announce that in ... [the time remaining until the last class, e.g. two weeks] we will organise a great and happy birthday party for our Kingdom of Feelings together, filled with attractions, in which all our residents will be able to participate. We very much hope that you will all get involved in the preparations and help us create a wonderful programme for the celebration.

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

At the end of the class, inform the children that the preparations for the Kingdom's birthday will begin soon.

Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.

Attach the silhouettes of the residents, the royal couple and the puppy to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians



After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).

| DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the series "In the Kingdom of Feelings", during the class we talked about shyness. The children have been taming a frightened fairytale doggy who needed time to stop feeling shy. Together with the children, we were considering what would help him stop feeling scared and allow him to come out and play with them freely.

Shyness is natural for a child at a certain stage of development. Going to the preschool for the first time, it is difficult for them to part with their parent, because it is a new situation for the child. Discovering the world is much safer when a child can go back to the parent and hide behind them, to gain courage again before the next adventure. Just like that doggy who doesn't know the children yet and won't run out to them immediately, cheerfully wagging his tail. However, the problem appears when shyness repeats and perpetuates, making it difficult for the child to function.

The shy ones are calm and seem not to cause educational problems. However, for the parents of a shy child, it is a significant problem when they see that they lack carefree joy and spontaneity, and that their life is dominated by negative emotions such as fear, a sense of inferiority, resentment and jealousy.

Shyness has a purpose. It is instinctive resistance against being close to a stranger. At the beginning of civilisation, intimidation served to protect life and health. To this day, it is important that children remain vigilant and know who to trust.

Dear parents, what can you do when your child feels shy on a daily basis? The most important thing is not to label your child as "shy". They can start to identify themselves with this attitude and decide that it is the trait which they are condemned to live with. It is more helpful to talk about the situation in a descriptive way – "They need time to have fun". This demonstrates the temporary nature of this state and shows hope for change.

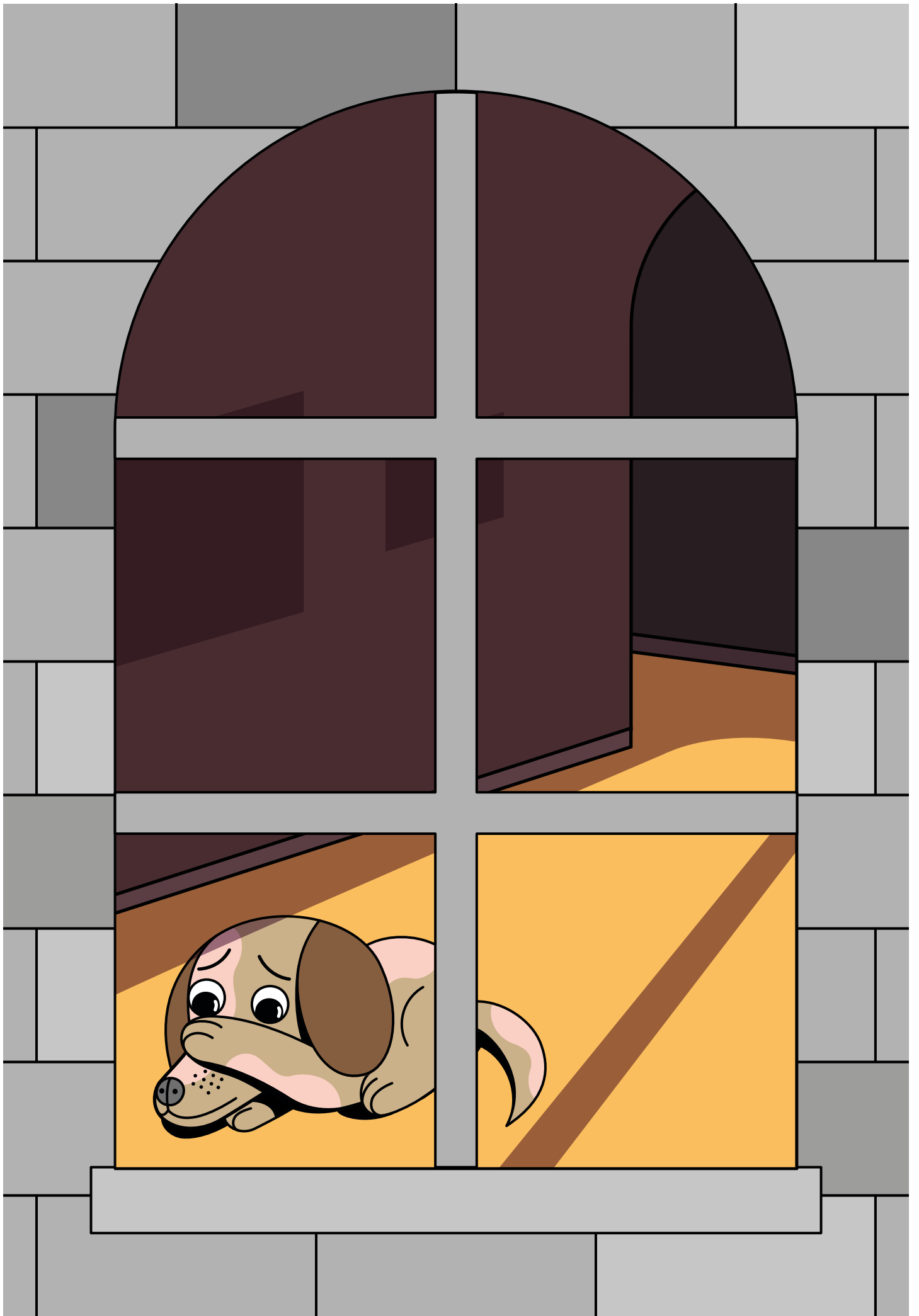
It is best to get the child used to difficult situations using the small steps. If a stressful situation appears, it is best for us to just be with the child and give them time to get used to it, do not rush them or put pressure on them. If, for example, they are ashamed to say hello to an auntie, do not insist they do so. If they reach out their hand to say goodbye at the end of the visit, it will be a great achievement. These are not big breakthroughs, but small steps that are the basis for overcoming shyness. Spotted by parents and named, they will allow the child to believe in their own abilities and increase their activity. Overcoming fears and inhibitions in this way increases self-esteem and gives hope that in future situations the child will be able to participate more actively in tasks that were previously difficult for them.

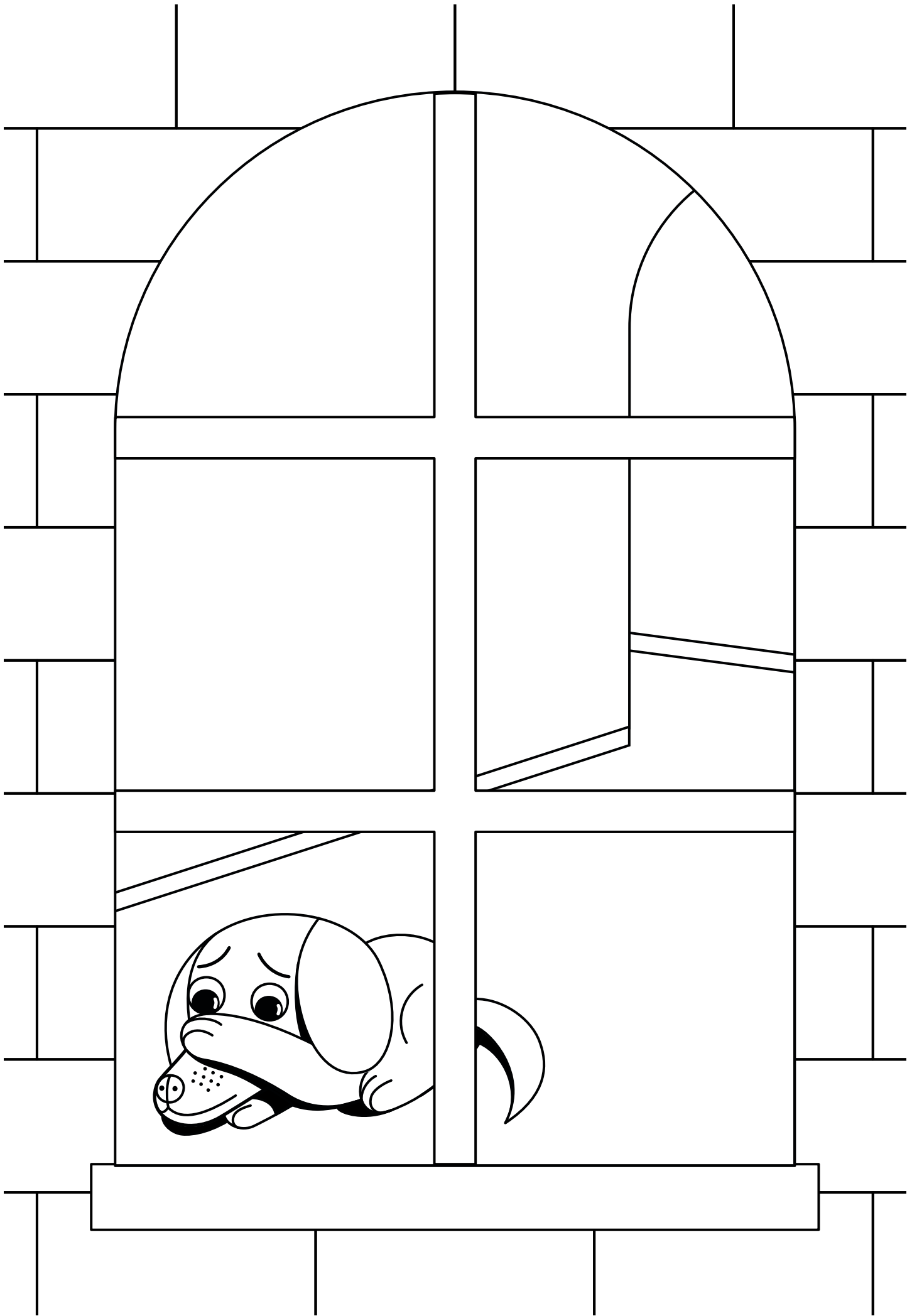
Subsequent tasks should be created according to what the child can do. The most important thing is the presence of a parent who sees their efforts. These can be the smallest household chores, if noticed and appreciated. The sense of satisfaction with their own achievements builds self-esteem and allows them to overcome their shyness. Praise and joy expressed by their closest family and, above all, pride in themselves constitute the motivation to more effort.

What is not helpful is comparing to others because it clips their wings and takes away their self-confidence. Instead, you can notice the positive behaviour of another child and say:

"I liked the way that boy approached you and invited you to play with him". This does not include an assessment, but shows that such behaviour is possible.

Self-confidence is developed in a safe climate of respect and acceptance. The level of anxiety decreases and the space appears to strengthen self-esteem and self-confidence in situations that once caused anxiety, and now, under the patient supervision of loved ones, prove to be challenges the child can overcome.





*Dear Residents of the
Kingdom of Feelings!*

*We kindly ask you to gather
in the square in front of the castle
after breakfast. We have something
important to announce to you.*

*Your Queen
and King*

SCENARIO 4 OF 10

IN THE KINGDOM OF FEELINGS

JOY

Joy in the Kingdom



SCENARIO CARD



Diary entry

| OBJECTIVE OF THE CLASS

Recognising, naming and demonstrating joy.

| ACTIVITIES

- A letter from the king – reading a letter expressing gratitude. A discussion about joy and ways of expressing it.
- A dance of joy – movement game with music. Naming body parts. Motor coordination exercise.
- What makes us happy? – arts & crafts work in a group. Creating a poster.
- Music of joy – a movement game. Developing musical skills. Teaching musical hearing.
- Where's the dog? – reflection. Recognition of feelings and emotions based on behaviour.
- The third rule – introducing the rule: "We show happiness but we remember that we are not alone".
- Mountain of Joy – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident Card.
- A trip to the Mountain of Joy – an animated story.

What is happening in this episode?

The children come to the classes and find 'thank you' notes from the royal couple near their homes. They also receive a letter addressed to all the citizens, in which the king and queen inform them of the great joy they feel when they see that such hospitable people live in the Kingdom. The king invites the residents to join him in a dance of joy. The children talk about what makes them happy and prepare a poster together. Then, each inhabitant of the kingdom creates their own simple musical instrument and uses it to show joy. After a moment of cheerful, noisy fun, the children notice that the royal couple's dog is hiding. They talk about the possible reasons for the puppy's behaviour and learn the third rule of the Kingdom, saying that even when we are very happy and we show our joy, we must remember that there are others around us who may need peace and quiet and have the same right to it as we do to show happiness. At the end of the classes, the royal couple commemorates the events of the day by naming another hill in the kingdom the Mountain of Joy and giving the inhabitants the badge "I know what joy is" to stick onto the Resident Card.

Preparation for the classes

| TEACHING AIDS

- a letter from the royal couple
- flag template
- template of the badge "I know what joy is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards

- handwritten thank you cards
- an envelope
- a recording of cheerful, lively music
- a device to play back the recording
- sheets of paper (A6 format)
- materials needed to make simple musical instruments (according to your idea) or ready-made instruments
- a sheet of paper (A2 format)
- ink and a sponge
- glue

Preparation of the scenery and props

Gather the materials needed to make musical instruments and print out the instructions. Prepare a letter from the royal couple and hide it in an envelope addressed to all the inhabitants of the Kingdom.

Before the class, stick thank you notes to the homes on the scenery board, for the characters who live in them and an envelope with the letter near the homes. Prepare a music player and a selected recording.



LESSON PLAN

| A LETTER FROM THE KING – READING A LETTER EXPRESSING GRATITUDE

Start your class by directing the children's attention to the scenery board:

- Has anything changed in the Kingdom of Feelings? Do you want to know what these cards are saying?

Approach one house at a time, ask who lives there and read the residents the note attached to their home. Then point the students' attention to the letter, saying:

- And what do we have here? It's an envelope addressed to the residents of the Kingdom of Feelings. Shall we open it?

Ask the children to sit down. Remove the envelope from the board, take out the letter and read it out loud.

” Dear Residents of the Kingdom of Feelings! ”

Thank you very much for the care and support you gave our beloved dog when he was experiencing a moment of shyness. We were glad to see that such hospitable people live in the Kingdom. At night we couldn't sleep out of joy and created music to which we danced in the castle. We wanted to share this joy with you. We invite you to take part in the dance of joy!

YOUR QUEEN AND KING

| A DANCE OF JOY – MOVEMENT GAME WITH MUSIC

Turn on some lively, cheerful music and invite the children to play:

- Show me how a person behaves when they are happy. Show me how your head is happy. And how your back, arms, legs, knees, etc. are happy. And at the end, show how a person behaves when they are happy again.

As you go through the different stages of the exercise, make sure that the children express themselves through the parts of the body that are being listed.

| WHAT MAKES US HAPPY? – ARTS & CRAFTS WORK IN A GROUP

After the dance of joy, it is time for reflection. Ask the children:

- What makes you happy? What gives you joy?

Give the children small sheets of paper (A6 format) and ask them to draw what they enjoyed most recently. Stick the finished work on a large sheet of paper (at least A2) and then give a title to each drawing, e.g. "A trip to the amusement park", and give a title to the poster created out of them, e.g. "Our Sources of Joy". Write down the title on the poster and sign each drawing. Hang the poster in a visible place.

| THE MUSIC OF JOY – DEVELOPING MUSICAL SKILLS

Animating the silhouettes of the king and queen, invite the children to play:

If you were to compose the music of joy, what would it sound like? Now that we know what makes us happy, each of the inhabitants of the Kingdom can have their own instrument and compose their own music of joy.

Each child creates one simple instrument according to the instructions (e.g. maracas or a drum) from materials brought by the teacher. Ask the children to use the instruments they have created to express the joy they felt in the situation they drew on the poster. Encourage them to engage in physical activity, to play, dance, sing and jump. Let the classroom be filled with joyful chaos and turmoil for a moment. Take advantage of the fact that the children are busy showing joy and remove the silhouette of the dog from the scenery board and then hide it behind a cabinet, for example, in such a way that only the tail is visible.

| WHERE IS THE DOG? – REFLEXION

Ask the children to stop playing. Sit down together in a circle in front of the scenery board. Start the conversation:

- How did you feel when you were playing, singing and dancing? What was the most pleasant thing for you?

If the children do not notice that the silhouette of the dog is missing by themselves, draw their attention to it by using the silhouettes of the royal couple:

Look, I think our puppy is gone. What could have happened to him? Can you see him anywhere?

Direct the conversation so that the children notice the hidden dog and start wondering why it is hiding:

Do you think he also enjoyed it when we were having fun? Or perhaps something scared him? Could something have bothered him?

The conversation should lead to the conclusion that the dog may have been frightened by the loud sounds and the chaos and may have found them unpleasant, even though the children had fun. If the children feel the need themselves, let them apologise to the doggy. If not, guide them to do so by asking them how you can behave when you made someone upset, even if it wasn't your intention.

| THE THIRD RULE – INTRODUCING THE RULE “WE SHOW JOY, REMEMBERING THAT WE ARE NOT ALONE”

Remove the Rules of the Kingdom of Feelings Card from the board and start a conversation with the children, animating the royal couple:

Today we have experienced many joyful moments and we know what makes us happy. You have also noticed that, just as the royal dog, sometimes other people don't share our joy and the way we express it can be a source of unpleasant feelings for them, it can disturb someone. This does not mean that we cannot be happy and show it, but it is worth paying attention to whether we do not hurt or disturb someone. We could have played a little quieter or gone to another room, after all.

So let us agree on another rule for our Kingdom:

We show happiness but we remember that we are not alone.



Discuss this rule with the children, explain that we have the right to express joy, but should take into account the fact that there are other people and animals around us, which we should not disturb, because they have the right to peace, and we do not all perceive noise in the same way, some are more sensitive to it. You can ask the children to provide examples of situations where their joy was disturbing someone. Once you have made sure everyone understands the new rule, write it down on the Rule Card and then attach the Rule Card to the scenery board.

| MOUNTAIN OF JOY – LISTENING TO THE ROYAL EDICT

Take on the role of the queen and say:

To commemorate this joyful day, I propose to call another hill in the Kingdom the Mountain of Joy. I have prepared a flag on which anyone who has experienced joy can print their finger.

When everyone has put their fingerprint on the flag, take out the Resident Cards from the chest and give them to the children along with the badges "I know what joy is". Give the children the time to stick the badges on their cards.

| TRIP TO THE MOUNTAIN OF JOY – AN ANIMATED STORY

Offer your children a trip to the peak of the Mountain of Joy. Ask them to stand up and try to show with gestures and movements, the subsequent actions and feelings of the participants of the expedition, and then start reading the following story:

“ Merrily, we walk briskly through the Kingdom. We are holding the flag of the Mountain of Joy. We are going up the hill, raising our legs high. What a steep mountain this is! It is harder and harder for us to march like this, we have less and less strength, although we are still smiling. And finally... Oh, yes! Success! We have reached the very peak of the mountain. Let's plant the flag. Let's look around us: how beautiful our Kingdom is! We sigh with delight and look to the right, now to the left and behind us. Once we have named the mountain and set the flag, we can go back home: we run downhill quickly, on our toes, right down to the bottom. We're in a great mood!

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

Thank the children for taking part in another adventure in the Kingdom of Feelings. Attach the silhouettes of the residents, the royal couple and the puppy to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).

| DEAR PARENTS, DEAR GUARDIANS!



Today, as part of the series "In the Kingdom of Feelings", during the class we talked about joy. Together with the royal couple and the doggy, the children learned about the sources of their joy, made their own musical instruments and invented the dance of joy.

Happiness expressed through play stimulates the cognitive, emotional and social development of the child and has a positive effect on brain development. It's scientifically proven, and we think that the child is just playing. Here's how much you can gain by having fun. According to contemporary psychologists, play is a social function that shapes personality: "it teaches us to give, take, share, cooperate and subordinate one's personality to a group"¹. It also teaches self-evaluation, a healthy approach to winning and losing, shapes creativity and creative thinking. Playing brings us closer, strengthens our relations and increases our openness towards each other. Experiencing joy opens access to other positive emotions, helps with being more optimistic and spontaneous. Thanks to it, the child feels important, valuable, loved, safe, understood, confident and fulfilled. Happiness also helps in the process of regeneration, acts as an antidote to stress. When we laugh, the hormone level changes, reducing tension in stressful situations.

By supporting children in shaping these skills, we increase their chances of growing up as people aware of their feelings and needs, coping with crisis situations and, through self-confidence, motivated to achieve their own goals and ensuring that in addition to work, there is time for regeneration, relaxation and passion in their lives. What else can we hope for? Joyful play is an asset for life.

It doesn't matter so much what toys we give the child or what super interesting places we take them to. The most important thing for the children is our attention and interest. Playing is not a job which needs to be done. Just be there, accompany the child, look what the child is doing, listen – so little but so much. It is important for the children that we are next to them and accompany them in what they are doing. Following a child in play and calm, empathic contact, build self-esteem and a sense of empowerment. Strengthen the child's creative ideas, do not do things for them, do not correct their mistakes. Let the child experiment and fantasise. Don't compete in games or give the child a head start. Such situations help the child to get used to the fact that sometimes you win and sometimes you lose. Your job as a parent is to capture the feelings and emotions of your child in games and to name them rather than oppose them. In this way, children learn what they are experiencing, become aware of what is happening to them and know that they can cope with their emotions.

Their source of joy may be doing housework with you. Cleaning, cooking or tinkering together. It can be an excuse for talking, supporting the children in what they can do, appreciating their efforts, even if they get bored with such a job you do together. If the child remembers the time you spent together as something joyful, there is a chance that they will be motivated to repeat this experience. It is a hope for good contact with the teenager in the future, because sooner or later the child will grow up. So act now!

¹Elizabeth Hurlock, *Child Development (pol. Rozwój dziecka)*, PWN, Warszawa 1960, s. 426.

The role of movement games is invaluable. When children run, they sometimes have to stand still while playing games such as hide-and-seek or tag. This makes it necessary for the brain to manage all the parts of the body in such a way that they do not move. It seems to be a trivial activity, but it helps train the ability to control their own bodies. It prepares the child to sit still at their school desk for 45 minutes, which is quite a challenge. The next task is to maintain attention without distractions. This way, the child will be able to listen to what the teacher says to them, understand and remember the message. This is also the result of what the child has practised while playing. Another skill is emotional control. Children train all these skills – body control, attention and emotional control – while they’re playing, so they can easily cope with the educational tasks they’re facing.

Parent, playing is as important as cuddling up, reading a book in the evening or talking to the child, not to mention learning to read or write. It is the best time to tell our children that they are competent and valuable. Sometimes it is not easy for us to trust children and follow them because for example, we have inherited an authoritative, controlling model of upbringing, indifferent to feelings. Therefore, we have a task to teach ourselves, too – to accompany the child in the type of play they choose, enjoying it, showing empathy and calm. Let us allow ourselves to enjoy the benefits of play, too – improving memory and concentration and reducing stress! Good luck!

*Dear Residents of
the Kingdom of Feelings!*

Thank you very much for the care and support you gave our beloved dog when he was experiencing a moment of shyness. We were glad to see that such hospitable people live in the Kingdom.

At night we couldn't sleep out of joy and created music to which we danced in the castle. We wanted to share this joy with you. We invite you to take part in the dance of joy!

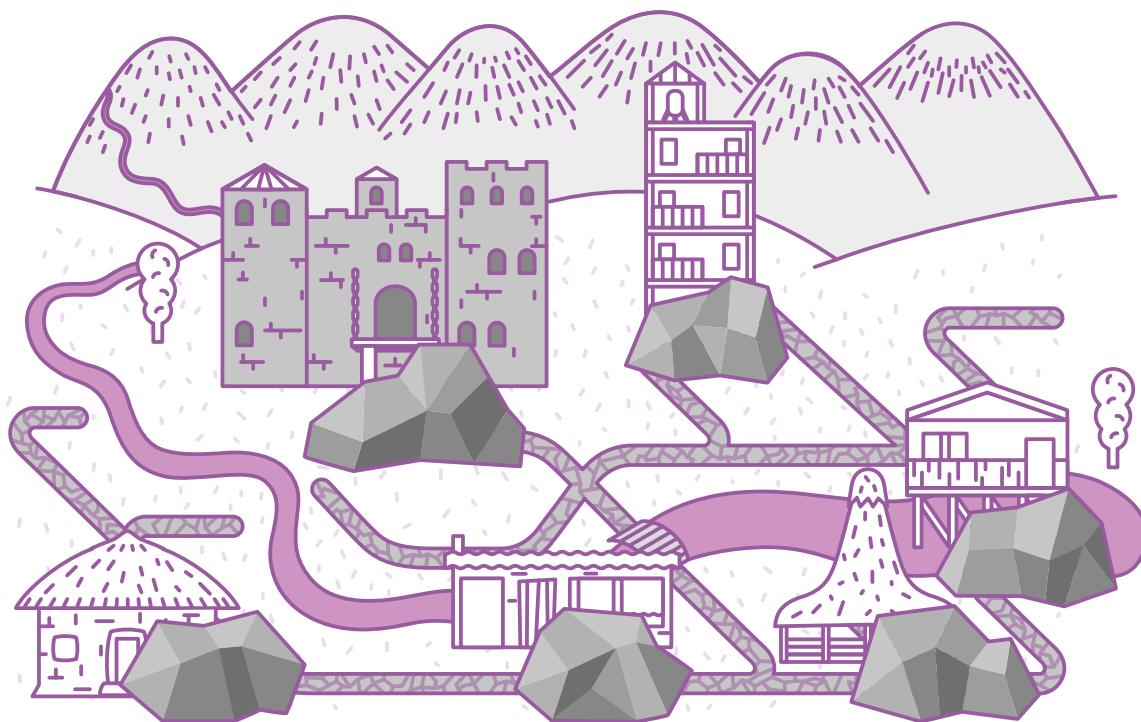
*Your Queen
and King*

SCENARIO 5 OF 10

IN THE KINGDOM OF FEELINGS

THE SENSE OF
POWER

The Kingdom Turned to Stone



SCENARIO CARD

Diary entry

| OBJECTIVE OF THE CLASS

Strengthening self-esteem and stimulating the sense of empowerment.

| ACTIVITIES

- Big and small stones – training attention and the skill of providing descriptions. Enriching the children's vocabulary.
- We're turning to stone – movement game. A conversation about the feelings playing is causing.
- Talking to a stone – playing with elements of drama. Personification of stones. Stimulating imagination and creativity.
- What can a stone do and what can't it do? – a movement game.
- The fourth rule – introducing the rule: "We can do a lot of things, but we also remember about our own safety and the safety of others".
- We have the power – movement game.
- Mountain of Power – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident of the Kingdom of Feelings Card.

What is happening in this episode?

Something extraordinary has happened in the Kingdom of Feelings... All the inhabitants have turned to stone! In the classroom, the children will think about the difference between stones and people and the importance of being able to take action on one's own. They will look carefully at the stones, try to imitate them, freeze in place and make the stones laugh. They specify the differences between what stones and what people can do. While they play, they will also establish another rule applied in the Kingdom, which is: "We can do a lot of things, but we also remember about our own safety and the safety of others". At the end of the class, the children will decide whether they prefer to be humans and to be able to act, or whether they want to remain stones with no power to do anything. They will remove the spell from their heroes, showing the power of human action. To commemorate this experience, the next hill will be named the Mountain of Power and the inhabitants will be awarded the badges "I know what the sense of power is".

Preparation for the classes

| NOTE!

Episode 5 is a proposal for activities for older preschool children. We encourage you to evaluate independently whether your pupils are good enough at tasks which require symbolic and abstract thinking to take full advantage of the proposed activities. Going through this episode is not required for the adventures of the children in the Kingdom of Feelings to form a coherent story. If, however, you decide not to carry it out, be careful with the summaries in each episode, so as not to refer to the experience of the stones as being the opposite of human beings.



| TEACHING AIDS

- flag template
- template of the badge "I know what a sense of empowerment is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- stones cut out of paper
- small stones
- a bag
- a sash or a band
- a rope
- ink and a sponge
- glue

Preparation of the scenery and props

Before class, remove the silhouettes of all the characters from the scenery board and put them in the chest and replace them with stones cut out from paper. Prepare a bag of real stones.



LESSON PLAN

| WHAT MIGHT HAVE HAPPENED? – INTRODUCTION TO THE CLASS

The children come into the classroom and notice that stones have appeared in the Kingdom in the place of their characters. Ask what might have happened:

- What happened to the people? What happened to the king, the queen and their dog?

The children share their ideas. The matter remains unresolved.

| BIG AND SMALL STONES – TRAINING ATTENTION AND THE SKILL OF PROVIDING DESCRIPTIONS

Sit with the children in a circle. Pour the stones out of the bag into the middle and ask each child to take one. Be careful to ensure safety:

- We hold them in both hands so that they do not fall out and do not harm our classmates.

If you already have a safety policy in your group it is a good idea to warn your children before you start that these rules also apply during the adventure in the Kingdom of Feelings. You can also discuss them again briefly with the children.

Then say:

- We all have our own stones now. Close your eyes. Think about, but don't say yet: what the stone is like to the touch. Can you feel its temperature? Is it cool? Smooth or rather rough? Feel its weight. Can you feel its weight in your hand? Carefully, take the stone in one hand now. Stretch out both your hands in front of you. Can you feel how tense the muscles in the hand holding the stone are? Now squeeze the stone in your hand. Can you feel how hard it is? Try to squeeze your fingers into the stone. Will they go deep into the stone? If you tighten your hand more, will the stone change its shape, bend under pressure? What's the temperature of the stone now? Is it warmer than at the beginning of the exercise? Is it the same? You can open your eyes now. Put the stones in front of you.

You can expand this exercise and encourage the children to look at their stones very carefully after opening their eyes. They should say what colour and shape they are and whether they have any special traits. After observing for a few minutes, ask the children to put the stones in the bag, then mix them and pour them out again. Let the children find their stones.

Encourage the children to talk:

- Imagine you're the stones. Let each of you think: how does it feel, what is happening to it, have you ever felt like a stone?

Invite the children to talk, following the first rule of the Kingdom of Feelings (We listen to each other).

| WE'RE TURNING TO STONE – MOVEMENT GAME

Before you start playing, collect the stones from the floor, put them in the bag and put them aside. Invite the children to play, during which they will be stones for a moment. It's a version of the game of tag. Give the designated person – the "it" sash or band. At the signal, the children should start running around the room, and the one touched by whoever is "it" should turn to stone, i.e. freeze in one position without being able to move. A petrified person can be unfrozen by someone who has not yet been caught by whoever is "it"; such a person must touch the petrified person and say: "Feel it!" If the "it" feels tired, you can assign another person to this role. After the game, ask the children:

- How did you feel when the "it" turned you into stone and you had to freeze?

To sum up the game, draw the children's attention to the fact that action and movement, allows us to influence the environment – just as people who could unfreeze their friends had an influence over the further course of the game. But when we freeze like stones, we cease to have influence, we have to wait until someone does something for us, unfreezes us. Ask the children:

- Do you prefer to act and influence, or do you think it is better to wait for someone to do something with you? To decide what happens next for you?

Encourage the children to engage in a short activity (2 minutes):

- Show what it's like to be able to move.

| TALKING TO A STONE – PLAYING WITH ELEMENTS OF DRAMA

Propose checking if you can get in touch with the stones as you would with a friend. The children take their stones back and find comfortable seats for themselves. Ask them to try:

- to say hello to the stone and get an answer from it;
- cheer up the stone by telling it a joke or make it happy in some other way;
- touch the stone emotionally – tell it a short sad story or sing a sad song and see; let them check if the stone can shed a tear.

Then say:

- Did your stones react? Sometimes people say that someone has a heart of stone. This means that they don't have any feelings, they can't be moved by jokes or sad songs. Notice that we as people feel and experience different emotions, which makes the adventures that we experience, for example, more meaningful – we remember them, we talk about them with friends, we can tell others about what we have experienced. Thanks to the fact that we feel emotions, we can laugh hard, cry, hug and show love. Feeling emotions allows us to build relationships with other people and react to what is happening around us.

Ask the children to show how to express emotions:

- Show what it's like to be able to feel.

Within a time limit, the children can move freely around the classroom and express any kinds of feelings – make faces, pose.

| WHAT CAN A STONE DO AND WHAT CAN'T IT DO? – A MOVEMENT GAME

Invite the children to check if the stones can do anything if they don't feel or say anything. Divide the classroom into two parts with a rope and point to the stone side and the human side. Ask the children to go to one side or stand astride the rope after each sentence you read, depending on for whom, they believe, the sentence is true. Examples of sentences:

- I can lie down.
- I can laugh.
- I can cry.
- I can roll.
- I can eat a sandwich.
- I can fall off a shelf.
- I can jump.
- I can draw something.
- I can sing.
- I can bask in the sun.
- I can dance.
- I can stop moving.
- I can swing.
- I can roll like a ball.
- I can make faces.
- *I can hurt someone.

After reading the last sentence, discuss with the children what is the difference between a stone that can do harm unintentionally (as a result of someone's action or natural forces), and a person who acts (or should, at least) consciously. Point the children's attention to the fact that the stones themselves do not hurt anyone during a play, but if we use them against safety rules, we can hurt each other.

To sum up, underline which side of the rope the children were on more often. Encourage them to think about how many things they can do and how nice it is to be able to do them.

| THE FOURTH RULE – INTRODUCING THE RULE "WE CAN A LOT OF THINGS, BUT WE ALSO REMEMBER ABOUT OUR OWN SAFETY AND THE SAFETY OF OTHERS"

Ask the children to sit in front of the scenery board and remove the Rules of the Kingdom of Feelings Card. Start the conversation:

- Today we have seen how much we can do and feel. Thanks to the fact that we are humans, we can do much more than, for example, a stone. But we also have to be careful not to hurt ourselves and others. When you held the stones in your hands, you were careful not to drop them on your foot. When you were running around the classroom playing tag, you also had to watch out for other people and yourselves so that you wouldn't hurt yourselves. In every action we take, it is very important to pay attention to safety in order not to harm both ourselves and others. I propose that we establish another rule in our Kingdom: We can do a lot of things, but we also remember about our own safety and the safety of others.

Discuss with the children how they understand this principle. Give examples of behaviour that is in agreement with it and that breaks it. Then write down the rule on the Rules of the Kingdom of Feelings Card and attach the Card to the scenery board.



| WE HAVE THE POWER – MOVEMENT GAME

Tell the children:

- As residents of the Kingdom of Feelings, you are still turned to stone. Do you want to change that? Have you wondered how the spell can be lifted? Just thinking about it is the first step – the second is to take action and try out what might work. Let's not wait any longer! Use your power and start working again. Each of us has the power to do different things. Maybe the spell can be removed simply by acting? Let's see.

Encourage the children to present their skills one by one. Let each of them show what they can do, e.g. dance, sing, smile, hug someone. The children who have already presented their power can go to the chest and take out their character. Once all the children have their own characters, say, using the silhouette of the king:

We're not frozen any more! What a relief! The night before we were all turned to stone, we spoke with the queen saying that we had still not begun preparations for the Kingdom's birthday, and yet it is coming closer. We were starting to become a little worried about it... We had so many ideas that we could not decide on the ones we should implement. We started postponing the decision. When we woke up as stones, we couldn't take any actions. Now I understand that fate probably wanted to show us that we don't have to worry because we're not alone. You, the inhabitants of our Kingdom, have so much power in you and you can act so efficiently that you can even break both your own spell and ours! – all by yourselves. Thank you! We can now clean up the Kingdom together. Will you help us lay the stones at the foot of one of the mountains?

You place the stones together.

If a child prefers to remain as a stone, you can let them do so, but point out to the consequences – stones cannot put a fingerprint on flag or get another badge on their Resident Card. If they still decide to continue to be a stone, they can go through the spell-lifting procedure during the next lesson.

| MOUNTAIN OF POWER – LISTENING TO THE ROYAL EDICT

When summing up the classes, take the role of the royal couple and say:

We're impressed by your power. Thanks to it the spell has been lifted. We thank you very much and we kindly ask you to put your fingerprints on this flag and then plant it on the top of the mountain under which you have laid the stones. From now on, it will be called the Mountain of Power.



The children, one by one, dip their thumbs in the ink and put their fingerprints on the flag. After planting the flag, ask the children to take their Resident Cards from the chest and sit in a circle in front of the scenery board. When animating the character of the royal dog, give them the badges "I know what the sense of power is".

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

At the end of the class, inform the children that the preparations for the birthday of the Kingdom will start soon

and that it is very important that everyone remembers how much they can do when they are human and have the power to act, to feel and to talk about it.

Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.

Attach the silhouettes of the residents, the royal couple and the puppy to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





| DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the "In the Kingdom of Feelings" series, we talked in class about the sense of power stemming from the ability to take actions, express one's feelings and thoughts, to feel and experience feelings and emotions.

The inhabitants of the Kingdom of Feelings were turned to stone. So we talked to children about stones that have no emotions, do not say anything about themselves, and do not know anything about themselves. The children lifted the spell from the frozen, cold stones, introducing them to the world of emotions and needs. Self-awareness gives a sense of power, it makes you more familiar with your emotions. We know what our needs are and what is happening to us. We minimise socially unacceptable, impulsive behaviour, what appears is empathy and mindfulness.

How can we help children to get to know themselves? The key is communication – it opens the way for you to hear what your child is experiencing and what they are currently facing. Feelings are the starting point for communicating with the child. The most important thing is to listen and talk, accepting all the child's feelings without exception, differentiating them from their behaviour. A child needs an adult to be like a mirror. They look into it and learn about who they are. If we can listen empathically without judging or criticising, children will feel their power grow more and more, they will be able to name what they are feeling and will know how to participate empathically in social life with their colleagues and, above all, be aware of what is happening to them, have no need to act out their emotions by behaving in an unacceptable way. When they tell you what they are going through, the difficult emotions will weaken and the children will feel relieved that they have received support and understanding.

Dear parent, it is important that when you talk to your child, you focus more on listening than on talking, explaining and finding solutions. Sometimes it is enough for a child if you just sit next to them, look at them carefully, put your cell phone away for a minute, turn off the TV and don't start doing any other things. Just be there and listen. With gestures and body language, let the child know that you are listening. Confirm that you can hear them. Just a "Yeah" or "Yes, I understand" here and there makes a child want to talk to you.

Paraphrasing is an important tool. Simply repeat in your own words what you heard from your child. It gives them the feeling that they have been heard. The parent is listening to me and can understand me. This encourages further contact. "The nap was boring and stupid" – the child says. You can answer then: "You probably didn't feel sleepy at all and you felt like doing something else". Short sentences said by the adult encourage the child to continue the story. It is very important that, when listening to the child, we try to notice the emotions that they are experiencing. "You must have been sad, you must have been angry" – the sooner your child enriches their dictionary with the names of emotions, the sooner they will know what is happening to them in difficult situations. If your child does not want to talk to you, you can describe what you see: "I see you're worried about something," or say: "If you feel like it, I'd love to talk to you". Don't ask too many questions because the child may feel overwhelmed by them. When they need you and feel your calm presence, there is a good chance that they will come to you and tell you about what is important to them. When they are under pressure or feel like they're being cross-examined, they can withdraw or respond shortly with the infamous "Fine", "Okay" or "I don't remember".

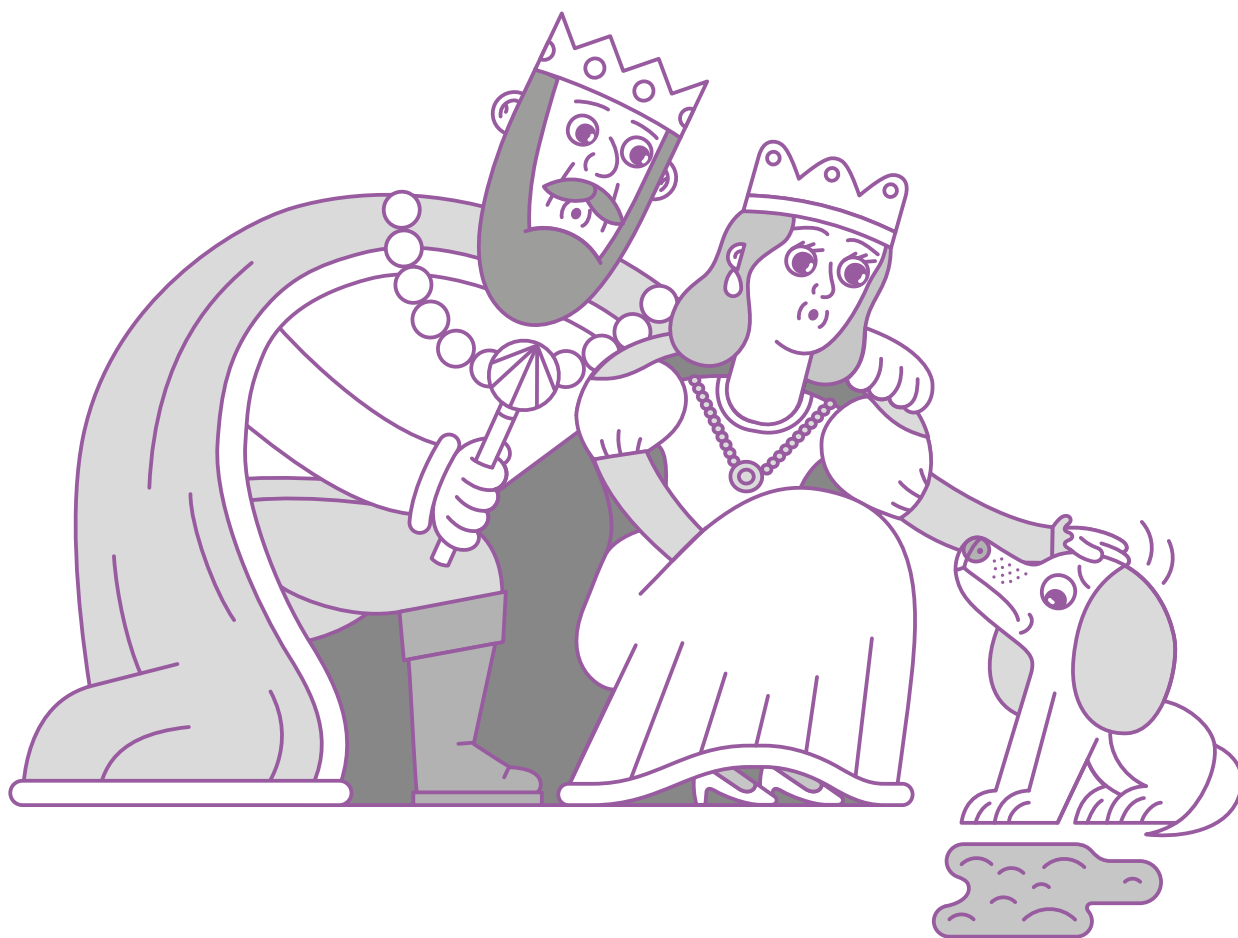
Communication is all about listening. Instead of just perfunctory answers, the children will tell you about their world, and you can add the names of emotions to their stories and short, simple sentences confirming that you are present, that you are listening and that you are interested.

SCENARIO 6 OF 10

IN THE KINGDOM OF FEELINGS

SADNESS

The Sadness of the Royal Couple



SCENARIO CARD

Diary entry

| OBJECTIVE OF THE CLASS

Recognising and naming the feeling of sadness, coping with this feeling in oneself and others

| ACTIVITIES

- The king's sadness – a story about a problem of the royal couple. Answering the teacher's questions. Formulating theses.
- The story of the royal dog – teamwork. Creating a picture story. Drawing conclusions and developing cause-and-effect thinking. Telling a story.
- How do we feel sadness? – talking about positive and negative feelings and how they are experienced.
- Sadness like the rain – a game that calms down and integrates the group.
- What do we do when we're sad? What can we do when someone else is sad? – talking and acting out scenes. Developing social competences.
- The fifth rule – introducing the rule: "We have the right to experience sorrow in our own way".
- Mountain of Sorrow – putting a fingerprint on the flag and receiving a badge for the Resident's Card.

What is happening in this episode?

The queen and the doggy cannot be found anywhere in the Kingdom... What happened? The sad king informs the inhabitants that the dog became ill and the queen took him to the vet, who is seeing patients in the neighbouring kingdom. The children recreate the story in chronological order: they find out that the dog became ill because he secretly ate almost an entire cake alone. The inhabitants discuss the feeling of sadness that the king is feeling and try to be sympathetic and support him. Together with him, they listen to the story about the rain and the sadness combined with the implementation of a touch exercise – a mini-massage. They then present and practice different ways to deal with the feeling of sadness. The children also agree on another rule in the Kingdom which is as follows: "We have the right to experience sorrow in our own way". At the end of the classes, the residents name the next hill the Mountain of Sorrow and give a name to the stream that originates in it, as well as receiving the badge "I know what sadness is".

Preparation for the classes

| NOTE!

Due to the subject of the episode, be very careful and pay attention to the children's emotions. Sometimes they cannot cope with sadness, which makes them angry or turns into violent behaviour. If you expect the topic to be difficult for your group, focus only on the feelings experienced by the heroes of the story – the royal couple and the dog.

| TEACHING AIDS

- flag template
- template of the badge "I know what sadness is"
- a picture story about the dog's illness
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- a cartoon bubble with the words "Oh, no! Our dear dog is sick!"
- ink and a sponge
- glue

Preparation of the scenery and props

Before class, remove the silhouettes of the queen and the dog from the scenery board and hide them. Next to the king, attach a cartoon bubble containing the words: "Oh, no! Our dear dog is sick!" If the figures of the royal couple allow you to temporarily change the expression on their face, make the king's face look sad. Prepare sets of cards to put together the story of the dog's illness for each group of four.



LESSON PLAN

| THE KING'S SADNESS – INTRODUCTION TO CLASS

The children come to the classroom and after looking at the scenery board, they notice that the figure of the king is sad and that there is a cartoon bubble next to it and the queen and the dog are nowhere to be seen. Invite the children to talk freely about what might have happened. You can ask guiding questions, pointing to the King's feelings. Read the text from the cartoon bubble:

” Oh, no! Our dear dog is sick! ”

Then ask:

- Do you want to know what happened?

*If you run a class with older preschool children and they are good at drawing conclusions and reproducing the logical sequence of events, you can go straight to the card task.

Tell the children the story.

The royal couple wanted to start preparations for the birthday of the Kingdom of Feelings, so they baked and decorated a layer cake, putting sweets and almonds on it. After the work was finished, the king and queen left it on the kitchen table and left, without seeing that the dog was under the table. As soon as the puppy was alone, he jumped on the table and ate almost the whole cake. He was afraid someone would catch him, so he ate it in haste and swallowed large pieces. He didn't eat everything because the cake was bigger than him. After a short while, his belly started aching. He ran into the garden and threw up on the grass. He was very sick. The royal couple noticed the sick doggy as they walked through the garden and were very upset that it was in pain. The stomach ache was not getting any better; the doggy felt worse and worse, could not move, just lay down, yelping quietly. The queen has decided to take him to the vet. Unfortunately, the closest vet lives in the neighbouring kingdom, so the queen took the doggy in her arms and set off on her way as soon as possible. The king has stayed alone in the castle, because someone had to stay with the inhabitants and take care of the Kingdom.

| THE STORY OF THE ROYAL DOG – TEAMWORK

When the story is over, ask the children to form groups of four and sit at tables. Give each group a set of picture cards and instruct them to put the story of the royal dog in chronological order.

After a few minutes, encourage the children to say what happened. Pay attention to maintaining the sequence of events. At the end, remind the children that the queen went with her dog to the vet in the neighbouring kingdom, far beyond the mountains.

| HOW DO WE FEEL SADNESS? – TALKING ABOUT POSITIVE AND NEGATIVE FEELINGS AND HOW THEY ARE EXPERIENCED

Start the conversation:

- We already know what happened during night. How do you think the king and queen might feel? What are these feelings? What does the face of a person who feels sad look like? What does a sad person look like?

Encourage the children to show what a sad person looks like. Point the children's attention to the following symptoms: corners of the mouth downward, pursed lips, trying to stop crying, lowered shoulders, curled up body.

| SADNESS LIKE THE RAIN – A GAME THAT CALMS DOWN AND INTEGRATES THE GROUP

Ask the children to sit in a circle with their backs facing each other, at a distance that allows them to freely touch the person in front of them with their hand. Create a mood of silence and concentration. Ask the children:

Will the citizens of the Kingdom now invite the sad king into the circle? The queen left with the sick dog and it is normal that the king is sad in this situation. We also get sad when someone close to us leaves because it means we won't be able to talk to them, cuddle up to them, tell them how we feel.

If the children agree, remove the king's silhouette from the scenery board and place it in the middle of the circle, saying:

The king is with us now, so I invite everyone to listen to the story of the rain and to repeat my gestures.

Sit in a circle with the children and make gestures as the story unfolds.

” *Sometimes sadness comes to us like a light rain (we gently tap on the back of the person sitting in front of us with all our fingers), it rains and murmurs. There are moments when it changes, gets stronger and turns into a heavier rain (we tap our fingers a little stronger, but without hurting anyone). It's not a murmur any more, but a louder sound caused by the falling droplets. When it rains and rains, more and more water accumulates and small streams are formed – like streams of tears (move your fingers, zigzagging from the top to the bottom of the back). The streams flow and flow and change into raging rivers (move your whole hand, zigzagging from the top to the bottom of the back). But look, the sun comes out from behind the clouds, the river flows slower and is calmer (move your hand straight from the top to the bottom of the back). The sun is shining and we feel calm now.* ”

| WHAT DO WE DO WHEN WE'RE SAD? WHAT CAN WE DO WHEN SOMEONE ELSE IS SAD? – TALKING AND ACTING OUT SCENES

Ask the children:

- What helps you in moments of sadness? Do you try to help others when they are sad?

Emphasise that you can be sad, you can cry because you are sad. Although it is not a pleasant feeling, it is necessary because it shows us who and what is important to us. It indicates that we are missing someone or something that we need to feel good. Then encourage the children to take part in the following activity:

Can you show me what you do when someone is sad? What do you need when you feel sad? Pair up and decide which of your inhabitants of the Kingdom is saddened by something.

Ask that their heroes talk to each other about sadness. You can tell the children to start with the words:

” Hi, ... [name of the inhabitant of the Kingdom], you know, I'm very sad today, because. [e.g. My beloved aunt didn't come to me. And she promised that she would take me to the playground today!] ”

Take a close look at how the children react to the information that the speaker is sad. Then try to come up with ways to deal with sadness together.

When summing up the classes, draw the children's attention to the fact that each of us experiences feelings, including sadness, a little differently and what helps us may be something different than what helps our friend. It is important to remember that no one should be comforted against their will, not to give advice immediately, but watch carefully and try to sense what they need, or simply ask. Sometimes it's enough for someone to allow them to complain, to cry, to say what makes them sad. You can also refer to your own experiences and share the thought that, for example, sometimes when you are sad, you need a moment of loneliness to cry or just to be sad and then you feel better.

Using the king's silhouette, thank the citizens of the Kingdom for sharing their sorrows and tell them that he thinks he might feel a little better after a nap, so he is going to go to the castle and lie down. Attach the silhouette of the king to the scenery board.

THE FIFTH RULE – INTRODUCING THE RULE "WE HAVE THE RIGHT TO EXPERIENCE SORROW IN OUR OWN WAY"



Remove the Rules of the Kingdom of Feelings Card from the scenery board and start a conversation with the children:

Today, the royal couple experienced moments of sadness together with us. We already know that we can feel sad sometimes and we don't have to cheer up and be happy right away. With time, sadness will pass and we cannot force anyone – including ourselves – to change their mood. Let us therefore agree on the fifth rule of the Kingdom of Feelings, which states that we have the right to experience sorrow in our own way.

Discuss with the children how they understand this principle. Emphasise that everyone has the right to experience sorrow as they wish and does not have to change their behaviour because someone would like them to. Ask the children to give examples of complying with this rule and of breaking it. During the conversation, you can refer to the summary of the previous exercise and remind the children that each of us experiences the same situation differently and has different needs, so it is worth just paying attention to what the person you want to comfort says about what they need. Emphasise that children also have the right to tell someone how they want to experience sad moments and their will should be respected. Once you have made sure everyone understands the rule, write it down on the Rules of the Kingdom of Feelings Card and stick the Card back to the scenery board.

MOUNTAIN OF SORROW – PUTTING A FINGERPRINT ON THE FLAG AND RECEIVING A BADGE FOR THE RESIDENT'S CARD



Suggest that today the inhabitants call the next mountain the Mountain of Sorrow themselves, as the king who is still sad doesn't want to show himself to everyone now and speak. As before, every child who has experienced sadness at least once, puts a fingerprint on the flag. Then plant the flag on top of the mountain from which the river flows. Point the children's attention to the river and propose that the children name it. The whole group chooses the name of the river, keeping in mind the first rule of the Kingdom of Feelings. Write down the chosen name on a piece of paper and stick it to the river on the board and at the end of the class give the children the badges "I know what sadness is" to stick on the Resident's Card of the Kingdom of Feelings.

THE RESIDENTS RETURN HOME – THE END OF CLASSES

Thank the children for taking part in another adventure in the Kingdom of Feelings. Attach the silhouettes of the residents to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



| DEAR PARENTS, DEAR GUARDIANS!



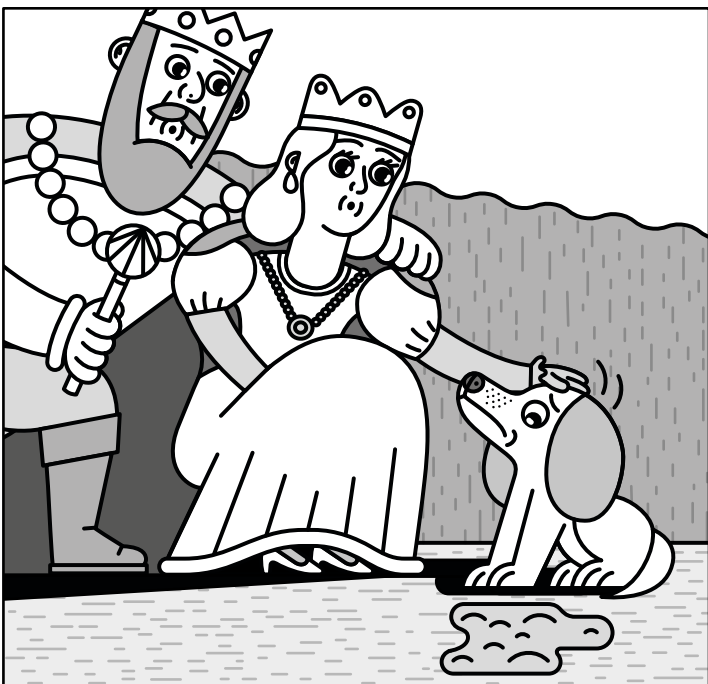
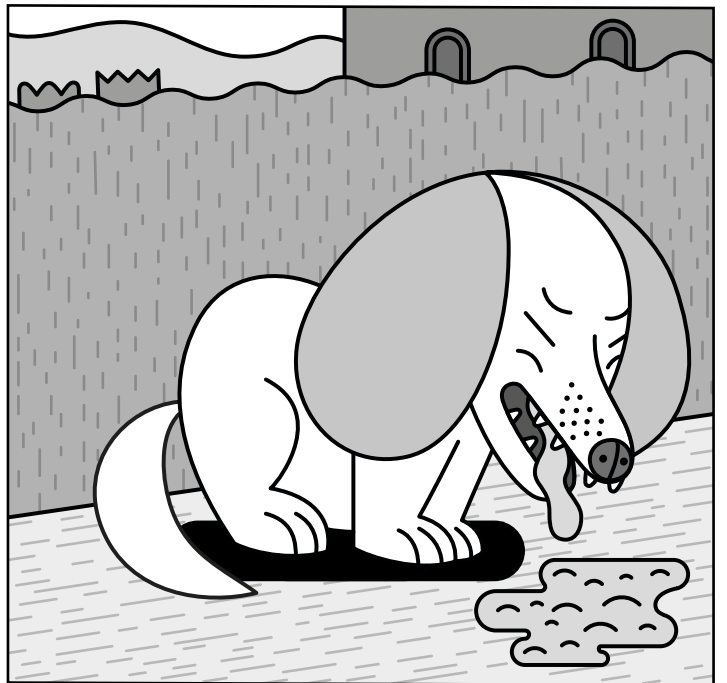
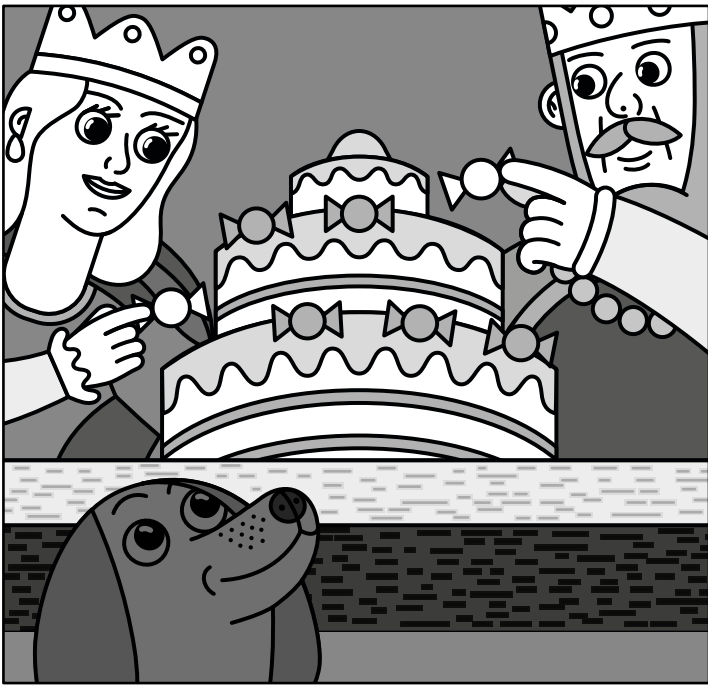
Today, during class, as part of the series "In the Kingdom of Feelings", we talked about the sadness that the fairytale king felt when he stayed alone in the castle because the doggy became sick and the queen went with him to the vet in the neighbouring kingdom. The children supported the king and talked about how sadness is experienced and how to deal with it.

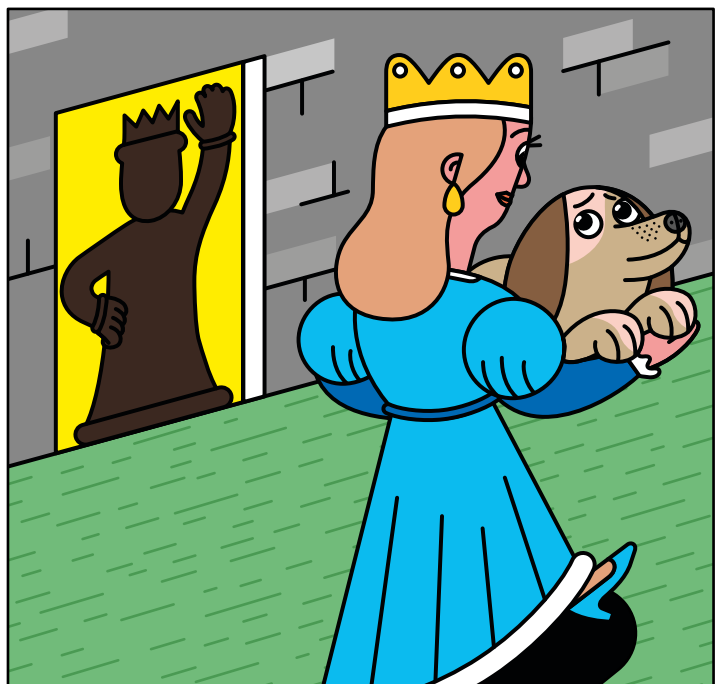
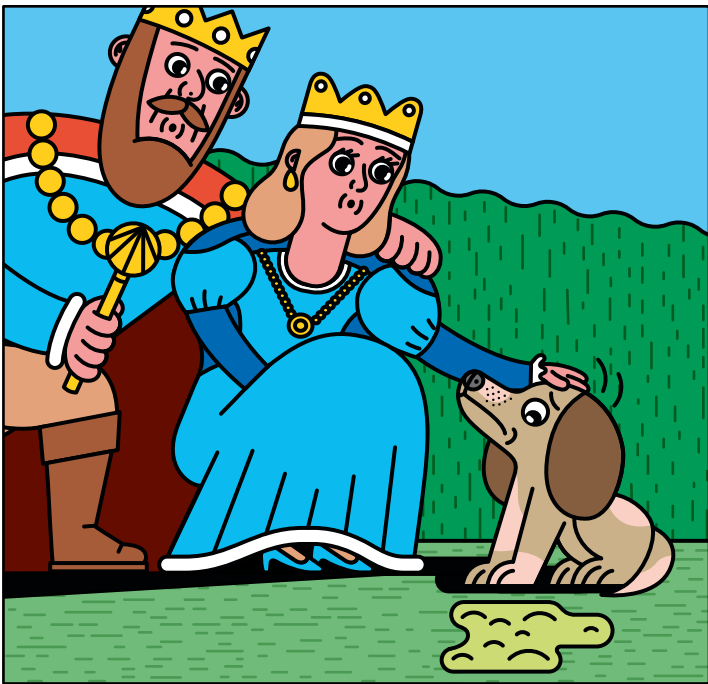
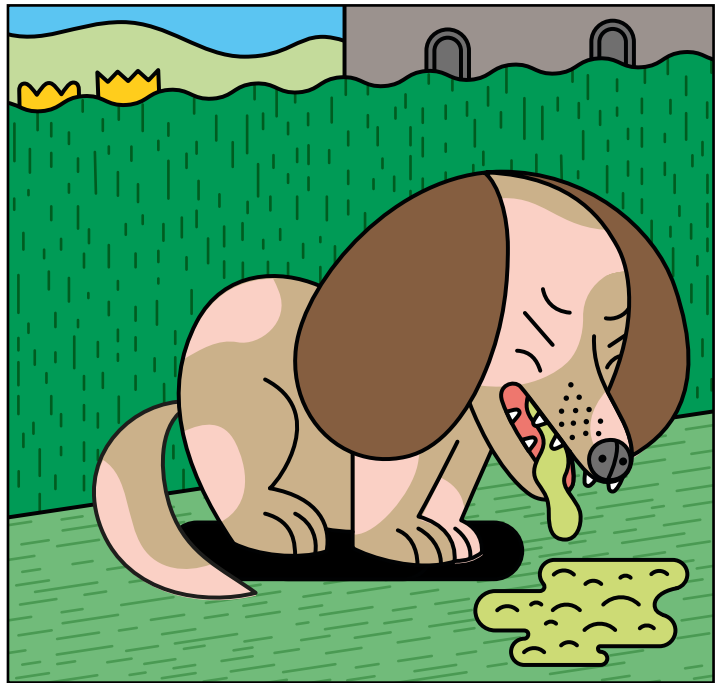
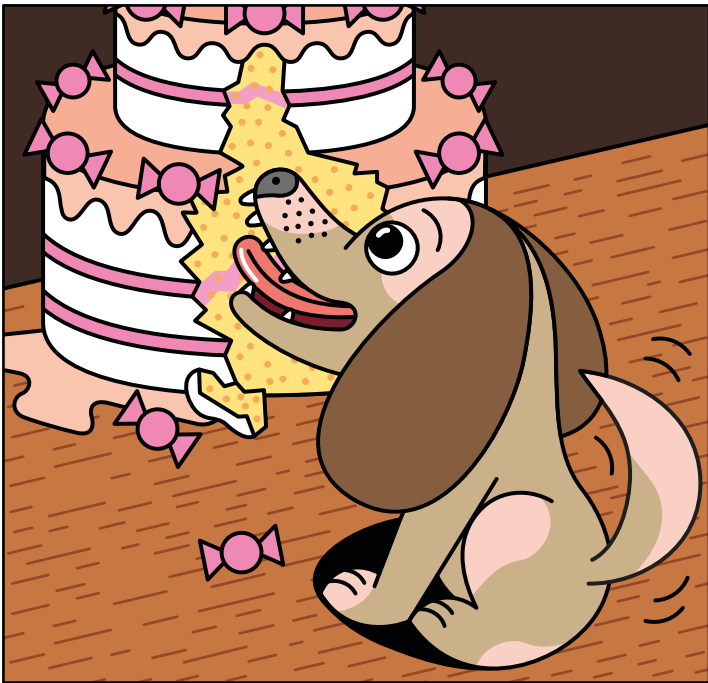
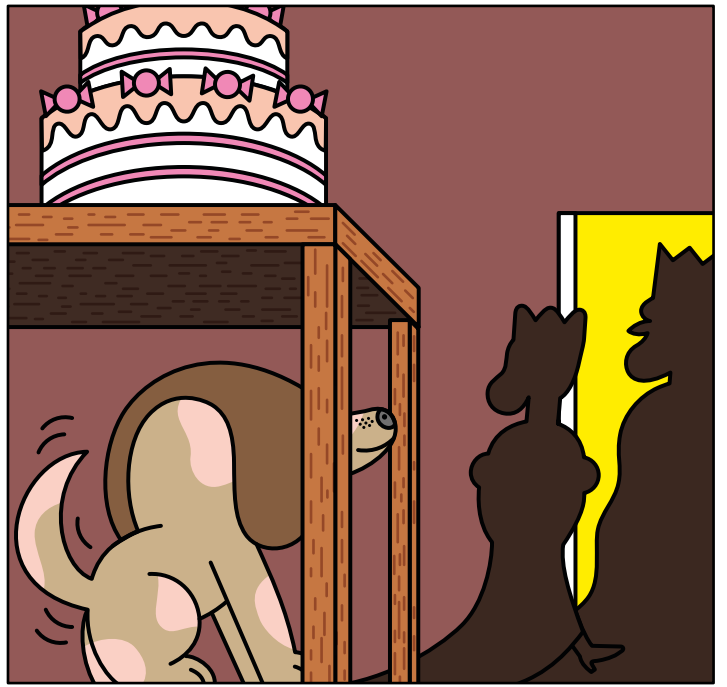
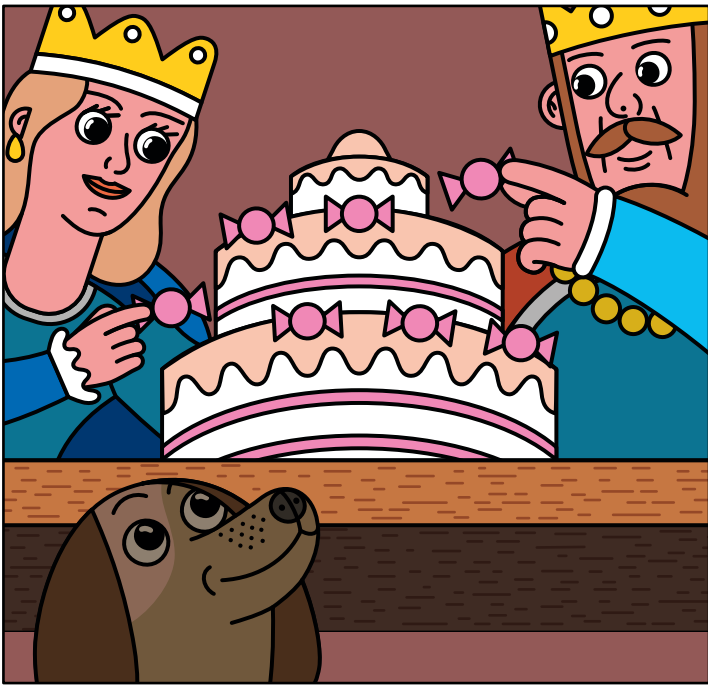
Sadness is an important emotion because it tells you what hurts the child, what is not okay with them, what they are missing and what they lack. It is important for the child's experience that sadness should not be belittled. It conveys the message that it's not shameful to be sad. You can feel sad; both adults and children are going through difficult times. If we let ourselves show sadness, – cry, tell someone close to us what happened, draw it in a picture or act it out while playing – this emotion will pass and there will be space for more pleasant experiences. Sadness is temporary, it doesn't last forever. It is easier to control when it is accepted, when someone is around, supports us, listens, doesn't talk too much, receives emotions and desires and, if necessary, cuddles.

Thanks to the fact that children can show sadness in safe conditions with their parents near, in adult life, they will be more familiar with this emotion and when something sad happens to them, and something will certainly happen, they will know that they have the right to feel grief, pain, a sense of loss, while knowing that these emotions will pass. This way, they will be more resistant to stress and depression.

A child who openly expresses sadness in situations with their peers, when someone else is hurt, is sensitive, able to make friends, create bonds, build relationships with others based on empathy. This is a great asset for the future.

When your child is sad, be with them, accept what they are experiencing, do not try to distract them from their emotions. Blocked sadness will turn into other difficult feelings, the child may be angry, grumpy or excessively calm. When a child is allowed to express this emotion, they will calm down faster and start doing something that will interest them and make them happy.





SCENARIO 7 OF 10

IN THE KINGDOM OF FEELINGS

LONGING

The Queen's Longing



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS



Recognising and naming the feeling of longing, coping with this feeling in oneself and others.

ACTIVITIES

- The queen's first letter – reading the letter and talking about the queen's feelings. Developing empathy.
- Who and what do we miss? – arts & crafts work. Presentation of one's experiences in a drawing.
- How can we deal with longing? – brainstorming. Developing cooperation skills.
- The king's longing – learning the king's feelings and his ways of dealing with difficulties.
- Gifts for the queen and the dog – arts & crafts work. Stimulating creativity.
- The sixth rule – introducing the rule: "Together we look for ways to express our feelings".
- Mountain of Longing – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident Card.
- The second letter from the queen – introducing a form of expressing gratitude.

What is happening in this episode?

The queen sends a letter to the inhabitants and the king, in which she describes her longing for her husband and the inhabitants of the Kingdom. The children discuss the feeling of longing, share their own experiences, and then prepare a poster together presenting who and what they miss. All the residents think about how to deal with the feeling of longing and how to help someone who feels it. They prepare special gifts for the queen and the dog – self-portraits of the residents for the queen and gifts for the dog. They establish the next rule of the Kingdom, which is as follows: "Together we look for ways to express our feelings". The king calls the next hill the Mountain of Longing and gives the inhabitants the badge "I know what longing is". At the end of the class, a second letter from the queen arrives which says that she can return home with the dog now. The queen invites the inhabitants to a meeting to determine what the birthday celebration of the Kingdom should look like and asks them to think about how they would like to celebrate the occasion.

Preparation for the classes

NOTE!

As you prepare for this episode, think about the current family situations of the children in your group. If there are persons who are missing someone a lot at this moment, e.g. a parent who has left or a recently deceased relative, you must take care of their emotional safety and pay particular attention to whether these activities will not be too difficult for them. You can also modify the classes to discuss longing, with a stronger emphasis on how to deal with this feeling and how to show support. If you expect the topic to be extremely difficult for the children in your group, focus only on the feelings experienced by the heroes of story – the royal couple and the dog.



| TEACHING AIDS

- two letters from the queen
- flag template
- template of the badge "I know what longing is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- an envelope
- ink and a sponge
- sheets of paper (A6 format)
- 2 sheets of paper (A2 format)
- crayons, markers, paints, plasticine, crêpe paper, pieces of cloth and yarn
- tube-shaped pasta
- a string approximately 1 m in length
- cardboard

Preparation of the scenery and props

Before the class, attach an envelope with the **1st letter** from the queen addressed to the king and the inhabitants of the Kingdom to the scenery board. Also prepare the **2nd letter**, keep it with you, but don't show it to the children. You can also ask someone from outside the group to bring the letter to the classroom at the right moment. Also prepare sheets of paper, arts & crafts supplies and cardboard.



LESSON PLAN

| THE FIRST LETTER FROM THE QUEEN – INTRODUCTION TO THE CLASS

When the children come into the room, they will see a letter on the board. Take it down, look at it and say that it is addressed to the citizens of the Kingdom and to the king. Take down the character silhouettes from the scenery board and give them to the children. Then ask them to sit in a circle and read the letter.

” Dear King, Dear Residents! ”

Our dog is feeling better and better. Fortunately, the issue was only food poisoning due to the amount of sweets he ate. The vet is taking good care of him. I hope we'll be back with you soon, because I miss you all already. I miss your smiles and hospitality. I'd like to be back in the Kingdom of Feelings.

I miss the breakfast conversations with you, King, my Husband, during which we discussed the affairs of our beloved Kingdom. I miss the view from the windows of our castle. I miss the noise of the river and the music you sometimes play, Dear Residents.

The dog is whimpering miserably, sitting here next to me, because he probably also dreams about going home and running with you in the meadows. He can't go on as long a walk here as he could with you in the Kingdom. I'm sure he misses it.

We look forward to seeing you again.

I send you my warmest greetings

The Queen

Start a conversation with the children:

- How might the queen have felt while writing this letter?
- How might she have looked then?
- What did we learn from the letter about her feelings?
- What do you think the king may be feeling now?
- How do you feel after hearing the letter?
- Have you ever experienced longing?
- Who or what do you miss sometimes?

Encourage the children to share their experiences and thoughts and try to name what they feel.

You can help them name the symptoms of longing, e.g. the feeling that someone or something is missing, the desire to cuddle up to someone who is not around, the feeling of sadness, tickling inside the body, the loss of interest in what is around them.

In conclusion, refer to the examples of longing given by the children and emphasise that this feeling is usually caused by the fact that we are missing someone or something, that one of our important needs is not satisfied.

| WHO AND WHAT DO WE MISS? – ARTS & CRAFTS WORK

Ask the children to draw a picture on a small sheet of paper (A6 format) showing who or what they miss. Then collect their work and stick it onto a large piece of cardboard (A2 format). Write down the title of the poster you have created on the top of the sheet – "Who and what do we miss?". Hang the poster near the scenery board near the hill that will be called the Mountain of Longing.

| HOW CAN WE DEAL WITH LONGING? – BRAINSTORMING

Ask the children to sit in a semicircle in front of the scenery board and start the conversation:

- Each of us feels longing sometimes. How can we deal with this feeling? What do you do when you feel longing?

The children will probably also mention situations in which they cannot do anything about their longing because, for example, the person they miss is already dead. Do not avoid this topic, you may suggest using one of the following methods, which should ease their longing a little and help you to redirect the attention to the cause of the longing. Leave the child room to look for other ways to meet the need that causes longing.

| THE KING'S LONGING – LEARNING THE KING'S FEELINGS AND HIS WAYS OF DEALING WITH DIFFICULTIES

At the end of the conversation, say:

Sometimes we can help each other so that the longing is not so hard to bear. I have heard that the king knows how to do it. Do you want to talk to him about it and try to do what he does?

While animating the character of the king, start the story by saying that it is worth thinking about what you feel and naming these feelings.

*For example, I miss the queen and our dog now. Why do I miss the queen?
I miss her because she is important to me, I love her very much because I like to spend time with her and talk to her.
I miss her presence, spending time together, drinking tea and eating our favourite cookies in the castle tower from which we can look at the whole Kingdom. But when she is gone and I have to wait until she returns, I can talk to you, the inhabitants of our Kingdom. Maybe one of you could sit with me over tea and cookies, talk to me. I can also play with you, though I will still miss the queen.*

*Why do I miss our dog?
I miss him because he is important to me, he is very cheerful and makes me laugh, he likes to play with me and he lets me stroke him.
I miss being able to stroke his rough, warm fur. And I miss the funny way in which he moves his ears when I stroke him. And I miss it how he nuzzles me with his wet nose in such a funny way when he wakes me up in the morning. So I miss his presence, the sincere joy and laughter he gave me. I also miss stroking and hugging him. But as long as he is not with us, I can seek joy elsewhere, while still thinking about him. I can stroke and hug some bears; even though it's not the same, it can help me, too.
I've already told you how I deal with my longing, and now maybe you can tell me about your ways. What helps you when you miss something or someone? What do you usually do? What else could I do?*

You can tell the children about your way, e.g:

- In order to miss my loved ones less when I'm at work, I carry their photos in my wallet. Do you want to see them?

If children bring pictures of their loved ones to your preschool in order to miss them less, and they have them in their lockers, you can suggest that you go and look at them together. If this method has not been used before, now might be a good time to introduce it. Another way to reduce your homesickness is to bring your favourite toy to preschool.

Summarise the discussion about how to deal with longing.

| GIFTS FOR THE QUEEN AND THE DOG – ARTS & CRAFTS WORK

Invite the children to continue the story of the Kingdom:

Once we know what makes us miss someone so much, we can do something to make sure that we spend the time we wait for the situation to change well. Remember what the queen wrote to us – that she misses our hospitality. And the dog misses walking with the citizens of the Kingdom. So what can we do? I propose we prepare and send them presents. They will know that we are thinking about them too and that they are important to us. The queen wrote that she misses our smiles. Considering we carry the pictures of our loved ones sometimes, maybe we can make self-portraits, smiling, for the queen to remember what we look like and to see our smiles.

Give the children small sheets of paper (A6 format) on which they are to create mini-self-portraits of their inhabitants of the Kingdom, using the methods of their choice (drawing, collage). Then gather all the work and stick them on a large sheet of paper (A2 format) or glue them to a string/ribbon to create a garland with portraits.

Suggest that the children also make a gift for the dog, for example:

- 1) a pasta leash --the children paint dry pasta in colours that they think would appeal to the dog, or decoate and stick plasticine on dry pasta, and then, with the help of the teacher, thread it onto the string creating a leash;
- 2) a new bed for the dog – the children prepare a new bed for the dog from various materials (cloth and coloured crêpe paper) which is to be soft and comfortable;
- 3) a box with toys – the children, in groups or on their own, prepare toys for the dog, they cut out bones from cardboard for chewing, prepare balls from crushed paper covered with coloured tape, etc.

After the children have finished their work, prepare the self-portraits and the presents for the dog to send to the queen. Put them in a cardboard box and stick a card with the queen's imaginary address to it.

| THE SIXTH RULE – INTRODUCING THE RULE "TOGETHER WE LOOK FOR WAYS TO EXPRESS OUR FEELINGS"

Remove the Rules of the Kingdom of Feelings Card from the scenery board and start a conversation with the children:

Today, the royal couple experienced moments of longing together with us. Although it is not a pleasant feeling, it is necessary – for example, it helps us know that someone is important to us and that we are important to someone who misses us. Sometimes there's nothing we can do when we miss someone.



We saw what it was like to tell someone that we miss them and what it means for us, why we miss them. If you say you miss someone, then even though the feeling doesn't go away, it lifts the burden from our heart a little bit, doesn't it? Sometimes someone can help us find another way to express our feelings that will help us and make it easier for us to go through what we feel. So let us agree on the next rule applied in the Kingdom of Feelings, which is: Together we look for ways to express our feelings.

Discuss with the children how they understand this principle. You can refer to the fact that each of us has different experiences and we experience the same feelings differently, but because we have different people around us, we can look for different ways to express our feelings together. Someone can advise us on an effective method and we can also advise someone on a solution that will make them feel better. Once you have made sure everyone understands the rule, write it down on the Rules of the Kingdom of Feelings Card and stick the Card back to the scenery board.

| MOUNTAIN OF LONGING – LISTENING TO THE ROYAL EDICT

Animating the figure of the king, act out the scene of longing for the queen and the doggy. Look at the mountains behind which they are and turn to the citizens, proposing that you call one of the hills the Mountain of Longing. Give the inhabitants a flag and ask the children who have experienced the feeling of longing at least once to put their fingerprint on it. Place the flag on top of the mountain, then hand out the badges "I know what longing is" to stick on the Resident of the Kingdom of Feelings Cards



| THE SECOND LETTER FROM THE QUEEN – INTRODUCING A FORM OF EXPRESSING GRATITUDE

While the children are busy sticking the badges to their Cards, someone brings a letter to the classroom. Inform the children that the answer from the queen has just come and read the message to them.

” Dear King, Dear Residents!

”

Thank you very much for the wonderful gifts! I immediately felt a lot better when I saw your smiling faces on the self-portraits, and the dog jumped with joy, seeing what you had prepared for him.

The vet has just informed me that we can return to the Kingdom of Feelings now. I have packed our suitcases and I'm on my way back.

Let's meet [e.g. tomorrow, next week – date of next class] in the castle square. It will be so nice to see you! And now that the dog is healthy, we can start preparing for our Kingdom's birthday! I will tell you what my ideas for the celebration are.

I send you my warmest greetings

The Queen

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

Thank the children for taking part in another adventure in the Kingdom of Feelings and ask them to consider at home how they could celebrate their Kingdom's birthday. Attach the silhouettes of the residents and the king to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



| DEAR PARENTS, DEAR GUARDIANS!



Today, as part of the series "In the Kingdom of Feelings", during the class we talked about longing. The fairytale queen and doggy are still at the vet's in the neighbouring kingdom. Longing is the experience of lacking and not just lacking a person. You can also miss a place, a time, a memory. Longing is accompanied by various unpleasant emotions, such as sadness or anger, it is often difficult to concentrate, and it is often accompanied by fear and anxiety. Longing is important information about the child's needs and what is important to them at a given moment. Talking to your child about what they are experiencing helps them cope better with the overflow of emotions. When a child misses something, it is worth giving them the time to experience this emotion. Experiencing longing together with a loved one will make it less intensive after some time, and the child will learn that the situation is difficult, but will be able to cope with it. If something similar happens to them in the future, the fear of longing and loss may be less strong.

Dear Parent! Your calm, accepting and supportive presence is very important for your child. It is worth telling your child in such a situation that you can see that what your child is experiencing is difficult for them. The child may be relieved by the fact that you name their emotions and needs, which they probably hide behind the longing they are experiencing. It is important not to block difficult emotions, not to distract attention and not to provide ready solutions right away. The child needs the time to get used to the situation which they are in.

Listen to the child, as it may turn out that what seemed to be longing is, in fact, the fear of the unknown, the fear of change. The more gentle, patient and open you are to what the child experiences, the greater the chance that they will become accustomed to longing and adapt to the change hidden behind longing. Such a situation may include: being without a parent at preschool, first summer camps, a change of preschool, the end of the summer holidays or the loss of someone close to them. Thanks to your support, your child will grow up to be a person aware of their emotions, not blocking what they are experiencing, and thus not behaving impulsively.

*Dear King,
Dear Residents!*

Our dog is feeling better and better. Fortunately, the issue was only food poisoning due to the amount of sweets he ate. The vet is taking good care of him.

I hope we'll be back with you soon, because I miss you all already. I miss your smiles and hospitality. I'd like to be back in the Kingdom of Feelings.

I miss the breakfast conversations with you, King, my Husband, during which we discussed the affairs of our beloved Kingdom. I miss the view from the windows of our castle. I miss the noise of the river and the music you sometimes play, Dear Residents.

The dog is whimpering miserably, sitting here next to me, because he probably also dreams about going home and running with you in the meadows. He can't go on as long a walk here as he could with you in the Kingdom. I'm sure he misses it.

We look forward to seeing you again.

*I send you my warmest greetings
The Queen*

*Dear King,
Dear Residents!*

Thank you very much for the wonderful gifts! I immediately felt a lot better when I saw your smiling faces on the self-portraits, and the dog jumped with joy, seeing what you had prepared for him.

The vet has just informed me that we can return to the Kingdom of Feelings now. I have packed our suitcases and I'm on my way back.

Let's meet _____ in the castle square.

It will be so nice to see you! And now that the dog is healthy, we can start preparing for our Kingdom's birthday! I will tell you what my ideas for the celebration are.

*I send you my warmest greetings
The Queen*

SCENARIO 8 OF 10

IN THE KINGDOM OF FEELINGS

ANGER

The Storm of Anger over the Kingdom



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS

Recognising and naming anger, coping with this feeling in oneself and in others

ACTIVITIES

- A letter from the queen – developing empathy.
- How do we experience anger? – talking about the symptoms of anger.
- How do we control anger and get used to it? – practising ways of controlling strong emotions.
- Controlled anger – a movement game and memory training activity.
- The seventh rule of the Kingdom of Feelings – introducing the principle: "We control our anger".
- Let's illustrate our anger – a movement game with a story about a dark cloud.
- Energy from anger – a conversation about how to transform anger into the energy to take a positive action.
- The ball of defeated anger – arts & crafts work.
- Mountain of Anger – putting a fingerprint on the flag and receiving a badge for the Resident's Card.
- How are we going to celebrate the Kingdom's birthday party? – brainstorming and stimulating creativity.



What is happening in this episode?

Heavy clouds are hanging over the Kingdom and a storm has broken out. A downpour has prevented the queen from returning home. The residents receive a letter from her, in which she expresses her anger and irritation at not being able to arrive in the Kingdom and meet the residents. The children talk about how they feel anger and try out six ways to deal with this unpleasant feeling. They also learn a poem that visualises the feeling of anger and makes it easier for them to return to balance. The residents establish the next rule of the Kingdom which is as follows: "We control our anger". They chase away the clouds of anger from the Kingdom and turn them into a ball to play with. They prove that anger can be transformed into the energy needed to take constructive actions. The residents, now calmer, propose and discuss ideas for celebrating the upcoming birthday of the Kingdom.

Preparation for the classes

TEACHING AIDS

- a letter from the queen
- flag template
- template of the badge "I know what anger is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards

- a garbage bag or dark fabric
- an envelope
- a feather
- cushions
- sheets of paper
- crayons, markers
- dark clouds cut out of paper
- adhesive tape
- colour paper
- crêpe paper
- pieces of cloth and yarn
- ink and a sponge

Preparation of the scenery and props

Form a large cloud from a garbage bag or dark fabric and attach it to the scenery board so that it covers a part of the Kingdom (at least the mountains). Attach a slightly damaged envelope containing the letter from the queen to the board next to the residents' houses. Prepare sheets of paper and arts & crafts supplies.



LESSON PLAN

| A LETTER FROM THE QUEEN – INTRODUCTION

The children gather in the classroom and notice that their Kingdom is partly covered by a dark cloud and a letter is stuck near the residents' homes.

Ask the children what the dark cloud might mean. Point out that they were supposed to meet the queen today in the castle square and plan the celebration of the Kingdom's birthday, and she is not at the castle and a heavy cloud is hanging over the Kingdom.

Perhaps we can learn something from the letter that's probably in that slightly damaged envelope.

Read the letter to the children:

”

Dear Residents of the Kingdom of Feelings!

”

On the way back to the Kingdom, something terrible happened! A huge storm stopped me halfway down the road – there was a downpour, strong wind and lightning! Fortunately, my dog and I took shelter in the house of some good people who took us under their roof. Unfortunately, I can't get back on my way quickly because the storm has knocked over some trees which are blocking the road and I have no way of getting through at the moment. Although I know that the firemen will soon remove the trees from the road, I would very much like to be able to move them out of the way myself. I feel like kicking the branches that are standing in my way to you. I'd like to be with you so much! I keep shaking. I can feel my face burning, my cheeks are red. I was so eagerly looking forward to meeting you and planning our celebration! I've already thought of so many attractions, and here I have all these problems! I am even finding it difficult to write this letter, because I'm feeling so emotional that my hands are sweating. I feel so...! (The text is blurred here.)
Your Queen

Ask the children:

- What could have blurred the last words of the letter? What do you think, did a drop of rain fall on them or was it something else? And what words have been blurred out? What feeling was the queen writing about?

| HOW DO WE EXPERIENCE ANGER? – TALKING ABOUT THE SYMPTOMS OF ANGER

Invite the children to talk:

- Do you remember the last thing that made you angry? Tell me about this situation. What did you think then? What did you feel like doing, and what did you do?

After every volunteer has spoken, ask the children to think about it for a moment:

- What happens to us when we feel anger? How do you feel when you're upset, angry? How do you behave? What do you think? What do you want to do? Can you show me what you look like when you're angry?

| HOW DO WE CONTROL ANGER AND GET USED TO IT? – PRACTICING WAYS OF CONTROLLING STRONG EMOTIONS

Inform the children that the king was also angry when he found out that the queen and the dog could not return to him yet. Talk about your conversation with the king:

The king has shared some of his ways of dealing with anger with me. He uses them and that is why he managed to calm down and even went to take a nap! Would you like to know what methods of controlling anger the king told me about? How can we control anger?

Propose that the children start practising anger management immediately, in accordance with the rules of the Kingdom.

If necessary, you can once again discuss the rules of the Kingdom with the children before you start the exercises.

Present the next exercises, tell the students what they are about, and do them together with the children.

- **Deep breathing and counting to four** – take a deep breath and, breathing out the air, count in your head to four. You can show the numbers on your fingers. It slows down exhalation and calms the body down.
- **Keeping a feather in the air** – raise your hand high and release the feather from your hand, then hold it in the air only by blowing at it. In this way you focus on a specific activity that is not the source of anger, and you also regulate your breathing.
- **Releasing anger on a soft cushion** – show how to safely release anger on a cushion. Hit it with your hands when it is lying on the floor, then lift it, crush it and squeeze it tightly.
- **Crumpling a sheet of paper** – crumple a sheet of paper until it is a small ball of paper. Note that before crumpling, you have to make sure that no one needs it and that no important information is written on it.
- **Tear paper into pieces** – unroll some paper and tear it into small pieces, then throw them in the bin. You can also collect them, lift them up in your hands and let them go so that you can watch them fall slowly – as if they weren't carrying the anger with which they were torn apart.
- **Drawing anger** – take a large sheet of paper, draw shapes and patterns that come to your mind and tell the children that this is what your anger looks like – it is expressed through a drawing.

If the children in the group often get angry, you can propose that, as a form of play, they prepare a rescue kit against anger for themselves. Let each of them take a sheet of paper and draw a cross like on a first aid kit, then fold it and put it in their pockets. When they feel angry, they can take it out, crumple it or tear it without the fear of destroying an important piece of information or a document.

If possible, arrange a “corner of anger” in the classroom, which will be the space for experiencing and expressing anger. It should provide sheets of paper to tear or crumple, a dustbin, a soft cushion for hitting and crushing. In this place, the children will be able to express their anger without harming themselves or others.

CONTROLLED ANGER – A MOVEMENT GAME AND MEMORY TRAINING ACTIVITY

Invite the children to recite a poem about anger together. As you recite, show gestures that the children are to repeat.

” Poem 1.

”

*When I am extremely mad, (tighten the body, curl up, clench your fists and purse your lips)
I fume, get red – it's really bad. (shake)*

” I want to break what’s within sight, (draw your clenched fists to the chest like a boxer) but I’ll resist with all my might. (loosen your hands, wag your finger to show you mustn’t and shake your head)
I take a breath – I am no fool, (take a deep breath)
I know how to get back my cool. (nod your head and show with a gesture that it’s a good idea)

” Poem 2. ”
When great fury fills my body, (shake)
I want to vent it on somebody. (pretend you’re getting ready to strike like a boxer)
But in spite of all this spite (tighten the body, purse your lips and clench your fists)
I’m gonna keep my head just right. (shake your head and relax)

THE SEVENTH RULE OF THE KINGDOM OF FEELINGS – INTRODUCING THE RULE “WE CONTROL OUR ANGER”



Remove the Rules of the Kingdom of Feelings Card from the scenery board and start a conversation with the children:

Today I see that you are ready to agree on another rule applied in our Kingdom of Feelings. You have learned several ways of dealing with anger without harming yourself or others. This is a very important skill. We have the right to feel angry and nervous, but we have no right to show it in any way we can think of. That is why I propose that we write down the last rule applied in our Kingdom of Feelings: **We control our anger.**

Discuss with the children how they understand this principle. Give examples of how it can be followed and violated. Once you have made sure everyone understands the rule, write it down on the Rules of the Kingdom of Feelings Card and stick the Card back to the scenery board.

LET’S ILLUSTRATE OUR ANGER – A MOVEMENT GAME WITH A STORY ABOUT A DARK CLOUD

Point out that the cloud has covered a part of the Kingdom. Say that sometimes it’s the same with anger – it covers our eyes and we stop seeing what’s around us. Invite the children to play:

Today we found so many ways of dealing with anger that the cloud can no longer stay over the Kingdom. We know what to do to make it go away.

Remove the cloud from the scenery board, give the children the clouds cut out of the paper and ask them to imitate you.

When we feel anger, it comes over us like a cloud (move the cloud taken off the scenery board so that it partially covers your face), we stop seeing well what’s around us. We get nervous, we feel our hands clenching on that cloud, we start stomping and finally we crumple the cloud into a ball (start stomping and crumple the cloud into a ball). And now we can see what’s around us. What are we holding in our hand? Can we do something about what’s left of the anger?

ENERGY FROM ANGER – A CONVERSATION ABOUT HOW TO TRANSFORM ANGER INTO THE ENERGY TO TAKE A POSITIVE ACTION

Ask the children to sit in a circle, still holding the crushed paper in their hands. Start a conversation with them.

The queen became angry because her plan failed and the storm stood in her way. We, the residents of the Kingdom, got angry because we waited for the queen and were excited to plan the Kingdom's birthday with her, but it did not happen. Sometimes that is the case – we cannot do what we care about, what is important to us. When we get angry, we feel a flow of energy that turns into stomping, screaming, wanting to hit someone or something. That's normal because we're not as indifferent as the stones. It is therefore worthwhile to think about how to use this energy to take a positive action. Propose what the citizens of the Kingdom can do in this situation.

Guide the conversation so that the children propose planning the Kingdom's birthday celebration.

THE BALL OF DEFEATED ANGER – ARTS & CRAFTS WORK

Suggest that the children start preparing for the Kingdom's birthday party by making a ball out of the crumpled clouds of anger. Bring adhesive tape, crêpe paper, colour paper, pieces of cloth and yarn. Help the children stick all the crumpled clouds of anger together into one ball, which they will then decorate to make it into a happy ball.

MOUNTAIN OF ANGER – LISTENING TO THE ROYAL EDICT



While the children are creating the ball, remove the King's silhouette from the scenery board and animate it, praising the children for the effort they have put into coming up with a good way of dealing with anger so that the cloud no longer covers the Kingdom. Also express the satisfaction that the inhabitants did not wait idly for the queen, but have already started preparing for the celebration of the Kingdom's birthday. As a token of gratitude for your efforts, call one of the hills the Mountain of Anger and give the residents a flag on which they can put their fingerprints to confirm that they have also experienced anger. Plant the flag on top of the mountain and hand out the "I know what anger is" badges to stick to the Resident Card.

HOW ARE WE GOING TO CELEBRATE THE KINGDOM'S BIRTHDAY PARTY? – BRAINSTORMING AND STIMULATING CREATIVITY

At the end of the class, ask the children to sit in a circle and say:

We have already allowed ourselves to express our anger and turn it into positive energy. We don't wait idly as if we were stones. We have already made a ball with which we can play during the Kingdom's birthday party. What else would you like to prepare for the celebration? Let's make a list of ideas.

Write down all the ideas, don't assess them. Tell the children that you will first make a list and then decide together what you can do at preschool and what you will have to postpone for other occasions, because now it is impossible to do.

In the next episode we have proposed a few activities that might be attractive for the children as an activity to sum up the series of classes and allowing them to return to what they learned while creating the story "In the Kingdom of Feelings". If you would like to implement one of them, you can tell the children about it as your idea for playing.

OUR PLAN FOR THE KINGDOM'S BIRTHDAY – SELECTING IDEAS

Discuss all the suggestions you have written down with the children, explaining to them why some ideas need to be put aside for other occasions. Once the group has finished selecting with your support, make a list of ideas that you can implement and put them on the scenery board.

THE RESIDENTS RETURN HOME – THE END OF CLASSES

At the end of the class, inform the children that the preparations for the Kingdom's birthday will begin soon.

Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.

Attach the silhouettes of the residents and the king to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





| DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the series "In the Kingdom of Feelings", during class we talked about anger. The Kingdom was covered by a storm cloud of anger, making it impossible for the queen to return home. It made her very angry. Also the children, who had ideas for celebrating the birthday of the Kingdom of Feelings, which the queen had asked them to think of, could feel regret and anger at the fact that what they had expected and had been announced to them had not happened. So we discussed several ways of dealing with anger – allowing them to feel this emotion, to name it, and to express it in an acceptable manner. Ask the children which of the ways they learned in class appealed to them the most.

Anger is an emotion that has a constructive role to play. It's an alarm signal. The child informs us that it is experiencing something difficult. The sooner an adult comes to the rescue, helps find the cause of the emotion, the sooner the child will calm down. Children often cannot name what is happening to them. The role of an adult is to teach children to name emotions and help them find a socially acceptable way of dealing with their anger and frustration, and of facing the consequences of their behaviour if they start behaving badly under the influence of their emotions.

We know that anger-related behaviour can be difficult to bear. But the feeling itself is very important because it indicates that the child cares about something, that something has not gone as planned or expected. We should not deny this feeling, but look for a way to safely express our anger at home, create a space to do so, e.g. an anger corner, where the child can stomp, shout, kick a pillow or draw what it is experiencing at the given moment. It is also important to separate the feeling from the behaviour through which it is expressed. Children should know that they cannot behave in a certain way, but should have the right to feel anger and talk about it. Just sit by the angry child and listen to what they say, replace the "Stop being angry" with "I can see you are angry," and then listen. It is enough to say a supporting "Aha", "Mhm", so the child can feel we're listening to them. The more you talk about what's annoying, the less powerful the feeling will be.

If we help children recognise this emotion and talk with them about why they became angry, it can also have far-reaching positive effects. Anger, if we become aware of it at the right time, may give the signal to put up a defence against people who violate our borders, inform us about a threat to our security, give us the strength to defend our own space, and release the energy to act when we want to change something in our life.

If it is not possible to counteract and the child explodes with anger, this should be understood as a loss of the child's self-control. It is then important to remember that the problem is not the child's feelings but the inappropriate behaviour which they have caused. It is good to tell the child that we can see that something has made them angry but you do not approve of behaviour that hurts others. When a child is enraged, do not try explaining and appealing to reason because they will not hear it under the influence of emotions. Emotions cloud judgement. Only when the child calms down, is it worth coming back to this situation calmly and talking about what they need, to show them that we understand, that we know that it was hard, yet at the same time consistently refusing to allow breaking the rules under the influence of emotions.

Above all, be a positive example for your child in your ways of experiencing anger. Your child is constantly observing you and it is more than certain that they will imitate you. Remember your lifebelts as soon as you start feeling angry. What helps you deal with this emotion? What's your anger corner? What would you like, dear Parent, for your child to learn from you, looking at your ways of dealing with this emotion?

Dear Residents of the Kingdom of Feelings!

On the way back to the Kingdom, something terrible happened! A huge storm stopped me halfway down the road – there was a downpour, strong wind and lightning! Fortunately, my dog and I took shelter in the house of some good people who took us under their roof. Unfortunately, I can't get back on my way quickly because the storm has knocked over some trees which are blocking the road and I have no way of getting through at the moment.

Although I know that the firemen will soon remove the trees from the road, I would very much like to be able to move them out of the way myself. I feel like kicking the branches that are standing in my way to you. I'd like to be with you so much! I keep shaking. I can feel my face burning, my cheeks are red. I was so eagerly looking forward to meeting you and planning our celebration! I've already thought of so many attractions, and here I have all these problems! I am even finding it difficult to write this letter, because I'm feeling so emotional that my hands are sweating.

I am feeling so...!

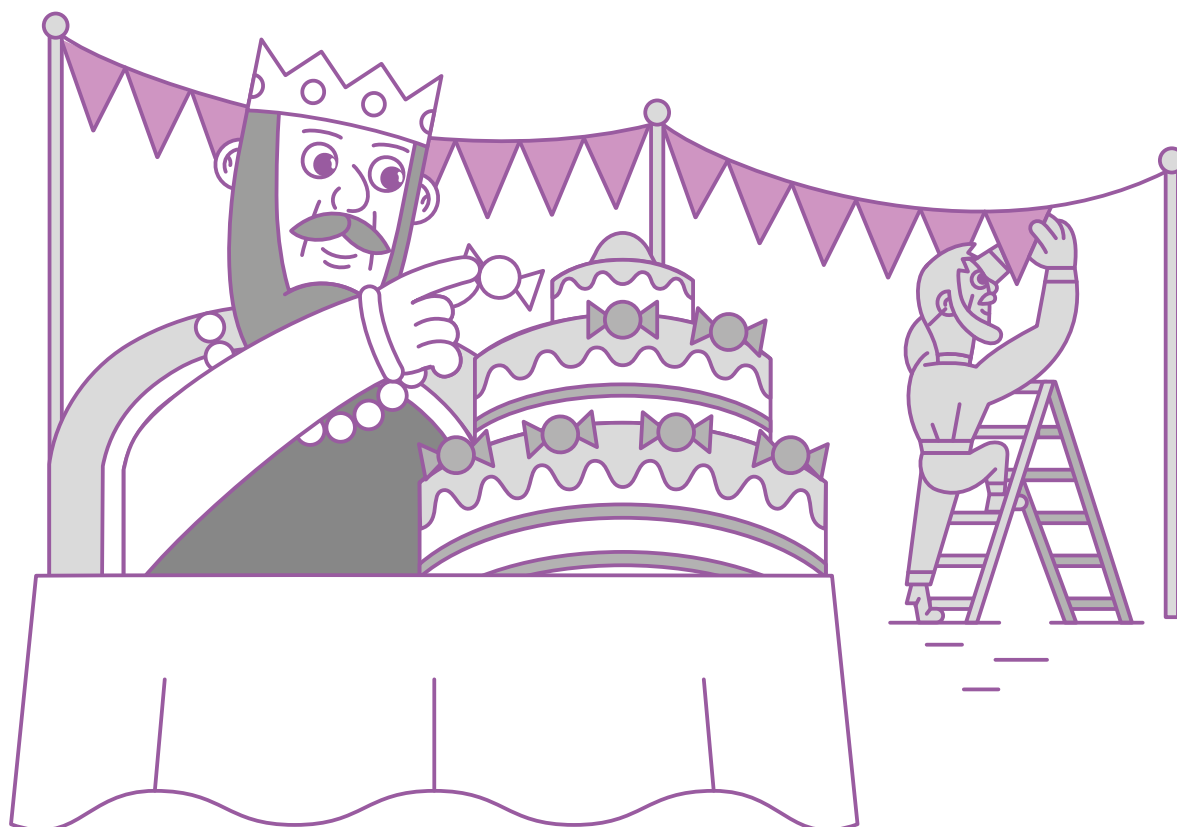
Your Queen

SCENARIO 9 OF 10

IN THE KINGDOM OF FEELINGS

THE SENSE OF
EMPOWERMENT

Preparations for the Birthday of the Kingdom of Feelings



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS

To enable the children to feel satisfied with their individual and group work.

ACTIVITIES

- Where should we start? – training planning and work organisation skills.
- Preparations have commenced – learning to cooperate, dividing responsibilities, taking up challenges and setting objectives.
- Working together – applying the learned principles in practice, cooperation.
- Phew, everything is ready – summary of preparations, thanks for working together.

What is happening in this episode?

Preparations for the Kingdom's birthday are underway. The children, being involved residents, create all the elements of the celebration as the teacher instructs. For example, they decorate the scenery board, they prepare invitations and create a memory game with photos of children feeling joy, sadness and intimidation.

Preparation for the classes

NOTE!

This episode can last from a few hours to a few days depending on the number of ideas proposed by the children and yourself and on your plan of action. The more activities you prepare together, the more time you will need. It is an ideal opportunity to introduce elements of mathematical education (e.g. determining the number of invitations needed, calculating the number of developed elements), natural science (determining the menu for the celebration, taking into account only seasonal fruit), art (preparing choreography or invitations) and language education (preparing the text for the invitations).



| TEACHING AIDS

- Kingdom of Feelings Memory game template
- needed to prepare the planned attractions

Preparation of the scenery and props

Based on previous arrangements with the children, prepare a plan of action and the necessary materials so that the work is well organised.



LESSON PLAN

| WHERE SHOULD WE START? – TRAINING PLANNING AND WORK ORGANISATION SKILLS

Ask the children to sit in a semicircle in front of the scenery board and hand them out the silhouettes of the inhabitants. While animating the figure of the king, say:

I warmly welcome all the gathered residents. Although the queen and the dog are still not with us, and we miss them very much, we are to prepare for the birthday of the Kingdom of Feelings. We have agreed that during the celebration we want ... (List the attractions that you have planned for the celebration). There is a lot of work ahead of us, so in order to be on time with everything, I have prepared a work plan.

Give the children the sheets with the work plan written down in short points symbolically showing the successive stages of work.

| THE PREPARATIONS HAVE STARTED – LEARNING HOW TO COOPERATE

During the preparation you can comment on the work of the children, especially pointing to:

- the effort they put into their work;
- whether they do their duties with diligence;
- the strategy they have chosen to achieve the goal – appreciate it, if it is good, suggest searching for a better solution if they are not doing the best;
- situations in which you can see that the children are in control or trying to control their impulsive behaviour in order to work together as effectively as possible.

While working, ask the children what emotions they are feeling when they are doing different activities.

| WORKING TOGETHER – APPLYING THE LEARNED PRINCIPLES IN PRACTICE

Preparations for the ceremony may include, in addition to the work agreed with the children, the following activities:

- decorating the Kingdom both the scenery board and the classroom;
- decorating the homes of the inhabitants of the Kingdom;
- preparing festive clothes for the residents (making costumes for the residents' silhouettes);
- preparing invitations for guests if you decide to invite another group from the preschool or the children's guardians;
- preparing the plan of attractions for the invited guests;
- making paper plates with emojis representing the feelings discussed (e.g. redrawing the badges on the Resident's Cards);
- decorating paper cups with pictures illustrating various feelings

Older children can also:

- develop a choreographic arrangement for the dance of the Kingdom of Feelings, showing the way of experiencing the feelings mentioned during the classes;
- prepare the Kingdom of Feelings Memory game according to the [instructions](#).

| PHEW, EVERYTHING IS READY – SUMMARY OF PREPARATIONS, THANKS FOR WORKING TOGETHER

At the end of the preparations, animating the figure of the king, thank all the inhabitants for their commitment and effort in the preparations. Summarise the results of your work and invite everyone to the birthday of the Kingdom of Feelings, giving the actual date of the last meeting.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





| DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the series "In the Kingdom of Feelings", during class we talked about the sense of empowerment.

Self-evaluation, i.e. a positive or negative attitude towards oneself, is built through events in which the child experiences the effectiveness of the actions that they take. I am effective, I can do something, and above all, my parents notice it, talk about their feelings about what I do and support me when I take more and more courageous steps. Self-evaluation is associated with independence, growing courage and curiosity to explore the world.

The parents who accompany the child have a key role to play in this respect. Children, looking at them, observe whether what they are doing is noticed, listen to adults' reactions to their behaviour, thus building self-image. A parent is like a mirror. What children hear about themselves from the most important people to them, will shape their future life, self-esteem and ability to think independently. Children learn about the world through observation, imitation and experience. It is important that under the watchful eye of the parent, they can make more and more independent decisions. These can be small everyday activities – from choosing the clothes to choosing the book they want you to read to them before bedtime. The important thing is not to rush to do the child's work for them. Even if they do something clumsily, they are still learning. The brain is constructed in such a way that, by repeating an action several times, it is finally possible to create a pathway of nerve connections that allows the children to learn and remember the skill themselves. When children insist on going out in sandals in the rain, as a result of their decision they will get cold and wet and they will feel bad. Next time, they will not want to expose themselves to such an inconvenience, because they have already felt that that decision was not good for them. In order for the children to remember this experience permanently, it is necessary to talk to them about it, name their emotions and needs. "You wanted to go out in sandals in the rain, got cold and wet and felt unpleasant". Such a short sentence does not contain any criticism or evaluation. It's just a description of the situation. If we had reacted with criticism and lecturing: "I have told you so many times, you should have listened to me", and adding on top it "You're so big and so foolish", the child could lose self-confidence regarding their ability to make their own decisions in the future, not to mention a dramatic fall in their self-esteem. They would be convinced that the parent must tell them what to do because they don't know themselves. And when they feel uncomfortable and get wet, there is a good chance that next time they will look out of the window and check which shoes to wear. This offers great potential for the future in learning to make good decisions for oneself. Of course, we do not always allow children to make decisions. We are the adults and create a sense of security and support through consistent adherence to the established rules. However, you can use the situations we accept in everyday life to accompany the child in learning to make their own choices and feeling the consequences of their own decisions. Accompanying children this way is also important if they do something we would like to commend. Instead of judging by saying "beautiful, nice, good", one can also praise by describing. Name what you see, say that you notice and appreciate the child's work, and not their abilities and talents. Research shows that when children are praised for their work, they are more motivated to work, have the courage to take on more difficult tasks, and are better at dealing with failure.

When a child shows us a drawing, we can engage in a detailed description of what is in the drawing, even if it is not the most beautiful drawing in our opinion. You could say: "I see a cottage, a flower in front of the cottage. I wonder who planted it, who lives there. You have been drawing this drawing for a whole five minutes. You have used five colours of crayons and even used a yellow marker to

draw the sun. Thanks to this description, children can feel that what they are doing is interesting, that their effort has been noticed. It makes them feel accepted and important. When we judge children using such words as: “Good job, nice drawing”, then the determinant of the children’s work is the parent – someone external. This may result in the children not being focused, when performing tasks, on whether they are satisfied with their work or on whether what they do makes them happy, but wait for an external verdict. This attitude can become perpetuated and reduce their confidence in their own judgement and decisions. As a result, instead of creative adults, we raise subordinated people who passively perform the tasks assigned to them, convinced that someone else knows better than they do.

Children want to repeat actions that have been positively reinforced, which have gained attention and acceptance. Even when they do something small, it is worth stopping and accompanying them for a while. Such an attitude of the parent is a great asset for the future of the child: “I am visible, I am accepted, what I do is interesting, I don’t have to do everything very well the first time round, I like trying, testing, experiencing and have a parent with me who sees that I put in effort and try”. Such a step-by-step approach to children’s self-esteem in small everyday situations will decide about whether they will be ready to face challenges in the future and about the type of life goals they set for themselves.

Kingdom of Feelings Memory Game

| HOW TO PREPARE THE GAME TOGETHER WITH YOU CLASS

Below you will find eight pairs of photos showing children experiencing the selected feelings discussed in the classes "In the Kingdom of Feelings" (joy, sadness, longing, shyness).

In order to prepare the game together with the children:

1. print out the colour version of the photos on plain paper;
2. cut out equal size squares a little larger than the size of a single photo out of coloured cardboard;
3. ask the children to cut out each picture separately;
4. and then stick one photo on one side of each cardboard square.

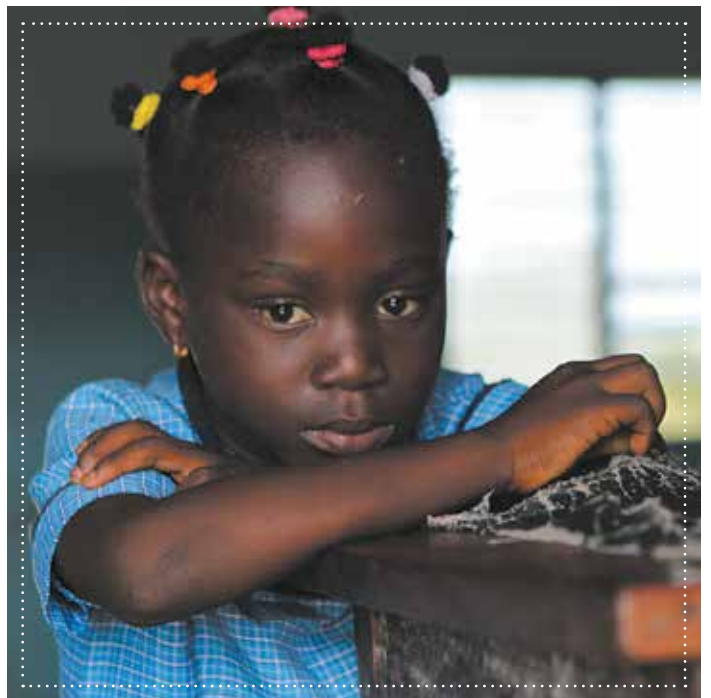
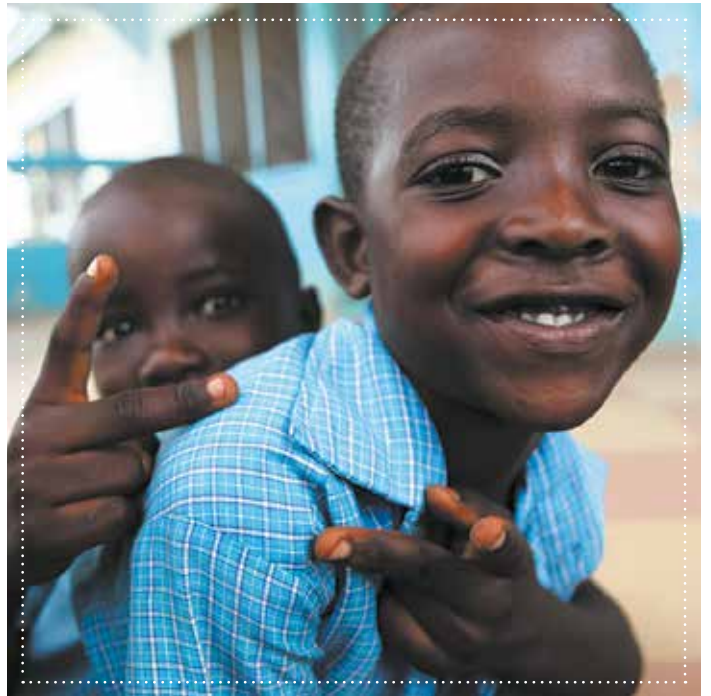
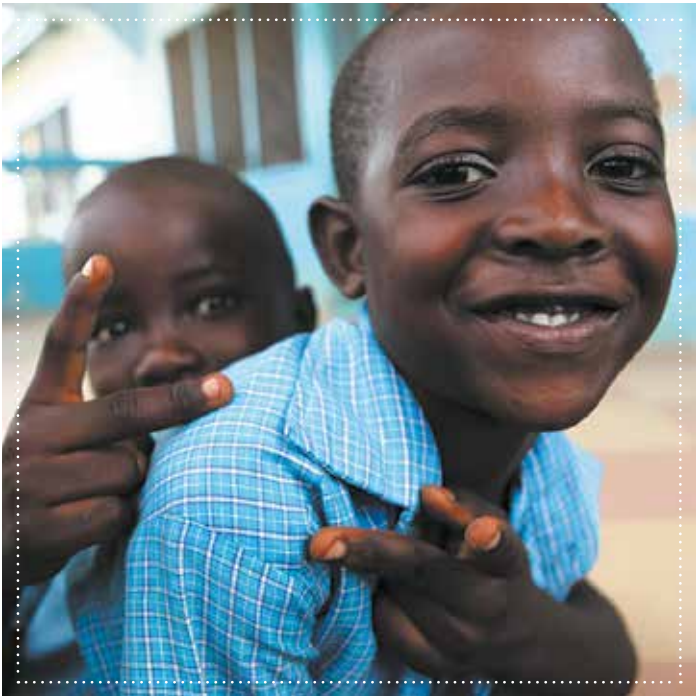
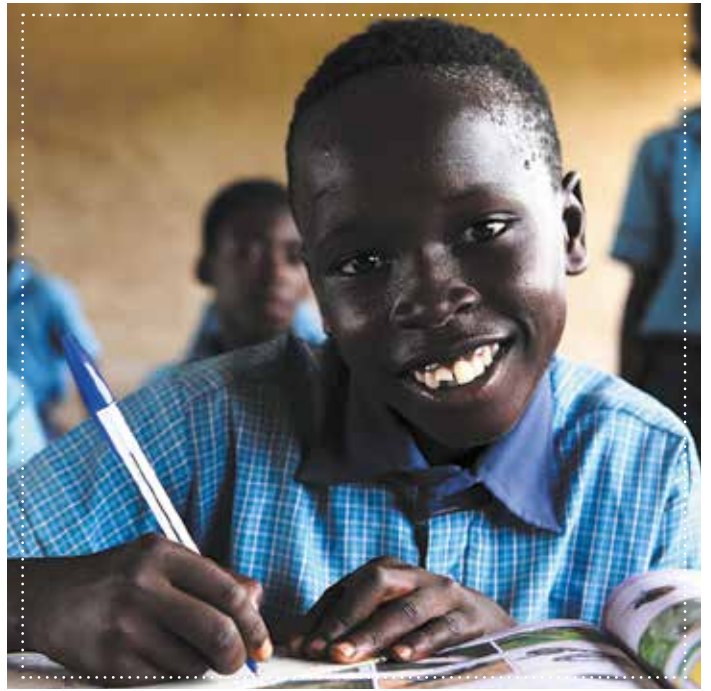
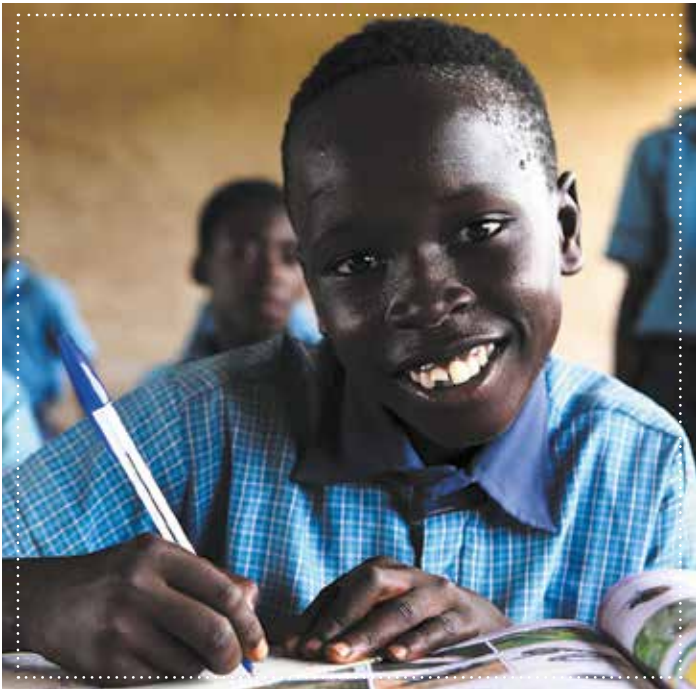
After the glue has dried, get the children to shuffle the cards and have a ready game of 16 cards (eight pairs to collect). The game consists in finding pairs of the same photos.

You can suggest that when the children uncover the cards, they name the feeling they recognise in the selected photo.

Have a good time!







SCENARIO 10 OF 10

IN THE KINGDOM OF FEELINGS

SATISFACTION

The Birthday of the Kingdom Feelings



SCENARIO CARD

Diary entry

| OBJECTIVE OF THE CLASS

Summary of knowledge about feelings and the ways of expressing them.

| ACTIVITIES

- We are all together again – practising expressing joy.
- A parade through the Kingdom of Feelings – a reminder and a summary of the discussed feelings.
- We are celebrating the birthday of the Kingdom of Feelings – activities chosen by the group.
- A ceremonial presentation of the keys to the Kingdom of Feelings – a summary of the series of classes.

What is happening in this episode?

The long-awaited day of the Kingdom's birthday has come. Luckily, the queen has managed to return with the doggy. All the residents start a parade, whose route leads through the Kingdom of Feelings; they visit all the numerous peaks one by one – the Mountains of Shyness, of Joy, Power, Sorrow, Longing and Anger. Then, the ceremony follows a pre-determined order – it is time for the attractions thought up and prepared by the children and the teacher. At the end of the celebrations, each resident receives a key to the Kingdom of Feelings from the royal couple, together with their thanks for co-creating the Kingdom and congratulations for their perseverance in gaining new skills during the adventures.

Preparation for the classes

| TEACHING AIDS

- template of the key to the Kingdom Feelings
- a chest
- Resident of the Kingdom of Feelings Cards
- necessary to carry out the planned attractions

Preparation of the scenery and props

For each child, prepare a key to the Kingdom of Feelings and put all the keys in the royal couple's chest. Attach the figures of the queen and the dog to the scenery board. Arrange the classroom so that the planned activities can be carried out.



LESSON PLAN

| WE ARE ALL TOGETHER AGAIN – PRACTISING EXPRESSING JOY

Ask the children to sit in a semicircle in front of the scenery board. Give them the characters of the residents and ask them if they have noticed any changes. When the children see the queen and the dog return, encourage them to greet them joyfully. Then, by animating the royal couple's characters, greet the audience:

We warmly welcome all residents of the Kingdom of Feelings. We wish to announce the beginning of a wonderful birthday celebrations of the Kingdom of Feelings.

As the queen, say:

I'm so happy I can be with you now. You've prepared everything so wonderfully. Too bad I couldn't work with you. I've had so many ideas that will have to wait for another occasion.

In the name of the king, add:

And I am proud of the fact that the inhabitants have done so well and made it in time. I think we can all feel the satisfaction of a job well done. I wish you all a good time.

| A PARADE THROUGH THE KINGDOM OF FEELINGS – A REMINDER AND A SUMMARY OF THE DISCUSSED FEELINGS

Animating the figure of the queen, encourage the children to take part in the following activity:

Dear residents, I have been away for a long time, it has also been a long time since our dog has been on a walk in the Kingdom. That is why I'd like to invite you to take part in a parade through the Kingdom of Feelings. We will walk around our Kingdom and you will show me what feelings you talked about while I was away.

Ask the children to stand up and pair up to form a procession. Then take the lead in the parade and start a story which the children should animate performing the activities mentioned.

” We are looking at the Kingdom of Feelings. We are looking around us – to the right, to the left, to the back – we are looking at what we can see in front of us. We say hello to the other residents who are standing nearby. We bow to the king and queen. We run two steps ahead and stroke the royal dog. What a joy to have him with us! It's so good to see him in good health! We're moving on. We are marching, we are marching.
First, we are going to go up the Mountain of Shyness for a minute. We're slowing down because we're feeling a bit strange. Even though we've been here before, we are lacking a bit of self-confidence. After all, we don't know what's waiting for us up there, maybe something has changed since our last trip. What if something surprises us up there? We lower our heads without daring to look up. We just take a peek and see if we're any closer to the summit. Yes! Phew. We can see the flag of shyness. So we made it! Even though we were a little afraid, we climbed to the top! We immediately feel more confident, raise our heads, straighten ourselves up and take a deeper

”

”

breath. We can be pleased with ourselves; we have overcome our shyness, the mountain has been conquered!

”

We can feel how much easier it is for us to walk, we hold our heads high, we raise our chins, we are smiling more and more, and finally we are climbing the Mountain of Joy. We can feel that there is more and more energy in our bodies and we raise our hands and wave happily, maybe the inhabitants of the neighbouring kingdom will see us. We have already climbed to the top of the Mountain of Joy. We rest for a while, relax our hands, our legs and get ready for our further journey. We're ready, so we start moving again with energy, run down from the mountain, keep our knees high and keep running. [Note: The next paragraph of the story concerns only the groups which have carried out the activities from episode 5.]

Look, we didn't even notice that we are already on the Mountain of Power! This is the time to pose for photos. Show me what you look like when you feel strong. How does it feel? We are descending the Mountain of Power now and we are looking at our feet because we put the stones we were turned into on this mountain slope. We jump over the stones. Be careful not to trip. Can you hear the murmur of flowing water in the distance yet? Listen carefully, it's getting stronger and stronger. Shhhhhhhhh. Do you remember what is in this part of the Kingdom? Yes, it is the river ... (give the name of the river agreed by the group). Can you feel the corners of your mouths going down and our faces becoming sad? We put our hands down and slowly move on. It is not pleasant to walk through the Mountain of Sorrow, but we will eventually pass it. We need to give ourselves some time and patience. If it will help you in your climb, you can support yourself on another person if they allow you to. Why don't you stop for a moment to cuddle or hug? Take your time. Look to the right; far away in that direction there is another kingdom where the royal dog was treated by the vet. Remember how much we missed him? We used to look in that direction and wait for him to come back healthy with the queen. Keep walking through our Kingdom. Watch out! A fallen tree in front of us is blocking our way! What do we do now? Do you remember how the trees broken by the storm made it impossible for the queen and the dog to return? We were so angry then! Our cheeks were red. And so we have climbed the Mountain of Anger. Can you feel our bodies getting tense? We're shaking with anger. Let's remember the poem that helped.

Poem 1.

*When I am extremely mad,
(tighten the body, curl up, clench your fists and purse your lips)
I fume, get red – it's really bad. (shake)
I want to break what's within sight,
(draw your clenched fists to the chest like a boxer)
but I'll resist with all my might.
(loosen your hands, wag your finger to show you mustn't and shake your head)
I take a breath – I am no fool, (take a deep breath)
I know how to get back my cool.
(nod your head and show with a gesture that it's a good idea)*

Poem 2.

*When great fury fills my body, (shake)
I want to vent it on somebody.
(pretend you're getting ready to strike like a boxer)
But in spite of all this spite, (tighten the body, purse your lips and clench your fists)
I'm gonna keep my head just right. (shake your head and relax)*

Phew, can you feel our bodies relaxing? What a relief! Now we can do something else. We've returned to the castle square. We can rest and start the Kingdom's birthday party!

| WE ARE CELEBRATING THE BIRTHDAY OF THE KINGDOM OF FEELINGS – ACTIVITIES CHOSEN BY THE GROUP

In addition to the attractions that you have prepared together, you can also:

- play the Kingdom of Feelings Memory Game;
- play the mirror of feelings – the children get into pairs and face each other at a distance of an outstretched hand. One person after another shows a feeling that was mentioned (joy, sadness, shyness, longing, anger, sense of power), and the other person from the couple copies it as if it were reflected in a mirror, and then shows their own way of experiencing this feeling. After a round of an ordinary mirror, the second round begins – a helpful mirror. This time one child shows a feeling and the other responds empathically, using the ways discussed during the lesson devoted to this feeling. Pay attention to the game and suggest other ways of reacting, if necessary;
- reading feelings from the way one speaks – volunteers, one by one, say different phrases or words with a neutral meaning in front of the group so as to express the feeling you whisper into their ears. The group guesses what the feeling is;
- perform the hum of the Kingdom of Feelings – the children sit in a circle and their job is to hum throughout the whole exercise, changing the way the sound is produced in order to reflect the feeling you name. For example, we hum quietly as if we were sad, we hum with joy, our humming changes almost into singing, we hum in anger, our humming sounds almost like a growling dog, we feel longing and we hum longingly for our favourite plush toy, we feel the flow of power and express all our power and energy, humming loudly.

| A CEREMONIAL PRESENTATION OF THE KEYS TO THE KINGDOM OF FEELINGS – A SUMMARY OF THE SERIES OF CLASSES

When the planned attractions are finished, invite the residents to the square in front of the castle and tell them, animating the royal couple:

We thank you wholeheartedly for creating such a wonderful Kingdom of Feelings. Thanks to the effort you made in recognising, naming and expressing different feelings the Kingdom is now so rich and its inhabitants are so aware of their feelings, and the mountains around it have names that are the evidence of your experiences. As a sign that you are fully-fledged residents of the Kingdom of Feelings, we would now like to give you the keys to the Kingdom of Feelings. Each of you will have their own key and be able to come in here whenever they want.

While animating the characters of the royal couple, give the children the keys and shake the hand of each student, congratulating them on co-creating this Kingdom and on the courage they needed to share their experiences to make the Kingdom so rich.

After handing out the keys, the royal couple encourage the children to present their Resident Cards and talk to each other about whether they are particularly proud of any of the badges and about which of the adventures they have experienced in the Kingdom of Feelings they remembered the best.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS, DEAR GUARDIANS!

Today we have finished the series of meetings introducing your children to the Kingdom of Feelings. The children have made a huge contribution to recognising, naming and expressing feelings in that land, thanks to which the Kingdom is now rich, its inhabitants are conscious of their feelings with the surrounding mountains being named after the feelings, so when one of them experiences one of these feelings, they can always say: "I'm on the Mountain of Anger" or "That was my Mountain of Shyness". The children have received symbolic keys to the Kingdom of Feelings. Each of them has their own key and can enter the Kingdom whenever they want.

The acknowledgement of emotions is the key to conscious living. After all, what are emotions for and what can your children use the symbolic keys for?

Emotions help satisfy one's needs and understand how to deal with different situations. Thanks to them, the human species has survived, starting with simple reactions – "I'm scared, it's time to run", "I feel disgusted, I won't eat this", "someone is attacking me, I am feeling angry and I am defending myself" – but also the basic feeling: "I love, therefore I live". Emotions help communicate with others and create relationships.

Sometimes the concept of accepting feelings is confused with allowing a child to do anything. This is not the case. Accepting all feelings is not equivalent to a stress-free upbringing. Emotions are the signal that something is happening inside the child; helping recognise this emotion gives them the chance to decide how they will behave in a given situation. Thanks to this, they become responsible for their own actions. Therefore, as parents, we should help children be more conscious, acknowledging their emotions, but not allowing every kind of behaviour or whim. We should uphold the rules all the time and be consistent.

"You would like very much to see one more cartoon, you are interested in the story and you want to know what will happen in the next episode, but now it's time to go to bed." There is a good chance that such recognition can shorten crying and an attack of anger. The child will understand that the parent knows what they feel, but sets clear boundaries and keeps order.

Acknowledgement of feelings and emotions builds trust. It makes the child feel understood, loved and supported. My parent accepts my emotions, does not judge or admonish me. This makes the child more likely to share the information about what is happening to them with you. The recognition of emotions also has a huge impact on the development of emotional intelligence and speech.

Children lack such competences as: the ability to predict the consequences of their actions, to set goals, plan and self-reflect. Acquiring these skills requires that we, as adults, are with the child and reflect what is happening inside the child, like a mirror. Children will not tell you of their own will what they are feeling because they are often not aware of it. The parent is the guide, the dictionary, the support, the signpost and an empathic witness.

To acknowledge is not the same as to praise excessively. The parent says: I can see your effort, how hard you are trying, I see what you've done, but I'm not necessarily delighted: "bravo, lovely, nice, you're the best". Appraisal increases dependence on external motivation: "Mum, Dad, am I doing this right?". Communication based on the acknowledgement of emotions influences the formation of internal motivation. This, in turn, has an impact on higher self-esteem, greater courage in thinking, the development of independence and the ability to feel the joy of successes and to bear frustrations and failures.

Acknowledging and talking about emotions is a training exercise both for the parents and for the children. This helps the children believe in themselves, control their behaviour, build empathic relationships and, as Jesper Juul, whose books on parenting we recommend with all our hearts, says: "by accepting the children just the way they are, we create their inner belief: "I am okay, I am valuable just because I exist".



