**aMazing Me**

**CAMHS in Nottingham City**



[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Early Intervention to promote Emotional Wellbeing**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)‘aMazing Me’ has been created to reinforce emotional wellbeing learning within Nottingham City Primary Schools. This supports the social and emotional wellbeing pathway. (NICE Guidelines point 2 Oct 2017 [www.pathwaysnice.org.uk](http://www.pathwaysnice.org.uk) School Curriculum and activities). It is also in line with The Transforming Children and Young People’s Mental Health Provision: a green paper (Dec 2017). The focus on this green paper is early intervention and prevention in schools.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Emotional and social skills are developed in early childhood, these skills will influence their emotional and social well- being and mental health in future years. Skills are learnt primarily via relationships with others. Social skills are the experience of interacting successfully with other people. The ability to express understand and recognise feelings. Children who are able to manage their feelings become self- aware and more confident in life experiences and learning.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)This resource will aim to support the development of social and emotional skills by reinforcing the skills learnt at home and within the classroom.  
Areas covered:

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**Raising Self- esteem***How do I feel good about myself?*

**Emotional regulation***How do I stay in control big feelings?*

**Talking about my feelings***How do I share my feelings with others?*

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Raising Self Esteem***How do I feel good about myself?*

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Self- esteem is the opinion you have of yourself. When you don’t feel good about yourself and your self- esteem is low your feelings about yourself can be negative. A healthy self- esteem is feeling good about being who you are and your life.

**Emotional Regulation***How do I control big feelings?*

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Emotional regulation is developing the ability to express a range of emotions and react in appropriate ways, like being able to calm down when angry or frustrated. Developing skills of emotional control helps you decide if it is ok to say or do something.

**Talking about my feelings***How do I share my feelings with others?*

Emotional awareness is identifying feelings and building a vocabulary for them. It is an important foundation for emotional regulation and helps you to be able to talk about and share your feelings, as well as recognising other people’s emotions.

Learning this set of skills will also develop communication, self- awareness and will improve relationships with others.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)

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**Games and activities**

All of the suggested games can be modified and differentiated to suit most primary aged children. Use these games as a structure to build upon.

**Self Esteem: How do I feel good about myself?**

# [Image result for happy children](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)• Brilliant Me Game

• Compliment Cushion

• Shopping list Game

**Emotional Regulation: How do I control big feelings?**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)• Animal Breaths

* Mindfulness Script

• Name and Tame Game

**Emotional Awareness: talking about my feelings**

* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Feelings Hide and Seek

• Red Light Green Light

• Mirror Mirror

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**aMazing Me**

**Raising**

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**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Self Esteem**

**Brilliant Me Game**

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**Goals**

• Assess self- esteem, discover negative/positive beliefs the child has of self

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)• Raise self esteem

• Increase self –awareness

• Increase vocabulary

**Materials**

# [Image result for happy children](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)A set of positive affirmation cards, examples: <http://www.kidshappyapps.com/how-to-use-affirmations-cards/> free or purchase Amazon or Manifest Your Magnificence (64 Affirmation Cards for Kids 6-12 Years Old) Cards – 2002 Susan Howson

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**

**Description**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Teacher places cards on the floor and asks each child to select 2 cards one card they know applies to them and one card that they would like to apply to them. The teacher then asks each child to share their cards. Teacher can ask…”Im curious about…. I’ve noticed….

**Discussion**

This activity invites self- awareness and gives the teacher an opportunity to guide any future work, building on perceived strengths/ focus for growth.

This can be done individually I am, I think am, I don’t think I am *(original game by Howson 2008)*

*Lowenstein L (2011)*

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**

**Compliment Cushion**

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**Goals**

* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Learning steps of giving  
    
   compliments
* Practicing communication skills

• Knowing how it feels to give and receive a compliment

**Materials**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Write guidelines for giving compliments and accepting compliments on board/PP

**Description**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Explain what a compliment is.  
Ask who likes receiving compliments.   
Explore how it feels to receive a compliment.   
Ask if it is difficult to receive or give a compliment and discuss.   
Ask have you ever given a compliment and how it feels if someone accepts or ignores your compliment.   
Explain that compliments make people feel good and make the classroom a friendly place to be.   
Explain accepting compliments lets others know you care about how they feel about you.   
Explain that there are guidelines for giving and accepting compliments, read out the guidelines.

Children sit in a circle and the cushion is placed in the centre, children take turns to sit on the cushion in the centre.   
Everyone takes turns to give the child sitting on the cushion a compliment, the child in the centre accepts using guidelines.

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Discussion**

Do compliments make people feel better?

**Guidelines for Giving and Accepting Compliments**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Giving Compliments

•Look at the person • Speak clearly • Use words like great, wonderful, brilliant • Give the person time to respond

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Accepting Compliments

• Look at the person • Use a nice clear voice • Say Thank you

**Shopping list game**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076) **Goal**

• To recognise and verbalise good qualities about self, raising self-esteem and awareness

• Recognising and verbalising good qualities in others

• To increase confidence in sharing feelings

• To help improve focus of attention

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)

**Description**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)This game is a new take on an old memory game, the shopping list game . . . when I went to the shops I bought bread, milk etc. The principle is the same, however children take in turns to say ‘When I go to school today I will be . . . kind, playful, helpful, funny . . . etc adding on to what the person before them has said.

**Discussion**

This memory game can:

improve concentration • increase short term memory •

increase attention to detail • improve self esteem •improve vocabulary

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**aMazing Me**

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Emotional Regulation**

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**Animal Breaths**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Goal**

• Learn to cope with big feelings  
• Learn to be calm when angry

**Description**

Explain that the way we breathe has an effect on how we manage our feelings and environment. When the child is angry breath can help them get through their angry feelings and thoughts. It can help them feel empowered in control of their emotions and grounded. This will lead to calming. Practice these animal breaths in your session.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Giant roaring breath of a dragon, lion or tiger with a roar included is a good way of releasing anger.

Short shallow breaths help to re- focus like a puppy or bunny perhaps

Long elephant trunk breath is long and slow (children can use their arm)

*Original game www.posiveparentingconnection*

Teachers note: If child uses these techniques during an upset or anger moment acknowledge that you can see they are angry/upset and keep communication open so they are able to give a reason for their anger or upset.

**Guided Imagery and Mindfulness**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Goals**

• An introduction to mindfulness and visualisation

• Help with the reduction of anxiety, stress and anger

•Improves focus and attention

## [Image result for happy children](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Below is a link to the following scripts for:

**The magic shell meditation**

This script is for younger children and can help when worry and anxiety are a concern. (From [Meditations for Mini’s](http://www.lulu.com/shop/debbie-wildi/meditation-for-minis/paperback/product-12831301.html) by Debbie Wildi):

## [Image result for happy children](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**The big white house**

This script helps older children and teens to gain perspective and deal with everyday stress.  (From [Guided Imagery For Healing Children and Teens*[http://www.assoc-amazon.com/e/ir?t=theminwor01-20&l=as2&o=1&a=B004JHYSWQ](http://amzn.to/1WxSNae)*](http://amzn.to/1WxSNae) by Ellen Curran)

<https://www.themindfulword.org/2012/guided-imagery-scripts-children-anxiety-stress/>

**Name it to Tame it**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076) **Goals**

• to recognise our own emotions

• to be able to name emotions and increase emotional vocabulary

• to be able to notice changes to our body and thoughts

• to learn how to self sooth

**Materials**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Body map/large paper and a marker (this can be done on A4 at a desk or drawing around a child and working in one group).

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Description**

Teacher to explain to the group that when we become worried angry or afraid our brains think that we are in danger and our body changes to get ready for the danger.

Teacher to explain that some of the changes maybe:

Heart beating quickly  
Sweaty palms  
Shaky feeling  
Turning tummy  
Tense muscles   
Shouting voice  
Red face  
Clenched fist  
Feeling of unrest/can’t concentrate

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Teacher to ask for a raise of hands if the individual has recognised some of these symptoms. Add any others relevant to group. Explain that recognising these changes in our bodies can help us **name** the emotion then take control of the big feelings (**tame** it) that arise when we get angry/upset/afraid etc. We can use Belly breathing : place hand on belly and breathe in for 4 and out for 7 focusing on the breath and rise and fall of the belly .

Or animal breaths to help us calm down for example (see game)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Using the body map or large paper draw around one member of the group (or use individual body maps) and invite each member to draw on (use colour markers) where they notice anger, worry and fear in their bodies. You can model and say when I am afraid sometimes my legs wobble and draw a block of colour or right the word fear on the legs of the body map. Invite each child to put one body reaction (colour) onto the body map go round each child labelling one emotion/body change until there are no more examples.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Discussion**

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Explain that once we have recognised what emotion we are experiencing and where it is in our bodies we can take steps to manage it.

(Original ideas for the game from Carlin K 2017 Blog <https://bouncebackparenting.com/two-activities-teach-basics-emotional-regulation-kids>)

Helpful anxiety/body resource <https://www.twinkl.co.uk/resource/t-s-3923-how-anxiety-affects-my-body-activity-sheet>

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**aMazing Me**

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Emotional Awareness**

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**Feelings Hide and Seek**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Goals**

• Provide a safe environment to explore /verbalise feelings

• Increase vocabulary around emotions

• Practice communicating feelings to others

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Materials**

Index of cards with pictures of emotions/feeling words; sad, angry, happy, scared, jealous, guilty, brave etc (dependent on age/ability of children).

Both Twinkle and Sparkle box offer free downloadable cards. <https://www.twinkl.co.uk/search>

Using tack/tape sick the cards around the room at various levels/difficulty.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Description**

This activity is a therapeutic version of the game hide and seek and can be modified using different picture cards to suit the diverse needs of children within your school. (see feelings monkeys)

The teacher explains that in many situations people ignore their feelings and keep them hidden instead of dealing with them. Even though this may seem effective “hidden feelings” still exist and continue to bother a person until the feelings are brought into the open and addressed.

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In this game feelings start hidden, throughout the game they are found and discussed. During this activity, players take it in turns to find the hidden feelings (cards) and given processing time to think or discuss when they last felt that way.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Discussion**

At the end of the game ask the group the following questions:

What was the easiest feeling to discuss?

What was the hardest?

Is it better to hide or talk about your feelings? Why?

What did you learn from this game?

(Source: Kenny-Nozia S 2008)

*Lowenstein L (2011)*

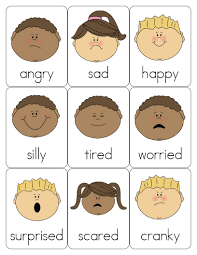
**Red Light, Green Light, New light**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Goal**

* Increase vocabulary
* Increase awareness of visual clues in relation to expressions of feelings
* Increase open communication

[](https://www.google.co.uk/imgres?imgurl=http://4.bp.blogspot.com/-mG4Nd430qTg/UdM445IIZUI/AAAAAAAAASM/k1a4VSQoYSo/s1056/Feelings_Sorting_Cards2.jpg&imgrefurl=http://lanieslittlelearners.blogspot.com/2013/07/preschool-feelings-theme.html&docid=vFo8hhc2XCjKwM&tbnid=U5K-AUGT5SZIJM:&vet=10ahUKEwjfrsjP1-HYAhWbF8AKHS5vCegQMwjDASgVMBU..i&w=816&h=1056&safe=vss&bih=651&biw=1366&q=feelings%20faces%20cartoon&ved=0ahUKEwjfrsjP1-HYAhWbF8AKHS5vCegQMwjDASgVMBU&iact=mrc&uact=8)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Materials**

Masking Tape/chalk

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**Advanced Preparation**

A large space is needed. Create a start line at one end of the room/playground, mark a line with tape/chalk. The stop light stands at other end of room creating a large distance for players to advance the stop light.

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Description**

The teacher explains the game as follows:

The teacher plays the stop light. The group take their positions at their starting lines (masking tape). The stop light (teacher) faces the other way and says green light to commence the game. The group must walk not run toward the stop light. At this point the group move towards the stop light. At any point the stop light can say “red light” and turn around to face the group, if anyone in the group has been caught moving they are out. Play resumes and the stop light turns around and says green light. The stop light wins if the group members are out before anyone reaches him/her. Otherwise the first player to reach the stop light wins and earns the right to be the stop light in the next round.

Once players have mastered this game it can be modified. The teacher shouts out a feeling word and when he/she faces away. The group members must demonstrate non verbally (with facial and body gestures) the meaning of these words. For example, when the word happy is called the group demonstrate actions such as a smiling face, waving arms in air etc. After counting from 1-3 the teacher turns around facing the group. He/she will comment on the gestures each one is showing. Each group member can then tell of a time when they experienced that feeling. (If a child doesn’t want to express or share their feeling then they can choose not to) The game continues with the group walking closer and closer to the stop light. The winner is the first one there.

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After several rounds process the activity by asking the following questions:

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Discussion**

What did you enjoy most about this game?

Which feeling was the hardest to demonstrate?

*(Souce Siu A 2010)*

*Lowenstein L (2011)*

**Mirror Mirror**

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076) **Goals**

* Improve self- control
* Improve ability to follow  
   instructions from someone else
* Help recognise feeling/expressions of others

**Description**

In pairs children face each other, explain they are going to be each other’s mirror. Children will take turns in being the mirror. The mirror copies the child’s expressions.  
Model this. Explain that they can’t touch each other and they can take a guess at the emotion they are modelling in the mirror, using their facial expressions and body movements. You can give out picture expression cards to help if needed.  
Swap and repeat.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)**Discussion**

This helps with attunement and recognition of emotions, it also helps increase attention and co-operation.

*Taken from Original game Munns (2008)  
Lowenstein L (2011)*

**Additional Information**

Learning emotional identification and regulation through play may help children attune and identify their own feelings by building a working vocabulary that they understand.

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The aim of these resources is to raise self- esteem, help children feel good about themselves, learn how to stay in control of big feelings and how to share their feelings with others.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)The resource can be adapted to suit different ages and abilities. The programme is suitable for a stand- alone programme run on a weekly basis or can be dipped in and out of as needed for small groups of children.

You may also find the following well known games useful to reinforce emotional regulation skills:

**Hide and seek**

**Simon Says**

**Jenga**

**Bop it**

**Musical chairs/statues**

**Duck Duck Goose**

**Story Books that support Emotional Awareness**

The Way I Feel by J Cain (naming feelings)

Lucy’s Purple Plastic Purse by K Henke (self- control)

My Mouth is a Volcano by J Cook (self- control)

**Programme Activities sourced from:**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjKiraa7_DYAhXJaxQKHQrpCBEQjRwIBw&url=http://cornerstonesedalia.com/happy-children-playing-clipart1/&psig=AOvVaw0WlWVoEPXqDinILi5D6h6l&ust=1516892474131076)Lowenstien. L. (2011) Favourite Therapeutic Activities for Children and Adolescence Practitioners Share their most effective Interventions. UK Champion Press.

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[www.positiveparentingconnection](http://www.positiveparentingconnection)

[www.bouncebackparenting.com](http://www.bouncebackparenting.com)

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