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Feelings and Friendship - Foundation

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Teacher overview

Feelings and Friendship • Foundation Health

Essential question: How can we notice feelings and act kindly with others?

Teaching route

Teach eight core 50-minute lessons. Lessons 9–10 are optional reinforcement. All essential teaching and assessment finish within Lessons 1–8. Use the separate lesson presentations listed on the following pages. The quiz supports review after the core and does not replace a practical demonstration.

Prepare

Puppets, puzzle/model pieces, large counters, paper and drawing pens. Display the two posters. Cut the eight fictional case cards and eight game challenges. Offer large picture choices and a communication board/device where useful. An adult reads all cases aloud.

Resource key: D = display; C = case; G1 = game; W = worksheet; A1 = assessment; R1 = rubric.

Safe participation

Use the fictional stories. Children can speak, draw, point, gesture, dictate or direct a puppet. They can watch a rehearsal or answer privately. Do not require private disclosure, eye contact, touching, a forced apology or forgiveness. Respect a decision to watch. Serious or repeated harm needs adult support and the school's safeguarding procedure.

Assessment

Use early observation and selected learning records. In Lesson 7 use the new puzzle-club story, A1 and R1: a plausible feeling with a relevant clue, a respectful action and a changed-scene explanation. Complete any evidence conference by Lesson 8. Record support separately from achievement.

Teacher planning basis: Australian Curriculum, Health and Physical Education, Foundation. Original fictional cases and illustrations.

Lesson file guide: I-5

Lesson 1: Feeling words

Feelings and Friendship – Foundation – Lesson 01 – Presentation.pptx

Resources: D1, C1–C6, W01

Lesson 2: Clues are not certainty

Feelings and Friendship – Foundation – Lesson 02 – Presentation.pptx

Resources: D1, C3, C4, W02

Lesson 3: Tell someone

Feelings and Friendship – Foundation – Lesson 03 – Presentation.pptx

Resources: D1, C4, C6, W03

Lesson 4: When feelings differ

Feelings and Friendship – Foundation – Lesson 04 – Presentation.pptx

Resources: D2, C2, C5, C6, W04

Lesson 5: Pause and choose

Feelings and Friendship – Foundation – Lesson 05 – Presentation.pptx

Resources: D1, C3, C8, W05

Each lesson presentation has 11 slides. Use the teacher instructions in this plan. Choose response modes that support the same learning. Optional lessons can be omitted without missing required content.

Lesson file guide: 6-10

Lesson 6: Repair a small problem

Feelings and Friendship – Foundation – Lesson 06 – Presentation.pptx

Resources: C7, G1, W06

Lesson 7: Feelings-story assessment

Feelings and Friendship – Foundation – Lesson 07 – Presentation.pptx

Resources: W07, A1, R1

Lesson 8: Our strategy reminder

Feelings and Friendship – Foundation – Lesson 08 – Presentation.pptx

Resources: C3, C8, W08, A1, R1

Lesson 9: A feelings toolkit for a character (Optional)

Feelings and Friendship – Foundation – Lesson 09 – Presentation.pptx

Resources: C6, C8, W09

Lesson 10: Friendship reminder station (Optional)

Feelings and Friendship – Foundation – Lesson 10 – Presentation.pptx

Resources: C2, C4, C7, W10

Each lesson presentation has 11 slides. Use the teacher instructions in this plan. Choose response modes that support the same learning. Optional lessons can be omitted without missing required content.

Lesson 1: Feeling words

Learning focus

I can name possible feelings and give a clue.

Resources

D1, C1–C6, W01; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Ren enjoys a puzzle. A piece fits. Ren might feel pleased or excited. We can ask Ren.

A feeling is an emotion. Words such as excited, worried, angry, calm and pleased help us explain it.

Guide and rehearse

Read C1 and C3. Offer excited, worried and frustrated. Explain one possible match using the scene.

Match a feeling word to a case. Tell or show a clue. A partner can suggest another possible feeling.

Lesson 1: Apply and reflect

Lesson: Feeling words

Apply

Try C5 and C6. Name a feeling beyond happy or sad. Use W01 or tell an adult.

Evidence and feedback

Accept plausible words tied to context. Record whether the learner uses a feeling beyond happy/sad and a relevant clue.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, communication board/device, drawing or adult scribing. Assess the same reasoning and action. No required eye contact or private disclosure. Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

What feeling word did you learn? How can we find out more?

PREVIEW

Lesson 2: Clues are not certainty

Learning focus

I can suggest a feeling and ask kindly.

Resources

D1, C3, C4, W02; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Kai is quiet beside a model. Kai might be concentrating, worried or frustrated.

Quietness alone cannot tell us.

An expression is a face or body cue. A clue helps us wonder. The person can tell us more, if they choose.

Guide and rehearse

Compare C and C4. June uses pictures. A quiet person may still have ideas or feel excited.

Use a puppet in the new-group scene. Suggest two possible feelings. Ask, "How are you feeling?" Give time to respond.

Lesson 2: Apply and reflect

Lesson: Clues are not certainty

Apply

Record two possibilities on W02. Draw or dictate a kind question. Keep the answer private if the puppet chooses.

Evidence and feedback

Look for tentative language and a respectful question. Do not reward confident guesses as certainty.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess for some reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

What can a clue tell us? What do we still need to ask?

PREVIEW

Lesson 3: Tell someone

Learning focus

I can share a feeling in a way that works for me.

Resources

D1, C4, C6, W03; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

June points to a worried picture. An adult says, "You are showing worried. Would you like help?" June can choose.

We can speak, draw, point, gesture or use a communication board or device.

Every way can share an idea.

Guide and rehearse

Practise: "I feel worried. I would like help." A puppet may point to a picture instead.

In pairs, help a puppet share a feeling and a need. The listener gives time and offers a choice. Swap roles if comfortable.

Lesson 3: Apply and reflect

Lesson: Tell someone

Apply

Use W03 to choose a feeling and draw or show a message. No personal story is needed.

Evidence and feedback

Observe respectful expression and listening. Eye contact, fluent speech and handwriting are not achievement criteria.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess for some reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the score and explain why a helpful action may change.

Reflection

How can we make time for someone to respond?

PREVIEW

Lesson 4: When feelings differ

Learning focus

I can respect different feelings about one event.

Resources

D2, C2, C5, C6, W04; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Ren feels excited about a new group. Mira feels worried because it is new. Both feelings are okay.

People have different experiences and expectations. We can listen and offer a choice without deciding how they should feel.

Guide and rehearse

Use D2 with C5 and C6. Ask what each character says and how we know. Contrast a guess with their own words.

Offer the puppet a place beside you or time to watch. Accept its choice. Use "Would you like to join or watch?"

Lesson 4: Apply and reflect

Lesson: When feelings differ

Apply

Use W04 to show two possible feelings and select a respectful response. Explain why it helps.

Evidence and feedback

Accept two emotions for the same situation. Listen for a choice that respects worry and excitement without forced participation.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess for same reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

Can two people feel differently about the same event? Explain.

PREVIEW

Lesson 5: Pause and choose

Learning focus

I can choose a safe action and ask for help.

Resources

D1, C3, C8, W05; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Kai feels frustrated when a piece will not fit. Kai puts it down safely, pauses and asks an adult for help.

All feelings are okay. We can choose actions that keep people safe. A pause may help. An adult can support us.

Guide and rehearse

Try a comfortable quiet pause, a slow breath if useful, or a help request. Children can watch instead of practising a breath.

With a puppet, choose a strategy for C3 or C8. Point to the strategy, rehearse safely and check if help is still needed.

Lesson 5: Apply and reflect

Lesson: Pause and choose

Apply

Use W05 to draw a safe sequence. A strategy does not have to make a feeling disappear.

Evidence and feedback

Assess safe action/help-seeking, not visible calmness. Never ask learners to recreate distress or unsafe behaviour.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess the same reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

Is feeling angry itself a bad action? What can we choose next?

PREVIEW

Lesson 6: Repair a small problem

Learning focus

I can try a respectful repair for a small problem.

Resources

C7, G1, W06; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Kai takes a piece Ren was using. Kai says, "Sorry I took your piece." Kai returns it and asks, "May I have a turn when you finish?"

A repair helps with what happened. Listen to the other person. They can need time. Ask an adult when a problem continues.

Guide and rehearse

Use C7. Notice which action actually repairs the problem. An apology alone does not return the piece.

Use puppets and an ordinary puzzle. Practise returning a piece, listening and offering a turn. No touching, forced apology or forgiveness.

Lesson 6: Apply and reflect

Lesson: Repair a small problem

Apply

Use W06 to plan a small repair. A child may observe and direct the puppet instead of acting.

Evidence and feedback

Observe a relevant practical repair and respectful request. Serious or repeated harm goes to adults, not a peer mediation task.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess the same reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change to the scene and explain why a helpful action may change.

Reflection

How can a repair help when we need an adult?

PREVIEW

Lesson 7: Feelings-story assessment

Learning focus

I can explain a possible feeling and show respect.

Resources

W07, A1, R1; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Practise with C3 first: Kai might feel frustrated because the model piece does not fit. Ask if Kai wants help.

Tell what happened, name a possible feeling and give a clue. Show a safe respectful response. Another feeling can also make sense.

Guide and rehearse

Teacher models a practice story. Learners select words, pictures, gestures or puppet actions to show the same ideas.

Complete W07, then A1 using the new puzzle-club scene. Give individual thinking time and record each learner's evidence.

Lesson 7: Apply and reflect

Lesson: Feelings-story assessment

Apply

Demonstrate a respectful response to a puppet. Explain a clue and another possibility. Use drawing, dictation or a device as needed.

Evidence and feedback

Use A1 and R1. Collect emotion/context reasoning and a respectful demonstration. Record access support separately from achievement.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess the same reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

What helped your reasoning respect the character?

PREVIEW

Lesson 8: Our strategy reminder

Learning focus

I can use a familiar strategy in a new scene.

Resources

C3, C8, W08, A1, R1; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

June joins a puzzle group that becomes noisy. June might feel overwhelmed. June chooses a pause and adult help. We can reflect that choice.

A reminder can show a safe pause, a way to tell someone, or a trusted-help choice. Different strategies help different people.

Guide and rehearse

Compare C3 and C8. Help is useful in both. The best action depends on the scene and the person's choice.

Create a reminder for a fictional character using W08. Test it with a changed scene. Explain whether it is still useful.

Lesson 8: Apply and reflect

Lesson: Our strategy reminder

Apply

Complete any needed evidence conference from Lesson 7. All required assessment finishes in this core lesson.

Evidence and feedback

Look for safe transfer and a reason. A strategy need not remove a feeling. Respect a character's decision to decline an invitation.

Access and challenge

Read cases aloud. Offer two pictures to begin, gestures, a communication board/device, drawing or adult scribing. Assess for same reasoning and action.

No required eye contact or private disclosure

Compare a second plausible feeling or change the scene and explain why a helpful action may change.

Reflection

Which strategy could help in a different scene? Why?

PREVIEW

Lesson 9: A feelings toolkit for a character (Optional)

OPTIONAL reinforcement. Required assessment is already complete.

Learning focus

I can explain a useful choice for a puppet.

Resources

C6, C8, W09; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

A puppet feels worried in a new group. It can watch, use a feeling picture or ask an adult for help.

Optional lesson: revisit familiar communication, pause and help strategies.

Required assessment is already complete.

Guide and rehearse

Use C6 and C8. Choose a helpful action for each. Explain why one choice might suit the scene better.

Make a two-scene toolkit on W09. Show a choice to a puppet, then listen to its response. Use existing cards and reminders.

Lesson 9: Apply and reflect

OPTIONAL reinforcement. Required assessment is already complete.

Lesson: A feelings toolkit for a character

Apply

Change one scene from quiet to noisy. Reconsider the choice without judging the puppet's feeling.

Evidence and feedback

Offer formative feedback only. No essential new criterion or compulsory assessment belongs in this lesson.

Access and challenge

Read cases aloud. Offer two pictures to begin messages, a communication board/device, drawing or adult scribing. Assess the same reasoning and action.

No required eye contact or private disclosure.

Compare a second plausible feeling or choice the scene and explain why a helpful action may change.

Reflection

What might you learn when the scene changes?

PREVIEW

Lesson 10: Friendship reminder stations (Optional)

OPTIONAL reinforcement. Required assessment is already complete.

Learning focus

I can practise a familiar respectful action.

Resources

C2, C4, C7, W10; puppets, familiar puzzle/model materials and drawing tools.

50-minute sequence

5 min: retrieve a familiar case and invite noticing.

10 min: explicit model and explanation.

15 min: guided safe rehearsal.

10 min: apply and record or demonstrate.

5 min: feedback and evidence check.

5 min: reflection.

Model and explain

Amira offers a choice to join in watch. June shares with a picture. Friends give each other time and attention.

Optional lesson: practise familiar greeting, listening, choice and help strategies. No one has to share a private feeling.

Guide and rehearse

Model asking a puppet to join and accepting "I want to watch." Show listening without requiring eye contact.

Visit three stations: invitation choices, picture messages and helpful repairs.

Choose a role or observe and direct a puppet.

Lesson 10: Apply and reflect

OPTIONAL reinforcement. Required assessment is already complete.

Lesson: Friendship reminder stations

Apply

Use W10 to record one strategy and one reason. Reuse C2, C4 and C7 without testing a new essential concept.

Evidence and feedback

Give feedback on the selected safe routine. Participation style and confidence are not achievement scores.

Access and challenge

Read cases aloud. Offer two pictures to begin messages, a communication board/device, drawing or adult scribing. Assess the student's reasoning and action.

No required eye contact or private disclosure.

Compare a second plausible framing or change the scene and explain why a helpful action may change.

Reflection

Which respect or action would you keep using?

PREVIEW

Feelings and friendship

feeling:
how you feel



emotion:
a feeling, such as joy



expression:
a face or body clue



friendship: caring
for each other



listen: give time
to share



help: offer useful
support



Ask kindly.
A clue is not certainty.



All feelings are okay.
Choose safe actions.



Same event, different feelings

Our question: Can two people feel differently?

Ren: I feel
excited.

Amira: I feel
worried. It is new.



Our explanation: Their experiences can differ.
Both feelings are okay.

Ask kindly. Offer a choice.

Case cards: fictional stories

C1 Ren and the puzzle



Ren enjoys puzzles. Ren helps a child find pieces.

**What might Ren feel?
What clue helps?**

C2 Amira offers a choice



A child is watching. Amira asks: "Would you like to join or watch?"

How does Amira include the child?

C3 Kai asks for help



A model piece will not fit. Kai keeps trying and asks an adult for help.

**What might Kai feel?
What safe action helps?**

C4 June shares an idea



June chooses a picture to share an idea with the group.

How can the group listen to June?

Case cards: fictional stories

C5 Ren tries a new group

Ren says: I am excited to try the new group.



What tells us how Ren feels?

C6 Amira tries a new group

Amira says: I feel worried. I have not been here before.



Can Ren and Amira feel differently?

C7 A small toy problem

Kai takes a puzzle piece Ren was using. Kai gives it back and asks for a turn.



How can Kai repair this small problem?

C8 June chooses a pause

The group gets noisy. June points to a quiet-space picture and asks an adult for help.



What can the group do to respect June?

Choose, explain and check

A cooperative game for 2-4 players

-  Choose a challenge card.
-  Tell, point, draw or show an idea.
-  Ask one kind question.
-  Check the teacher guide together.
-  Move a counter or point to the next stop.

Everyone helps.
Take your time.



Worked turn: C3



The piece will not fit.

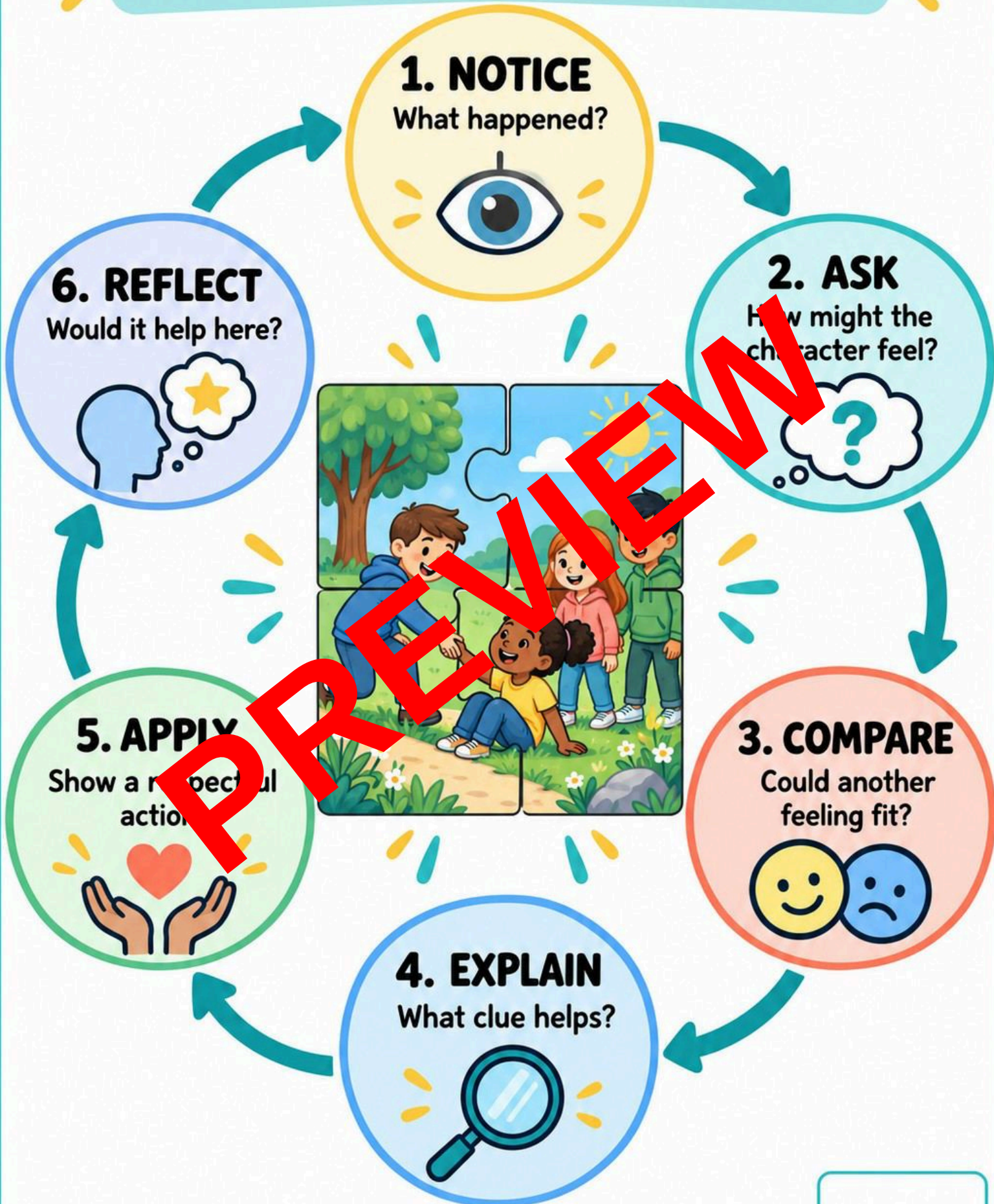


"Would you like help?"

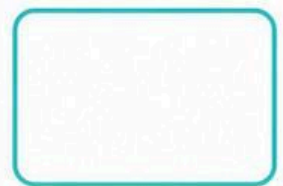


You can answer with a partner
or an adult.

Our discussion mat



Move in order. Point or use a large counter.



Challenge cards

1



C1: Name two possible feelings for Ren. Give a clue.

2



C2: Show an invitation that offers a choice.

3



C3: Choose a safe action when a piece will not fit.

4



C4: Show how to listen to June's picture message.

5



C5 + C6: Can both characters have different feelings? Explain.

6



C7: Show a practical repair for the piece problem.

7



C8: Respect June's pause. What could the group do?

8



All cases: Is anger itself a bad action? Show a safe choice.

Game teacher guide

Accept plausible feelings with a clue.

1



C1: pleased or excited;
Ren enjoys the puzzle.



2



C2: offer joining or watching;
accept the choice.



3



C3: pause safely or ask an adult
for help.



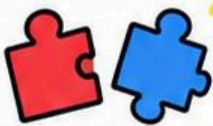
4



C4: give time;
acknowledge the picture idea.



5



C5 + C6: yes,
their experiences can differ.



6



C7: return the piece and ask
for a turn.



7



C8: allow a pause and adult
support.



8



Anger is a feeling;
safe actions and help matter.

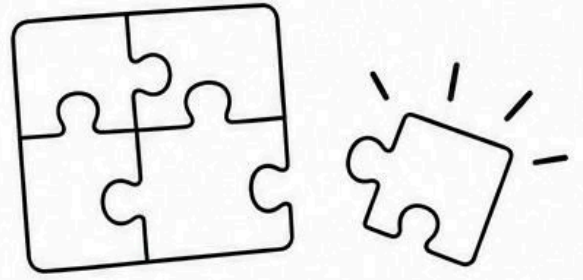


Other respectful, reasoned choices can work.
Allow time, optional responses and comfortable ways to listen.

Feeling words

Name: _____

Ren enjoys a puzzle.
Kai's piece will not fit.



Choose possible feelings: excited, worried, frustrated, pleased.

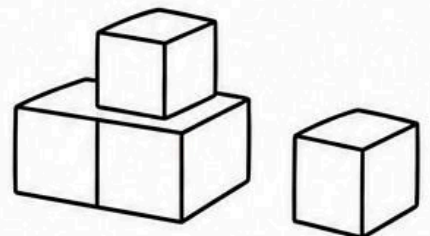
Draw or tell:

Ren might feel:

Kai might feel:

PREVIEW

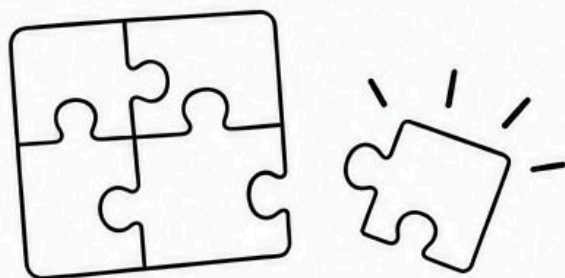
What clue helps?



Feeling words

Name: ANSWERS

Ren enjoys a puzzle.
Kai's piece will not fit.



Choose possible feelings: excited, worried, frustrated, pleased.

Draw or tell:

Ren might feel:

pleased

Kai might feel:

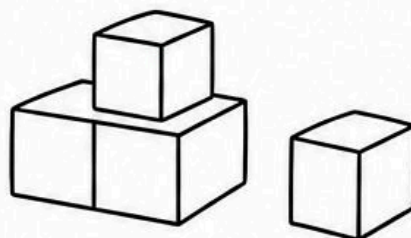
frustrated

PREVIEW

What clue helps?

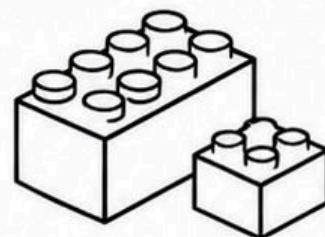
Ren enjoys puzzles. Kai's piece will not fit.

Other feelings can fit with a reason.



Clues are not certainty

Name: _____



C3: Kai is quiet by the model.

1. **NOTICE:** What might be happening?

2. **COMPARE:** Draw or tell two possible feelings.

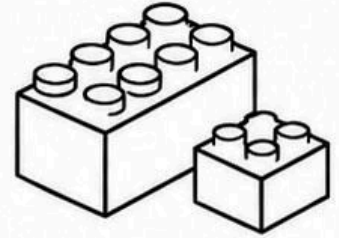
Kai might feel:

Kai might also feel:

3. **ASK:** What kind question could you use?

Clues are not certainty

Name: **ANSWERS**



C3: Kai is quiet by the model.

1. NOTICE: What might be happening?

Kai may be concentrating or finding the model difficult.

2. COMPARE: Draw or tell two possible feelings.

Kai might feel:

frustrated

Kai might also feel:

calm and focused

3. ASK: What kind question could you use?

How are you feeling?

Being quiet alone cannot tell us.

Tell someone

Name: _____

C4: June shares with pictures.

1. CHOOSE: What might a puppet feel?



worried



excited



angry



calm



2. SHARE: Draw, point or tell a message.

I feel:

I would like:

3. LISTEN: How can a partner help?



Tell someone

Name: **ANSWERS**

C4: June shares with pictures.

1. **CHOOSE:** What might a puppet feel?



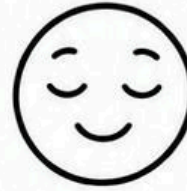
worried



excited



angry



calm



2. **SHARE:** Draw, point or tell a message.

I feel:

worried

I would like:

adult help

3. **LISTEN:** How can a partner help?

Give time and offer a choice.

A picture or gesture can share the message.



When feelings differ

Name: _____

C5 + C6: A new group



1. NOTICE: Ren feels excited. Amira feels worried.

2. SHOW: Draw both possible feelings.

Ren:

Amira:

3. CHOOSE: Which response respects Amira?

☐

"You must join."

☐

"Would you like to join or watch?"

Why does your choice help?

When feelings differ

Name: ANSWERS

C5 + C6: A new group



1. **NOTICE:** Ren feels excited. Amira feels worried.

2. **SHOW:** Draw both possible feelings.

Ren:



excited

Amira:



worried

3. **CHOOSE:** Which response respects Amira?



"You must join."



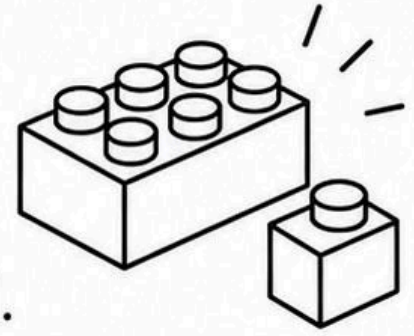
"Would you like to join or watch?"

Why does your choice help?

It respects Amira's choice.

Both feelings are okay.

Pause and choose



Name: _____

C3: Kai feels frustrated with the model.

1. **NOTICE:** What needs to stay safe?

2. **PLAN:** Draw a safe action in each space.

PREVIEW

Pause:

PREVIEW

Tell or show:

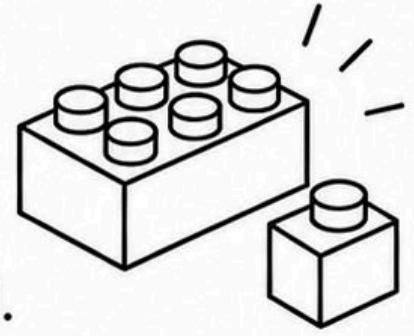
PREVIEW

Ask for help:

3. **REFLECT:** Could Kai still feel frustrated?

Pause and choose

Name: ANSWERS



C3: Kai feels frustrated with the model.

1. **NOTICE:** What needs to stay safe?

People and pieces.

2. **PLAN:** Draw a safe action in each space.



Pause:



Tell or show:



Ask for help:

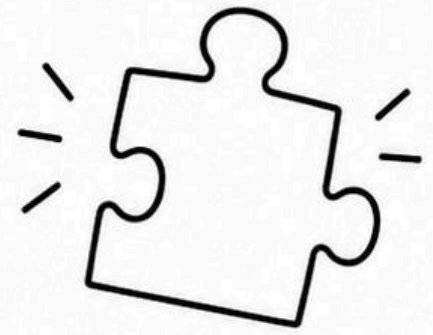
3. **REFLECT:** Could Kai still feel frustrated?

Yes. A safe action need not remove the feeling.

Repair a small problem

Name: _____

C7: Kai takes Ren's puzzle piece.



1. **NOTICE:** What needs a repair?

2. **PLAN:** Draw or tell what Kai could do

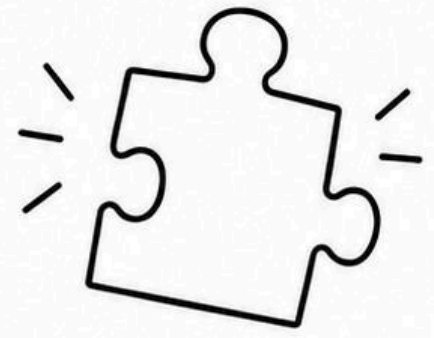
A practical repair:

A respectful request:

3. **CHECK:** When could an adult help?

Repair a small problem

Name: ANSWERS



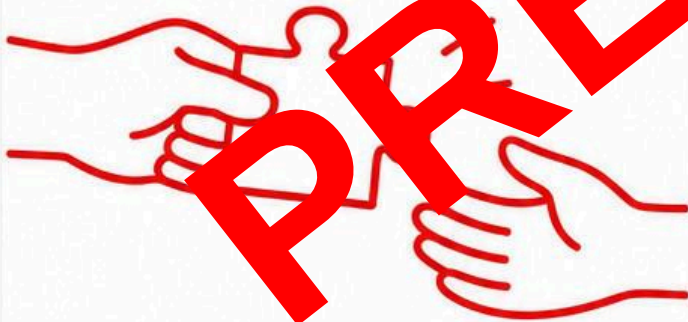
C7: Kai takes Ren's puzzle piece.

1. **NOTICE:** What needs a repair?

Ren needs the piece returned.

2. **PLAN:** Draw or tell what Kai could do

A practical repair:



Return the piece.

A respectful request:

"May I have a turn when you finish?"

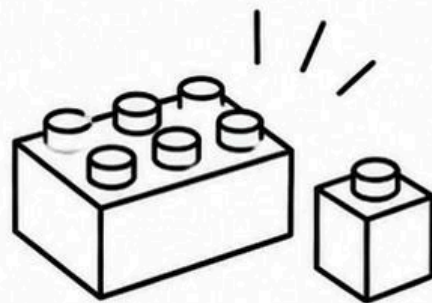
3. **CHECK:** When could an adult help?

An adult can help if the problem continues.
Ren may need time.

A feelings story

Name: _____

Practice story: C3



1. NOTICE: Kai's model piece will not fit.

2. STORY: Draw, tell or show your ideas.

What happened?

A possible feeling
and clue:

A respectful
response:

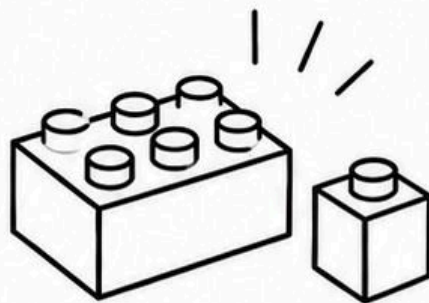
PREVIEW

3. REFLECT: Could another feeling fit?

A feelings story

Name: ANSWERS

Practice story: C3



1. NOTICE: Kai's model piece will not fit.

2. STORY: Draw, tell or show your ideas.

What happened?

The piece will not fit.

A possible feeling and clue:

Frustrated because the piece will not fit.

A respectful response:

Would you like adult help?

3. REFLECT: Could another feeling fit?

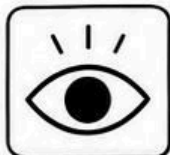
Another possible feeling: worried.

Ask Kai.

Our strategy reminder

Name: _____

C8: June's group gets noisy.



1. **NOTICE:** What could help June?



2. **MAKE:** Draw a reminder for the character.

My reminder:

PREVIEW



3. **TEST:** The group moves to a quiet table. Is your reminder still useful?
Explain or show why.

Our strategy reminder

Name: **ANSWERS**

C8: June's group gets noisy.



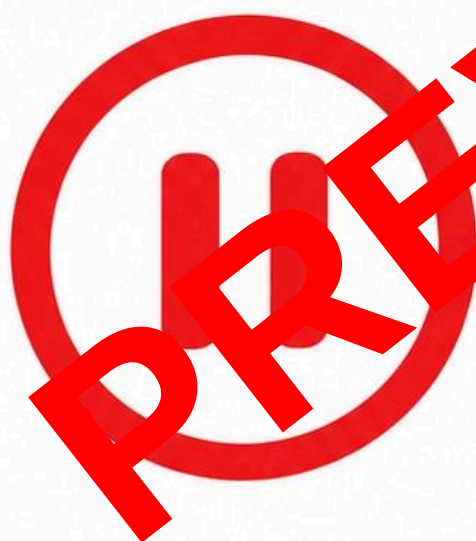
1. **NOTICE:** What could help June?

Adult help and a quiet pause.



2. **MAKE:** Draw a reminder for the character.

My reminder:



Ask an adult for a quiet pause.



3. **TEST:** The group moves to a quiet table. Is your reminder still useful?
Explain or show why.

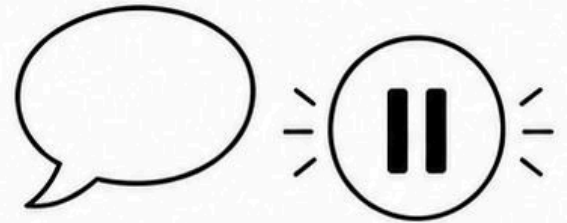
At a quiet table June may choose to stay.

Ask June. Different scenes may need different choices.

A feelings toolkit

Name: _____

OPTIONAL: Familiar strategies



1. NOTICE: Two fictional scenes

C6: Amira is worried in a new group.



C8: June wants a pause from noise.



2. CHOOSE: Draw a helpful choice for each.

Amira:

June:

3. EXPLAIN: Why might each choice help?

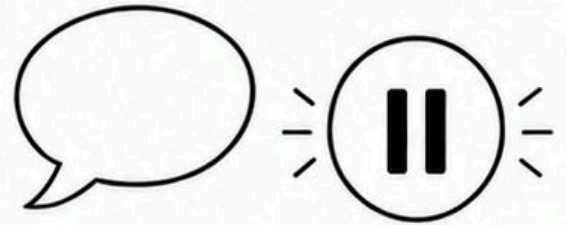
Amira:

June:

A feelings toolkit

Name: ANSWERS

OPTIONAL: Familiar strategies



1. NOTICE: Two fictional scenes

C6: Amira is worried in a new group.



C8: June wants a pause from noise.



2. CHOOSE: Draw a helpful choice for each.

Amira:



June:



3. EXPLAIN: Why might each choice help?

Amira:

It respects Amira's choice.
Other safe choices can work.

June:

It respects June's need for a pause.

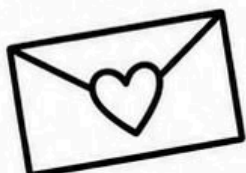
Friendship reminders



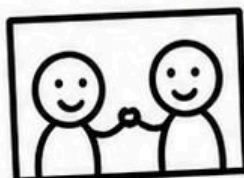
Name: _____

OPTIONAL: Practice stations

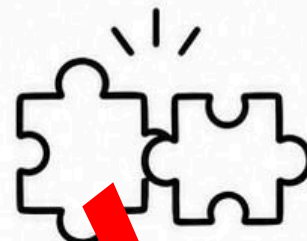
Use C2, C4 or C7 case cards.



invitation



picture message



repair

1. **CHOOSE:** invitation / picture message / repair
2. **PRACTISE:** Draw or tell one respectful action.

My action:

PREVIEW

3. **EXPLAIN:** How does it help the character?

A kind question I could ask:



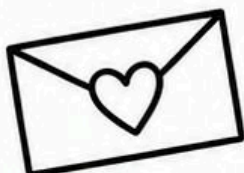
Friendship reminders



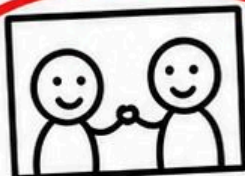
Name: ANSWERS

OPTIONAL: Practice stations

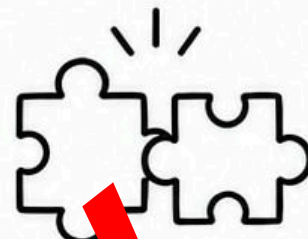
Use C2, C4 or C7 case cards.



invitation



picture message



repair

1. **CHOOSE:** invitation / picture message / repair
2. **PRACTISE:** Draw or tell one respectful action.

My action:



Give June time
to choose a
picture.

3. **EXPLAIN:** How does it help the character?

It helps June share an idea.

Other respectful station examples can work.

A kind question I could ask:

Would you like more time?



Quiz and assessment guide

Quiz: Feelings and Friendship

The separate editable quiz has 24 slides: cover, instructions, ten questions with individual answer/explanation slides, reflection and closing. Offer oral, drawn, picture, gestural or demonstrated responses. Read questions aloud and accept reasoned alternatives. Use it for review after the core, or select checks during taught lessons.

Practical evidence matters

Use the following two assessment pages with the new puzzle-club story. Ask learners to name a possible emotion, explain a clue, demonstrate a respectful response and adapt when June chooses to watch. The story is fictional. Use puppets rather than requiring personal experiences or peer conflict.

Conference anchors

Ren may feel excited because Ren looks forward to joining. June may feel worried, curious or excited because the club is new. More than one feeling can fit. We can ask June rather than decide. Respectful invitation offers joining or watching and accepts the choice. Adult help available.

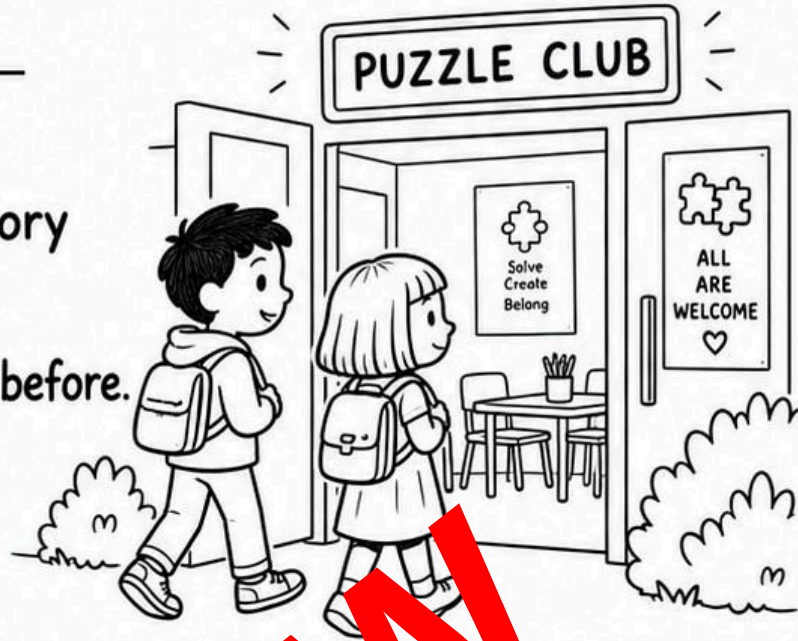
Rubric use

Gather understanding, evidence, respectful action and reflection. A learner may independently meet these through a communication device, pointing or scribing. Record the actions mode separately. Complete core assessment by Lesson 8. Optional Lessons 9–10 introduce no additional required criteria.

Feelings story assessment

Name: _____

A new puzzle club: fictional story
Ren looks forward to joining.
June has never been to this club before.



1. NOTICE: What happened?

2. EXPLAIN: Draw or tell a possible feeling and a clue.

Ren might feel:

June might feel:

3. SHOW: Plan a respectful response to June.

You can draw, point, tell or use a puppet.

Evidence and conference

Name: _____

Use the new puzzle-club story.

1. DEMONSTRATE: Show a respectful response.

Teacher observation:

2. EXPLAIN: What clue supports a possible feeling?

Learner response:

3. COMPARE: Could another feeling fit?

Learner response:

4. TRANSFER: June chooses to watch. What could help?

Learner response:

Response mode / access support:

Assessment is about reasoning and action.
Speech, eye contact and handwriting are not scores.

Feelings and friendship rubric

Teacher record: _____

UNDERSTANDING	Support	Sound	Transfer
	names a feeling with prompting.	names a plausible feeling in context.	explains two possible feelings.

EVIDENCE	Support	Sound	Transfer
	needs help to connect a clue.	links a feeling to a relevant clue.	explains that clues leave uncertainty.

RESPECTFUL ACTION	Support	Sound	Transfer
	needs help to select a safe response.	shows a safe response and offers a choice.	adjusts the response when the scene changes.

REFLECTION	Support	Sound	Transfer
	needs help to explain a helpful choice.	explains how a choice may help.	respects a different choice and seeks help.

Record communication support separately.
Support needs alone do not lower achievement.

Evidence / support notes:

Lesson 1

Feeling words



Our learning

I can name possible feelings and give a clue.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

Ren enjoys a puzzle.

What might the character feel?

PREVIEW

Our example

Ren enjoys a puzzle. A piece fits. Ren must feel pleased or excited. We can ask Ren.

PREVIEW

A helpful idea

A feeling is an emotion. Words such as excited, worried, angry, calm and pleased help us explain it.

PREVIEW

Try it together

Read C1 and C3. Offer excited, worried and frustrated.

Explain one possible match using the scene.

PREVIEW

Puppet practice

Match a feeling word to a case. Tell or show a clue. A partner can suggest another possible feeling.

PREVIEW

Your learning record

Try C5 and C6. Name a feeling beyond happy or sad. Use W01 or tell an adult.

PREVIEW

Our check

I can name possible feelings and give a clue.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

What feeling word did you learn? How can we find out more?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 2
Clues are
not certainty



Our learning

I can suggest a feeling and ask kindly.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

Kai is quiet beside a model.

What might the character feel?

PREVIEW

Our example

Kai is quiet beside a model. Kai might be concentrating, worried or frustrated. Quietness alone cannot tell us.

PREVIEW

A helpful idea

An expression is a face or body clue. A face helps us wonder. The person can tell us more, if they choose.

PREVIEW

Try it together

Compare C3 and C4. June uses pictures. quiet person
may still have ideas or feel excited

PREVIEW

Puppet practice

Use a puppet in the new-group scene. Suggest two possible feelings. Ask, "How are you feeling?" Give time to respond.

PREVIEW

Your learning record

Record two possibilities on W02. Draw and dictate a kind question. Keep the answer private if the puppet chooses.

PREVIEW

Our check

I can suggest a feeling and ask kindly.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

What can a clue tell us? What do we still need to ask?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 3

Tell someone



Our learning

I can share a feeling in a way that someone can feel it.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story.

June points to a worried picture.

What might the character feel?

PREVIEW

Our example

June points to a worried picture. Aqad says "You are showing worried. Would you like help. June can choose.

PREVIEW

A helpful idea

We can speak, draw, point, gesture or use a communication board or device. Every way can share an idea.

PREVIEW

Try it together

Practise: "I feel worried. I would like help." A puppet may point to a picture instead.

PREVIEW

Puppet practice

In pairs, help a puppet share a feeling and a need. The listener gives time and offers a choice. Swap roles if comfortable.

PREVIEW

Your learning record

Use W03 to choose a feeling and draw to show a message.

No personal story is needed

PREVIEW

Our check

I can share a feeling in a way that works for me.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

How can we make time for someone to respond?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 4

When feelings differ



Our learning

I can respect different feelings about an event

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story.
Ren feels excited about a new group.
What might the character feel?

PREVIEW

Our example

Ren feels excited about a new group. Anna feels worried because it is new. Both feelings are okay.

PREVIEW

A helpful idea

People have different experiences and expectations. We can listen and offer a choice without deciding how they should feel.

PREVIEW

Try it together

Use D2 with C5 and C6. Ask what each character says and how we know. Contrast a guess with their own words.

PREVIEW

Puppet practice

Offer the puppet a place beside you or here to watch.

Accept its choice. Use "Would you like to join or watch?"

PREVIEW

Your learning record

Use W04 to show two possible feelings and select a respectful response. Explain why it helps.

PREVIEW

Our check

I can respect different feelings about an event.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

Can two people feel differently about the same event?

Explain.

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 3

Pause and Choose



Our learning

I can choose a safe action and ask for help.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

Kai feels frustrated when a piece will not fit.

What might the character feel?

PREVIEW

Our example

Kai feels frustrated when a piece will not fit. Kai puts it down safely, pauses and asks an adult for help.

PREVIEW

A helpful idea

All feelings are okay. We can choose actions that keep people safe. A pause may help. An adult can support us.

PREVIEW

Try it together

Try a comfortable quiet pause, a slow breath if useful, or a help request. Children can watch instead of practising a breath.

PREVIEW

Puppet practice

With a puppet, choose a strategy for C6 or C8. Point to the strategy, rehearse safely and check if help is still needed.

PREVIEW

Your learning record

Use W05 to draw a safe sequence. This strategy does not have to make a feeling disappear.

PREVIEW

Our check

I can choose a safe action and ask for help.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

Is feeling angry itself a bad action? What can we choose next?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 6

Repair a small problem



Our learning

I can try a respectful repair for a small problem.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

Kai takes a piece Ren was using.

What might the character feel?

PREVIEW

Our example

Kai takes a piece Ren was using. Kai says, "Sorry I took your piece." Kai returns it and asks, "May I have a turn when you finish?"

PREVIEW

A helpful idea

A repair helps with what happened. Listen to the other person. They can need time. Ask an adult when a problem continues.

PREVIEW

Try it together

Use C7. Notice which action actually repairs the problem.
An apology alone does not return the piece.

PREVIEW

Puppet practice

Use puppets and an ordinary puzzle. Practise returning a piece, listening and offering a turn. No touching, forced apology or forgiveness.

PREVIEW

Your learning record

Use W06 to plan a small repair. A child may observe and direct the puppet instead of acting.

PREVIEW

Our check

I can try a respectful repair for a small problem.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

How can a repair help? When do we need an adult?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 7

Feelings story assessment



Our learning

I can explain a possible feeling and show respect.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

Practise with C3 first: Kai might feel frustrated because the model piece does not fit

What might the character feel?

PREVIEW

Our example

Practise with C3 first: Kai might feel frustrated because the model piece does not fit. Ask if Kai wants help.

PREVIEW

A helpful idea

Tell what happened, name a possible feeling and give a clue. Show a safe respectful response. Another feeling can also make sense.

PREVIEW

Try it together

Teacher models one practice story. Learners select words, pictures, gestures or puppet action to show the same ideas.

PREVIEW

Puppet practice

Complete W07, then A1 using the new puzzle-club scene.
Give individual thinking time and record each learner's evidence.

PREVIEW

Your learning record

Demonstrate a respectful response to a supporter. Explain a clue and another possibility. Use drawing, dictation or a device as needed.

PREVIEW

Our check

I can explain a possible feeling and show respect.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

What helped your response respect the character?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 8

Our strategy reminder



Our learning

I can use a familiar strategy in a new situation.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story.

June joins a puzzle group that becomes noisy.

What might the character feel?

PREVIEW

Our example

June joins a puzzle group that becomes too busy. June might feel overwhelmed. June chooses to pause and adult help. We can respect that choice.

PREVIEW

A helpful idea

A reminder can show a safe pause, a way to tell someone, or a trusted-help choice. Different strategies help different people.

PREVIEW

Try it together

Compare C3 and C8. Help is useful but not enough. The best action depends on the scene and the person's choice.

PREVIEW

Puppet practice

Create a reminder for a fictional character using W08. Test it with a changed scene. Explain whether it is still useful.

PREVIEW

Your learning record

Complete any needed evidence conference from Lesson 7.

All required assessment finishes in this core lesson.

PREVIEW

Our check

I can use a familiar strategy in a new situation.

Give a clue or show a respectful question.

More than one answer can make sense.

PREVIEW

Reflection

Which strategy could help in a different scene? Why?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 9
A feelings toolkit
for a character
Optional



Our learning

I can explain a useful choice for a purpose.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story

A puppet feels worried in a new group

What might the character feel?

PREVIEW

Our example

A puppet feels worried in a new group. We can watch, use a feeling picture or ask an adult for help.

PREVIEW

A helpful idea

Optional lesson: revisit familiar communication pause and help strategies. Required assessment already complete.

PREVIEW

Try it together

Use C6 and C8. Choose a helpful action for each. Explain why one choice might suit the scene better.

PREVIEW

Puppet practice

Make a two-scene toolkit on W09. Show a choice to a puppet, then listen to its response. Use existing cards and reminders.

PREVIEW

Your learning record

Change one scene from quiet to noisy. Consider the choice without judging the puppet's feeling.

PREVIEW

Our check

I can explain a useful choice for a puppet.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

What might you change when the scene changes?

You can answer for a fictional character.

PREVIEW

Well Done!



Lesson 9
Friendship Reminder
stations
Optional



Our learning

I can practise a familiar respectful action.

We can point, draw, tell or show our ideas.

PREVIEW

Notice and wonder

Use a puppet for this fictional story.
Amira offers a choice to join or watch.
What might the character feel?

PREVIEW

Our example

Amira offers a choice to join or watch. She shares with a picture. Friends give each other time and choices.

PREVIEW

A helpful idea

Optional lesson: practise familiar greeting, listening, choice and help strategies. No one has to share a private feeling.

PREVIEW

Try it together

Model asking a puppet to join and responding "I want to watch." Show listening without requiring eye contact.

PREVIEW

Puppet practice

Visit three stations: invitation choices, picture messages and helpful repairs. Choose a role or a serve and direct a puppet.

PREVIEW

Your learning record

Use W10 to record one strategy and one reason. Reuse C2, C4 and C7 without testing a new essential concept.

PREVIEW

Our check

I can practise a familiar respectful action.

Give a clue or show a respectful action.

More than one answer can make sense.

PREVIEW

Reflection

Which respectful action would you keep using?

You can answer for a fictional character.

PREVIEW

Well Done!



Feelings and Friendship Quiz



Ways to answer

Listen to each fictional story.

Point, draw, say or demonstrate an idea.

Give a clue or reason. You may pass and answer privately.

PREVIEW

Question 1

Can two people feel differently about the same event?

PREVIEW

Question 1: possible answer

Yes. Their experiences and expectations can differ. Ren may feel excited and Amira may feel worried about a new group.

PREVIEW

Question 2

Is feeling angry itself a bad action?

PREVIEW

Question 2: possible answer

No. Feelings are valid. We can choose safe actions and ask an adult for help.

PREVIEW

Question 3

Kai is quiet. Do we know exactly how Kai feels?

PREVIEW

Question 3: possible answer

No. Kai might be concentrating, worried or frustrated. We can ask kindly and give time to respond.

PREVIEW

Question 4

June points to a feeling picture. How did June share an idea?

PREVIEW

Question 4: possible answer

Yes. Pictures, gestures, words and communication devices can share ideas. Give June time to respond.

PREVIEW

Question 5

A puppet feels worried about joining in. What could you say?

PREVIEW

Question 5: possible answer

"Would you like to join or watch?" gives either choice.

Other kind invitations that respect the choice also work.

PREVIEW

Question 6

Kai takes Ren's piece. Which action represents the small problem?

PREVIEW

Question 6: possible answer

Return the piece and ask for a turn. Listen to Ben. An apology can help, and the practical repair matters.

PREVIEW

Question 7

June asks for a quiet pause. Must June be happy before returning?

PREVIEW

Question 7: possible answer

No. June can still have feelings. Respect the choice and seek adult support if needed.

PREVIEW

Question 8

A model piece still will not fit after condensation. What next?

PREVIEW

Question 8: possible answer

Ask a trusted adult for help. Try a safe alternative with support. We do not have to solve every problem alone.

PREVIEW

Question 9

New scene: Ren joins a new puzzle club. He has never been there. What feelings are possible?

PREVIEW

Question 9: possible answer

Ren might feel excited. June might feel worried, curious or excited too. Explain a clue. Ask them rather than assuming.

PREVIEW

Question 10

New scene: Amira invites Kai to a new activity. Kai chooses to watch. Show a respectful response.

PREVIEW

Question 10: possible answer

Accept watching. Offer time or help if wanted. Do not pressure Kai. Demonstrate with a puppet, picture or words.

PREVIEW

Reflection

What can help us respect another person's feelings?

Show one helpful choice and explain why.

PREVIEW

Well Done!

